**Skills for Life
Support Programme**

Guidance notes on conducting staff qualifications audits for English (literacy and ESOL) and Maths (numeracy)

Why carry out a staff qualification audit?

The further education world is complex when it comes to who does what in teaching and supporting English (literacy and ESOL) and Maths (numeracy).

Some roles are fairly straightforward, for example, Skills for Life literacy, ESOL and numeracy teachers and LLN learning support practitioners. But there are many other roles in which staff are involved in some way with learners who are developing their English and Maths:

> ➢ Vocational teachers teaching learners in the workplace under Train to Gain, where a proportion will require literacy, language and numeracy skills development and qualifications
> ➢ Assessors and advisers involved in screening and initial assessments for literacy, language and numeracy
> ➢ Trainers involved in Foundation Learning across a broad range of skills, whose role might involve LLN development within these contexts.
> ➢ GCSE English and maths teachers who have broadened their roles to teach literacy, ESOL and numeracy.

Examining your own organisation may give you a different and/or longer list.

The LLN staff qualifications audit tool described here is designed to focus on staff who teach and support learners with English and Maths (LLN) skills development in all its forms.

It is intended to help you identify the qualifications of your staff so that you can plan strategically, operationally and on an individual basis to support staff development and ensure learners receive the highest possible quality of teaching and support.

This guidance takes you through the stages of preparing for and conducting an audit and using the results to plan training and development in your organisation.

1. Before carrying out an audit

To get the best out of the process, decide what you will do with the results before you start. For example:

- Do you want to build tracking and development of staff qualifications and skills in LLN into your appointment and professional development review processes?

- Do you want to produce job descriptions which identify the literacy, language and numeracy in each role in the organisation and the qualifications/training expected?

- Do you want to use the results to help you prioritise and plan training?
    - according to where there is greatest need?
    - in line with staff development budget availability?

- Do you want produce a training and development plan for a priority area of your organisation? Consider how this will relate to your organisation's strategic plan. Are you, for example, planning to embed Skills for Life literacy, numeracy or ESOL further within a particular vocational area? Or planning to focus on Maths and numeracy across the organisation?

- Do you want to use the results to demonstrate to Ofsted or the Skills Funding Agency (or other funder) that staff are suitably qualified to meet government and funding requirements?

- Will you use the results from the audit and other professional development processes to offer individual members of staff advice and training opportunities based on their skills, experience, aspirations and roles?

- Will individual members of staff use the results themselves to identify relevant career training pathways?

The ultimate aim for most providers will be to raise the achievement of learners with language, literacy and numeracy needs, and create an environment where staff are encouraged and supported to continue their professional development.

In 2007 **Leicestershire Adult Learning Service** conducted a staff qualifications audit to identify the organisation's progress towards qualification of its literacy, numeracy and ESOL teachers. The results showed the achievements of the service were already significant, with 25% of teachers already fully qualified and 75% partly qualified. They used the results to identify a range of training options to suit the different qualification backgrounds that emerged. As a result, staff enrolled on local teacher training programmes. The service then put in place its plan for the next phase of staff development towards qualification, drawing on the result of the audit process, organisational priorities and staff career aspirations.

The LLN training plan produced by **YMCA Training, Cambridge** in 2008 presented evidence for their forthcoming inspection of an organisation with a sound understanding of the LLN qualifications that staff held and needed.

As result of their audit of staff qualifications, they prioritised literacy and numeracy teaching and subject support qualifications for vocational teachers working on Care and Early Years programmes. A visual summary offered an easy-to-read picture of the qualification patterns among the staff in a range of roles at YMCA Training and a clear indication of the next steps, including resource implications, for each person.

2. Preparing your organisation for an audit

- Ensure senior management support the process fully and have a strong commitment to having a fully trained workforce.

- Check the size of the training budget for the next two years.

- Decide the objectives and long-term impact of the audit.

- Ensure all staff are aware of the purpose of the audit and see it as part of the organisation's commitment to support their professional development.

- Ensure someone in your organisation knows where to check current regulations and guidelines for staff teaching in the Lifelong Learning Sector – this is likely to vary according to whether your organisation is an FE / sixth-form college or is part of the wider Further Education sector which includes Adult and Community, Work-Based and Offender learning.

- Hold information and awareness sessions about government and funding qualification requirements, and training opportunities. Use the materials in the [national policy and contexts](#) section to help you.

- Identify a member of staff who will have responsibility for analysing the results of the audit and ensuring the results are used to support staff's professional development. This person would need to be operating at a strategic level or reporting to someone who has a management role with formal responsibility for professional development. Involvement of the Staff Development or Human Resources Manager or similar is crucial in this process.

- Decide the best process for sending out and collecting back the questionnaires that inform the audit. There are risks associated with just sending them out electronically to all members of staff; for example people may not return the questionnaire, or they may misinterpret the purpose of the exercise.

  One alternative is to ask staff to complete it by hand while they are at a team meeting and hand it in straight away. The advantages to this approach are: there is someone at hand to advise on what to put where; there is a better chance of getting the questionnaires all back in; it's sometimes possible to give team members some immediate advice, especially about shared queries. And it only takes about ten minutes to complete the questionnaire.

  If the questionnaires are sent out electronically, you will need a really clear process for collecting them back in – with reminders and support built in.

- Ensure all staff are clear about the process/timescale of the audit and the advice they will be able to get for themselves.

- Consider issues around transparency and confidentiality which will arise from conducting the audit – for example, how will the results be fed back to staff? Who will have access to the information?

- How will the audit fit into other staff development processes, for example, appraisal/review, compiling staff development plans?

- Do you already hold information about staff qualifications, training and experience? How will you incorporate what you find out about LLN?

You may find the [audit action plan](#) and [self check questions](#) helpful when preparing for an audit. Customise them to suit your context.

3. Carrying out the audit

When you are collecting information about staff qualifications, training and experience, the following information is essential:

- When the member of staff started teaching in the FE sector (LSC/SFA funded) – this is not necessarily the same date that they started teaching or training with you

- Personal Maths and English qualifications – both need to be at Level 2 for teachers working towards QTLS/ATLS

- Personal ICT skills – teachers and trainers need to demonstrate these are at Level 2 for QTLS/ATLS

- Teaching or training qualifications and subject-specific qualifications –it is best to record these separately

If this is your first time collecting this information, you may find the following questionnaires helpful. If you have already collected some information about staff qualifications and experience, you may also find it useful to compare these questionnaires with those your organisation uses. Add the key questions about English and Maths to your own collection systems.

[Questionnaire for LLN teachers](#) This questionnaire is for teachers, tutors, trainers and assessor/trainers who teach English (literacy or ESOL) or Maths (numeracy) as part of their role.

[Questionnaire for LLN support roles](#) This questionnaire is for teachers, tutors, trainers, assessors, advisers and others who specialise in teaching other areas and support the teaching of Maths (numeracy) or English (Literacy or ESOL) through:
- inclusive approaches to LLN and ICT
- embedding LLN
- advising
- referring and signposting.

4. Collating the audit findings

Once you have collected information about staff qualifications, training and experience, use a [visual summary template](#) to collate the information. This enables you to see, at a glance, the qualifications and experience of staff. It can then be used to identify where there are training needs.

Before collating your own audit findings, you may find it useful to 'shadow' the process with JTP Training. Follow the process describe below.

1. An audit of staff at JTP Training, a work based learning provider, has been carried out. Look at the eight members of staff in 'staff profiles and training steps – JTP activity'.

2. A manager with responsibility for staff development has started to collate the information onto a visual summary, visual summary – JTP activity. She has filled in columns 1–4. Do you agree with how it has been filled in?

3. Using staff profiles and training steps – JTP activity, can you fill in the rest of the visual summary? Use these notes, below, to help you fill in each column.

Column 1 From the left	♦	The job role for each member of staff. There is one entry for each job role, so if a member of staff has more than one role, they will be entered more than once.
Column 2	♦	The reference ID for each member of staff. Consider confidentiality here.
Column 3	♦	The year the individual joined the FE (LSC/SFA funded) sector. This could be 'pre-2001', '2001–2007' or 'post-2007'. For JTP Training the latter date is the only relevant one, but an FE/sixth-form college would need to consider all three dates.
Column 4	♦	Summary of relevant qualifications – include academic and teaching qualifications; include all qualifications relating to English, Maths and ICT.
Column 5	♦	Subject-specific qualification – for literacy, numeracy or ESOL subject specialists or for the subject-specific qualification for other subject areas (if known – leave blank if not known). Different colours are used in the subject qualification column: blue for maths, yellow for ESOL, green for literacy, pink for all other subjects.
Column 6	♦	Generic teaching qualification – generic Cert. Ed. or PGCE or equivalent. This column could also be used to record learning and development awards (and former TDLB awards).
Column 7		English and Maths – this records the level of English and Maths qualifications (or equivalent) held at Level 2 or Level 3. Half the column is shaded for English, the other half for Maths. ML3 or ML2 shows which level the person in role has reported.

Column 8   ♦   ICT – this column records that someone has Level 2 skills in ICT. They may not have a qualification but will be able to demonstrate that they are at this level.

Each of these four columns divides into quarters. The quarters are shaded to represent partial or full/equivalent completion of qualifications. For example, a Trinity Certificate or Cambridge CELTA (for ESOL teaching) is represented by one quarter of the specialist column and one quarter of the generic column.

Shading is generally in light blue.

Column 9   ♦   A brief note of possible training options.

Before considering the training steps for staff, you will need to consider:
- current regulations and guidelines for staff teaching in the Lifelong Learning Sector, your organisation's strategic plan and budget
- the readiness of staff to start training for particular qualifications - many people need a steps approach
- the aspirations of staff collected during this audit or other professional development processes, for example staff appraisal.

Many members of staff will have 'legacy' teaching qualifications from before September 2007.

You may find the Tariff of Legacy Qualifications produced by Standards Verification UK useful, as it equates these to the generic PTLLS/CTLLS/DTLLS qualifications. However, the tariff is only meant as a guide and teacher training providers will not necessarily offer the suggested APL. Similarly, it is not an exhaustive list and if a qualification has not been mapped, it does not mean it is worthless. Encourage members of staff to negotiate recognition of existing qualifications with providers when they apply to a CTLLS/DTLLS. The Tariff can be found at: www.standardsverificationuk.org/documents/TLQ_Spreadsheet_-_FINAL_-_08-05-09.pdf

If staff have the A1 assessor award, it has been mapped against the CTLLS unit: Preparing and Planning for Assessment. This can be found at: http://tariff.svuk.eu/page/view/id/52.

Encourage individual members of staff to contact LLUK Information and Advice service to discuss their particular situation. They can be contacted at advice@lluk.org or 0300 303 1877

Column 10   ♦   Additional notes relating to personal circumstances or recommended best practice.

4. Compare your answers with the visual summary produced for JTP Training, visual summary JTP completed.

5. Do you agree with the training options which were suggested in staff profiles and training steps JTP completed?

5. Next steps

Once the visual summary is complete, decide on your next steps. For example:

- Feed back to individual members of staff and advise them about training and developments they might undertake.

- Identify staff with strengths in particular areas who might become teacher trainers and staff developers for your organisation.

- Identify training which you might offer in house and training which you would hope to find elsewhere.

- Work out the resource implications for various training and development options.

The plan below was produced by a community learning provider after completing an audit.

Priorities and Professional Development Planning Sheet – ACL provider

Organisational Skills for Life professional development training objectives 2009 – 2011

- Develop Skills for Life literacy and numeracy tutors to full generic and subject-specific qualification (leading to QTLS)

- Ensure that all staff have adequate personal literacy and numeracy skills to fulfil their roles.

Training and development plan			
Training programmes	**Timing**	**Cost and cover needs**	**Notes**
L5 Additional Diploma in teaching English (Literacy) in the Lifelong Learning Sector	Oct. 2010 xxday – when would be a good day to release staff? e.g. Fridays?	½ day x circa. 30 weeks x initial cohort of 28 tutors identified in sample + course fees (approx £650-£800)	Develop in-house with university or work in partnership with another local provider.
L5 Additional Diploma in teaching Mathematics (Numeracy) in the Lifelong Learning Sector	Autumn 2010 Tuesday/ Thursday evenings and intensive half-terms	½ day x 30 weeks x initial cohort of 22 tutors identified in sample staff + course fees (approx £650-£800)	City College
Diploma in Teaching in the Lifelong Learning Sector (DTLLS) Integrated Literacy would be the quickest route for unqualified staff.	2008-2010	1 day a week x 2 years x 4 staff + course fees (fees are £1,200 for full course)	City College
GPRLS training/referee support and collation of evidence	2010-2011 Three workshops	e.g. for 3 tutors + 2 mentors 5 x 3 hrs at £65	Use existing staff who have been successful as mentors for a small GPRLS working group.
Brush up Maths programme (to L2)	2010 autumn 2011 spring	e.g. ½ day x 8 weeks x 12 people	Develop in-house course and workshops. Support JF to lead the training.
Advanced Maths programme (L3)	2011 spring	e.g. 18 weeks – 6 taught sessions + online tasks	Develop in-house blended programme.
Brush up English programme (to L2)	2010 autumn 2011 spring	e.g. ½ day x 8 weeks x 8 people	Develop in-house course and workshops. PH & FC to lead the training.
Advanced English programme (L3)	2011 spring	e.g. 18 weeks – 6 taught sessions + online tasks	Develop in-house blended programme.