



Trainer pack

Preparing for inspection with an English and maths focus

Module 18

Course information**Length of session:**

3-4 hours, depending on activities required by participants. Trainers can customise, shorten and lengthen the session to suit the audiences and settings. The session as it stands is intended to be 3 hours long (not including breaks).

Activities have been designed to accommodate a range of needs and awareness, from those who have no observation system to those with established practice.

This CPD module links to Module 17: Using the self-assessment process to improve the quality of English and maths provision. See <http://www.excellencegateway.org.uk/node/21207> for details.

Audience**Job roles:**

Primarily aimed at practitioners (teachers, trainers, assessors), both English and maths and vocational. Will also be of interest to senior staff with whole organisation responsibility for English and maths / functional skills; curriculum managers; quality and HR managers

Sector / setting: All

Aims

To support teachers, trainers, assessors with the requirements of the Common Inspection Framework and the inspection process (as revised June 2012).

To review how the planning of teaching and learning addresses learners' support needs for English and maths.

To review how the observation process addresses learners' support needs for English and maths.

Outcomes

By the end of the session participants will

- be familiar with the inspection process (revised June 2012) and understand how this impacts on their practice;

- understand the importance of planning in supporting English and maths needs, for both vocational teachers and English and maths teachers;
- understand the importance of observation in supporting English and maths needs, for both vocational teachers and English and maths teachers;
- have an appreciation of their responsibilities in the self-assessment process and how that aligns with quality improvement; and
- understand the need to be 'inspection ready'.

Notes to trainer

Terminology

Whilst this CPD focuses on functional skills (English, mathematics and ICT), participants will come from a range of backgrounds and with varying experience. You may need to spend a little time ensuring you have a shared vocabulary. In particular, several terms are in current use for describing adult literacy, language and numeracy. These include basic skills (a term still used in some settings); adult literacy, language and numeracy – variously abbreviated to LLN, ALN, ALAN; and Skills for Life. The term 'English, maths and ESOL' will replace these terms, but expect participants to use terms with which they are familiar. Note that some sources of information used in this training employ previously current terminology.

In this module, the terms 'numeracy', 'application of number' and 'maths' will be used interchangeably, and will generally be used to mean the same thing, unless otherwise stated. Likewise 'communication', 'literacy' and 'English'. The term 'Providers' will be used instead of references to colleges, training organisations and employers.

Module overview

Activity		Content
1	Introductions	To each other and to the aims and objectives of the session. Introduce the Reflection log.
2	The Common Inspection Framework (2012)	Re-construct the Common Inspection Framework – activity.
3	Maths and English – are they still important to government?	The context of government policy, SFA public information, Ofsted inspection requirements.
4	Inspection – facts and myths	An activity to check knowledge and understanding of inspection requirements and provider responsibilities.
5	Where are maths and English in your organisation?	Draw a diagram of how your organisation is structured, including service departments and annotate to show where maths and English (including ESOL) are supported and delivered.
6	Looking at self-assessment of English and maths	Inspection centres on subject areas of responsibility (SSAs). Participants use their diagrams to analyse the scope of self-assessment for SSA 14. Discussion of issues arising.
7	The learner journey for English and maths?	Trace the learner journey through your organisation from initial enquiry or referral to when they leave. Understand the complexity of supporting English and maths where different departments are involved. Indicate where learners have come from and where they are going to.
8	How do teachers support English and maths?	Using the statements from the professional teaching standards examine all teachers' responsibilities for English and maths.
9	How observations of teaching and learning support quality	Look at monitoring mechanisms and processes through observations and the links between observations and inspection. Consider different types of observation.
10	Observations of support for English and maths (optional)	Use case studies to identify good practice teaching.
11	Planning for inclusion	Consider the importance of planning in supporting English and maths teaching and learning.
12	Summary, evaluation and next steps	What participants will take from the session.

Trainer notes

Trainer experience or qualifications required

Experience of managing the observation of teaching and learning and training leaders and managers of Functional Skills / Skills for Life / literacy, language (ESOL), numeracy provision.

Experience of inspection either as an inspector or having had a senior role within a provider inspection

Reference material for trainers

A good education for all, Ofsted, 2012

<http://www.ofsted.gov.uk/resources/good-education-for-all-key-changes-for-further-education-and-skills-providers>

Common inspection framework for FE and skills providers 2012

<http://www.ofsted.gov.uk/resources/common-inspection-framework-for-further-education-and-skills-2012>

Effective teaching and learning: strategies for improvement – LSIS Teaching and Learning Programme portal

<http://www.excellencegateway.org.uk/page.aspx?o=319328>

Embedded Case Studies: embedded teaching and learning of adult literacy, numeracy and ESOL, C.

Roberts *et al*, August 2005, NRDC

http://www.nrdc.org.uk/publications_details.asp?ID=21

'You wouldn't expect a maths teacher to teach plastering...' H. Casey *et al*, NRDC, November, 2006 both accessible at

http://www.nrdc.org.uk/publications_details.asp?ID=73

Equality and Diversity and the Learner Journey - a Toolkit for Providers of Apprenticeships, Sussex Downs College

<http://www.excellencegateway.org.uk/node/15688>

Films of Effective Practice, QIA, 2008:

- Construction with embedded ESOL
- Maths for kitchen design
- Literacy for sport

<http://archive.excellencegateway.org.uk/media/ep/root/FOEP/foep-homepage.html>

Functional skills in apprenticeships, LSIS (2009)
http://archive.excellencegateway.org.uk/pdf/fs_apprenticeships_web.pdf

Handbook for the inspection of FE and skills from September 2012
<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

Level 5 Award in Developing Embedded Approaches to Literacy, Language and Numeracy for Teachers in the Lifelong Learning Sector, City and Guilds, 2008.
http://www.cityandguilds.com/documents/ind_education_teaching/7308_Level_5_Awards_in_Developing_Embedded_Approaches_to_Literacy_Language_and_Numeracy_for_Teachers_in_the_Lifelong_Learning_Sector.pdf

Little acorns taking root: Systematic approaches to good practice transfer within organisations, Rosemary Moore and Pat Moore, QIA, 2006
http://archive.excellencegateway.org.uk/pdf/0323_Isn_s4s_latr_without_appendices-1.pdf

New Challenges, New Chances, BIS, 2011
<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan>

Review of vocational education – The Wolf Report. Wolf A., (2011)
<https://www.education.gov.uk/publications/eOrderingDownload/The%20Wolf%20Report.pdf>

Resources

Resources for reference during the session

Trainer notes

A good education for all, Ofsted, 2012
<http://www.ofsted.gov.uk/resources/good-education-for-all-key-changes-for-further-education-and-skills-providers>

Handbook for the inspection of FE and skills from September 2012

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

Inclusive learning approaches for literacy, language, numeracy and ICT: Companion guide to the minimum core. (LLUK, November 2007) (1 copy)

<http://www.excellencegateway.org.uk/node/12020>

Raising Standards Guides: A Contextual Guide to Support Success in Literacy, Numeracy & ESOL, – Embedded Learning, QIA, 2008

This publication is based on the previous CIF but is nevertheless valuable source material. (1 copy)

<http://sflip.excellencegateway.org.uk/resources/raisingstandardsguides1.aspx>

The new overarching professional standards (1 copy)

<http://www.excellencegateway.org.uk/node/61>

<http://collections.europarchive.org/tna/20110214161207/http://www.lluk.org/wp-content/uploads/2010/11/new-overarching-standards-for-ttt-in-lifelong-learning-sector.pdf>

The whole organisation approach starter kit, LSIS, 2010

<http://www.excellencegateway.org.uk/node/1151>

Pre-course activity for participants

None

Useful websites

Institute for Learning

www.ifl.ac.uk

LSIS Excellence Gateway for the Literacy, ESOL and Numeracy Core Curricula

<http://www.excellencegateway.org.uk/sflcurriculum>

Ofsted

<http://www.ofsted.gov.uk/adult-learning-and-skills>

Embedded learning portal with all DfES embedded resources, via Excellence Gateway:

<http://rwp.excellencegateway.org.uk/Embedded%20Learning/>

Before the session the trainer needs to:

Organise the following resources:

Flipchart and pens; sticky notes; highlighter pens; sheets of A3 paper (enough for one per participant).

Laptop, digital projector and white screen for PowerPoint

Print copies of the Participant pack, which has all handouts and PowerPoint slide notes (but not the resources).

TN 1: prepare a flipchart and sticky notes.

TN 2: print **R 1** on card and cut up cards. Print **R 2** blank. One set for each table / group.

TN 3: it would be useful to have a copy of New Challenges, New Chances and the headline summary findings of the Skills for Life survey.

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/0-9/11-1367-2011-skills-for-life-survey-findings.pdf>

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan>

TN 4: print copies of 'A good education for all', Ofsted <http://www.ofsted.gov.uk/resources/good-education-for-all-key-changes-for-further-education-and-skills-providers>, one for each table / group. Note that this is 16 pages long. Print **R 3** on card and cut out the cards; print copies of **R 4** on appear as a handout with the correct answers.

TN 5: A3 sheets of paper, coloured pens and coloured stickers are required, sufficient for each participant / small group to produce a diagram. Note that the diagrams produced are required for TN 7.

TN 6: highlighter pens are required.

TN 8: prepare **R 5** by printing on card and cutting up.

TN 9: print one paper copy of **R 6** per group.

TN 10: note that this is an optional activity, so you may want to remove HO 9 and 10 from the Participant pack.

TN 11: print copies of R 7 – one per group; coloured stickers (one colour per category) required for categorising statements. Alternatively participants could use a symbol for each category (✓ ?).

Session plan

Aims

To support teachers, trainers, assessors with the requirements of the Common Inspection Framework and the inspection process (as revised June 2012).

To review how the planning of teaching and learning addresses learners' support needs for English and maths.

To review how the observation process addresses learners' support needs for English and maths.

Outcomes

By the end of the session participants will

- be familiar with the inspection process (revised June 2012) and understand how this impacts on their practice;
- understand the importance of planning in supporting English and maths needs, for both vocational teachers and English and maths teachers;
- understand the importance of observation in supporting English and maths needs, for both vocational teachers and English and maths teachers;
- have an appreciation of their responsibilities in the self-assessment process and how that aligns with quality improvement; and
- understand the need to be 'inspection ready'.

Suggested timings are for guidance purposes only. Trainers should adapt content to meet the needs and experience levels of the participants.

TN – trainer notes HO – handout R – resources PPT – PowerPoint slide

Time	Content	Resources		
		No.	Style	Title
10m	TN 1. Introductions Aims and intended outcomes of the module (PPT 1-3).	PPT 1-3	Slides	Welcome, aims, outcomes
[10m]	Introduce the reflection log (HO 1).	HO 1	Handout	Reflection log
15m	TN 2. The Common Inspection Framework Focus on inspection, using the cards and blank diagram (R 1 and R 2) on each table to create the framework of the inspection questions.	R 1 R 2	Resource - cards	CIF Activity cards and blank template
[25m]	HO 2 gives the correct version.	HO 2	Handout	CIF inspection criteria
10m	TN 3. Maths and English – are they still important to government? Update on policy changes (PPT 4-7 and HO 3, HO 4, HO 5), with some opportunities for discussion about the impact of these.	PPT 4-7	Slides	'New Challenges, New Chances' and CIF
[35m]		HO 3 HO 4 HO 5	Handouts	NC, NC FE choices CIF, Ofsted 2012
15m	TN 4. Inspection – facts and myths Select inspection statement cards (R 3) and decide whether they are true or false. Correct response on R 4 .	R 3	Resource cards	Inspection – true / false
[50m]		R 4	Resource	Inspection true / false – answers
15m	TN 5. Where are maths and English in your organisation? Ask participants to draw a plan / diagram of their organisation, focusing on function and role (not sites or departments). Indicate with coloured stickers where English and maths need to be considered.	A3 sheets, coloured pens, coloured stickers		
[1h 5m]				
15m	TN 6. Looking at self-assessment of English and maths PPT 8-9 introduce the requirements of	PPT 8-9	Slides	Structure of

Time	Content	Resources		
		No.	Style	Title
[1h 20m]	the SAR. Participants are asked to identify in which elements of the SAR (using the key information list in HO 6) information about English and maths needs to be considered / included.	HO 6 Highlighter pens	Handout	SSA14 Elements of SAR Key information in a SAR
10m [1h 45m]	TN 7. The learner journey for English and maths Looking at a learner journey diagram (PPT 10 and HO 7) and using the organisation chart developed in TN 5, participants are asked to consider who does what at which stage of the learner journey. Discussion of comments and concerns.	PPT 10 HO 7 HO 8	Slide Handout Handout	The learner journey The learner journey Who does what
20m [2h 5m]	TN 8. How do teachers support English and maths? PPT 11 reminds participants of the professional standards; PPT 12 gives the activity instructions. Using cards made from R 5 , participants sort cards into statements which refer to English and maths as the responsibility of specialist teachers or of vocational / other teachers. Confirm that all must be involved in English and maths – PPT 13 .	PPT 11 PPT 12 R 5 PPT 13	Slide Slide Cards – statements to sort Slide	Professional standards Activity instructions Statements defining teaching responsibilities Responsibility for English and maths
15m [2h]	TN 9. How observations of teaching and learning support quality Ask participants in groups to use R 6 to record how (what, when, why, who) observation happens in their organisation. Use PPT 14 to get participants started. Feed back and discuss. Confirm types and purpose of observation using PPT 15 . Draw participants' attention to HO 9 ,	R 6 PPT 14 PPT 15 HO 9	Resource Slide Slide Handout	Sharing practice through observation Types of observations Types and purpose of observation Notes on

Time	Content	Resources		
		No.	Style	Title
20m]	which has some notes about observation.			observation
15m	TN 10. Observations of English and maths support (optional) Using case studies (HO 10 and HO 11) to identify good practice – group or pair activity.	HO 9	Handout – case study	Painting and decorating
[2h 35m]	PPT 16 sums up the benefits of embedding English and maths teaching into vocational teaching.	HO 10	Handout case study	Hospitality
		PPT 16	Slide	Embedding
15m	TN 11. Planning for inclusion Individual and group activity, using R 7 , to decide how non English and maths specialist teachers can develop strategies for learners.	R 7	Resource	Developing English and maths inclusion
[2h 50m]				
10m [3h]	TN 12. Summary, evaluation and next steps Return to aims and outcomes (PPT 2-3) and deal with any outstanding issues. Refer participants to further CPD options. Complete reflective log – HO 1 .	PPT 2	Slides	Aims
		PPT 3		Outcomes
		HO 1	Handout	Reflection log

TN 1

Trainer notes

Time	Content	Resources		
		No.	Style	Title
10m	TN 1. Introductions Aims and intended outcomes of the module (PPT 1-3).	PPT 1-3	Slides	Welcome, aims, outcomes
[10m]	Introduce the reflection log (HO 1).	HO 1	Handout	Reflection log

Purpose

- Participants to feel comfortable with the outline of the session, that it meets their expectations;
- For trainer to gauge participants' levels of knowledge and experience; and
- For the trainer to identify those participants whose knowledge is limited and who may need extra support with the activities.

Key information

Setting the scene for the session with introductions and context

Activity

Use **PPT 1-3** to introduce yourself and the aims and intended outcomes of the session.

Participants introduce themselves, their work contexts, what they would like to gain from the day and their experience of self-assessment and inspection – whether related to Skills for Life, key skills, functional skills or a combination of these.

Outline the aim and intended outcomes of the whole session using **PPT 2-3** and deal with any thoughts from participants by asking them to note these on sticky notes and place on a pre-prepared flipchart. The trainer may choose to address these straightaway or later in the session when it may be more appropriate. They should check at the end that all issues have been discussed. Note that you may be able to use this opportunity to signpost participants to other LSIS CPD modules: see link <http://www.excellencegateway.org.uk/node/21207>

Aims

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Outcomes

By the end of the session participants will

- be familiar with the inspection process (revised June 2012) and understand how this impacts on their practice;
- understand the importance of planning in supporting English and maths needs, for both vocational teachers and English and maths teachers;
- understand the importance of observation in supporting English and maths needs, for both vocational teachers and English and maths teachers;
- have an appreciation of their responsibilities in the self-assessment process and how that aligns with quality improvement; and
- understand the need to be 'inspection ready'.

Introduce the Reflection log **HO 1**. Tell participants that throughout the session they will have opportunities to reflect on what they have just discussed and note any issues and actions they need to take when they return to their centre. For example, there may be people with whom they wish to keep in contact following the training – this can be noted on the same sheet.

Terminology

In this module, the terms 'numeracy', 'application of number' and 'maths' will be used interchangeably, and will generally be used to mean the same thing, unless otherwise stated. Likewise 'communication', 'literacy' and 'English'.

The term 'Providers' will be used rather than reference to colleges, training organisations and employers.

TN 2

Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m	TN 2. The Common Inspection Framework Focus on inspection, using the cards and blank diagram (R 1 and R 2) on each table to create the framework of the inspection questions.	R 1 R 2	Resource - cards	CIF Activity cards and blank template
[25m]	HO 2 gives the correct version.	HO 2	Handout	CIF inspection criteria

Purpose

The purpose of this activity is to get participants thinking about the inspection process.

Alternative

This activity could be started as participants arrive if trainer prefers.

Key information

The Common Inspection Framework (CIF) was updated in June 2012 so some participants may not be familiar with the changes.

TN 2 and TN 3 have been designed to highlight key information.

Activity

This activity can be laid out on tables for participants to engage with as soon as they enter the room. It is intended as a group activity on each table.

Participants are asked to place the cards on to the blank CIF template to first show the hierarchy of the three inspection areas that lead to the overall effectiveness grade. Then they should allocate the associated inspection criteria to the correct area.

Notes

Give out the resource cards **R 1** and a blank Common Inspection Framework (**R 2**), one set per table / group. To get participants started, especially those for whom this information is new, identify the headings – these are in **bold** on the cards:

- Overall effectiveness
- Outcomes for learners
- Quality of teaching, learning and assessment
- Effectiveness of leadership and management

This should make it easier to sort out the other cards, but be prepared to assist. Draw participants' attention to **HO 2** at the end of the activity, though you may need to do this sooner.

TN 3

Trainer notes

Time	Content	Resources		
		No.	Style	Title
10m	TN 3. Maths and English – are they still important to government? Update on policy changes (PPT 4-7 and HO 3, HO 4, HO 5), with some opportunities for discussion about the impact of these.	PPT 4-7	Slides	'New Challenges, New Chances' and CIF
[35m]		HO 3	Handouts	NC, NC
		HO 4		FE choices
		HO 5		CIF, Ofsted 2012

Purpose

To ensure participants are aware of current strategies and the impact on their provision.

Key information

This activity is an opportunity for participants to reflect on current government policy re maths and English and to recognise from key documents that these subjects are still recognised as core to FE provision.

The trainer should aim to go through this quickly unless participants are very unfamiliar with these publications.

Activity

Ensure participants understand current use of terms English and maths. Be aware that there is likely to be a range of knowledge about these recent changes; you may need to remind participants about last registrations for key skills (30 September 2012) and for national literacy and numeracy tests (31 August 2012).

Define terms

Maths and English are now being used as generic terms to encompass the range of English language and maths skills from Entry 1 through to 'A' level (and above).

Numeracy and literacy are subsumed into these and defined by the skills level rather than being seen as different subjects. This means they cover basic literacy and numeracy qualifications, functional maths, functional skills as well as GCSEs in maths and English.

What is government policy? PPT 4-7

Go through PPTs which draw from:

PPT 4 The second Skills for Life survey (BIS 2011) showed little significant improvement in numbers of adults with Level 2 skills. Headline findings from this research are available: <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/0-9/11-1367-2011-skills-for-life-survey-findings.pdf>

PPT 5-6 BIS policy document 'New Challenges, New Chances' December 2011. Go through the statements dwelling only on any of interest to the audience (and draw participants' attention to **HO 3**, 3 pages).

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan>

Mention FE Choices– a new website managed by Skills Funding Agency where provider achievement and success data is now being published (draw participants' attention to **HO 4**).

PPT 7 The Ofsted Common Inspection Framework 2012 (related to previous handout **HO 2**). Also relates to **HO 5** which details aspects of the CIF where there are explicit references to maths and English.

Notes

- The term Skills for Life is no longer used: the only qualifications referred to are GCSEs and Functional Skills.
- A modular approach to qualifications is being reviewed by Awarding Organisations.
- Participants may be aware that some AOs have developed / are developing new literacy and numeracy qualifications. From September 2012 all apprenticeship providers will be required to support apprentices in progressing towards the achievement of Level 2 English and Maths through functional skills or GCSE qualifications.
- FE college providers may want to talk about how they are piloting job outcomes – in 2011/12, 2.5% of their allocation was ring-fenced for this and not included in overall success rates.
- There is a renewed emphasis on basic English and maths through inspection.

What about ESOL?

ESOL will continue to be delivered through ESOL SfL qualifications and the government will make a further announcement in 2013.

Some AOs are redeveloping these qualifications because the test banks are no longer maintained for summative assessment of Entry 3, Level 1 and Level 2.

TN 4

Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m	TN 4. Inspection – facts and myths	R 3	Resource cards	Inspection – true / false
[50m]	Select inspection statement cards (R 3) and decide whether they are true or false. Correct response on R 4 .	R 4	Resource	Inspection true / false – answers

Purpose

To ensure participants are clear about the requirements of inspection.

To illustrate to providers that they need to be 'inspection ready' at all times.

Key information

There are several 'myths' regarding changes to the inspection process. Have copies of 'A good education for all for FE and skills'

(<http://www.ofsted.gov.uk/resources/good-education-for-all-key-changes-for-further-education-and-skills-providers>) available for participants.

Activity

The True / False card activity in **R 3** can be done as one group or on separate tables. A suggestion could be that they are put into boxes and participants draw a card from the box in turn and place on either the TRUE or FALSE pile as they see fit.

The trainer may want participants to use 'A good education for all for FE and skills' so that they familiarise themselves with the content.

Participants feed back their answers collectively and the trainer elaborates on answers where appropriate. **R 4** has the correct responses.

TN 5

Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m [1h 5m]	TN 5. Where are maths and English in your organisation? Ask participants to draw a plan / diagram of their organisation, focusing on function and role (not sites or departments). Indicate with coloured stickers where English and maths need to be considered.	A3 sheets, coloured pens, coloured stickers		

Purpose

To encourage participants to consider their organisation as a whole, and that English and maths are critical to all areas of operation.

Key information

It is important that people see that English and maths is a collective responsibility in terms of identifying need, supporting, teaching English and maths, and management. To get this across, participants are asked to represent their organisation in a drawing so that in the next activity they can think about how the learner journeys through. Who do they come into contact with and when?

Activity

Move on to thinking about people's own work environments and ask them to do a rough diagram / plan of their organisational structure.

The idea is to encourage participants (individually or in small groups) to think about the whole organisation, so they will need to think about all departments, not just their own, and to include service departments such as HR, Finance, Student Services, Facilities, and so on. Discourage people from dividing up their organisation into physical sites or different departments within the organisation (if they have more than one) but to think of how they join together to form a whole organisation.

This is the essence of the whole organisation approach (WOA). Refer participants to the whole organisation approach starter kit:

<http://www.excellencegateway.org.uk/node/1151>

People who work in smaller organisations may need to think about the different **roles** carried out very often by the same people – so their chart might be a series of roles that are undertaken.

Provide A3 sheets, coloured felt-tip pens and stickers. Ask participants to draw a coloured key for English and maths.

Now ask them to highlight (with coloured stickers if possible) using the English and maths colour key where they think there is or should be awareness of learners' English and maths needs and also where these subjects are supported and taught.

Note that the chart will be re-used in TN 7, for a further activity.

Lead participants to conclude that English and maths should be considered throughout the whole organisation.

The aim of this activity is to encourage people to reflect on where English and maths need to be taken account of in light of learners' needs and in terms of what inspectors will be looking for. The next part of the session will focus on the purpose and process of self-assessment and which departments have a responsibility for English and maths learning.

TN 6

Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m	TN 6. Looking at self-assessment of English and maths			
[1h 20m]	PPT 8-9 introduce the requirements of the SAR. Participants are asked to identify in which elements of the SAR (using the key information list in HO 6) information about English and maths needs to be considered / included.	PPT 8-9	Slides	Structure of SSA14 Elements of SAR
		HO 6	Handout	Key information in a SAR
		Highlighter pens		

Purpose

To allow participants to discover that English and maths are critical in all elements of provision, and must be considered when focusing on inspection.

Key information

Inspection focuses on sector subject areas (SSAs). Participants can use their organisation diagrams / pictures to look at where responsibility for SSA 14 lies and where maths and English are delivered.

Sector Subject Area 14 : Preparation for life and work

- 14.1 Foundations for Learning and life
 - Includes all Functional Skills and Skills for Life qualifications. It doesn't include GCSEs English (SSA12) and Maths (SSA2)
 - 14.1a Literacy
 - 14.1b Numeracy
 - 14.1c ESOL
 - 14.1d Literacy and numeracy
 - 14.1e Independent living and leisure skills
 - 14.1f Access programmes
 - 14.1g Citizenship
- 14.2 Preparation for Work
 - 14.2a Employability training

Show **PPT 8** which covers the content of SSA14.

Trainer should make the point that whilst inspectors use these categories to make their decisions on quality of provision, within organisations the teaching and learning of English and maths may be carried out in several places (i.e. within other subjects).

Show **PPT 9** about how the SAR supports inspection and talk through with participants.

Activity

Give out handout **HO 6** 'Key information in a self-assessment report'. This is drawn from a former LSC publication (*Self-assessment: updated guidance for the further education system*, issued in September 2008).

Points a. – m. on **HO 6** list the key information that should be included in a SAR.

Ask participants to skim read points a. – m., highlighting those sections where organisations will need to include information about English and maths provision. Discuss the outcome in groups.

Note

It should become clear that every section will be highlighted. If participants are not highlighting every section you may need to intervene and bring about the outcome via whole group discussion.

TN 7

Trainer notes

Time	Content	Resources		
		No.	Style	Title
10m	TN 7. The learner journey for English and maths Looking at a learner journey diagram (PPT 10 and HO 7) and using the organisation chart developed in TN 5, participants are asked to consider who does what at which stage of the learner journey. Discussion of comments and concerns.	PPT 10	Slide	The learner journey
[1h 45m]		HO 7	Handout	The learner journey
		HO 8	Handout	Who does what

Purpose

To encourage participants to reflect on the various routes at their organisation for learners to get on programmes and how in all these routes there must be opportunities for learners maths and English needs to be identified and support put in place.

Key information

This activity is designed to show how different departments may be responsible for English and maths support, e.g. in the context of initial IAG, enrolment, initial assessment. Inspectors will expect to see that English and maths SAR reflects these and that judgements are made.

Activity

Show participants the learner journey described on **PPT 10** and **HO 7**. Discuss how this might map onto their own organisation's structure. Ask participants to look at their own chart (as drawn in **TN 5**) and describe a typical route that a learner might take.

Reference: this learning journey diagram was included in a toolkit produced by Sussex Downs College: *Equality and Diversity and the Learner Journey - a Toolkit for Providers of Apprenticeships* <http://www.excellencegateway.org.uk/node/15688>

Use **HO 8** sheet to consider in more detail which staff other than maths and English teachers will play a role in supporting maths and English.

Collect feedback from each table about any issues that people have identified. The trainer may decide to pre-prepare a flipchart with a blank checklist (based on **HO 8**) to gather feedback.

Concerns might include:

- The initial assessment is not rigorous enough to determine English and maths needs
- Initial assessment doesn't check ESOL needs
- Diagnostic assessments are not carried out
- There is no vocational assessment
- Staff are not confident at embedding maths and English
- Learners are put on maths and English courses at too high a level

Participants should also consider their referral routes, both internal and external, for potential students who don't make it onto their programme(s).

Notes

Think about entry points and exit points and jot down some descriptors of where their learners have come from (and what with) and where they may go on to after their learning programme. Emphasise that inspectors will expect to see that all these aspects have been reviewed as part of the provider's self-assessment.

TN 8

Trainer notes

Time	Content	Resources		
		No.	Style	Title
20m [2h 5m]	<p>TN 8. How do teachers support English and maths?</p> <p>PPT 11 reminds participants of the professional standards; PPT 12 gives the activity instructions.</p> <p>Using cards made from R 5, participants sort cards into statements which refer to English and maths as the responsibility of specialist teachers or of vocational / other teachers. Confirm that all must be involved in English and maths – PPT 13.</p>	PPT 11	Slide	Professional standards
		PPT 12	Slide	Activity instructions
		R 5	Cards – statements to sort	Statements defining teaching responsibilities
		PPT 13	Slide	Responsibility for English and maths

Purpose

To demonstrate the minimum core requirements to participants so that they are in no doubt that whilst English and maths teachers should be trained, and have the personal English and maths, to deliver maths, English or ESOL, all other teachers, whatever their specialist subject, are expected to **support** students developing English and maths. The minimum core is very clear on the scope of that support.

Key information

The focus is now on teaching English and maths and it is important that managers and teachers recognise the difference between teaching and supporting learners' English and maths.

Many organisations find that staff who previously delivered Key Skills are struggling with functional skills, not least because they lack confidence in their own levels of maths and English. Additionally teachers are finding that their own vocational subject pedagogical skills don't equip them to teach maths and English.

There are no government regulations requiring functional skills teachers to have the additional subject teaching qualifications to teach maths and English as there are for teachers of literacy and numeracy. However, many providers are coming to the conclusion that this is a necessity (and don't forget the functional skills standards are drawn from a combination of the key skills and the adult basic skills standards).

There is however a requirement for all FE teachers to have evidence of personal maths and English skills at Level 2.

For further information, see this page of the Functional Skills Starter Kit:
<http://www.excellencegateway.org.uk/node/20527>

Activity

This activity focuses on the distinctions between what we might expect a specialist English and maths teacher to be able to do and what we might expect of the vocational teacher in the area of teaching and learning English and maths. From these distinctions we can determine what the English and maths observation requirements are for English, maths and vocational subject teachers.

For this activity, statements have been taken from the professional standards for teachers (**PPT 11**).

Ask participants to consider the statements on the cards **R 5** and separate them into two piles (this instruction is also on **PPT 12**):

1. **Statements which refer to English and maths as the responsibility of a specialist English or maths teacher**
2. **Statements which refer to English and maths as the responsibility of a vocational / other teacher or trainer**

Ask: Who is expected to develop English and maths skills?

Elicit: They are the responsibility of everyone.

In fact all the statements in R 5 are taken from the **generic professional standards** which apply to all teachers regardless of their teaching specialism.

Groups to feed back.

Notes

The implications for managers are that if all teachers have a role in developing learner skills (and these skills are what give the learners access to the curriculum) then **all teachers in all observations** should be observed undertaking this role. It is not only the specialist English and maths teacher / trainer who is responsible for embedding English and maths skills. All teachers have a part to play in this – use **PPT 13** to confirm this.

The professional standards reinforce the importance of collaboration; in successful embedding of English and maths it is important that these collaborative relationships are formed and supported.

If people want to check the references on the cards, the trainer can explain the references on the cards as follows:

The Professional standards are divided into six domains as follows.

Domain A Professional values and practice

Domain B Learning and teaching

Domain C Specialist learning and teaching

Domain D Planning for learning

Domain E Assessment for learning

Domain F Access and progression

Each domain has a set of value statements (S = scope), knowledge statements (K) and practice statements (P)

So the references on the card are to Domain / statement type / number

Statement BP2.3 means therefore:

Domain B Learning and teaching

Practice statement (P)

Number 2.3

TN 9

Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m	TN 9. How observations of teaching and learning support quality Ask participants in groups to use R 6 to record how (what, when, why, who) observation happens in their organisation. Use PPT 14 to get participants started. Feed back and discuss. Confirm types and purpose of observation using PPT 15 .	R 6	Resource	Sharing practice through observation
		PPT 14	Slide	Types of observations
		PPT 15	Slide	Types and purpose of observation
[2h 20m]	Draw participants' attention to HO 9 , which has some notes about observation.	HO 9	Handout	Notes on observation

Purpose

- To ensure that participants recognise the importance of teacher observations to quality assurance and improvement.
- To recognise the variety of observation processes.
- For participants to realise that teachers need to become very used to being observed and observing others' practice; this must become normal practice.
- To recognise that the formal teaching observation process is critical for staff development.

Key information

Observations of teaching are more important than ever as, rightly, Ofsted inspectors have raised the profile of teaching as being the most important factor in learners' achievement.

For providers to achieve an outstanding inspection grade overall they must have outstanding 'Quality of teaching'. To achieve this grade they will be dependent on high quality teaching and learning; although not automatically dependent on outstanding observation grades this is what people should be aiming for as a matter of course.

Activity

Hand out **R 6** to participants to find out what the observation practice is in their organisation. Use **PPT 14** to get participants started in thinking about type of observation.

Discuss on tables, feed back and on receiving feedback encourage people to think about teaching as a community practice, i.e. teachers need to become very used to others watching them teach. Peer observation is particularly important for teachers to build confidence in their practice and to reduce the stress of inspection observations. Use **PPT 15** to support feedback on **R 6**.

Draw participants' attention to **HO 9** for people to consider the importance of an English and maths focus in inspections that reflects a whole organisation approach, and responsibility for this at senior management team level.

Notes

Explain the importance of observation as part of the quality improvement process. It is required for quality assurance but often overlooked as part of improvement process (i.e. staff development needs).

If people can teach in front of colleagues and receive positive criticism they will feel much more confident being observed by inspectors.

Sharing of observations across teaching specialisms will facilitate the process of embedding English and maths in vocational teaching.

Make explicit reference to the Level 5 'Developing Approaches to Embedding LLN' and the Level 3 bridging qualifications for English and Maths to support this work as well as a potential qualification entry route for staff (both LLN teachers and vocational / other subject teachers).

Questions / reflection on observation process throughout should be captured on sticky notes / Reflection log, for review at the end of the session.

TN 10

Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m	TN 10. Observations of English and maths support (optional) Using case studies (HO 10 and HO 11) to identify good practice – group or pair activity.	HO 9	Handout – case study	Painting and decorating
		HO 10	Handout case study	Hospitality
[2h 35m]	PPT 16 sums up the benefits of embedding English and maths teaching into vocational teaching.	PPT 16	Slide	Embedding

Purpose

For participants to consider what, as observers, they would look for in practice.

Key information

Use this supplementary activity if there is sufficient time. This is an opportunity for participants to examine case studies of teaching and to practise observation reporting.

Activity

Ask participants to read the case studies (**HO 10** and **HO 11**) and highlight

1. times when the learners are actively engaged in thinking about English and maths skills
2. ways in which the teacher expects the learners to use English and maths skills.

The two case studies demonstrate ways in which English and maths practice and development are integral to and inseparable from vocational training.

Show **PPT 16** Embedding. The NRDC research report '*You wouldn't expect a maths teacher to teach plastering*' H. Casey *et al*, NRDC, November, 2006 http://www.nrdc.org.uk/publications_details.asp?ID=73 highlights the value and impact of English and maths being embedded into learning. It also highlights the value of having qualified and competent staff doing the teaching.

Notes

This activity will emphasise the idea of English and maths skills being both used and made explicit to the learners so that they are not 'hidden' and learners are aware they are developing these skills.

Embedding English and maths does not mean 'hiding' the skills so 'they don't know they're doing them'. It is important that the observation process brings out and supports the importance of these skills to learners as well as trainers and teachers. Draw out the fact that the English and maths skills are integral to the learning process here (as they are to all learning)

TN 11

Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m [2h 50m]	TN 11. Planning for inclusion Individual and group activity, using R 7, to decide how non English and maths specialist teachers can develop strategies for learners.	R 7	Resource	Developing English and maths inclusion

Purpose

- To encourage teachers, trainers and assessors to consider English and maths needs when planning their programmes and lesson plans.
- To ensure that teachers, trainers and assessors review their plans and update to reflect effectiveness of planning.

Key information

The importance of this activity is the need for programme and lesson planning to accommodate individual learners' needs.

Building on student information from initial assessment and interview feedback, teachers can design schemes of work that will highlight key areas where English and maths support will be needed.

Activity

Look at the statements in R 7 (3 pages). The statements are adapted from *Inclusive learning approaches for LLN and ICT* (LLUK, 2007) <http://www.excellencegateway.org.uk/node/12020> and from the application of the standards for numeracy teachers.

Ask participants to categorise them as follows, using coloured stickers / symbols:

- all teachers / trainers could easily do this
- all teachers / trainers could do this with some support.

These instructions are in R 7.

Notes

If we consider that English and maths skills give access to the curriculum and therefore to all learning, it is useful to consider how the skills are used in the classroom.

Ask: What do teachers / trainers / assessors do to encourage, ensure, reinforce and check learning?

Elicit responses: They talk; they ask questions; they expect learners to read and write and talk to each other, know when to keep quiet and (sometimes) to ask and answer questions. They may also communicate mathematically using graphs, charts and measures, for example.

Ask: How do the teacher / trainer / assessor ensure that the learner learns how to do all these things and to have those learning behaviours?

Elicit some responses around appropriate teaching / training / previous learner experience, which may have trained them to respond in particular ways.

TN 12

Trainer notes

Time	Content	Resources		
		No.	Style	Title
10m [3h]	TN 12. Summary, evaluation and next steps Return to aims and outcomes (PPT 2-3) and deal with any outstanding issues. Refer participants to further CPD options. Complete reflective log – HO 1 .	PPT 2 PPT 3 HO 1	Slides Handout	Aims Outcomes Reflection log

Reflect on the input and activities of the day with reference to the Aims and outcomes using **PPT 2** and **PPT 3**. Deal with any outstanding issues / questions.

Remind participants about other CPD modules:

<http://www.excellencegateway.org.uk/node/21207>

Allow time to complete **HO 1**: Reflection log and to plan next steps in preparing for inspection.

Resources

- R 1: Common Inspection Framework activity cards
- R 2: Common Inspection Framework - blank
- R 3: Inspection True or False cards
- R 4: Inspection True or False cards – answers
- R 5: Statements defining teaching responsibilities
- R 6: Sharing practice through observation
- R 7: Developing English and maths inclusion

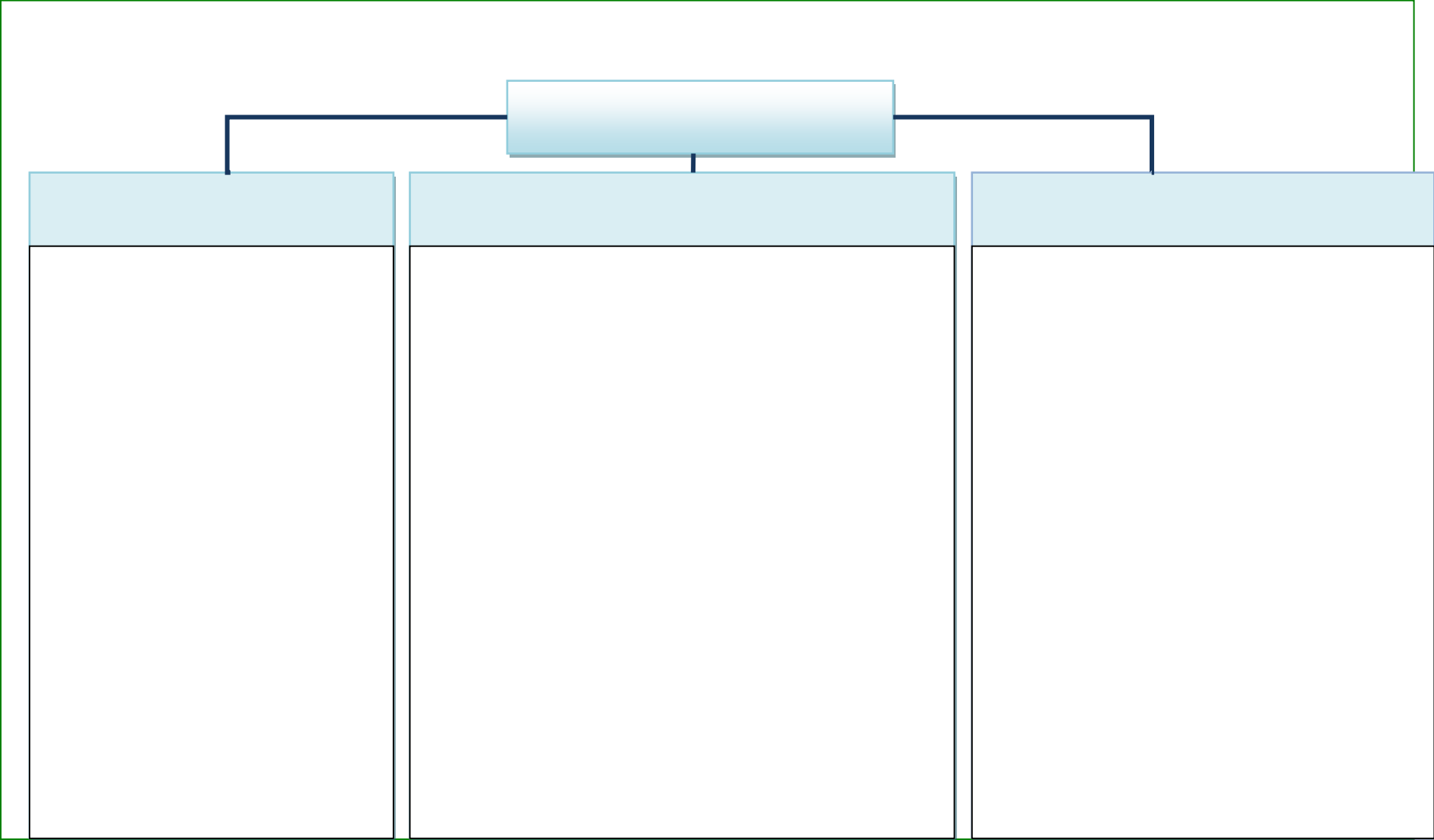
Handouts

- HO 1: Reflection log
- HO 2: Common Inspection Framework
- HO 3: Extracts from 'New Challenges, New Chances'
- HO 4: FE choices
- HO 5: Ofsted framework 2012
- HO 6: Key information in a self-assessment report (SAR)
- HO 7: The learner journey
- HO 8: Who does what – checklist of English and maths support and teaching
- HO 9: Notes on observing teachers, trainers, assessors
- HO 10: Case study – Painting and decorating
- HO 11: Case study – Hospitality

R 1: Common Inspection Framework activity cards

Overall effectiveness	Appropriate and timely information, advice and guidance support learning effectively.
Actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap.	Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning.
Achievement gaps are narrowing between different groups of learners.	Learners develop personal, social and employability skills.
Quality of teaching, learning and assessment	Equality and diversity are promoted through teaching and learning.
Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims.	All learners achieve and make progress relative to their starting points and learning goals.
Evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement.	Successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community.
Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs.	Improve teaching and learning through rigorous performance management and appropriate professional development.
Safeguard all learners.	Outcomes for learners
Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners.	Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs.
Learners benefit from high expectations, engagement, care, support and motivation from staff.	Demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance.
Effectiveness of leadership and management	

R 2: Common Inspection Framework - blank



R 3: Inspection True or False cards

Print on card and cut out.

TRUE

FALSE

Outstanding providers should have outstanding teaching, learning and assessment.	Providers will have to provide a summary of recent performance management of all teachers, trainers, assessors.
A second inspection that is grade 3 or below will always result in 'inadequate' grading.	Inspections will be unannounced.
Providers don't have to have lesson plans.	Inspectors will make judgements on the Quality of teaching, learning and assessment based only on observations.
Inspectors judge the quality of the teacher not the quality of teaching.	There is no contractual requirement to complete a self-assessment report.

Providers do not need to share their self-assessment with their governing body.	No inspection judgements are based on data alone.
Inspectors will give grades for Equality and Diversity and Safeguarding.	Providers will still be required to administer learner email questionnaires.
If from 2012, a provider is graded 'requires improvement' they will be re-inspected within 12-18 months.	The governors will have a less important role in the 2012 Inspection Framework.
Inspectors will look at the provider website for details about their timetables and names and responsibilities of staff.	Inspectors will need to see checks and vetting of all staff.
There will still be four inspection grades.	There will still be a 'satisfactory' grade.

R 4: Inspection True or False cards – answers

TRUE

FALSE

<p>Outstanding providers should have outstanding teaching, learning and assessment. TRUE</p>	<p>Inspectors will give grades for Equality and Diversity and Safeguarding. FALSE</p>
<p>Providers don't have to have lesson plans. TRUE</p>	<p>Inspections will be unannounced. FALSE</p>
<p>There will still be four inspection grades. TRUE</p>	<p>Inspectors will make judgements on the Quality of teaching, learning and assessment based only on observations. FALSE</p>
<p>There is no contractual requirement to complete a self-assessment report. TRUE</p>	<p>A second inspection that is grade 3 or below will always result in 'inadequate' grading. FALSE</p>
<p>No inspection judgements are based on data alone. TRUE.</p>	<p>Inspectors judge the quality of the teacher not the quality of teaching. FALSE</p>
<p>If from 2012, a provider is graded 'requires improvement' they will be re-inspected within 12-18 months. TRUE</p>	<p>Providers do not need to share their self-assessment with their governing body. FALSE</p>
<p>Inspectors will look at the provider website for details about their timetables and names and</p>	<p>Providers will still be required to administer learner email questionnaires.</p>

responsibilities of staff. TRUE	FALSE
Providers will have to provide a summary of recent performance management of all teachers, trainers, assessors. TRUE	The governors will have a less important role in the 2012 Inspection Framework. FALSE
Inspectors will need to see checks and vetting of all staff. TRUE	There will still be a 'satisfactory' grade. FALSE

R 5: Statements defining teaching responsibilities

Print on card and cut up.

Statements which refer to English and maths teaching as the responsibility of a specialist English or maths teacher

Statements which refer to English and maths teaching as the responsibility of a vocational / other subject teacher or trainer

Teachers implement learning activities which develop skills and approaches of all learners and promote learner autonomy. (BP 2.3)	Teachers communicate effectively and appropriately using different forms of language and media, including written, oral and non-verbal communication, and new and emerging technologies to enhance learning. (BP 3.1)
Teachers use listening and questioning techniques appropriately and effectively in a range of learning contexts. (BP 3.2)	Teachers prepare flexible sessions to adjust to the individual needs of learners. (DP 1.3)

<p>Teachers structure and present information clearly and effectively.</p> <p>(BP 3.3)</p>	<p>Teachers work with colleagues... to identify and address literacy, language and numeracy development in their own specialist area.</p> <p>(CP 3.3)</p>
<p>Vocational and LLN teachers work collaboratively to develop learner skills and success.</p> <p>(AS 5)</p>	<p>Teachers work with learners to identify the transferable skills they are developing, and how these might relate to employment opportunities.</p> <p>(CP 4.2)</p>
<p>Teachers are confident in their own literacy, language and numeracy skills.</p> <p>(BP 3)</p>	<p>Teachers work with colleagues to provide guidance and support for learners.</p> <p>(FP 4.2)</p>
<p>Teachers use assessment information to promote learning through questioning and constructive feedback, and involve learners in feedback activities.</p> <p>(EP 4.1)</p>	<p>Teachers evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication.</p> <p>(BP 3.4)</p>
<p>Teachers ensure own personal skills in literacy, language and numeracy are appropriate for the effective support of learners.</p> <p>(CP 3.4)</p>	<p>Teachers provide effective learning support within the boundaries of the teaching role.</p> <p>(FP 2.1)</p>

R 6: Sharing practice through observation

In groups, consider the kinds of observations carried out by your organisation.

When do observations take place?

Who is observed?

What are they observed doing?

Where are they observed?

Who carries out the observation and what is the purpose?

What happens before / during / after the observation?

R 7: Developing English and maths inclusion

English and maths skills in teaching and learning practice and developing inclusion

Look at the statement cards below which illustrate how English and maths skills may be developed through teaching and learning practice.

The statements are adapted from *Inclusive learning approaches for LLN and ICT* (LLUK, 2007) and from the application of the professional standards for numeracy teachers.

Use coloured stickers or symbols to categorise them:

All trainers / teachers could easily do this

All trainers / teachers could do this with some support

Grammar, vocabulary and pronunciation are all clear and straightforward. Subject-specific vocabulary / new terms are explained and reinforced.	
Information is presented in a variety of ways to help learners remember important points.	
Most learners need to see the 'big picture' so they know what's expected of them. Work from whole to part rather than part to whole.	
Teacher explanation is interspersed with learner activity or checking questions to ensure learners think and are following the process.	

Open questions are used to assess whether learners are thinking and / or making connections with prior learning (e.g. 'What would happen if...?', 'Why might this happen?' 'Tell me about...').	
The teacher controls learner responses to questions so that no-one calls out and everyone gets a chance to come up with an answer (reinforced by learners indicating to the teacher that they have a response before anyone answers).	
Texts are clear to read with informative illustrations if used, and expressed in language that learners can understand. (Grammar and vocabulary are accessible and straightforward.)	
Learners are taught that texts with different purposes often have different formats.	
The teacher clarifies the context and learning intentions for each activity.	
Learners get regular reinforcement of key language so that they are able to assimilate it. (Learners create a thesaurus of key terms.)	
Illustrations are useful and support interpretation of text and meaning.	
Learners are actively taught and reminded how to use research skills rather than it being assumed that they already have them.	
The teacher points out how assignments are created and supports learners through the different stages of text development and production (e.g. note-taking, planning with spider grams, using sticky notes to move ideas around).	

Learners are exposed to a range of text types before being expected to produce one. (Learners are given a framework / template to guide them as they practise.)	
There is evidence that all teachers know about the individual learning needs and preferences of their learners and plan for their inclusion in the classroom (e.g. lesson plans include direction of support staff).	
Learners are taught to interpret and use common measures such as length, distance, weight, capacity, time, money, area, volume and temperature.	
Learners are encouraged to estimate, calculate and check calculations as appropriate to the context.	
Learners are encouraged to share and use a variety of different methods for solving numerical problems.	
Learners are encouraged to make links with different areas of maths and build on their own knowledge and understanding.	
Learners are shown how to interpret and create bar charts, pie charts, and other ways of representing numerical data.	

HO 1: Reflection log

Use this sheet to record any issues and actions that arise during each section. Use the space on the back to reflect on the session and how you have used the information and ideas to inform your own practice.

Activity	Issues	Actions
Introductions (contact details)		
Why maths and English?		
Thoughts on the structure of your organisation		
The learner journey		
What English and maths support do your learners get?		
Issues in your centre		
The observation process		

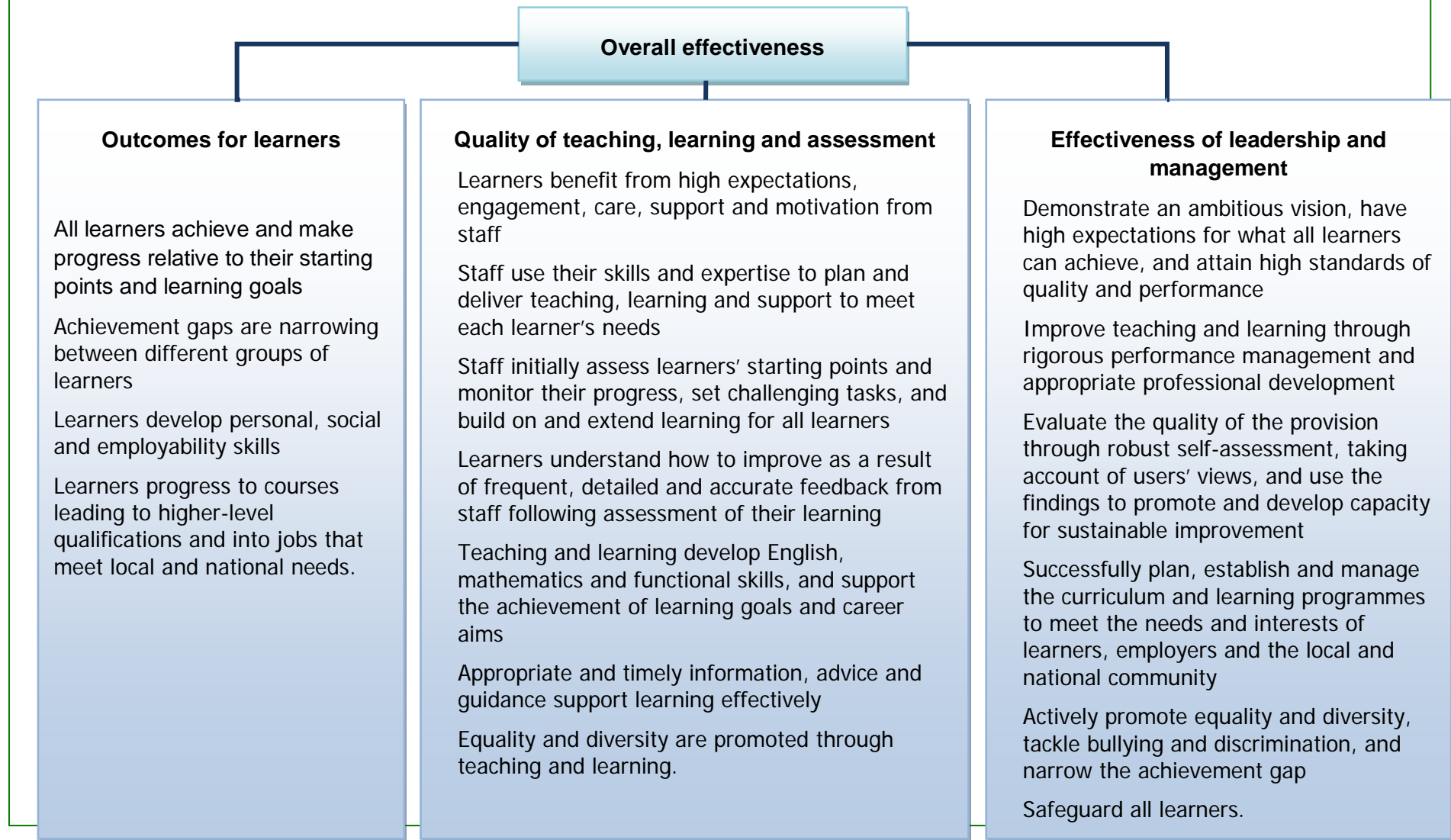
Turn over 

Reflection

A large, empty rectangular box with a thin black border, intended for a reflection or response. It occupies the central portion of the page.

HO 2: Common Inspection Framework

Inspection criteria



HO 3: Extracts from ‘New Challenges, New Chances’

BIS (2011) *New Challenges, New Chances, Further education and skills system reform plan: Building a world class skills system*. Available at: <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan>

Apprenticeships

[BIS will] take strong action to drive up standards and quality, including **withdrawing funding from providers that do not meet the high standards** that learners and employers demand and ensuring that providers **support apprentices to achieve Level 2 in English and Maths wherever possible**. A major **employer-led review of apprenticeships standards** will consider how the programme should adapt to meet evolving employer and learner needs.

Education and training routes and programmes for unemployed people

Young people **aged 19 up to 24 can access full funding for Foundation Learning** where they need that to progress into further learning or to get a job. They can also access full funding for their first qualifications at Level 2 (or 3), including an opportunity to get GCSE English and Maths.

Relevant and focused learning programmes and qualifications

Where there is demand, Awarding Organisations **will be able to develop new assessments** based on criteria which ensures rigour and is focused on the core English and Maths skills needed in the labour market and for progression. We will expect greater employer involvement in the development of these awards and assessment models that are flexible enough to support lower level learners to progress.

The continuing need for a focus on literacy and numeracy

Moser stated “Something like one adult in five in this country is not functionally literate and far more people have problems with numeracy. This is a shocking situation and a sad reflection on past decades of schooling. It is one of the reasons for relatively **low productivity in our economy**, and it cramps the lives of millions of people.” This impact on the economy is a key driver for change.

*"Illiteracy carries economic costs as well as personal problems. The report 'Literacy, Education and Training and their Impact on the UK Economy', by Ernst and Young, suggests that **illiteracy costs business and government £10 billion a year**".*

Leitch resulted in the reforms to GCSE (in order to improve functional literacy and numeracy). Having these 'basic' skills is key to finding and keeping work.

“Level 1 literacy skills are associated with as much as a 10 percentage point higher probability of being in work.”

This was backed up by Professor Alison Wolf who stated that:

*“Individuals with very low literacy and numeracy are severely disadvantaged in the labour market. **English and Maths GCSE (A*-C) are of critical importance for employment.**”*

The Wolf report laid emphasis on general skills, notably literacy and numeracy and 'employability skills'; employers support this too.

Key actions

1. Re-establish the terms 'English' and 'Maths' for adults.
2. Prioritise young adults who lack English and Maths skills, and those adults not in employment.
3. Pilot in 2012 how providers can be funded on the basis of the distance a learner has travelled.
4. Fund GCSE English and Maths qualifications from September 2012.
5. Recognise the differential learning patterns of adults by enabling Awarding Organisations to create standalone units that provide the necessary rigour and flexibility to support progression to a GCSE or other training.
6. Confirm that, from the 2012/13 academic year, all Apprenticeship providers will be required to support Apprentices in progressing towards the achievement of Level 2 English and Maths. From October 2012 all Apprentices starting English and Maths courses will be taking Functional Skills or GCSE qualifications.
7. Embed effective and timely screening by Jobcentre Plus advisers of the English and Maths needs of relevant benefit claimants, mandating them to an initial interview with a provider where a lack of these skills is preventing them from moving into work.
8. Reinforce the focus on assessing the English and Maths needs of offenders at the very start of their sentence through the new specification on which the procurement of new learning providers is based. In addition, we will pilot intensive English and Maths provision in prisons, commencing early in 2012.
9. Include the training of English and Maths teachers in the development fund for the sector to explore new models of delivering Initial Teacher Education.

10. Ensure that by September 2012 the Learning and Skills Improvement Service's (LSIS) continuing professional development programme for Skills for Life teachers prioritises the most effective pedagogy for teaching English and Maths. LSIS will support a range of peer reviews and practitioner research programmes.
11. Ofsted proposes to increase its focus on the quality of teaching, learning and assessment in inspection. Paying particular attention to how well teaching develops English and Maths skills.
12. Promote a national Maths campaign. Instead of taking an expensive, top-down approach as has been done in the past, we will work with stakeholders and seek to engage 'champions', including high profile employers. These champions will target other employers and individuals with low skills in employment; and those on the margins of the labour market.
13. Undertake a new research, development and evaluation programme from 2012.

HO 4: FE choices

<http://fechoices.skillsfundingagency.bis.gov.uk/Pages/home.aspx>

FE choices is a new website described in '*New Challenges, New Chances*', (BIS, 2011). It is an FE Public Information framework (FEPI) that makes information available to the public about colleges and training providers, so that learners and employers can make informed choices about where to learn or train.

The website publishes in a clear and consistent format nationally collected and published data; it uses the existing Framework for Excellence (FfE) Performance Indicators that measure aspects of performance:

Success rates

how many people pass the qualification they start

Learner Destinations

the percentage of learners and trainees who moved into further learning, found a job or experienced employment benefits

Views of learners and employers

As well as providing consistent and comparable information for learners and employers to make informed choices about post-16 education and training, the performance indicators provide consistent management information for all post-16 providers. They have been designed by the Skills Funding Agency in consultation with the sector, BIS, the DfE and Ofsted.

HO 5: Ofsted framework 2012

Outcomes for learners

Learners develop personal, social and employability skills

- The development of English, maths and functional skills required to complete learners' programmes and progress.

Quality of teaching, learning and assessment

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning *for all learners*

- Learners' additional support needs are quickly and accurately identified early in their programme through effective initial assessment, leading to appropriate planning and support throughout the duration of their programmes.
- Staff work with learners to develop individual learning plans that are regularly informed by ongoing assessment.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

- The feedback on learners' work, such as the accuracy and consistency of marking, and the correction of spelling, grammatical errors and inaccuracies.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

- Teaching and learning supports learners to develop the English, mathematics and functional skills they need to achieve their main learning goals and career aims.
- Learners' progress in literacy, numeracy, language and functional skills is monitored and reviewed, and their work is marked carefully.
- Learners appreciate the importance of improving their English, mathematics and functional skills as appropriate, in the context of their learning goals and life ambitions.

Equality and diversity are promoted through teaching and learning

- Staff use materials and teaching methods that foster good relations and are sensitive to and promote equality of opportunity.
- Staff are aware of and plan for individual needs in teaching sessions.

Effectiveness of leadership and management

Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community

- Whether learning programmes contain appropriate attention to improving learners' English, mathematics and functional skills and ensuring development of their employability skills.

HO 6: Key information in a self-assessment report (SAR)

There is no prescribed format for SARs – providers may choose to use a variety of approaches. The following list is, however, indicative of the key information that the Skills Funding Agency and Ofsted would expect to be included in any SAR.

- a. A summary description of the organisation, its operating environment, its mission, and its organisational goals and targets.
- b. An account of how the self-assessment process was carried out, including arrangements for validating self-assessment judgements.
- c. A summary of progress since the last SAR, focusing on the outcomes of the previous year's improvement plan and giving reasons for any improvement targets that have not been met.
- d. The main findings from the self-assessment process (in the form of expanded bullet points) classified as strengths, areas for improvement and improvements since the last self-assessment / inspection report.
- e. Graded judgements (referenced to supporting evidence) on performance against the themes of the CIF.
- f. Overall graded judgements on:
 - performance of the whole organisation (Overall Effectiveness)
- g. Graded judgements on each area of learning, aligned as closely as possible to the Sector Subject Areas (SSAs) of learning, or effectively cross-mapped to these wherever areas of learning reflect the provider's own organisational structure.
- h. Graded judgements on the different types of learning undertaken, e.g. work-based learning, higher education, Learndirect, offender learning.
- i. A judgement on provision made to ensure health, safety and welfare. All organisations need to measure their health and safety performance to find out if management systems are effective. This process should be identified in SARs, along with actions taken and improvement plans, as needed.
- j. Actions necessary to achieve further improvements in performance. Where provision is [graded as] 'requires improvement', there should be clear evidence of plans to bring about improvement. Where provision is unsatisfactory (particularly where a Notice to Improve has been issued), detailed plans should be provided, with an indication of milestones and monitoring procedures. The improvement plan may be integral to the SAR or be contained within other organisational planning records. If the latter is the case, the SAR should clearly reference the separate records.

HO 6 continued

- k. An appendix containing key college performance data used to support SAR judgements. This should include mission driven indicators, current enrolments by area of learning and age, and information on learners' successes and progression.
- l. An appendix summarising the views of learners, employers and communities, including perceived areas of strength and perceived weaknesses. It should be noted that in 2012 Ofsted will be creating Learner View, their website where learners can record feedback at any time.
- m. Whilst capacity to improve is no longer graded, page 11 of 'A good education for all', Ofsted 2012 (<http://www.ofsted.gov.uk/resources/good-education-for-all-key-changes-for-further-education-and-skills-providers>) states:
 - "...we will continue to expect providers to have evidence of their self-assessment process because we know this so a strong indicator of an improving provider."

*Framework for Excellence is now incorporated into FE Public Information:

<http://fepi.skillsfundingagency.bis.gov.uk/>. This was announced in 'New Challenges, New Chances', FE choices being the Performance Indicator scores.

HO 7: The learner journey

Equality and Diversity and the Learner Journey - a Toolkit for Providers of Apprenticeships, Sussex Downs College

<http://www.excellencegateway.org.uk/node/15688>



HO 8: Who does what – checklist of English and maths support and teaching for learners

English and maths responsibility	Who does this?	What does it involve?
Initial English / maths / ESOL assessment	e.g. Student Support services	e.g. Test Interview Check previous qualifications
Information, advice and guidance		
Vocational assessment		
Diagnostic assessment for English and maths		
Scoring and placement on programme		
Discrete maths / numeracy teaching		
Discrete ESOL teaching		

Discrete English / literacy teaching		
Embedded maths / numeracy teaching		
Embedded ESOL teaching		
Embedded English / literacy teaching		
Review of English / maths / ESOL progress		
Change to English / maths / ESOL support offered		
Register for English / maths / ESOL exam		
Advice on English / maths / ESOL progression		

HO 9: Notes on observing teachers, trainers, assessors

“Teachers of all areas of specialism increasingly work with learners whose literacy, language, numeracy and ICT skills are below ...level 2. Learners’ difficulties in these areas can be a barrier to achievement of their goals... all teachers therefore need to develop a heightened awareness of the literacy, language, numeracy and ICT needs of their learners in order to teach their area of specialism as effectively as possible... They are not expected to be **specialist teachers of literacy, language, numeracy and ICT**. However, there will be many naturally occurring opportunities for activities which develop these skills.”

Extract from *Inclusive learning approaches for literacy, language, numeracy and ICT Companion guide to the minimum core*, LLUK, November 2007

Observers of teaching and learning can play an important part in helping teachers, tutors and trainers identify ways in which they can make the best use of these ‘naturally occurring opportunities’.

Observation of teaching and learning is standard practice across provision to assure quality of the learner experience and support self-assessment. Most providers will have a process of their own (although there is a huge amount of variety around the country about how this is done) and it is important that the development of the organisation’s English and maths strategy is reinforced through the use of and linking with the observation process.

If we want teachers (trainers, tutors, assessors) to take English and maths skills development seriously, we have to show them that management also take it seriously, by embedding it within all quality assurance and improvement processes.

Ofsted reports...

- Make reference to lesson observation in the key question on Leadership and Management. They undertake observations to check out the rigour of the observation process.
- Additionally, they review the records of observations to see whether or not their grades match the judgements recorded on the forms.
- They also consider the effectiveness of steps taken to close the achievement gaps between learners including how well the observation system takes into account how effectively learners’ LLN needs are met in lessons. With the government focus now on English and maths for 16-18 year olds this will continue to be a critical aspect for Ofsted.

HO 10: Case study – Painting and decorating

This was a two-hour lesson for learners working towards a Painting & Decorating NVQ Level 2 qualification on a part-time course at a work-based learning provider.

The learners were half way through a one-year programme. They attended the lesson once a week for two hours. The teacher, Wesley, was a qualified painter and decorator and a part-time teacher.

The lesson began with Wesley explaining to the learners that this lesson would focus on the relevance and importance of effective use of materials and products within the industry. He gave examples of how a lack of understanding could have a fundamental impact on any business and its profits. He also encouraged learners to come up with, themselves, any examples of product wastage they could think of.

Wesley reinforced this message by focusing on product usage and the importance of being able to correctly estimate how much paint is needed to cover the area of a room. He used the training room as an example, and questioned the learners on how they would do this. The learner responses ranged from reading the paint tin to making a guess.

He then went on to discuss the importance of getting it right and the impact of wastage on the business. He explained that it is essential to measure the room to determine the height and length to then obtain the area of the room. He explained that paint manufacturers give clear information on the back of paint tins on how much paint is necessary for a specified area. He then asked the learners to look at this information and determine how much paint they would need to paint the training room using two coats of paint.

Wesley then went on to perform a colour mixing demonstration. He explained that customers may request colours which are not in any shade chart. He asked the group what the painter needs to do – and elicited from them that mixing two or more different paints to obtain the right shade was better than buying several tins of paint that may not satisfy the customer, and would result in wastage. He explained that it is essential to be able to mix the correct ratio of base colour paint with primary colours. The teacher then demonstrated this skill by mixing the two colours together to get the desired shade. The learners then discussed as a group the benefits of acquiring this skill. Lots of reasons emerged.

The lesson continued with the learners experimenting by mixing paints to achieve certain shades of colour.

HO 11: Case study – Hospitality

The session took place in an open prison for women. Twelve learners aged between 21 and 34 have been following the course for six weeks. They were all assessed at Level 2 in reading, but some had spiky profiles in terms of written communication skills and in speaking and listening.

The session focused on dealing with complaints (Unit 1GEN3.2 of the National Occupational Standards) and the learning outcome was: to identify, understand and practise effective ways to deal with customer complaints.

The teacher, Marie, was experienced in the hospitality trade having previously been a successful pub landlady. She began the lesson by introducing the theme of the unit and the importance of speaking and listening skills when dealing with customer service problems such as complaints.

Learners were asked to discuss issues they have experienced themselves in resolving complaints.

The teacher then listed these issues on the board and the learners were put into pairs to discuss possible solutions.

Feedback was taken from each pair and solutions were added to the flipchart.

Marie had prepared role-play cards depicting a scene in which a customer comes into the reception area of a hotel to complain. Learners were split into groups of three.

One learner undertook to be the customer, one the receptionist and one acted as observer.

Each group also had to decide upon the nature of the complaint. They were given a prompt card based on good customer relations:

- L listen
- A apologise
- S solve
- T thank

The observer was given the task of noting down what the receptionist did during the role-play.

At the end of the activity the group used a list of discussion questions.

- What were the things the receptionist did correctly or particularly well?
- What would need to be changed and why?
- Was the customer satisfied?

The activities in this session come from 'Materials for Embedded Learning – Hospitality', DfES, 2006 <http://rwp.excellencegateway.org.uk/Embedded%20Learning/Vocational/Hospitality>