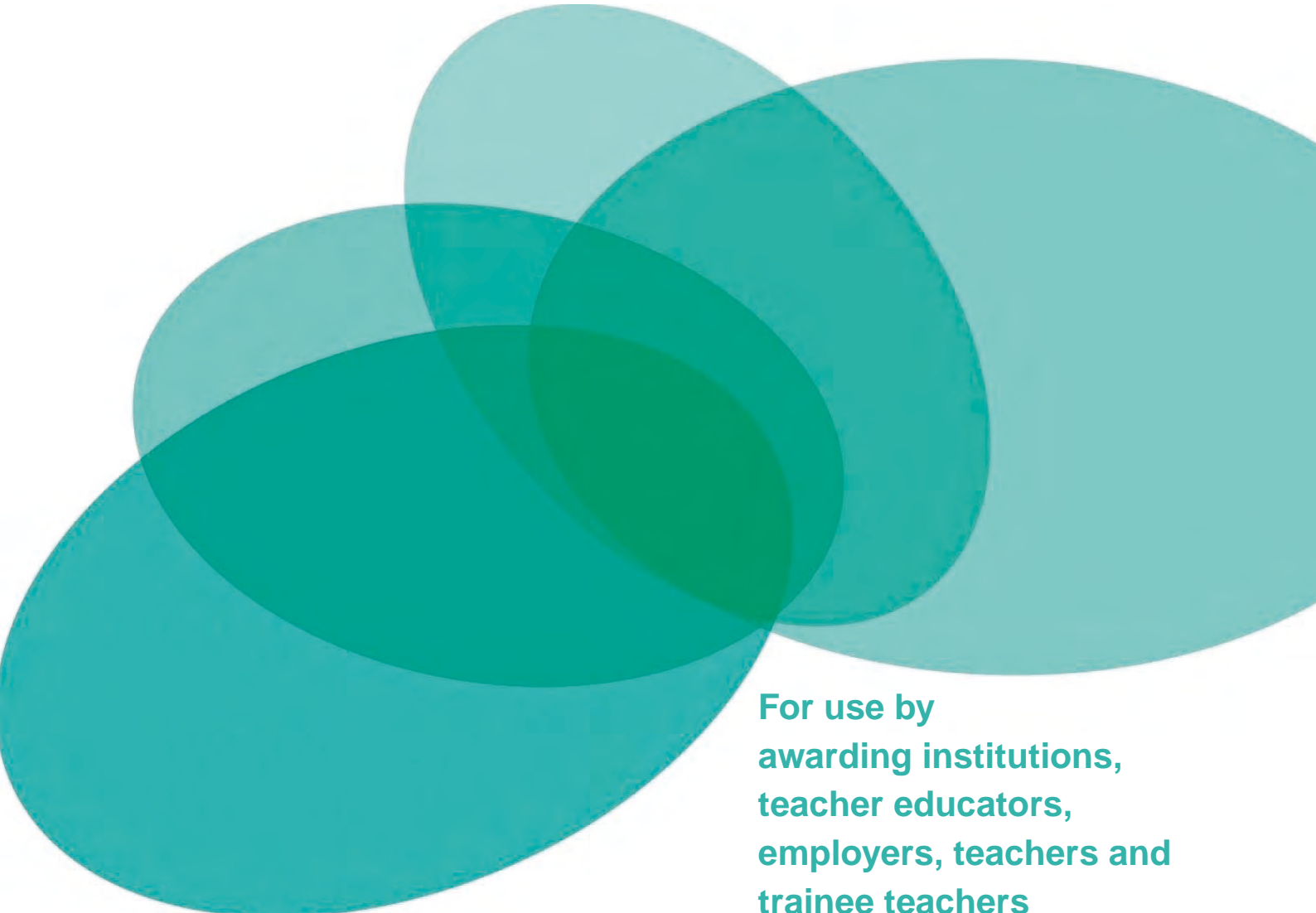


Inclusive learning approaches for literacy, language, numeracy and ICT



For use by
awarding institutions,
teacher educators,
employers, teachers and
trainee teachers

Companion guide to the minimum core November 2007



On behalf of LLUK:

Tina Lawton

Senior Business Development Manager

Tribal Education Ltd (Formally CTAD)

Tina Turnbull

Teaching Workforce Manager: Literacy,
Language, Numeracy and ICT

Lifelong Learning UK

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1 INTRODUCTION

This is the companion document to *Addressing literacy, language, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills*¹. The minimum core document details the knowledge, understanding and personal skills in English, Mathematics and ICT that teachers need to undertake their professional role, providing a developmental model on which teachers can build. This document draws on the *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector*², and offers practical suggestions and sources of further information and guidance for developing inclusive practice in relation to literacy, language, numeracy and ICT. The two documents should be read alongside each other whilst identifying the differences in purpose and audience.

This guidance document is intended for the following users:

- Departments/schools in higher education institutions (HEIs) delivering initial teacher education programmes for the FE sector in England
- National awarding bodies (NABs) offering qualifications and teacher education programmes for the FE sector in England
- Practising teacher trainers and teacher education staff actively involved in the delivery of qualifications within the teacher education framework for the FE sector
- Practising teachers, including those who have not accessed teacher training since the minimum core was introduced, and trainee teachers in the FE sector

As a companion document, this guidance can support teacher training teams in planning learning programmes that include the minimum core. It will support teacher trainers in modelling effective inclusive practice in relation to literacy, language, numeracy and ICT. However, this guidance document goes beyond a focus on the minimum core. It considers broader professional development opportunities related to literacy, language, numeracy and ICT. When read by practising teachers or teacher trainees this document provides the opportunity to discuss and signpost professional development/practice and nationally available resources for supporting learners' literacy, language, numeracy and ICT skills.

Teachers of all areas of specialism in the lifelong learning sector increasingly work with learners whose literacy, language, numeracy and ICT skills are below Level 2 of the Qualifications and Credit Framework (QCF). Learners' difficulties in these areas can be a barrier to achievement of their goals. Teachers and trainee teachers

1. LLUK, 2007

2. LLUK, 2007

will have high levels of skill in their own area of specialism. They are not expected to be specialist teachers of literacy, language, numeracy or ICT. However, there will be many naturally occurring activities for developing these skills within all areas of learning. Therefore they also need the knowledge and skills to identify opportunities for their learners to develop the increasingly higher levels of skills in literacy, language, numeracy and ICT required when taking other qualifications and in the workplace. Work done by teachers who specialise in teaching literacy, language, numeracy and ICT forms part of the solution, but there is also much that teachers of other areas of specialism can do to ensure the success of their learners.

All teachers need to develop a heightened awareness of the literacy, language, numeracy and ICT needs of their learners in order for them to teach their area of specialism as effectively as possible. Not only do Skills for Life learners need this support from their teachers, they also need to have expert teaching of literacy, language, numeracy and ICT from specialist teachers with deep knowledge, understanding and expertise of these areas of learning.

It is hoped that this guidance document will be useful to teacher trainers and educators working on a range of teacher education programmes and qualifications. It will also provide a valuable source of information and guidance for practising and trainee teachers.

This guidance intends to support effective practice beyond initial teacher training and to provide a source of information for teachers at various stages of their careers and in different contexts. It has been written for a range of audiences and the detail and depth of information can be used selectively by teachers in various ways depending on the relevance to their role and need. It is not intended to be absorbed in one sitting. It is hoped that all teacher educators, teachers and trainee teachers will find it useful and informative at some point in their own learning journey, wherever and whenever they need it.

The minimum core is seen as enabling effective practice in developing embedded approaches and integrated practice in literacy, language, numeracy and ICT teaching, whether these are newly introduced or well established in an organisation. This guidance offers practical advice on how to do this effectively including working with specialist teachers.

2 BACKGROUND AND CONTEXT

All teachers can play an important part in providing opportunities to develop literacy, language, numeracy and ICT within their learning programmes. These skills are important for achievement in the FE sector as well as in employment. Many learners with literacy, language, numeracy and ICT skills gaps, however, may not be attracted to discrete English, Mathematics and ICT provision. They may want to work towards a different qualification, for example, in a college or a more informal context, and feel that developing literacy, language, numeracy and ICT skills is not relevant, or that they left all that behind them at school. They may only see the need to develop these skills when presented in the context of another area of specialism or in the workplace.

It should not be assumed, however, that all learners have development needs in literacy, language, numeracy and ICT. Some will have very sophisticated skills in these areas. The teacher's awareness of this will ensure that activities will stretch and challenge some learners and avoid potentially de-motivating others.

Learners in the FE sector may be engaged in developing their literacy, language, numeracy and ICT skills through a range of approaches and programmes. It is important that these skills are recognised in all contexts for learning, by whatever name they may be known locally. In England, the last few years have seen a number of important policy developments:

- Skills for Life: Literacy, Numeracy, ESOL and ICT
- Key Skills: Communication, Application of number and ICT
- Functional Skills: English, Mathematics and ICT

Many learners with literacy, language, numeracy and ICT skills gaps have previously experienced traditional teaching approaches without success. In many instances learners choose different areas of specialism believing they are more practical and will contain little literacy, language, numeracy and ICT. Whilst there is often less demand on these skills, there is increasingly more than learners (and their teachers!) expect. It is important for both teachers and learners to acknowledge that literacy, language, numeracy and ICT are important for the achievement of different qualifications. Varying approaches to developing these skills can bring positive results. Many learners who struggled with English and Mathematics at school find they make much better progress when these skills are presented in a different context.

In a teaching context this will mean:

- recognising that English, Mathematics, ICT and study skills are important for learner success in achieving goals in other areas of specialism
- understanding the connection between language and learning – what language do learners need to achieve?
 - Language to *access* knowledge about an area of specialism
 - Language to *acquire* skills in a workplace context
 - Language to *develop* skills in an area of specialism
 - Language to *prove* achievement
 - Language to *express* individuality
 - Language for *thinking, reasoning and understanding* requirements and learning needs
- developing inclusive approaches to working with learners with literacy, language, numeracy and ICT needs within the context of their own area of specialism or in the workplace
- employing team working skills to enable collaboration with specialist teachers of literacy, language and numeracy, Key Skills and Functional Skills teachers, and learning support staff in initial assessment, planning, delivery, assessment and evaluation of programmes.

Where Skills for Life specialists are not currently working with teachers of other areas of specialism, organisations should usefully find ways to make that specialist expertise available. It is important that teachers are not expected to meet responsibilities beyond their level of expertise. Responsibilities should not be beyond those that can reasonably be expected from a teacher whose professional development has been within the context of teaching their own area of specialism. The focus of the minimum core is to strengthen the teaching of these other programmes, to complement the teaching of literacy, language, numeracy and ICT by subject specialists. Research has shown clearly that there are benefits for teachers of different areas of specialism to work together in support of learner development. Where teachers of other areas of specialism have been asked to take additional responsibility for literacy and numeracy without the support of specialist teachers, learners were twice as likely to fail³.

3. Casey, H., Cara, O. et al., '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

*Addressing literacy, language, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills*⁴ sets out the skills, knowledge and understanding of literacy, language, numeracy and ICT which all teachers need to support learner achievement of their chosen learning programme. It also outlines the minimum **personal** skills of English, Mathematics and ICT that teachers need in order to perform their professional role as a teacher. The minimum core document and this guidance document aim to:

- promote an understanding that underpinning literacy, language, numeracy and ICT skills may be needed for learners to succeed and achieve their chosen qualification
- encourage the development of inclusive practices to addressing the literacy, language, numeracy and ICT needs of learners
- raise awareness of the benefits to learners of developing embedded approaches to teaching and learning of Skills for Life
- provide signposts to useful materials which will support collaborative working with specialist teachers of literacy, language, numeracy and ICT in understanding how to integrate these skills within other areas of specialism.



This icon signposts links to other resources and materials that provide further information about topics.



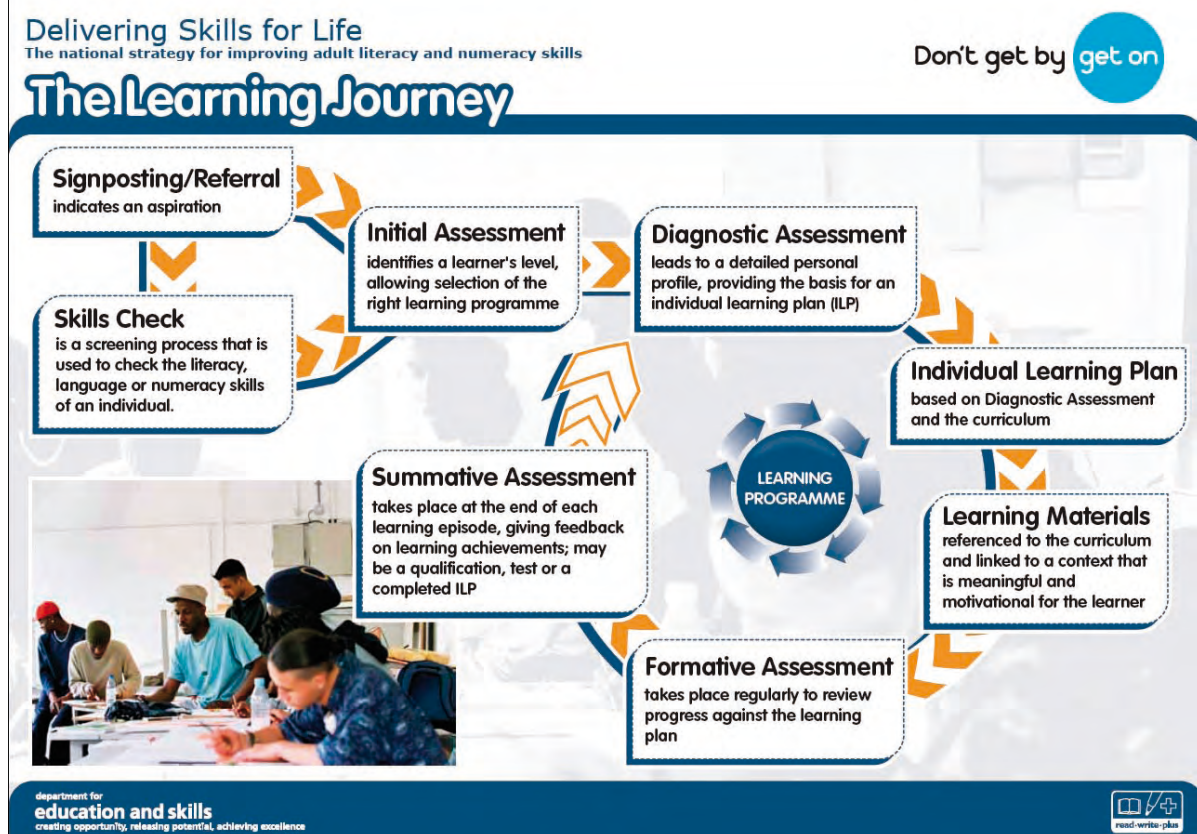
This icon signposts opportunities for continuing professional development.



This icon indicates opportunities for referring a learner to a specialist teacher of literacy, language, numeracy or ICT.

4. LLUK, 2007

3 THE LEARNING JOURNEY



The Learning Journey, produced by the DfES⁵ for the national Skills for Life Strategy, outlines the stages through which learners travel as they embark on a learning programme. Throughout this journey, learners may need to access opportunities to develop their literacy, language, numeracy and ICT skills. This could be filling in gaps in their current knowledge to help them to access the learning in their main course, working towards Skills for Life, Key Skills or Functional Skills certification, or it may be through developing the skills at a level appropriate to gain employment, participate in workplace training or begin their programme of study. All teachers should be able to identify and provide opportunities to practise literacy, language, numeracy and ICT skills in many, if not all, of the stages outlined.

Throughout these stages of The Learning Journey, learners will need more or less support depending on their starting point and their skills development along the way.

Critical to ensuring success is:

- matching learner skills with the literacy, language, numeracy and/or ICT skills demands of the main learning programme
- using initial assessment and induction to consider potential skills development needs

5. In June 2007 the prime minister announced that three new departments had been set up in place of the Department for Education and Skills (DfES) and the Department of Trade and Industry (DTI). The new departments are:

- Department for Innovation, Universities and Skills (DIUS)
- Department for Children, Schools and Families (DCSF)
- Department for Business, Enterprise and Regulatory Reform (DBERR).

The DIUS is responsible for adult learning, further and higher education, skills, science and innovation – work previously looked after by both DfES and DTI.

3 THE LEARNING JOURNEY

- contributing to individual learning plan (ILP) targets, involving the learner in reviewing progress, and identifying steps needed to reach the programme goal
- using differentiated learning and teaching strategies to meet the learning needs of all learners irrespective of their starting point and learning programme
- using assessment for learning effectively to engage, enthuse and support learners, and assessment of learning to recognise achievement, thus promoting learner self-confidence and autonomy
- working collaboratively with colleagues and using complementary expertise to ensure learners' literacy, language, numeracy and ICT needs are met at the key stages on the learning journey
- ensuring that learning is challenging for all learners and stretches the high achievers as well as supporting others who may need to make a longer journey to meet their goals
- identifying and accessing relevant CPD opportunities to be better equipped to meet the needs of learners in literacy, language, numeracy and ICT within the programme delivery.

Research⁶ has highlighted the importance of providing opportunities for learner achievement of literacy, language, and numeracy goals which are firmly interlinked with learners' main course aims. It also stresses the importance of teachers of different areas of specialism working together as a team, each contributing their own specialist expertise, rather than one teacher always taking responsibility for all areas of development. Using approaches that make the literacy, language, numeracy and ICT learning relevant and meaningful motivates learners in these essential areas.

These ideas will be explored throughout this guidance document to identify what this may mean for a teacher. In particular, it will outline some of the key terminology and strategies that will have an impact on learner literacy, language, numeracy and ICT experience.



The importance of teachers making explicit the value of literacy, language and numeracy in relation to learners' aspirations is demonstrated in case studies taken from a project completed by the National Research and Development Centre for adult literacy and numeracy (NRDC). These can be accessed at www.nrdc.org.uk/projects_details.asp?ProjectID=26.

6. Casey, H., Cara, O. et al., '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

4 IDENTIFYING LEARNERS' NEEDS AND INITIAL ASSESSMENT

4.1 Personal, social and cultural factors affecting literacy, language, numeracy and ICT learning

The professional knowledge and understanding outlined in the *New overarching professional standards for teacher, tutors and trainers in the lifelong learning sector*⁷, emphasises the need for all teachers to have an understanding of:

- the personal, social, cultural and linguistic diversity of learners
- the implications of learners' social, cultural and economic backgrounds
- the concept of inclusive learning
- the broad range of learning needs.

The minimum core further describes these characteristics in relation to literacy, language, numeracy and ICT. Underpinning this understanding will be an awareness of:

- language – varieties of spoken and written English; the link between language choice and personal, community and geographical identity; the role and function of Standard English; multilingualism
- the linguistic, cultural and educational backgrounds of learners; the impact this may have on their learning, including literacy, language, numeracy and ICT skills development
- the role of literacy, language, numeracy and ICT and wider personal learning and thinking skills in enabling learners to become active citizens and participate in society and the modern economy
- the social, personal and economic consequences of diverse literacy, language, numeracy and ICT backgrounds; strengths, experience and motivation of learners; personal, social, cultural, institutional, teaching and learning barriers to literacy, language, numeracy and ICT acquisition
- the range of specific learning difficulties and disabilities that may affect literacy, language, numeracy and ICT acquisition and learning.

7. LLUK, 2007

4.2 Induction and initial assessment of literacy, language, numeracy and ICT

Induction and initial assessment of learners for their chosen learning programme is a key area of teachers' responsibility. In addition, they should be aware of the need to identify the literacy, language, numeracy and ICT needs at this time as well. Whatever an organisation's arrangement is for this, teachers of other areas of specialism will need:

- an awareness of the literacy, language, numeracy, ICT and study skills needs of the programme being taught
- an understanding that induction and initial assessment programmes for all areas of specialism should include literacy, language, numeracy and ICT assessment
- a knowledge of local sources of specialist subject expertise in literacy, language, numeracy and ICT
- an understanding of the results of such initial assessments of literacy, language, numeracy and ICT
- a general understanding of the national standards and the role of the core curricula for adult literacy, numeracy, ESOL and ICT
- an awareness of the impact of learning difficulties and/or disabilities on subject learning, as well as on literacy, language, numeracy and ICT learning.

4.2.1 The literacy, language, numeracy and ICT requirements of courses

To decide whether a course is appropriate for individual learners requires:

- an understanding of the literacy, language, numeracy and ICT skills typically required by the area of specialism at different curriculum levels
- a recognition of the importance of a 'skills audit' of any programme for literacy, language, numeracy and ICT skills
- an understanding of the links between initial assessment and the skills demands of any programme within an area of specialism
- an understanding of the specialist teaching of literacy, language, numeracy and ICT and other strategies for supporting learners which may be available in the locality, either inside or outside their college or centre

- collaboration with specialist colleagues to decide how best to organise the teaching of literacy, language, numeracy and ICT for a particular group of learners.

4.2.2 Induction and initial assessment activities

It is important to identify literacy, language, numeracy, ICT and Key Skills at the start of a course in all areas of specialism. On effective courses, teachers will collaborate with language, number and ICT specialists within course teams in devising relevant activities.

Some relevant initial assessment activities that are undertaken by learners could include:

- literacy, language, numeracy and ICT assessment mapped to the core curriculum levels
- programme based diagnostic assessment
- discussions with the learners about their learning history and preferred modes of learning
- observation of learners in induction and course activities to get a sense of how a learner performs, which activities they enjoy and which they are least comfortable with
- induction assignments.



If during initial assessment activities there are signs that a learner may have a specific difficulty such as dyslexia or dyscalculia, referral to specialist help would be appropriate and exemplifies the benefit of working collaboratively with specialist colleagues.

Some of these assessments may be administered by literacy, language, numeracy or ICT specialists, for example, diagnostic assessments. Other assessments may be used prior to entry to course, for example, skills check, or by course teachers, for example, initial assessment.

Initial assessment tools can be paper-based or IT-based. There are several tools available, some of which are commercial products, others have been developed for the Skills for Life Strategy.

i For more information and access to initial assessment tools produced for the Skills for Life Strategy, try the Tools Library website, www.toolslibrary.co.uk.

The example which follows is taken from the Skills for Life generic literacy initial assessment tool, paper-based version, which can be accessed on the Tools Library website.

Each question is referenced to the relevant core curriculum document and the indicative learner level is gauged from the overall score as shown in the table.

PART B READING AND WRITING

36 Read the note below and then complete the order form.

14 December 2005

Dear Mum

Would you order this from the new mail order catalogue please (page 125) - I'll pay you later!

One pair of jeans (green - medium).

The order **MUST** go off today so that I get the free special offer.

Description	Code	Size
T-shirts navy green yellow	T-shirts G27NA G27GR G27YE	small/med
Jeans blue green black	G28BU G28GR G28BL	small/med

Order Form

Description of goods	Code	Quantity

Answers
1 mark available for each question.

Rt/L2.6

14-12-05,
Jeans,
G28GR,
1, Medium,
£19.99.

All correct for 1 mark.

What needs to be done at the end of the assessment?

- Collect in the learner answer booklets.
- Thank learners for taking part and explain what will happen next, namely that you will mark the answers and give feedback on the results as soon as you can.
- Mark the answers using this guide and enter a score on each page of the answer booklet.
- Add up the learner's total score. Please double check the scores and make sure that you have added them correctly.
- Read off the table below to determine the level attained.

Marks	
ENTRY 1	5 – 12
ENTRY 2	13 – 20
ENTRY 3	21 – 28
LEVEL 1	29 – 36
LEVEL 2	37 – 40

Note: learners with 4 marks or fewer are judged to be working towards Entry level.



It should be noted that no initial assessment is perfect and that it is important that teachers also rely on their professional judgement. However, effective collaborative working with specialists will provide appropriate advice and guidance. For ESOL learners this may be particularly relevant as they may encounter cultural barriers with assessment or first language interference, which might produce a misleading result.



Examples of good practice on induction and initial assessment can be found through the QIA's Excellence Gateway's Good Practice Database at [abase](http://excellence.qia.org.uk/page.aspx?o=goodpracticadat
<a href=).



The **Raising Standards Guides** produced by the Skills for Life Strategy Unit are intended to help practitioners and managers improve the quality of teaching and managing Skills for Life provision by using the five Ofsted Common Inspection Framework questions for their particular context. They have now been made available as interactive versions and can be accessed at www.dfes.gov.uk/readwriteplus.



Good Practice Guidance in Skills Check and Initial Assessment. This booklet contains information about the skills check and initial assessment process, together with advice about best practice drawing on practitioner experience. It can be downloaded from www.toolslibrary.co.uk/guidance.htm.



Improving Initial Assessment: a learner centred process. This training resource was developed by the Learning and Skills Network for the Skills for Life Quality Initiative 2004–2005 and can be downloaded from www.lsneducation.org.uk/skillsforlife/materials.



Initial assessment toolkit. This resource has been produced by the Key Skills Support Programme specifically to support the work based learning route and until March 2008 can be downloaded from www.ksspforwork.org.uk/guides.php. It will also be available at www.keyskillssupport.net/supporting/publications.

Skills audit

A skills audit or task analysis can pinpoint opportunities to develop the literacy, language, numeracy and ICT skills within other areas of specialism. These Skills for Life can be key to enabling learners to be effective in both their core learning and in work and life.

Matching the level of demand of a learning programme and the assessment results of learners will enable the literacy, language, numeracy and ICT skills that learners may need to complete their course to be identified. Collaborative working with a literacy, numeracy or ESOL specialist can be helpful when considering strategies to support learners to develop these underpinning skills.

What is a skills audit?

A full skills audit is generally carried out by a course team including Skills for Life specialists.

An audit of literacy, numeracy, language and ICT skills pinpoints the specific level and type of skill needed to succeed on a particular programme. It looks at the ways learners have to use literacy, numeracy, language and ICT skills to follow the programme by examining:

- course handouts and worksheets
- textbooks and any standard reference books
- the use of specialist formats for presenting text or numbers, for example, reports, statistical tables, case studies, account ledgers
- the use of specialist terminology
- the use of e-learning, for example, websites, CD-ROMS, ICT resources
- common teaching strategies, for example, lecture, practical demonstration, simulation
- the ways in which learners are expected to record learning points in class
- private study tasks
- group learning activities
- assignment tasks, assignment criteria and feedback
- other assessment tasks, for example, portfolio management, multiple-choice exams.

An audit recognises that literacy, numeracy, language and ICT skills are needed to make good use of all these learning experiences. The skills demanded of learners during the programme may need to be:

- demonstrated at entry before the learner joins the programme
- taught to those with some skills gaps through additional support, or
- taught to the whole group before or alongside the vocational activity that requires the skill.

The results of the audit should be used to map literacy, language, numeracy and ICT skills to relevant activities on the main programme to:


- identify naturally occurring opportunities for developing and assessing literacy, numeracy, language and ICT skills through vocational activities
- plan integrated assignments that will allow learners to demonstrate achievement in vocational skills as well as literacy, numeracy, language and ICT
- focus the additional support given in order to allow timely development of the skills needed for particular activities on the programme.


Adapted from: DiES, *Delivering Skills for Life: Raising Standards, A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision Further Education Colleges*, p.35

The skills audit is the first stage in supporting learners to achieve. Once it is completed teachers need to decide which skills is it assumed learners will bring to the course and which skills they will develop while on programme. In relation to the skills learners need prior to starting their course, teachers will need to consider how these skills will be assessed on entry.

Teachers then need to decide how new skills will be acquired and when and where they will be practised by learners and how they will be assessed. Teachers need to consider what form assessment will take and the skills needed for assessment.

Skills for Life Quality Initiative Training Materials: Developing language and literacy through Vocational Courses, Delivery notes and session materials, Session 3

 Case studies, set in seven different contexts, which feature the practice of embedding literacy, language and numeracy in learning programmes can be accessed from the NRDC website at www.nrdc.org.uk/projects_details.asp?ProjectID=26.

 For a detailed case study with sample activities of collaboration on a skills audit between a teacher of another area of specialism and a literacy, numeracy and ESOL specialist, see Planning to embed LLN in vocational and other programmes, QIA Skills for Life Improvement Programme at www.sflip.org.uk/resources/embeddingskillsforlife.aspx.

 Totally Skilled, the Embedding Skills for Life and Key Skills in Vocational Qualifications Project website contains examples of skills audits/task analyses. Resources developed by awarding bodies for this Skills for Life project include support for centres for identifying literacy, language and numeracy skills in learning programmes and can be found at www.totallyskilled.org.uk/awardingBody/ab.htm.

4.2.3 National Standards and the core curricula

The core curricula and associated documents are a valuable resource for specialist teachers of literacy, language, numeracy and ICT. Having some awareness of the core curricula, its structure and purpose, will help other teachers in understanding their use by specialists and as a source of information about literacy, language, numeracy and ICT.


The key documents⁸ are:


- **National Standards for adult literacy, numeracy and ICT**
- **Pre-entry curriculum framework**
- **Adult Literacy Core Curriculum**
- **Adult Numeracy Core Curriculum**
- **Adult ESOL Core Curriculum**
- **The ICT Skill for Life Curriculum**
- **Access for All**
- **ESOL Access for All: Guidance on making the adult ESOL curriculum accessible Part 1 and Part 2.**

8. The Core Curricula for literacy, ESOL and numeracy, and the Pre-entry Curriculum framework are undergoing a review. The QIA website, www.qia.org.uk, will provide updated information on progress.


Awareness of the Key Skills and Functional Skills standards is also helpful:

- **Key Skills of Communication, Application of number and ICT**
- **Functional English, Mathematics and ICT**

 **National Standards for adult literacy, numeracy and ICT** can be downloaded from the QCA website at www.qca.org.uk.

 **The Pre-entry curriculum framework, Adult Literacy Core Curriculum, Adult Numeracy Core Curriculum and ESOL Core Curriculum** can be downloaded from the readwriteplus website, www.dfes.gov.uk/readwriteplus.

Access for All can be downloaded from the same site.

 **ESOL Access for All: Guidance on making the ESOL curriculum accessible** can be downloaded from the QIA Excellence Gateway at <http://excellence.qia.org.uk/page.aspx?o=Guidance>.

 **The ICT Skill for Life Curriculum** can be downloaded from the QCA website at www.qca.org.uk


 **Interactive curricula – websites and CD-ROMs**


Interactive versions of the Adult Literacy and Numeracy Core Curricula, searchable and cross referenced to the guidance manual Access for All are now available as follows:


- Literacy with Access for All – www.dfes.gov.uk/curriculum_literacy
- Numeracy with Access for All – www.dfes.gov.uk/curriculum_numeracy

Interactive versions of the Adult ESOL Core Curriculum and the Adult Pre-entry Curriculum Framework for Literacy and Numeracy are also available in fully searchable format:

- ESOL – www.dfes.gov.uk/curriculum_esol
- Pre-entry – www.dfes.gov.uk/curriculum_pre-en

 A useful online introduction to the core curricula can be found at www.sflip.org.uk/resources/onlineelementsofcore.aspx in the form of the core curriculum online professional development elements.


 Key Skills standards are available from the QCA website at www.qca.org.uk

 Functional Skills standards are available from the QCA website at www.qca.org.uk

4.2.4 Specific learning disabilities and/or difficulties and physical/sensory impairment

Learning disabilities and/or difficulties will impact on learning. To better inform the support that may be required, the following strategies could be used:

- Accessing sources of information about the learning needs of individuals such as application forms, specialist reports, formative assessments
- Discussing learning histories and learning preferences with learners
- Recognising some of the indicators of specific learning difficulties such as dyslexia and dyscalculia (including respecting learners' rights, boundaries and wishes), and using some key strategies for supporting learners, for example, by enlarging handouts for visually impaired learners
- Seeking and acting on guidance from support staff on learning methods and approaches which will benefit learners


 For learners identified with learning disabilities or difficulties, providing information about support and guidance facilities available internally or externally, and how to access these, should enable learners to access the help and support of specialist teachers.

Access for All, Introducing Access for All and ESOL Access for All are useful resources for guidance on supporting learners with specific learning disabilities and physical/sensory impairments.

Access for All was well received by practitioners, and its introduction came in for particular praise. The general opinion was that the guidance this introduction offered would be relevant to all teachers and staff working in the post-16 curriculum, and there were many people who requested that it be presented as a stand-alone publication.

Department for Education and Skills, *Introducing Access for All*, 'Introduction', DfES, 2002

 **Introducing Access for All** can be downloaded from the readwriteplus website at www.dfes.gov.uk/readwriteplus.

 Learning for Living, a project funded by the Skills for Life Strategy Unit, has produced a suite of guidance materials for developing access to Skills for Life for adult with literacy, language and/or numeracy difficulties and disabilities. This suite of materials includes **ESOL Access for All: Guidance on making the ESOL curriculum accessible**. The materials can be downloaded from the QIA Excellence Gateway at <http://excellence.qia.org.uk/page.aspx?o=Guidance>.

4.2.5 Individual Learning Plans

Literacy, language, numeracy and ICT skills goals should be included in learners' individual learning plans (ILP) alongside those for other areas of specialism.

ILPs should be:

- understood by the learner
- owned and used by the learner
- appropriate for the context in which the learning takes place.

Skills for Life Quality Initiative Training Materials, 'Improving Learner Achievement: individual planning and assessment'

Working with learners to set literacy, language, numeracy and ICT targets will normally be the role of a specialist teacher. However, it can be crucial to relate these targets to naturally occurring activities within the delivery of the main programme. This will require the expertise of an area of specialism teacher.

Additionally, learners' personal goals may change and broaden as their education progresses. It is important that contributions to the review and development of individual learning plans includes literacy, language, numeracy and ICT targets along with the area of specialism learning. Learners can be motivated by the recognition of achievement of their literacy, language, numeracy and ICT targets within other activities and by understanding the link between this achievement and potential success with their primary learning goal. Encouraging learners to achieve national qualifications in literacy, numeracy and/or ICT will also provide recognition of the development of these skills. This may be through the adult literacy and numeracy tests, the key skills of application of number, communication skills and ICT, or in the future, the Functional Skills of English, Mathematics and ICT.

Support for the development of effective ILPs may include:


- working collaboratively with specialist colleagues in interpreting the results of relevant diagnostic tests and developing targets in literacy, language, numeracy and ICT skills relevant to the area of specialism
- working collaboratively with specialist colleagues to design activities, including differentiated learning, that practise literacy, language, numeracy and ICT skills within the area of specialism
- encouraging learners to become involved in setting their literacy, language, numeracy and ICT goals, recognising that some learners may find this challenging and need support
- contributing to the review and development of literacy, language, numeracy, ICT and Key Skills targets within the area of specialism and transferring this understanding to support functional skills development as this becomes a requirement.




Improving Learner Achievement: individual planning and assessment. This training resource was developed by the Learning and Skills Network for the Skills for Life Quality Initiative 2004–2005 and can be downloaded from www.lsneducation.org.uk/skillsforlife/materials.



Planning Learning and Recording Progress & Achievement Planning Learning and Recording Progress & Achievement: a guide for practitioners is available from DfES Publications Team on 0845 60 222 60. The reference for the Guide is PLRA1. This publication contains example ILPs.

 The ITT Pilot Resources website contains information about and examples of ILPs at www.ittpilotresources.org.uk/ILP/ilphome.html. Written by subject specialists from the sector, the Individual Learning Plans section highlights characteristics of effective practice in ILPs with practical examples of local solutions and developmental work from the pilot centres.

 The Gold Dust resources website contains resources designed to support the development of generic skills, knowledge and understanding of trainee teachers and trainers in the lifelong learning sector at www.goldust.org.uk/assessment/assessment.html. One of the roles of the Centres for Excellence in Teacher Training is that they will disseminate, develop and update these resources.

4.3 Where next?

Identifying learner needs and initial assessment are critical first stages on The Learning Journey. Identifying opportunities for developing and supporting learners' literacy, language, numeracy and ICT skills can enable learners to achieve not only their main learning goal but also support them to become more effective learners. All teachers can contribute to this process, but may want to explore and develop these skills through further professional development to enable them to do this confidently.

For more information about continuing professional development (CPD) see section 9. LLUK and QIA will continue to respond to sector needs by development and provision of all types of appropriate training.

4.3.1 Accredited CPD

LLUK is developing a CPD framework which will include units of assessment. These are intended to enable teachers to access relevant training. All available units are listed on the LLUK website, www.lluk.org, including those addressing embedded approaches and integrated practice. Accreditation based upon these units of assessment will be increasingly offered by a range of awarding institutions.

Higher Education Institutions also provide CPD programmes, although the range of programmes will vary depending on the individual institution.

4.3.2 Non-accredited CPD

The Quality Improvement Agency (QIA) offers a range of non-accredited programmes through initiatives such as:

- Skills for Life Improvement Programme (SfLIP)
- Key Skills Support Programme (KSSP)
- National Centre for Excellence in Teaching Mathematics (NCETM)
- National Teaching and Learning Change Programme.

CPD information is relevant at time of publication.

5 SESSION AND COURSE PLANNING

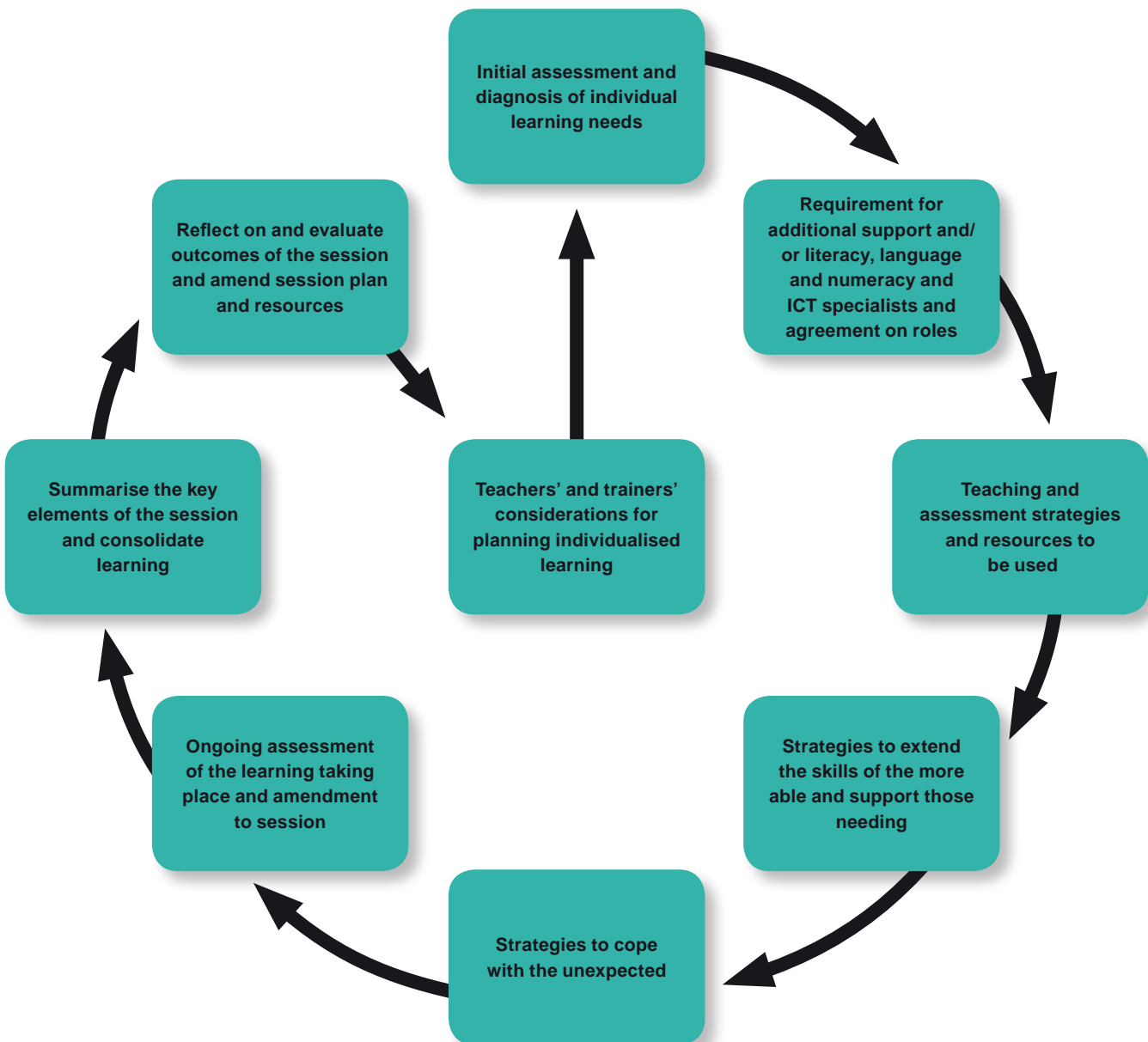
Planning programmes, lessons and schemes of work, as well as planning for differentiated learning, are core elements of teaching and learning.

Information gained from collaboration with specialists can be used to plan learning which takes account of the literacy, language, numeracy and ICT skills of learners. It is recognised that it may not always be possible to have specialists available, particularly in some contexts where teaching and learning takes place, such as in the community and in offender settings. However, there are still actions that can be taken to support learners' needs.

This may mean:

- including sessions on study skills, using libraries and using ILT in their programmes
- planning regular sessions with teachers of other areas of specialism and literacy, language, numeracy and ICT specialists and/or additional support staff to review learners' progress
- using teaching materials which use language at an appropriate level
- planning the use of clear language in giving instructions, both spoken and written
- developing or contributing to the development of activities that promote literacy, language, numeracy and ICT learning alongside other skills
- ensuring a complementary sequence of work in area of specialism and literacy/language/numeracy/ICT taught sessions
- planning for inclusive learning for those with specific learning difficulties/disabilities or those with sensory impairment.

The following provides a diagrammatic overview of the planning process adapted from the Gold Dust resources website, www.golddust.org.uk.



⬆️ At each stage of this process the impact of and opportunities for literacy, language, numeracy and ICT development should be taken into account. Contributions to this process will ensure that the individual needs of each learner are met and that all stages are planned with reference to the appropriate literacy, language, numeracy and ICT support that may be employed or required. A literacy, language, numeracy or ICT specialist will be able to provide more targeted skills development for learners who need specialist help and support with their language, number and ICT skills.

5.1 Working effectively with additional learning support provision and other support and guidance services

Session and course planning provides an ideal opportunity to consider the role additional support staff may have throughout the programme. Familiarity with the range of support and guidance facilities available within organisations, or outside, and how to access these is important as is maintaining the currency of knowledge about such facilities. The importance of working effectively with other staff in supporting those with literacy, language, numeracy and ICT needs in all aspects of teaching and training cannot be stressed too highly.

Literacy, language, numeracy and ICT support is an invaluable resource but such staff should not be seen as responsible for all issues around literacy, language, numeracy and ICT learning with their learners, but as complementary to the area of specialism teaching.

Literacy, language, numeracy and ICT support works best when teachers and support staff work collaboratively, sharing outcomes and planning activities. In the context of the Diplomas, for example, teachers may be required to work collaboratively with support staff from different settings across the Diploma delivery partnership.

Learning support practitioners in the lifelong learning sector value all learners individually and equally. They are committed to lifelong learning and professional development and strive for continuous improvement through reflective practice. The key role of the learning support practitioner is to contribute to the creation of effective and stimulating opportunities for learning. They do this by providing high quality support to learners and teachers. This enables the development and progression of the learners they support.

Lifelong Learning UK, *Draft National occupational standards (NOS) for learning support practitioners in the UK lifelong learning sector*, LLUK, 2006



The Lifelong Learning UK website, www.lluk.org, will have up-to-date information about the new learning support standards.

6 LEARNING AND TEACHING ACTIVITIES

6.1 Maintaining an inclusive learning environment

The delivery of learning should engage, motivate and enthuse individual learners and encourage their active participation, leading to learner autonomy. This means taking individual learner needs into account and the use of a wide range of strategies including those which take account of learners' levels of literacy, language and numeracy. Teachers should ensure that learners are taught in a purposeful learning environment where they feel safe, secure, valued and respected. Communication strategies should be used which are within learners' range of understanding. This will contribute to maintaining an inclusive learning environment. Learners' particular literacy, language, numeracy and ICT needs can be established through initial assessment, talking to learners, observing them completing activities or using simple self assessment tests.

Recognising and using a variety of different teaching styles is particularly important to support literacy, language and number skills development. Learners working towards literacy, language, and numeracy goals will benefit from teaching which works to their strengths. The teaching styles which you adopt will have an impact on the type of language skills your learners will need to acquire. A didactic approach for example, may require listening and note taking skills predominantly, whereas a more learner centred approach may require higher level reading skills as learners are asked to interpret information for themselves. Even when we are trying to adapt to individual learning styles, the variety of activity used will have an impact on the language skills required within a particular programme of study. The language demands placed on learners are a direct result of teacher led mediation of learning.

Skills for Life Quality Initiative Training Materials: Developing language and literacy through Vocational Courses, 'Delivery notes and session materials', Session 3

The needs of an individual learner may be related to cultural history and previous educational experience. Those who have been taught in a formal didactic way, for example, may be uncomfortable with methods where they are asked to discover or problem solve for themselves and may need additional support to develop confidence for more autonomous activities. It may be particularly important to make explicit the reasons for using a particular activity for those learners who are new to education in the UK, explaining the benefits of the particular activity for learning.

Multilingual learners may have highly developed learning and study skills in other languages and scripts, for example, ESOL learners may find it helpful to use other languages in note-taking or in problem-solving activities.

As learners in the FE sector are very diverse, using an extensive variety of methods in the delivery of learning will engage and motivate learners and meet the wide range of learner needs. These methods can be used to support language, number and ICT skills development as well as learning in their area of specialism and may include:

- whole group teaching
- embedded learning
- problem solving and discovery learning
- workshop practice
- individual and pair work
- case studies, role play and simulation
- group work
- the use of different media including ICT and interactive resources
- independent and resource based learning
- learning through discussion
- individual coaching and tutorials
- peer working.



To maintain an inclusive environment, involving a literacy, language, numeracy or ICT specialist in the team will provide more targeted skills development for learners who need specialist help and support with their language, number and ICT skills.

6.2 Differentiated learning

Planning and delivering sessions with differentiated outcomes and activities is particularly crucial for enabling learners with literacy, language, numeracy and ICT needs to achieve. The use of differentiated learning is key to making learning accessible and fostering the development of language, number and ICT skills.

Differentiating schemes of work and lesson plans will meet the individual needs, aims and experiences of learners.

The term 'mixed ability teaching' does not reflect the fact that ability is only one characteristic of learners that might be 'mixed'; there are many differences between our learners that affect their learning. So, the term 'differentiation' has been adopted, meaning to cope with such differences.

The definition used in this session is:

'Differentiation is . . . the process of identifying with each learner, the most effective strategies for achieving agreed targets.'

(Weston, P. (1992) A Decade of Differentiation, British Journal of Special Education, 19(1))

A working definition of differentiation might be, 'How we cope with difference'.

Skills for Life Quality Initiative Training Materials: Using Interactive Approaches in Teaching Literacy, Language and Numeracy

Differentiation does not just mean adapting work for learners with support needs in language, literacy, numeracy or ICT, it also means ensuring work will stretch to enable ease of progression too.

Differentiated learning needs to take into account that learners may differ in terms of their motivation, prior experience and knowledge, learning support needs, cultural expectations, literacy, language, numeracy and ICT level and learning preferences. Additionally learners may have spiky profiles where certain of the language, number and ICT skills are more developed than others. Differentiating to meet this diverse range of needs can be challenging but will be necessary to ensure all learners can attain their goals. For example, learners may be familiar with some aspects of ICT, but the variety of technologies available can be bewildering and many learners may find some aspects more easily acquired or developed than others.

To meet learners' different needs a variety of interactive teaching and learning approaches need to be employed. Active learning engages and motivates learners to learn and achieve.

What is active learning and why does it work?

We learn by doing. Research shows that active learning is much better recalled, enjoyed and understood. Active methods require us to 'make our own meaning', that is, develop our own conceptualisations of what we are learning.

Petty, G., Using Interactive Approaches in Teaching Literacy, Language and Numeracy, 2004

Tasks can be differentiated by:

- learning outcomes
- task/activity
- teaching/learning method
- teaching and learning resources
- learner groupings
- assessment
- learning support.

Teaching and learning activities may include:

- use of learning resources at more than one level of difficulty
- mixed ability group work where more advanced learners can provide peer support to fellow learners
- group work at different levels where activities are simplified, in terms of language or content, for some groups and extended for others
- group work to facilitate use of learners' other languages in discussion/problem-solving tasks
- group tasks where some learners are more supported, for example, some learners could write a report independently while others complete a prepared format
- extension activities for strong learners
- discovery learning and personal research where learners can learn at their own pace
- additional learning support for individuals or small groups
- use of personal tutorials
- access to self study ICT materials and learning centres.

Where additional learning support is available, the success of that support will depend on the constructive and active collaboration between the area of specialism teacher and the Skills for Life or Key Skills team.

In a work-related learning context, it may be more of a challenge to use the range of teaching and learning activities to differentiate learning, but meeting the literacy, language, numeracy and ICT needs of learners in this context is equally critical as in any other context or setting. For example, in Train to Gain programmes, the development of these skills can be essential to enable learners to achieve their main Level 2 qualification. Planning for differentiated learning in a work-related setting will need to accommodate the

workplace environment, the area of specialism requirements as well as the language, number and ICT demands of the programme and learner needs. This may also be true in other contexts and settings, such as the offender estate and the work experience requirement of Diploma learning.

The following examples (taken from the Gold Dust resources) are extracts from session plans in two areas (construction and land-based). These show different approaches to identifying and recording opportunities for differentiating sessions.

Timing	Content Subject matter/ topic, including the Key Skills to develop.	Teacher and trainer activity Teaching strategies to include methods of delivery and assessment approaches to meet individual learning needs.	Learner activity Learning strategies to include use of technology and materials to meet individual learning needs.	Resources to be used: E.g. gapped handouts, answer grid, whiteboard, OHP, video projector, video and DVD, computer/CD-ROM and learner packs.	Individualised activity Identify specific learning requirements of individuals according to their initial assessment and identification of learning preferences.
10 mins	Health and safety and accidents in the construction industry.	Whole-class teaching exposition and directed questioning. Define an 'accident'. Record learners' ideas on smartboard or whiteboard.	Listening, answering, taking notes. Learners to give examples of accidents in their trade and to contribute definitions.	Room arranged for small-group work. Smartboard. Whiteboard. Learner workbook.	Identify and note learners who have additional support needs. Agree support staff's role in session prior to commencement.
10 mins	Ideas blast.	Facilitating.	Group share ideas on causes of accidents.	In groups of three, develop ideas onto paper.	Move learners into groups of three. Groups arranged to include one most experienced learner, one most inexperienced learner.
30 mins	Production of chart/graph in groups.	Introduce table on page 8. Explain and agree common format and scale for charts/graphs e.g. bar, pie. Allocate group tasks. Continual assessment of production of graphs.	Groups produce graph to illustrate causes of either: a) fatal accidents b) non-fatal major accidents c) three-day absence.	Squared paper, protractors, rulers, compasses, coloured pens. Learner workbook. Appropriate computer facilities.	Take account of learners' understanding of graphs and charts. Faster learners to be given additional data and the opportunity to produce variations to the charts/graphs for visual comparison using IT.

Session topic: Being safe at work (Construction)

30 min

Group work: Agree how many learners will work with each set of cards. (Maximum six, depending on how seated?) Groups to agree which scenario they will use for the exercise. Issue the task cards. Each group lay out their task cards and sort into those needed/not needed. Use paper/blank cards (have some ready) to add any task not already included.

Each group to lay the task cards selected in the order to be carried out. Group to discuss and agree (the learner whose scenario is being used can have casting vote if necessary). Groups to swap and discuss others' sequences if appropriate. Discuss possible consequences of not doing tasks in the order selected. Repeat the sequencing exercise with different scenario (time and enthusiasm permitting).

10 min

Extension activity for early finishers (group or individual): Complete the columns on the chart asking them to list the tasks in sequence, why each is important and consequences if not done correctly.

Conclusion: Q&A session to check understanding. Ask learners for reactions to session.

Link forward: To video of moving different animals, to be used during a future session.

Private study: Use the interactive version for a stated scenario; print off, discuss with work supervisor (and during next visit).

Sample session plan for card activity: Preparing Animals for Transport (Land based)



For some learners, differentiation alone may not provide the full support needed for their language, number and ICT skills development and involving a literacy, language, numeracy or ICT specialist may be appropriate to enable them to progress.



For more resources on differentiation, see Using Interactive Approaches in Teaching Literacy, Language and Numeracy, QIA Skills for Life Improvement Programme at www.sflip.org.uk/resources/embeddingskillsforlife.aspx.



Similar resources providing a differentiated overview can be accessed at www.vocationallearning.org.uk/teachers/subjectspecific/supportpacks0405/pdf/diff_generic.pdf



Vocational Learning Support Programme. From theory to practice: using differentiation to raise levels of attainment (LSN, 2006) looks at the theory of differentiation, and aims to answer the most popular questions teachers ask on the subject. This publication can be downloaded or ordered from the LSN website at www.vocationallearning.org.uk/search/Resource-6474.aspx.



The Differentiation in the Teaching and Learning section of the Vocational Learning Support Programme aims to provide clear definitions for differentiation, support teachers in session planning

and therefore design meaningful tasks, projects and assignments so learners have a choice of differentiated learning outcomes. It can be accessed at www.vocationallearning.org.uk/teachlearn/howteachers.

There are several different files that can be downloaded providing a comprehensive overview of differentiation, including:

- Differentiation: Ten Tips for NQTs: Ten tips for implementing differentiation
- Effective Differentiation: Tips on how to differentiate the process, learning outcomes and lesson content
- Differentiation: preparing handouts: An example of a handout in two different styles to support differentiation between levels of learning.



Geoff Petty author of **Teaching Today: a practical guide** also has a website, www.geoffpetty.com, which provides a wealth of advice and information about differentiation and active learning approaches.



The Gold Dust resources website contains resources, including video clips, activity sheets and PowerPoint slides, to develop an understanding of differentiation. These can be accessed at www.goldust.org.uk/differentiation/differentiation.html.

6.3 Embedded approaches

The definition of embedded approaches to teaching and learning in the context of the Skills for Life strategy is:

Embedded teaching and learning combines the development of literacy, language and numeracy with vocational and other skills. The skills acquired provide learners with the confidence and motivation necessary for them to succeed in qualifications, in life and at work.

Department of Education and Skills/The National Research and Development Centre (NRDC), 2004

Developing learners' literacy, language, numeracy and ICT skills within meaningful contexts is recognised as one of the most effective drivers for learning for work and life. Through such embedded approaches, the dual goals of learners' main course and literacy, language, numeracy and ICT development can be achieved. This

has been recognised in research. The report from the NRDC⁹ highlighted the key benefits as:

- higher retention and increased success rates on embedded courses
- increased learner achievement in literacy/ESOL qualifications
- increased learner achievement in numeracy qualifications.



The acknowledged benefits of embedded approaches to the development of literacy, language, numeracy and ICT skills underpin the development of a specific CPD qualification (see the 'Where next?' sections for further information).

Effective literacy, language, numeracy and ICT skills are critical, not just to the achievement of qualifications, but also to enhance performance in the workplace and in personal and social life. Embedded learning can provide learners with the opportunity to develop literacy, language, numeracy and ICT skills as a natural part of a different primary goal – an area of specialism award, an adult education course or as part of personal learning goals delivered in the community.

Integrating or embedding literacy, language, numeracy and ICT skills with other areas of specialism is good practice for a number of reasons:

- It can specifically teach relevant literacy, language, numeracy and ICT skills, clearly perceived by teachers and learners as having importance for the core learning
- It can be motivational for learners who will understand why they are developing literacy, language, numeracy and ICT skills alongside other skills
- It can lose the artificial separation of literacy, language, numeracy and ICT skills from those required for the area of specialism, seeing the one set of skills as being intrinsic to and inseparable from the other
- It can empower learners as newly trained employees, giving them the transferable skills needed to do their jobs efficiently and allowing the possibility of further development
- It can give teachers of other areas of specialism new tools to ensure that teaching and learning is effective and develops secure, transferable skills¹⁰

9. Casey, H., Cara, O. et al., '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

10. Adapted from Raising Standards, *A Contextualised Guide to Support Success in Literacy, Numeracy and ESOL Provision: Embedded Learning*, DfES, www.dfes.gov.uk/readwriteplus/raisingstandards/embeddedlearning/

The NRDC research¹¹ identified the features of embedded programmes, although it concluded that there was no single model of embedded provision. The research did highlight, however, that teamwork and shared understandings and beliefs were equally as important as having the structural features of embedding in place.

Features of embedded programmes

The research team did not use fixed models of embedding; they judged courses on a range of features of embedding. Four main groups of features emerged:

- Teamwork between LLN teachers and vocational teachers
- Staff understandings, values and beliefs
- Aspects of teaching and learning that connect LLN to vocational content
- Policies and organisational features at institutional level

Fully embedded courses all showed features from each of these groups. However, within these broad groups, individual courses achieved the same effects in very different ways. For example, successful collaborative teamwork was achieved through a variety of methods. On some courses, teachers taught alongside one another, on others staff found other ways to link up and create an integrated experience for their shared learners.

Casey, H., Cara, O. et al., '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

The research also concluded that when one teacher was given the responsibility for teaching both their area of specialism and literacy, language and numeracy, learners were less likely to succeed in their literacy, language and/or numeracy qualifications. Managing embedded provision will be determined by each institution or organisation but meaningful, collaborative working is clearly one key element of effective embedded delivery.

Collaborative working between Skills for Life and/or Key Skills teachers and teachers of other areas of specialism can provide a highly effective way to identify the literacy, language, numeracy and ICT skills which underpin learning programmes – the experience and expertise of teachers from both areas is essential. Development of these skills can be jointly planned by teachers working together who share the same understandings and beliefs in delivering embedded approaches to the learning of language, number and ICT skills. In

11. Casey, H., Cara, O. et al., '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

some institutions, for example, the teaching of the area of specialism and literacy, language, numeracy and ICT skills are delivered in partnership.

One of the first steps in planning for embedded learning is a skills audit to determine the underpinning literacy, language, numeracy and ICT skills needed by learners to effectively access their learning (see page 14). National Occupational Standards (NOS) for many occupational sectors have been mapped to the literacy and numeracy standards. These provide a quick route to identifying the underpinning literacy and numeracy skills required by occupational tasks.



The process of developing embedded learning materials and the delivery of embedded approaches requires knowledge and understanding of the requirements of the main course and of the specific literacy, language, numeracy and ICT skills necessary to complete this programme. Teachers with different expertise need to work together in pursuit of learners' progress and achievement. Literacy, language, numeracy and ICT specialists will be able to provide the knowledge and understanding of Skills for Life development.



Raising Standards, A Contextualised Guide to Support Success in Literacy, Numeracy and ESOL Provision: Embedded Learning, DfES, can be accessed at www.dfes.gov.uk/readwriteplus.



The NRDC Report: **'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**, Casey et al, NRDC (2006), can be downloaded from www.nrdc.org.uk/publications_details.asp?ID=73.



The National Occupational Standards for many occupational sectors have been mapped to the adult literacy and numeracy standards. These can be accessed at www.dfes.gov.uk/readwriteplus/nosmapping.



For training resources and information on approaches to embedding literacy, language and numeracy see QIA Skills for Life Improvement Programme resources at www.sflip.org.uk/resources/embeddingskillsforlife.aspx. The range includes:

- **Approaches to SfL for other areas of specialism teachers**
- **Embedding SfL - a programme for managers**
- **Sharing and Transferring Good Practice in Embedding Literacy, Language and Numeracy in Vocational or Other Programmes**
- **Planning to embed LLN in other areas of specialism**
- **Working in Partnership to Embed Literacy, Language and Numeracy**

6.4 Communication strategies

Effective two-way communication with learners is an essential element of teaching and learning, and speaking and listening is a key component of the communication strategies that may be used.

Good speaking and listening skills are central to successful communication at work, at home and in the community. They are the communication skills used most frequently by people at all levels of literacy. Despite significant technological advances, most of us still spend more time speaking, listening and discussing than we spend reading or writing. Talk is an essential medium for getting things done, and so is the ability to listen and reflect.

Robertson, N., *Introduction to Developing Speaking and Listening Skills: A support pack for staff working with offenders*, DfES, 2006

Despite their importance as skills for work, learning and life, speaking and listening skills use and development can sometimes be less considered than other aspects of literacy and language. Good speaking and listening skills can be as important for first language speakers as well as for ESOL learners. Communicating with learners with specific learning disabilities/difficulties and/or sensory impairment may also need specific adjustments.

Good practice for communicating with ESOL learners can apply to communicating with all learners and will ensure that they are able to access information communicated verbally and respond appropriately.

Prior knowledge and prediction is particularly important in enabling ESOL learners to understand spoken information:

- Setting the scene at the beginning of a session
- Using visual clues, titles, and intonation (stress on certain words in a sentence, rise and fall of voice) to indicate the key points
- Eliciting prior knowledge
- Pre-teaching key words, terms and phrases which may be unfamiliar to the learner
- Considering the context to decide if it might be culturally dependent and providing appropriate explanations, for example, a reference to the dangers of Bonfire Night could easily confuse an ESOL learner even though all the vocabulary might be understood

In addition, strategies which may make oral comprehension easier for ESOL learners are:

- using clear, unambiguous language
- speaking naturally but at a moderate pace
- using signposting, for example, 'I am going to talk about three areas. The first...'
- avoiding redundancy (repetition, asides, etc.), idiomatic and colloquial language
- being aware of terms that have different meanings in different contexts
- highlighting key points and terms on the whiteboard to reinforce oral explanations
- repeating key ideas and learning points using the same language each time to give learners an additional opportunity for understanding
- recognising and either avoiding or explaining culturally specific material
- recognising that politeness strategies vary culturally. Learners may be confused by instructions that are too 'mitigated', for example, 'I wonder if you might try...' as opposed to 'Try...'
- recognising cultural differences in non-verbal communication and being sensitive to any miscommunication
- being explicit about rules and conventions for different communication situations, for example, group tasks, workplace learning.

Learners may also need support with listening skills. They may have highly developed listening skills in other languages, but may be restricted in using these skills because of difficulty with English language. Learners can be supported to extract relevant information by:

- avoiding long periods of teacher explanation
- giving a handout with the main points or questions before learners listen
- using multiple choice question sheets or tick boxes to complete when listening
- asking checking questions to elicit a demonstration of comprehension
- avoiding closed yes/no questions such as ‘Do you understand?’
- allowing learners to summarise what they have listened to in pairs before moving on
- allowing waiting time for learners to answer questions – don’t give the answer before learners have had time to consider the question and formed an answer
- not asking multiple questions – many learners at the lower levels find it difficult to keep more than one question in focus
- avoiding the use of colloquialisms and slang.

However, it is worth noting that for ESOL learners one of the most effective ways of learning another language can be to use that language to do something else, rather than to explicitly ‘learn’ new vocabulary and grammar in the classroom. Many very proficient second language speakers have never attended any formal classes in that language, rather they have acquired their second language through work and everyday life.



A language specialist will be able to advise on strategies and/or provide focused language skills development for ESOL learners in these circumstances, for example, understanding the specific conventions of grammar.

Many aspects of communication skills, such as turn-taking, are culturally dependent: learners whose first language is not English may be used to adhering to very different turn-taking rules and this can easily be misinterpreted.

Effective communication: further guidance

Effective communication depends to a large extent on the innate skills of the individuals concerned and the cultural context. Much teaching revolves around the understanding of certain concepts. Teachers must always be very clear about the difference between the concepts they are teaching and those which they expect their learners to have a prior understanding of. This understanding must be checked both before introducing new concepts and once the concept has been taught. However we can all work towards improving our communication skills by being aware of certain points, having control over our use of language and being aware of the reactions of those we are communicating with.

What makes for effective communication in the classroom depends on a variety of factors. Below are some of the most salient points which trainers and teachers can develop.

- A constant awareness of the language you are using – teachers need to listen to their use of language and observe the reaction of learners to the language use.
- An awareness of the purpose for which language is being used, for example, the language of the subject; the language used to contribute to a positive relationship between the learners and the tutor; the language of instruction. The tutor needs to ensure that learners are clear as to what is happening at each point, for example, instructions are being given.
- Key vocabulary and terminology should be identified and pre-taught, for example, brain gym.
- Body language is often a contentious point as the same expression of it can be interpreted quite differently in different cultures. However, it can be a very helpful communication tool.
- The frequent checking of understanding in a meaningful way is essential. 'Do you understand?' is usually answered by 'yes' and a smile. This, however, does not mean that understanding has taken place. A more useful way of checking understanding is to use questions which require the listener to give a fuller answer, for example, 'How is homeopathy different from the treatment you get at your doctor's?'

Rees, S and Savitzky, F., *Getting your point across: Strategies for effective communication with bilingual adults*, p.3, LLU+, London South Bank University, 2005

6.4.1 Communication in numeracy and ICT

Communication strategies are important in developing learners' numeracy and ICT skills. Consideration of communication in numeracy and ICT teaching and learning may be particularly relevant for ESOL learners, for whom the technical language may be a barrier to understanding. Some ESOL learners may, for example, have strong numeracy skills but have difficulty negotiating some tasks because of the language used.

There is a tendency to consider that mathematics and ICT are not areas of specialism requiring a great deal of verbal communication! Research from the Maths4Life pathfinder project (www.maths4life.org), *Talking up Numeracy*, and the Standards Unit (now QIA) approaches to teaching mathematics clearly demonstrate this is not the case.

For example, one practitioner, who focused on asking follow-up questions to enable offenders to explore their thinking, commented:

'I did more supplementary (i.e. follow-up) questions than I probably would have done before. I would probably have said before, "Why was it easy?" but then . . . I probed a bit further. "What exactly about it was easy?" In fact, if I hadn't kept doing that we wouldn't have realised. I had to explain to him (the offender) what I meant by decimals clearly. There was a muddle in his mind about what decimals are. If I hadn't pushed it, we couldn't have clarified that.'

Department for Education and Skills, *Stage 1 pathfinder report: Numeracy speaking and listening*, Section 3, DfES, 2006

Learners themselves are aware of practitioners' speaking and listening skills, and, in the *Talking Up Numeracy* project, offenders interviewed commented:

'When [the practitioner] goes over it and explains it, she does it in a simple way so that everyone gets it. Some people aren't as clever as others.'

'Maths teachers are like psychiatrists. Some psychiatrists talk to you in a load of medical sentences you don't understand and you get others that talk to you in a way you do understand.'

Department for Education and Skills, *Stage 1 pathfinder report: Numeracy speaking and listening*, Section 3, DfES, 2006

*The Thinking Through Mathematics: strategies for teaching and learning*¹² project encourages discussion as a strategy to develop learners' number skills.

Our research shows that many learners view mathematics as a series of disconnected procedures and techniques that must be learned by rote. Instead, we want them to engage in discussing and explaining ideas, challenging and teaching one another, creating and solving each other's questions, and working collaboratively to share methods and results.

Swan, M., *Towards more active learning approaches, Summary*, DfES, 2004

Research by the NRDC¹³ indicates that effective communication strategies in ICT teaching can have a significant correlation with improvements in ICT skills scores. However, the research also identified that not all communication strategies were as effective and in particular, telling the learner how to do something (explaining) was found to be less effective for ICT learners. Effective strategies were found to be:

- discussing: tutor engaged in two-way dialogue with learners
- instructing: tutor telling learners what to do and what tasks to undertake
- listening: tutor actively listening to learners' comments or questions
- modelling: tutor showing the learner how to do something using the actual technology or its representation on a SMARTBoard.

ICT learning as an individual activity carried out in isolation at a workstation may not be as effective for learners as a cooperative activity where effective communication strategies are developed and used.

6.4.2 Communication with learners with disabilities or learning difficulties

How communication strategies can be adapted for learners with disabilities or learning difficulties may need to be considered:

- Learners with language impairment associated with autistic spectrum disorders may interpret language literally.

12. www.maths4life.org

13. Mellor, H., Kambouri, M. *et al.*, *Effective Teaching and Learning: Using ICT*, NRDC, 2007

For example, if you asked your group members, 'Can you tell me what date it is?', an individual who interprets language literally would say 'yes' and nothing more, as they have given the information requested in accordance with the language used.

Department for Education and Skills, *Developing Speaking and Listening Skills: a support pack for staff working with offenders*, DfES, 2006

- The 'domination' of conversations sometimes occurs with learners with delayed auditory memory, poor attention and/or turn-taking skills.

Some of your group members may seem to have one of the (listening) styles listed, but you need to be aware that some people may be masking their own difficulties in accessing the content of what is being said, and so appear to be faking listening. The daydreamer may have social communication difficulties, i.e. difficulties with topic relevance. An individual who interrupts frequently may have auditory memory or word retrieval difficulties, i.e. the person has to say what they think there and then before the idea is gone.

Department for Education and Skills, *Developing Speaking and Listening Skills: a support pack for staff working with offenders*, DfES, 2006

- Partially sighted learners may be unable to see non-verbal signals or to be able to use eye contact to show they are listening.
- Some individuals with autistic spectrum disorders and some with mental health problems may find non-verbal communication and eye contact particularly difficult.
- Some learners with learning difficulties and/or disabilities may be insensitive or hypersensitive to tone of voice.
- For some learners, there may be cultural issues such as eye contact in non-verbal communication.
- Some learners may need time to build up their trust when working with other learners and may not be comfortable with personal disclosure. This may be due to previous negative experiences of working with others or with those in authority.



Speaking and listening skills have a critical role in supporting the development of reading and writing. Any teaching and learning of literacy and language skills should therefore be holistic, i.e. the four aspects are inter-related and should be integrated in delivery. A literacy or language specialist will be able to advise on strategies or provide support for learners who need additional skills development in speaking and listening.



Teaching speaking and listening: a toolkit for practitioners (Key Skills Support Programme, Learning for Work) contains a wealth of resources to make speaking and listening explicit, relevant and engaging for learners. It can be downloaded from www.ksspforwork.org.uk/guides.php (until March 2008). It is also available at www.keyskillssupport.net/supporting/publications.



Supporting communication: Guide to good practice (Key Skills Support Programme) can currently be downloaded from the Key Skills Support Programme website at www.ksspforwork.org.uk/guides.php (until March 2008). It will also be available at www.keyskillssupport.net/supporting/publications.



Developing Speaking and Listening Skills: a support pack for staff working with offenders (DfES) provides a comprehensive resource to support speaking and listening skills development and can be adapted for most settings in the FE sector. This can be ordered from dfes@prolog.com or 0845 602 2260, ref: S&L/PACK01.





The Maths4Life website is at www.maths4life.org.

Improving learning in mathematics: challenges and strategies by Malcolm Swan can be ordered or downloaded from the website, together with other resources to support numeracy skills development.

Maths4Life: Thinking Through Mathematics ring-binder of professional development and teaching resources can be ordered from the Maths4Life website.

Maths4Life is now led by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and can be accessed through the NCETM website, www.ncetm.org.uk.

 **Literacy across the curriculum** is a staff training pack developed for the Key Stage 3 National Strategy. Modules of this pack contain useful guidance for all teachers of speaking and listening, and can be downloaded from www.standards.dfes.gov.uk/secondary/keystage3/all/respub/lit_xc.

 The **Effective Teaching and Learning Series: Using ICT** (NRDC, 2007) can be downloaded from the NRDC website at www.nrdc.org.uk/content.asp?CategoryID=1101.

6.5 Supporting reading, writing, number and ICT development

Teachers of other areas of specialism are not expected to be specialist teachers of literacy, language, numeracy or ICT (although there are CPD routes available to explore how these skills may be embedded in other areas of specialisms – see the Where next? sections of this document). However, there will be many naturally occurring activities for language, number and ICT skills development within other learning.

It is always useful to have some basic strategies for supporting learners, which may include:

6.5.1 Reading

- using readable, accessible texts and explicitly teaching learners how to develop comprehension skills through activities relating to their texts
- setting tasks before learners read
- writing up new terms and key words and clarifying meaning in use
- encouraging learners to highlight key words and concepts in texts
- using effective questioning, setting the scene and stimulating prior learning before any reading activity to give learners greater opportunity of deciphering the text
- using reciprocal teaching: an approach where pairs of learners take turns to be ‘tutor’ and ‘student’, for example, in formulating questions for each other about a text
- reading handouts and other written material aloud in a group (useful for literacy learners with fluent spoken English but less so for those with ESOL needs for whom this additional listening may add stress)

- reinforcing written materials with visuals, for example, a diagram or a demonstration
- finding ways of presenting material in other ways besides through written information
- encouraging learners to develop reading strategies such as skimming, scanning, detailed reading and critical reading
- including explicit instructions on how to use reference material, libraries, etc.

6.5.2 Writing

- explicitly teaching the conventions of text types required in assignments, for example, note-taking, report writing, essays, through meaningful contexts rather than through decontextualised activities
- offering models and if necessary writing frames for learners, for example, notes, assignments, reports
- being aware of, and explicitly teaching if necessary, the drafting process: planning, drafting, editing and proof-reading, through a flexible responsive approach to learners' needs
- being able to offer some basic strategies for developing accuracy, for example, Look, Say, Cover, Check, (spelling); spell check, use of dictionaries
- allowing learners with difficulties with note-taking, for example, dyslexic learners, copies of course notes or the use of a tape recorder
- allowing learners to provide evidence of learning in a variety of ways, for example, sound recording, through a scribe
- encouraging the use of ICT to produce assignments
- encouraging peer support, for example, peer proofreading, buddy groups
- making links between writing and learners' area of specialism learning



These are just a few strategies for supporting learners, but a literacy or language specialist will be able to provide more targeted skills development for learners who need specialist help and support with their literacy and language skills, for example, spelling strategies, as well as further ideas or resources.

6.5.3 Numeracy

- asking learners how they were taught to do calculations, and ensure they have opportunities to select methods they feel comfortable with
- using aids such as calculators, solid shapes, number squares and ICT as appropriate, but ensuring learners understand the limitations and functions of a calculator
- encouraging peer support, for example, by asking another learner to explain the method
- being aware of the language of number, for example, there are many ways to say 'multiply', such as 'times', 'by', 'product'
- ensuring that learners understand the 'command words' of problems, for example, solve, evaluate, identify, estimate
- offering different methods for solving problems (not assuming that there is only one way to do it)
- not assuming that learners achieving correct answers necessarily understand a process or concept
- understanding that learners need to be able to select the appropriate mathematical tools to solve a problems in varying contexts
- designing exercises so they are relevant and meaningful therefore providing learners with opportunities to develop, practise and apply the skills learnt
- using a variety of teaching strategies to meet learner preferences and maintain interest and motivation, and to develop learners' understanding of mathematical concepts within the area of specialism, for example, asking open questions to check understanding, using cooperative small group work, creating connections between the numeracy learning and the area of specialism learning and using technology



These are just a few strategies for supporting learners, but a numeracy specialist will be able to provide more targeted skills development for learners who need specialist help and support with their numeracy skills, for example, addressing learners' misconceptions about numeracy concepts, as well as further ideas or resources.

6.5.4 ICT

- identifying and encouraging the opportunities ICT provides to develop literacy, language and numeracy skills
- using a wide range of up-to-date technologies, for example, whiteboards, digital cameras, m-learning to motivate learners, particularly the younger age group
- using ICT purposefully, for example, to complete an assignment, to research information, to present a CV
- encouraging older learners who may be less confident in the use of ICT
- making links with the learning of ICT in the classroom and the wider world, for example, local government information online, the importance of ICT for employment, maintaining contact with families by email
- encouraging learner autonomy in the use of ICT, for example, Webquests, and in exploring different approaches to completing the same task, for example, using function keys, using keyboard shortcuts
- using discussion, exploration, collaboration and peer review to reinforce learning
- using a range of teaching and learning strategies to develop learners' confidence to use ICT, for example, discussing, instructing, listening and modelling
- understanding the need to encourage a critical and selective approach to the use of information obtained from websites
- ensuring learners are aware of the safe use of ICT and the risk of viruses, etc.

ICT, however, covers a much wider range of technologies than computers and computer-related hardware and software. Information and communication technology may also include:

- digital cameras, camcorders and other image capturing equipment
- interactive whiteboards
- digital television, video, audio and other related multimedia equipment
- mobile phones and associated technology to support learning
- learning platforms
- graphic calculators.

Whichever of these technologies are used, within the range of resources that are available, they should be used purposefully. One of the key requirements of ICT as a Skill for Life, Key Skills and Functional Skills is that ICT should be used for a purpose. Purposeful use of ICT provides learners with a reason to use and engage with the technology rather than following mechanical learning of techniques to enter words into a word-processing program, for example, or to enter data into a spreadsheet for no apparent purpose other than following instructions in a manual.

Purposeful activities using ICT also enable learners to use a wide range of skills to work collaboratively, to exchange experiences and provide peer review and support.



These are just a few strategies for supporting learners, but an ICT Skill for Life specialist will be able to provide more targeted skills development for learners who need specialist help and support with their ICT skills as well as further ideas or resources.




The **Effective Teaching and Learning Series: Reading, Writing, Numeracy, ESOL, and Using ICT** (NRDC, 2007) outlines recommendations about effective approaches to teaching and learning. These can be downloaded from the NRDC website, www.nrdc.org.uk.





The National Centre for Excellence in the Teaching of Mathematics website, www.ncetm.org.uk, provides a wide range of support, advice and resources to enhance mathematics teaching.




The ICT as a Skills for Life Pathfinder Project is the latest stage in the development of policy and practice relating to ICT as a Skill for Life. The project aims to develop and pilot approaches to delivering the ICT Skills for Life curriculum in a variety of settings. The website for the project is at www.ictsfl.org.uk.

 The Gold Dust resources website contains resources designed to support the development of generic skills, knowledge and understanding of trainee teachers and trainers in the lifelong learning sector at www.goldust.org.uk/assessment/assessment.html. One of the roles of the Centres for Excellence in Teacher Training is that they will disseminate, develop and update these resources.

 The Secondary National Strategy website, www.standards.dfes.gov.uk/secondary, provides a range of teaching and learning materials for English, mathematics and ICT. Although developed for the school based sector, there are many resources and teaching materials that would be useful in a post-compulsory setting.

 The Teaching and Learning pages of the TeacherNet website carries information about teaching and learning: teaching strategy, teaching and learning tips, learning psychology, and links to thousands of resources. Although much of it is school based, there are useful links to information about teaching and learning. TeacherNet can be found at: www.teachernet.gov.uk.

 The teachers tv website, www.teachers.tv, provides access to some useful video clips for teaching and learning. Although mostly school based, there are some relevant to the FE sector sector.

6.6 Where next?

Throughout the Learning Journey, teachers should plan and deliver inclusive learning through a range of differentiation strategies and embedded learning approaches to provide opportunities to develop literacy, language, numeracy and ICT skills within the context of the main area of specialism. Using effective communication strategies to support both these approaches is vital, but teachers may need further professional development to enable them to ensure a fully inclusive learning environment.

For more information about continuing professional development (CPD) see section 9. LLUK and QIA will continue to respond to sector needs by development and provision of all types of appropriate training.

6.6.1 Accredited CPD

LLUK is developing a CPD framework which will include units of assessment. These are intended to enable teachers to access relevant training. All available units are listed on the LLUK website, www.lluk.org, including those addressing embedded approaches and integrated practice. Accreditation based upon these units of assessment will be increasingly offered by a range of awarding institutions.

Higher Education Institutions also provide CPD programmes, although the range of programmes will vary depending on the individual institution.

6.6.2 Non-accredited CPD

The Quality Improvement Agency (QIA) offers a range of non-accredited programmes through initiatives such as:

- Skills for Life Improvement Programme (SfLIP)
- Key Skills Support Programme (KSSP)
- National Centre for Excellence in Teaching Mathematics (NCETM)
- National Teaching and Learning Change Programme.

CPD information is relevant at time of publication.

7 MATERIALS AND RESOURCES

Strategies for the development of materials and resources to support teaching and learning that ensure clarity and accessibility for all learners are applicable in all contexts. For learners with literacy, language, numeracy and ICT needs, it is particularly important that materials and resources are developed following good practice.

7.1 Selecting or preparing handouts and worksheets

Some key pointers when developing handouts and worksheets to ensure clarity and accessibility are:

- avoiding grey or faded handouts
- using a 12pt or 14pt font and a clear, non-serif typeface such as Arial
- using short, active sentences and avoid complex sentences with lots of sub-clauses
- paying attention to layout, using headings, bullet points
- when adapting published materials, keeping the same layout features as these may aid understanding
- using visuals to support the text that are relevant to the context
- numbering pages and lines for clear referencing
- avoiding using capital letters except in appropriate contexts – the start of a sentence, proper nouns, etc.
- using key technical terms judiciously and avoid jargon
- using clear and unambiguous instructions on worksheets which are talked through with learners beforehand. Number symbols should also be explained.

ICT can be particularly useful for those with literacy, language and numeracy needs and it is important that they have access to this. However, it is also important to ensure that ICT is made accessible for learners who may have difficulty using and accessing ICT.



These strategies apply for all materials development. A literacy, language, numeracy or ICT specialist will be able to provide further ideas or strategies for making materials accessible for learners to support their language, number and ICT skills development.

7.2 Embedded Learning Materials

The Embedded Learning Materials project developed materials for over 20 programmes, including a range of areas of specialism, community/family and professional settings. Material was developed following a process of research, writing development and expert review by both Skills for Life specialists and sector experts. Materials were designed to provide support for embedded learning as defined by the DfES (see page 32). Materials can broadly be defined as supporting the integration of the teaching and skills development of the area of specialism and other skills with literacy and numeracy teaching and skills practice, to provide a blended or combined approach.

These DfES materials are embedded into National Occupational Standards covering one award (for example, Social Care Level 2), NOS covering several awards (for example, Skills for Construction), course outlines (for example, Family Health), broad curricula and programme outlines (for example, E2E) and other awards (for example, International nurses – midwifery). Levels covered range from Milestones 7 and 8 (of the Pre-entry framework) to Level 2 and above, in literacy and numeracy.

The following images highlight the key features of embedded learning materials.

These materials are taken from the Trowel Occupations pack published by the DfES, reprinted 2005.

PAGES 4:5–4:6 Setting out and checking using a tape measure (1)

Accurate measuring is a critical skill in construction. Working drawings are drawn to show measurements to the exact millimetre. It is not surprising, therefore, that this precision is expected to be maintained by everyone involved in translating the drawing into an actual building. Setting out the building to the nearest millimetre needs a good tape measure that uses millimetres (Unit No. VR41).

Materials

Millimetre tapes
Other types of tapes of varying lengths
Plans/drawings from the Source material

Learning outcomes

- 1 To confidently read marked and unmarked millimetre measurements from a tape (focus page, Task 1)
- 2 To find and mark millimetre measurements on a tape (focus page, Task 2)

Introduction

- Give learners five minutes to examine the range of tapes, noting differences between them, and to come up with a description of the tape (e.g. it is a 5 m/16 foot tape with imperial measurements in inches and feet down one edge and metric on the other edge marked at every 10 centimetres right through to the end of the tape).
- Discuss the differences. Stress that, as these different tapes can be found throughout the construction trade, it is important to use each one correctly and to choose a tape that is suitable for the job (e.g. it is no good choosing a 5 m tape to measure a 10 m gap).
- Examine the 'start' of different tapes. Where is the zero point? Discuss the importance of starting the measurement from zero and keeping the tape taut.

Focus page

- Look at the millimetre tape and ask learners why a millimetre is the easiest to use in setting out (the drawing match those on the tape).
- Call out a series of numbers and ask learners to draw the marks on the tape. Talk through the focus page and the main divisions on the millimetre tape, which are labelled in tens.

Curric. refs	NOS/NVQ
MSS1/E3.5	VR41

Task 1

Read the millimetre measurement on each peg
MSS1/E3.5

- Remind learners that marking out accurately is essential in setting out the building. Any inaccuracies at this point will get worse as the structure grows.
- Remind learners to be careful that they read four digits each time and not to leave out the all-important place-holding zeros.

If the learner has difficulty

- Try counting on from smaller numbers first (e.g. one-digit, two-digit and three-digit measurements) to the start of the tape to develop this skill.
- Ask the learner to use a pencil to mark an unmarked millimetre as he/she reads the marked division (one-digit, two-digit and three-digit measurements).
- Try doing the activity using a string and pegs.
- Learners who are still having difficulty need additional support and opportunities to do practical work.

Trowel Occupations

This focus is on an aspect of measures skills identified as a priority for skills' development by trainers and the industry. The occupational setting information gives the rationale for including this work, followed by suggestions for how to present the information on the Focus page and teach the specific measures skills required.

Introduction

Suggestions are highlighted to introduce the activities, which focus on the measures skills to support the vocationally related competences.

Extension

- Ask the learner to write down the measurements in order of size, smallest first.
- Ask the learner to work out the difference in millimetres between the largest measurement and the smallest.

Task 2

Find given measurements on a millimetre tape and mark them in
MSS1/E3.5

- Point out that the graphic is of a section of tape from 5990 mm to 6060 mm. It is not the start of the tape. Encourage learners to locate each of the 10 mm marks and count on to given measurements before tackling the questions.
- Remind learners to be aware of zeros, especially when numbers have four or more digits and look similar, as in the questions.

If the learner has difficulty

- Start with shorter numbers (e.g. one-, two- and three-digit numbers) to develop the skill.
- Support the learner to do the task. Point out that as each number begins with the same two digits, the *third* digit gives the clue about which marked division to look at first.
- The *fourth* digit tells you exactly how many millimetres to count along from the marked division you are on.
- Learners with dyslexia may have difficulties with the sequence (order) of the digits in these numbers and may make errors in reading them. Encourage careful examination of each number, saying it aloud as you go.
- Start with easier numbers, for example two- and three-digit numbers at the start of the tape.

Extension

Give the learner two measurements to add and mark the total on the scale on the page and/or on a tape measure.

Theme assessment

- Give learners some previously drawn lines, ideally on a plan, to measure in millimetres.
- Give learners several measurements in millimetres to mark out, ideally outside, with their millimetre tape.

Teaching measures skills

Detailed instructions are given to teach the particular measures skills required here. This advice would enable teachers to adapt the materials for learners with learning difficulties and disabilities as well as other learners whose number skills are not well developed.

Theme assessment

Suggestions here could be used to build a learner's portfolio of evidence for achievement of the award.

Setting out and checking using a tape measure (1)

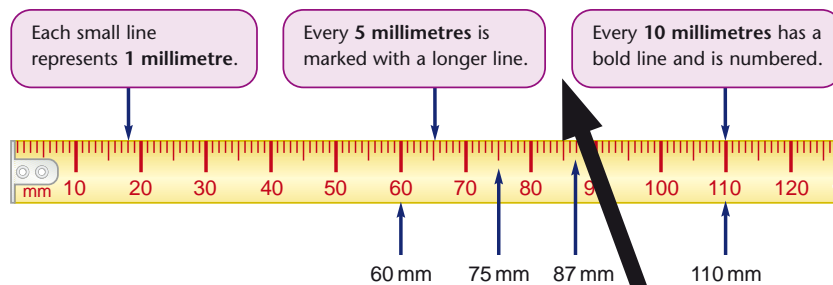
Focus

Accurate measuring skills are essential for everyone who works in trowel trades. Working drawings show measurements to the exact **millimetre**. It is essential that you set out the measurements that you take from the drawings precisely. Remember, if one dimension is set out incorrectly, it will have a 'knock-on' effect on other dimensions.



Not all measuring tapes show measurements in exactly the same way.

Some measuring tapes show all the measurements in **millimetres**.



How do you use this kind of measuring tape?

This sort of measuring tape is the easiest to use.

If the measurement on the plan ends in a zero, you will find the same number of millimetres labelled on the tape. For example, 60 mm and 110 mm.

Try this: Draw a mark on the tape to indicate 30 mm.

If the measurement on the plan does not end in a zero, you will not find the same number of millimetres labelled on the tape. You will need to work out the exact position to measure out by counting the number of millimetre marks after a labelled number.

For example, 75 mm is 5 millimetres after the 70 mm mark.

87 mm is 7 millimetres after the 80 mm mark.

Try this: Draw a mark on the tape to indicate 39 mm.

Focus page

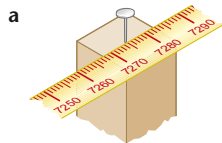
Material on this page supports teaching and also helps to identify good practice in the workplace. Tips and suggestions for the learner (in purple boxes) are useful memory-aids, ensuring that the focus page has relevance outside the classroom.

Setting out and checking using a tape measure (1)

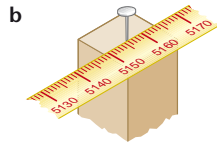
Measurements from working drawings have to be marked out accurately on the site. Nails are hammered into corner pegs or profiles to mark the exact positions for the foundations and the walls.

Task 1

What measurements have been marked out on each of these pegs?



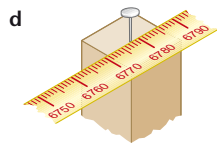
_____ mm



_____ mm



_____ mm



_____ mm

Task 2

Mark and label the following measurements on the tape provided. Use a sharp pencil or a fine pen.

- a 6006 mm c 6013 mm
- b 6060 mm d 6031 mm

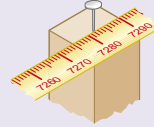


Task pages

Many tasks are designed for independent completion, but the teacher notes often suggest that these tasks are completed collaboratively, giving the opportunity to develop awareness of good practice.

Tip

Each small division represents 1 mm. So if the nail is positioned two small divisions after 7280 mm, it is marking 7282 mm.





Tips

Learner tips and advice are colour-coded and intended to supply support for learners and remind them of learning.


Tip

When you are marking out on site, it is best to use a fine pencil or pen. This is because pencil and pen marks tend to weather and fade over a period of time.

 Embedded Learning Materials can be accessed through The Embedded Learning Portal website at www.dfes.gov.uk/readwriteplus which provides access to all the material packs and also to interactive, screen-based literacy, language and numeracy practice materials. The practice material is generic and therefore not embedded into a given context, but has been set in everyday recognisable settings. These activities have been written to 'practise' rather than 'teach' key aspects of literacy and numeracy.

 QIA (www.qia.org.uk) commissioned a range of partners to take forward the Whole Organisation Approaches for Delivering Skills for Life project. It is one of a suite designed to embed Skills for Life across the FE sector aiming to explore how best to develop a whole organisation approach to Skills for Life. A Resources Guide and sets of Resources Menus have been developed for this project. It has been used by the pathfinder organisations to help them identify the most useful resources for delivering Skills for Life using a whole organisation approach. A suite of training materials to support improved practice in embedding literacy, language and numeracy skills development across whole organisations through more effective teaching and learning has been developed.


The SfLIP (www.sflip.org.uk) has now taken this initiative forward. This material can be downloaded from the project website at www.woasfl.org.


 For a training resource and information see **Using resources to embed SfL (literacy, language and numeracy)** downloadable from the QIA Skills for Life improvement Programme resources at www.sflip.org.uk/resources/embeddingskillsforlife.aspx.


7.3 Other teaching and learning materials


A wealth of resource material to support literacy, language, numeracy and ICT has been developed through national project work, and this is usually available either to order or download from various websites. Many of these websites are listed below or throughout this document under relevant headings.


However, in an area of specialism, using genuine artefacts and documents from the specific area can make the learning more authentic and meaningful.

 The QIA National Teaching and Learning Change Programme, Teaching and Learning Resources (formerly The DfES Standards Unit materials) are available to download from <http://teachingandlearning.qia.org.uk>. These materials provide a wealth of ideas for teaching and learning in a range of areas of specialism. Copies of the materials in the 'blue boxes' as they are often called, are available in most organisations, but may be in the department for a particular area of specialism. Although these materials haven't been specifically developed to support Skills for Life, many teachers will be able to use them to provide a source of ideas for delivering engaging teaching and learning, and opportunities for embedding literacy, language, numeracy and ICT skills in their lessons.

 The Skills for Life materials provide resources which are paper-based and available on CD-ROM. They support literacy, numeracy and ESOL learners at Entry levels, and Level 1 and 2. They are referenced to the adult literacy and numeracy core curriculum and contain clear links to Skills for Life and key skills. They are available to download from www.dfes.gov.uk/readwriteplus.


 The ICT Skill for Life Pathfinder Project website, www.ictsfl.org.uk, provides a wide range of resources in addition to discussion forums on the ICT curriculum and many other aspects of teaching and learning ICT skills.


 The Move On website, www.move-on.org.uk, contains information about the Move On approach, and teaching and learning resources which can be downloaded, including the Move On Maths Methods Module, which covers some commonly used approaches to the four rules – addition, subtraction, multiplication and division – as well as looking at the language of maths and common errors and confusions.

 The Maths4life project aims to stimulate a positive approach to teaching and learning in adult numeracy and maths. In the resources section, there are links to materials on teaching and learning measures and fractions. See www.maths4life.org.

Maths4Life: Thinking Through Mathematics ring-binder of professional development and teaching resources can be ordered from the Maths4Life website.

Maths4Life is now led by the National Centre for Excellence in the Teaching of Mathematics (NCETM), and can be accessed through the NCETM website at www.ncetm.org.uk.

 Key Skills Support Programme website, www.keyskillssupport.net, provides a range of resource material to support the teaching and learning of application of number, communication and ICT. The Key Skills Support Programme's work based learning materials, which are linked to specific apprenticeship frameworks, are relevant for many learners. These materials can currently be downloaded from www.ksspforwork.org.uk/resources.php (until March 2008). The student website at www.keyskills4U.com also provides interactive learning of application of number, communication skills and ICT.

 The BBC website contains links to numeracy and literacy resources under the heading Basics Skills. In particular, the Skillswise materials (www.bbc.co.uk/skillswise) include worksheets, quizzes and games mapped to the Adult Numeracy and Adult Literacy Core Curriculum, and the Webwise materials (www.bbc.co.uk/webwise) provide a valuable ICT resource.

7.4 Where next?

For more information about continuing professional development (CPD) see section 9. LLUK and QIA will continue to respond to sector needs by development and provision of all types of appropriate training.

7.4.1 Materials and resources

Ofsted reports that too often teaching is worksheet driven. The number of teaching strategies runs to many tens, and even into the hundreds. Using resources and materials effectively to support learning is challenging and exciting for a teacher, and engages and motivates learners. The wealth of resources that have been developed to support Skills for Life, both free and commercial, is extensive. However, teachers may need further professional development to enable them to use, adapt and select from this potentially bewildering array of materials.

7.4.2 Accredited CPD

LLUK is developing a CPD framework which will include units of assessment. These are intended to enable teachers to access relevant training. All available units are listed on the LLUK website, www.lluk.org, including those addressing embedded approaches and integrated practice. Accreditation based upon these units of assessment will be increasingly offered by a range of awarding institutions.

Higher Education Institutions also provide CPD programmes, although the range of programmes will vary depending on the individual institution.

7.4.3 Non-accredited CPD

The Quality Improvement Agency (QIA) offers a range of non-accredited programmes through initiatives such as:

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- Key Skills Support Programme (KSSP)
- National Centre for Excellence in Teaching Mathematics (NCETM)
- National Teaching and Learning Change Programme.

CPD information is relevant at time of publication.

8 ASSESSMENT

Assessment should be **for** learning as well as **of** learning.

Assessment for learning is a valuable tool which helps to inform teachers involved in a learner's development of the best way to promote and provide learning which meets individual learner needs and involves the learner in the assessment process.

'Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'

Assessment Reform Group, 2002

Assessment of learning involves judging learners' performance against national standards. This may be completed at the end of a unit of learning or the end of a course, for example. Learner marks from tests and other assessed work may describe a learner's performance in terms of levels or grades.



The ten principles of assessment for learning identified by The Assessment Reform Group can be accessed at www.qca.org.uk/qca_4336.aspx.

Fairness and equality of opportunity in assessment is as important for learners with literacy, language, numeracy and ICT as for learners in all learning contexts. This includes the importance of giving feedback sensitively and effectively.

8.1 Giving feedback

Giving supportive and accurate feedback is one of the most important ways of helping learners develop their language, number and ICT skills. Sensitive and effective feedback orally, and in writing, will enable learners to develop their literacy, language, numeracy and ICT skills. Effective use of personal communication skills is a vital element of promoting assessment for learning and encouraging learners to develop autonomy and self reflection.

8.1.1 Language and literacy

Some key strategies would be:

- separate feedback on content from feedback on use of language
- indicate key errors in language use – don't mark every one
- use a simple error analysis when marking
- allow errors caused by transition from mother tongue to English if appropriate to the level of the course. However, it is worth noting that making errors is a natural part of the process of developing language skills
- give clear references to specific self access material which could help the learners with literacy and language issues arising in the feedback.



These are just a few strategies for supporting learners, but a literacy or language specialist will be able to provide more targeted skills development for learners who need specialist help and support with their literacy and language skills, for example, grammar and punctuation, as well as further ideas or resources.



For an example of error analysis marking, refer to **Access for All**, DfES (2001) p30, which is downloadable from www.dfes.gov.uk/readwriteplus.

8.1.2 Numeracy

Most learners will make errors in their calculations from time to time. It is important to determine if the error lies in a misconception or if the learner has just made a careless mistake. The problems that may arise are:

- obvious computational error or careless slip
- conceptual error
- lack of understanding of vocabulary
- wrong operation or inappropriate procedure or method
- over-generalisation or under-generalisation
- random response.

Errors are often due to misconceptions rather than careless slips. Approaches to identifying misconceptions can include:

- exposing and discussing misconceptions through group activities and discussion
- asking the learner to demonstrate the method used and offering alternative methods of computation only if appropriate for the learner
- supporting learners to identify the problem rather than just correcting the work
- exploring whether language is a barrier to accurate number work, for example, using numbers with minimal words and/or checking that number terms are understood
- reinforcing self checking strategies; reinforcing the importance of estimating the answer.



These are just a few strategies for supporting learners, but a numeracy specialist will be able to provide more targeted skills development for learners who need specialist help and support with their number skills, for example, understanding place value, as well as further ideas or resources.



An explanation of the error types listed in this section, with examples, can be found in Bove F (2003, 2004) **Teaching and Learning: Application of Number, Key Skills Support Programme**, LSN/DfES. This is downloadable from www.keyskillssupport.net.



The Move On Maths Methods Module, downloadable from www.move-on.org.uk, has more examples of error types.

8.1.3 ICT

Learning through trial and error, reading instruction manuals and just 'having a go' is often the way many learners develop ICT skills. Although this can be time consuming and is dependent on the tasks and software learners may have encountered, it can prove effective for confident learners. There can be many ways to complete a task in ICT, for example, copying and pasting text or images can be completed in at least four different ways: using keyboard shortcuts, using the drop down menus, using right click on the mouse to access menus, and using the icons on the toolbar. It's no surprise, therefore, that learners may use less effective methods they have found by accident rather than others which could be quicker, easier and smarter.

A positive aspect for learners in ICT is that most things done with ICT can be regarded as provisional, because doing something to see what it looks like but then making changes in response, has minimal costs.

However, that does not mean learners shouldn't make mistakes when using ICT.

Tutors observed that it was helpful to let learners make mistakes using ICT and encourage them to experiment with and explore the packages. Allowing learners to find solutions to problems whilst the tutor stands back, empowers learners and lets them take responsibility; realising that nothing major can happen from pressing the wrong button seemed to help learners to build their confidence and relax using technology, resulting in more self-directed learning. High quality resources gave learners the confidence to continue to reinforce their learning outside the classroom.

Communities Scotland, *Innovations in ICT and Literacies: a project report for Learning Connections*, Communities Scotland, 2005

The potential for making mistakes in ICT is huge, but there are some common errors and misconceptions that may occur more frequently are:

- not saving information to the correct location, for example, network area, flash drive, hard drive and then being unable to find the file

- simple word processing ‘errors’, for example, deleting all the way back to a spelling mistake or hitting Return at the end of each line, or centring titles by repeatedly inserting spaces
- not understanding the different file types (.doc, .exe, etc.) and trying to open a document using the wrong program
- not remembering to save work regularly and losing work when the computer crashes or the program freezes
- understanding that changes to a file are not permanent until resaved.

Some errors are simply errors of technique or misconceptions, such as the simple word processing errors highlighted above. Others are conceptual errors such as misunderstanding the ways in which a computer organises and retrieves information in database packages.

It is important to identify which type of error a learner may be making so that the right solution can be offered.



These are just a few strategies for supporting learners, but an ICT Skill for Life specialist will be able to provide more targeted skills development for learners who need specialist help and support with their ICT skills, for example, understanding how databases organise information, as well as further ideas or resources.



8.2 Where next?

Assessments, both formative and summative, are key elements on The Learning Journey. Effective assessment for learning can enable learners to become confident, autonomous learners. Summative assessment can give learners pride in their achievement and a stepping stone to the next stage of The Learning Journey. All teachers can contribute to the process of assessment but may need further professional development to enable them to do this confidently and competently.

For more information about continuing professional development (CPD) see section 9. LLUK and QIA will continue to respond to sector needs by development and provision of all types of appropriate training.

8.2.1 Accredited CPD

LLUK is developing a CPD framework which will include units of assessment. These are intended to enable teachers to access relevant training. All available units are listed on the LLUK website, www.lluk.org, including those addressing embedded approaches and integrated practice. Accreditation based upon these units of assessment will be increasingly offered by a range of awarding institutions.

Higher Education Institutions also provide CPD programmes, although the range of programmes will vary depending on the individual institution.

8.2.2 Non-accredited CPD

The Quality Improvement Agency (QIA) offers a range of non-accredited programmes through initiatives such as:

- Skills for Life Improvement Programme (SfLIP)
- Key Skills Support Programme (KSSP)
- National Centre for Excellence in Teaching Mathematics (NCETM)
- National Teaching and Learning Change Programme.

CPD information is relevant at time of publication.

9 PROFESSIONAL DEVELOPMENT

Teachers should be clear on current policies that relate to literacy, language, numeracy, ICT and key skills, such as *Skills for Life*, *Success for All*, *The Leitch Review of Skills*, and *World Class Skills* and of changes to the skills curricula, for example, Functional Skills, review of the Skills for Life core curricula. They should also be aware of relevant sources of information, including emerging research findings from the National Research and Development Centre for adult literacy and numeracy (NRDC).

Teachers should understand their responsibility to update themselves and to undertake professional development in contextual support for literacy, language, numeracy and ICT, alongside that for their own area of specialism. For some teachers, CPD may include securing their own personal skills of literacy, language, numeracy or ICT at Level 2 and/or building on Level 2 skills to develop their own personal skills to a higher level. The relevance of such a route would need to be considered in relation to the area of specialism and the influence on their delivery that developing a specific personal skill can confer, for example, a drama teacher may feel that communication skills at Level 3 would be appropriate, an engineering lecturer might consider Level 3 mathematics would be beneficial.

The new units in Initial Teacher Training or the CPD qualification on embedded approaches to Skills for Life will be useful to all teachers, with different units or pathways catering for the needs of literacy, language and numeracy specialist teachers and teachers of other areas of specialism.

Some teachers may feel they would like to become a specialist teacher of literacy, numeracy or ESOL. From September 2007 new entry requirements in personal skills at Level 3 in the specific subject will apply to these specialist teacher training programmes. For some teachers, their existing personal skills in English or mathematics may enable them to meet the entry criteria immediately. For others, they may need to access English or mathematics skills development. It is intended that guidance on relevant Level 3 subject qualifications will be issued in due course. After meeting the entry criteria the following CPD qualifications are required to become a specialist teacher:

- **Additional Diploma in Teaching English (Literacy) in the Lifelong Learning Sector**
- **Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector**
- **Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector**

Accessing non-accredited CPD through initiatives such as the following, led by the Quality Improvement Agency, will provide significant opportunities for teachers to develop their practice.

- Skills for Life Improvement Programme (SfLIP)
- Key Skills Support Programme (KSSP)
- National Centre for Excellence in Teaching Mathematics (NCETM)
- National Teaching and Learning Change Programme

Relevant non-accredited CPD is also offered by a range of other organisations.

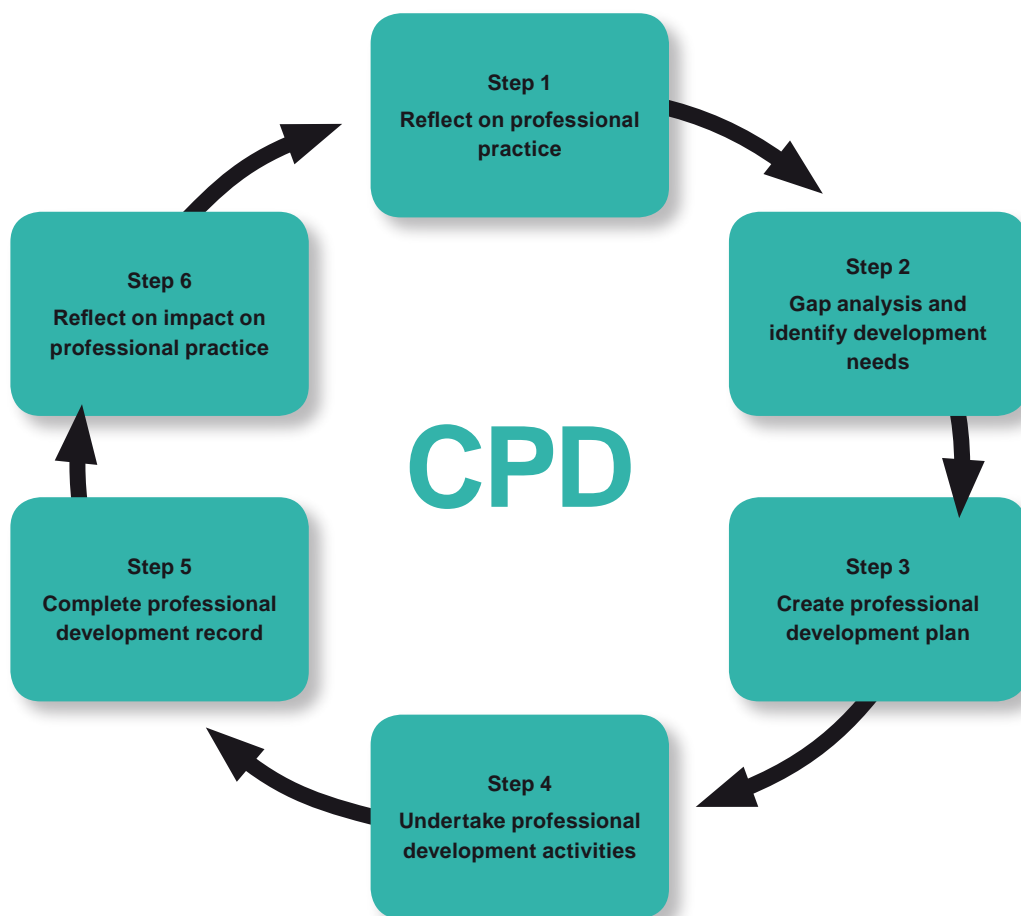
An important aspect of staff development is practitioner research. This approach to professional development encourages collaborative working, whilst bringing local and specialist knowledge to produce work which can influence colleagues, managers and providers.

In deciding the relevant CPD route, teachers will need to develop the skills to reflect on and make best use of training and development opportunities offered locally, regionally and nationally. Developing a reflective practice approach to their teaching will enhance the learning experience for learners and enable teachers to maximise the benefits of the CPD available to not only maintain a current understanding and knowledge of their own specialism, but also to recognise and develop their skills in the wider context of teaching and learning.

With a leading role in the training and development of others, teaching practitioners in post-compulsory education and training recognise the importance of their own continuing professional development (CPD). They are committed to continually updating their expertise in their vocational or academic subject specialism and developing their skills and knowledge in teaching and supporting learning. Throughout their careers, for a variety of individual and external reasons, teaching practitioners reflect on their professional practice and plan their CPD in order to improve and enhance the learning experience.

Institute for Learning, 2006


This approach to continuing professional development is illustrated by the diagram of the professional development cycle, incorporating reflective practice, produced by the Institute for Learning.





Institute for Learning, *The professional development cycle incorporating reflective practice*, Institute for Learning, 2006


All teachers in the lifelong learning sector should maintain current knowledge of opportunities for continuing professional development. There are many opportunities locally, regionally and nationally for teachers to access and participate in CPD. Some of the key national and regional sources of information, guidance and training events are listed below. Information about local events may be available through teacher training departments, local Professional Development Centres, Higher Education Institutions and CETTs (Centres for Excellence in Teacher Training).


Sources of training and partnership collaborative working may provide suitable opportunities to enhance and consolidate the skills already developed through the delivery of the minimum core within teacher education programmes.

 The LLUK National Reference Point for Skills for Life professional development (NRP), www.lluk.org.uk/nrp, has been established to offer specialist information and advice to those intending to join the profession, existing teachers and learning support staff, as well as those with an interest in their development. The NRP will ensure that up-to-date information on current developments is available from a single source, which will include information on standards, qualifications and broader professional development opportunities. The site will be developed to provide both national and regionally specific information.


 The Institute for Learning (IfL) is the professional body for teachers and trainers and student teachers in the lifelong learning sector. Their remit is to support the professional needs of their members to raise the status of practitioners across the sector. Their website is at www.ifl.ac.uk.


 Readwriteplus, www.dfes.gov.uk/readwriteplus, is the Skills for Life website, and is the main source of information and advice on implementing the national Skills for Life strategy. It includes information on teaching and learning, quality and training, research and development and qualifications.


 The National Research and Development Centre (NRDC) is a consortium of partners, led by the Institute of Education. NRDC is dedicated to conducting research and development projects into adult literacy, numeracy, ESOL and ICT. The website, www.nrdc.org.uk, includes a section on Practitioner Resources.


 The Quality Improvement Agency (QIA) funds programmes and provides services to raise the quality of education and training in the FE sector including:


- the website, www.qia.org.uk, which lists forthcoming national activities and events that may provide relevant professional development opportunities. Links to regional events can also be accessed from this website through an interactive map of the regions
- the QIA Excellence Gateway, which is the online service supporting improvement of those working in the FE sector
- Ferl (<http://ferl.qia.org.uk>), which is an advice and guidance service supporting individuals and organisations in making effective use of Information and Learning Technology (ILT) in the FE sector
- www.aclearn.net, which supports the adult and community learning sector providing information, advice and guidance, including skills development.


 The Skills for Life Improvement Programme (www.sflip.org.uk) builds on previous initiative to help deliver the Skills for Life strategy in the future. A high priority is developing the knowledge, skills and confidence of the workforce through continuing professional development. This is a QIA programme.


 The National Centre for Excellence in the Teaching of Mathematics provides a wide range of support, advice and resources to enhance mathematics teaching. See www.ncetm.org.uk. This is a QIA programme.


 The national, regional and local training offer and events for The Key Skills Support Programme can be found at www.keyskillssupport.net. This is a QIA programme.

 Information about Functional Skills developments can be accessed from the Functional Skills Support Programme at www.lseducation.org.uk/functionalskills. This is a QIA programme.

 The ICT Skill for Life Pathfinder Project website, www.ictsfl.org.uk, provides a wholly online CPD course for ICT Skill for Life teachers.

 Standards and assessment for Key Skills and Functional Skills can be accessed from the QCA website, www.qca.org.uk.

 Many national agencies will have information and events on offer that cover a range of CPD topics. These include NIACE (www.niace.org.uk), The Learning and Skills Network (www.lsneducation.org.uk) and Becta (www.becta.org).

 Awarding bodies will provide links to awards for Skills for Life and Key Skills. Training events are also held by awarding bodies into topics such as assessing to standard, moderation, etc.


9.1 Continuing professional development

Units of Assessment, on which CPD courses/programmes can be developed, are being devised. This is an ongoing process, and updated units will be published on the LLUK website, www.lluk.org.

It is also intended that CPD units of assessment on the minimum core will be developed. These would be relevant for those who obtained their teaching qualification before the advent of the minimum core, or for teachers who want to develop their personal skills further. It would also provide time to develop a broad range of skills, giving 'space for learning', which would lighten the load for skills development towards achievement of the intended external assessment strategy for the minimum core.


Other options for CPD may include working towards a relevant Level 2 qualification:

- **Level 2 Adult Literacy and Adult Numeracy tests**
- **Level 2 Key Skills Communication, Application of Number, ICT**
- **Level 2 Functional Skills English, Mathematics, ICT**

 The Move On website contains information about the Move On approach, and teaching and learning resources which can be downloaded, including the Move On With Your Learners, Literacy or Numeracy: A five-day intensive training programme which has been developed to incorporate literacy or numeracy support strategies alongside Level 2 literacy or numeracy skills and concepts.

The materials can be downloaded from www.move-on.org.uk/downloads.asp.

The Move On Learner Route (see www.move-on.org.uk) is designed to help learners prepare for the literacy or numeracy Level 1 and Level 2 National Tests in either Adult Literacy or Adult Numeracy.

 Key Skills Support Programme student website, www.keyskills4U.com, provides interactive learning of application of number, communication skills and ICT.

9.2 Where next?

As in any learning programme, teachers will need to consider their next step for CPD. This reflects the process outlined in the Learning Cycle, and may be reviewed through reflecting on progress to date and ongoing aims and expectations of the teacher's role and personal development. An ILP review may provide an opportunity for teachers to reflect on their own progress and the next stage in their own Learning Journey, or by seeking advice either externally through some of the links to national and regional information listed previously, or through internal sources such as a Professional Development Centre, teacher training department, Higher Education Institution or the local CETT.

Determining the next step may require specialist involvement, and teachers should be aware of the sources of help and advice available to them.

LLUK and QIA will continue to respond to sector needs by development and provision of all types of appropriate training.

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CPD information is relevant at time of publication.

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5th Floor

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18-20 St Andrew Street

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Telephone: 0870 757 7890

Information and Advice Service: 020 7936 5798

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