

Trainer pack

# **Designing and delivering programmes using blended learning approaches**

Module 6

**Course information**      **Length of session:** 3–5 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 3.5 hours long (not including breaks).

**Audience**      **Job roles:**

- Work-based learning (WBL) assessors, and managers working in WBL settings;
- Practitioners responsible for raising learners' English, maths, ESOL and ICT levels across the FE and skills sector; and
- Managers responsible for the planning of learning programmes and for learner achievement.

**Sector / setting:**  
All, but must have, or be planning, access to computers and the internet.

## Notes for trainer

### Venue and equipment

- The venue for the training session must have ICT equipment such as laptops or workstations (ideally one per two participants), or individual tablets.
- Note that you need to show various YouTube videos and will need the equipment to do this, including appropriate speakers (the built-in speakers in a laptop will not be sufficient).
- Ideally, even for participants whose workplace does not allow internet access, the venue should have good internet access. It would also be useful to have access to an interactive whiteboard.

### Trainer pack

All handouts and resources are included at the end of this document, for ease of printing. A separate participant pack is also available.

### Terminology

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. Note also that the term 'English, maths and ICT skills' is used widely in this training pack and is intended to include ESOL where this is relevant.

## **Aim**

To enable participants to raise learner achievement in English, maths and ESOL / functional skills by combining different, effective and complementary teaching and learning methods in an integrated, blended programme

## **Outcomes**

By the end of the session participants will be able to:

- Understand and explain the benefits of a blended learning approach for groups and individual learners in particular those on apprenticeship programmes;
- Identify the planning issues to be considered when developing a blended learning programme;
- Use individual learner targets to design a blended learning model for specific skills development, a time-bound blended learning session and a group programme using blended learning approaches;
- Identify and access learning environments, delivery methods and resources to facilitate a blended approach;
- Confirm increased personal confidence in planning and delivering a blended learning programme; and
- Commit to specific actions to develop and use blended learning approaches in their own teaching and in the organisation.

## Module overview

| Activity |   | Content   |
|----------|---|---|
| 1        | <b>Ice breaker</b>                                | Matching a selection of learner profiles to corresponding programme profiles, showing type and ratio of activity. |
| 2        | <b>Introduction</b>                               | To each other and to the session.   |
| 3        | <b>Blended learning – what and why?</b>           | Review of ice breaker. Purpose of blended learning and methods known and used.                                    |
| 4        | <b>Practical programme design</b>                 | Planning a programme for specific learners.   |
| 5        | <b>Practical delivery</b>                         | Participants work in groups and individually to explore a blended learning activity.                              |
| 6        | <b>Confidence assessment / skills for the job</b> | Assessment of confidence. Strategies for locating and using required expertise and resources.                     |
| 7        | <b>Planning together</b>                          | The importance of planning as an organisation and in teams. Planning elements and actions.                        |
| 8        | <b>Action planning</b>                            | Individual target setting using a coaching approach.  |
| 9        | <b>Reflection and review</b>                      | Revisit objectives and review session.  |

## Trainers

### Trainer experience or qualifications required

- At least three years' experience of teaching adult literacy, language, numeracy and / or ICT in the FE and skills sector; plus
- A Certificate in Education or equivalent.
- Specialist qualifications in teaching adult literacy, language, numeracy and / or ICT; and / or working with learners with learning difficulties and / or disabilities; and / or at least three years' experience of training managers and practitioners across the sector in one of the following: Skills for Life, functional skills, working with learners with learning difficulties and / or disabilities, e-learning, active learning

### Reference material for trainers

#### Trainer notes

*Flexible models starter kit*, LSIS  
<http://www.excellencegateway.org.uk/node/1157>

*Functional skills starter kit*, LSIS, 2012

Available from  
<http://www.excellencegateway.org.uk/node/20280>

*Functional skills guide*, AELP, 2012  
Available from:  
<http://www.aelp.org.uk/news/general/details/moving-from-key-skills-to-functional-skills-a-step/>

## Resources

**Resources for reference during the session**

**Trainer notes**

**Pre-course activity for participants**

None

**Useful websites**

See HO 6

**Before the session the trainer needs to:**

Prepare participant packs. Note that the participant pack has copies of all handouts and PowerPoint notes. It does not have copies of the resources.

Prepare laptops, interactive whiteboard, computer work stations or tablets as available.

Prepare cards for TN 1 (R1a and R1b).

HO 2 (light bulb moments) could be pre-loaded on laptops for individual completion at the end of each activity.

Prepare cards and differentiation for the activities in TN 4 (R 2) and TN 7 (R 5). Ideally the two sets of cards for R 2 would be printed on different colours of paper, so cards for *Real space and time* in one colour and *Technology-based* in another colour, in order to differentiate them.

Prepare YouTube connections recommended for the activity in TN 3:

<http://www.youtube.com/watch?v=ffRUHKx2zyU> This clip is 2 m 52 sec. Note that it is preceded by an advert.

<http://www.youtube.com/watch?v=LilegXH1jao> (1 m 8 sec)

[www.youtube.com/watch?v=y-fNiy8IIBU](http://www.youtube.com/watch?v=y-fNiy8IIBU) Clive Shepherd interview. Note that this is over 40 minutes long so only a sample should be selected.

Set up PowerPoint.

Load links from HO 6 onto laptops for the activity in TN 5.

Prepare Google Docs for the Activity in TN 7.

Prepare a long sheet of paper (wallpaper or flipchart paper) for the timeline activity in TN 7.

## Session plan

### Aim

To enable participants to raise learner achievement in English, maths and ESOL / functional skills by combining different, effective and complementary teaching and learning methods in an integrated, blended programme

### Outcomes

By the end of the session participants will be able to:

- Understand and explain the benefits of a blended learning approach for groups and individual learners in particular those on apprenticeship programmes;
- Identify the planning issues to be considered when developing a blended learning programme;
- Use individual learner targets to design a blended learning model for specific skills development, a time-bound blended learning session and a group programme using blended learning approaches;
- Identify and access learning environments, delivery methods and resources to facilitate a blended approach;
- Confirm increased personal confidence in planning and delivering a blended learning programme; and
- Commit to specific actions to develop and use blended learning approaches in their own teaching and in the organisation.

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 – slides**

| Time                          | Content  | Resources                              |   |   |
|-------------------------------|--|--|---|---|
|                               |  | No.                                    | Style   | Title   |
| 10m<br><br><i>(Total 10m)</i> | <p><b>TN 1. Ice breaker: matching activity</b></p> <p>Participants in twos or threes look at 4 learner profiles and match them to a selection of profiles for blended learning programmes.</p>   | PPT 1<br><br>R 1a and R 1b<br><br>HO 1 | Slide<br><br>Cards<br><br>Handout               | Session title<br><br>Learner and programme profiles<br><br>Activity instructions  |
| 10m<br><br><i>(Total 20m)</i> | <p><b>TN 2. Introduction</b></p> <p>Outline the aims and objectives for the day.</p> <p>Ask participants to introduce themselves.</p> <p>Introduce the reflection process and ask participants to record 'light bulb ideas' and 'questions and issues' on appropriate sheets throughout the session.</p>   | PPT 2-3<br><br>HO 2                    | Slides<br><br>Handout                           | Aims and objectives<br><br>Reflection   |
| 20m<br><br><i>(Total 40m)</i> | <p><b>TN 3. Blended learning – what and why</b></p> <p>A definition. Participants work in groups to compile a list of different training methods they have used and found successful and the perceived advantages of blended learning.</p> <p><b>Show YouTube clips:</b></p> <p><a href="http://www.youtube.com/watch?v=ffRUHKx2zyU">http://www.youtube.com/watch?v=ffRUHKx2zyU</a></p> <p><a href="http://www.youtube.com/watch?v=LilegXH1jao">http://www.youtube.com/watch?v=LilegXH1jao</a></p> <p><a href="http://www.youtube.com/watch?v=y-fNiy8IIBU">www.youtube.com/watch?v=y-fNiy8IIBU</a></p> | PPT 4-8                                | Slides<br><br><br><br><br><br><br>YouTube clips | Ice breaker answers<br><br>Blended learning – definitions<br><br>Activity instructions<br><br>Blended learning – the way forward<br><br>1. What is blended learning?<br><br>2. Blended learning – the best of both worlds |

| Time                                     | Content  | Resources   |   |   |
|--|--|---|---|---|
|  |  | No.   | Style   | Title   |
|  |  |   |   | 3. Clive Shepherd interview on blended learning   |
| 40m<br><br><i>Total<br/>1h<br/>20m)</i>  | <b>TN 4. Practical programme design</b><br><br>In groups, participants design a blended learning approach for learners of their choice.  | PPT 9<br><br>PPT 10<br><br>R 2                                  | Slide<br><br>Slide<br><br>Handout                                   | Blended learning overview<br><br>Activity instructions<br><br>Activity option crib sheet  |
| 45m<br><br><i>(Total<br/>2h<br/>05m)</i> | <b>TN 5. Practical delivery</b><br><br>Participants work in small groups to explore a blended learning activity, complete a planner and report back to the larger group.   | HO 3a<br>HO 3b<br><br>HO 4<br><br>R 3<br><br>PPT 11<br><br>HO 5 | Handouts<br><br>Handout<br><br>Resource<br><br>Slide<br><br>Handout | The learner activity<br><br>Planner<br><br>Learner activity - possible responses<br><br>A few online sites to explore<br><br>Links to explore |
| 20m<br><br><i>(Total<br/>2h<br/>25m)</i> | <b>TN 6. Confidence assessment / skills for the job</b><br><br>Participants assess their own confidence in using blended learning approaches with learners. What could be done to increase confidence?<br><br>Give out useful website handout. | HO 6<br><br>R 4   | Handout<br><br>Resource   | Useful websites<br><br>Confidence building (differentiation)  |
| 30m<br><br><i>(Total<br/>2h<br/>55m)</i> | <b>TN 7. Planning together</b><br><br>Participants work with a range of planning elements and develop a timeline.  | R 5<br><br>HO 7   | Cards<br><br>Handout  | Planning elements<br><br>Planning template  |
| 20m<br><br><i>(Total<br/>3h)</i>         | <b>TN 8. Action planning</b><br><br>Paired coaching. Participants record three actions they will take away from this session to develop blended  | HO 8  | Handout   | Coaching questions  |



| Time           | Content  | Resources |       |                        |
|----------------|--|-----------|-------|------------------------|
|                |  | No.       | Style | Title                  |
| 15m)           | learning on their programmes. Display the actions.   |           |       |                        |
| 15m            | <b>TN 9. Reflection and review</b>   | PPT 12    | Slide | BIS quote to take away |
| (Total 3h 30m) | Revisit session objectives. Ask participants to share with the group any 'light bulb' ideas. Complete review notes and evaluation forms. | PPT 13    | Slide | Objectives revisited   |

## Trainer notes

These notes are to support trainers to facilitate the different activities in the module. They are not meant to be prescriptive, and trainers can adapt the activities as needed to suit the participants. Some activities can be omitted, and others extended, according to the group.

Suggestions for **alternatives**, or for **differentiation** strategies (according to the background and experiences of participants) are given in boxes in the notes for each activity.

PowerPoint slides, resources and handouts can be adapted or omitted as needed.

The instructions for the activities are given on the PowerPoint slides. Trainers can decide to show the instructions on PowerPoint or to print off the 'instructions' slides and lay copies on tables instead or in addition.

The total running time for the session as it stands is 3.5 hours not including breaks.

This module sets out to illustrate the ways in which blended learning can empower the twenty-first century learner. Consequently it is recommended that this training session would, itself, benefit from a blended learning approach, in particular using a range of technology where possible combined with active group work in real space and time. In organisations not connected to the internet, it is still recommended that use is made of computer stations or laptops.

## TN 1

### Trainer notes

| Time           | Content  | Resources        |         |                                      |
|----------------|--|------------------|---------|--------------------------------------|
|                |  | No.              | Style   | Title                                |
| 10m            | <b>TN 1. Ice Breaker: matching activity</b>  | PPT 1            | Slide   | Session title                        |
| (Total<br>10m) | Participants in twos or threes look at 4 learner profiles and match them to a selection of profiles for blended learning programmes. | R 1a and<br>R 1b | Cards   | Learner and<br>programme<br>profiles |
|                |  | HO 1             | Handout | Activity<br>instructions             |

#### The purpose of this activity

This 'ice breaker' is designed to engage participants as soon as they enter the room. It serves as a 'warm-up' while waiting for latecomers but also begins the session with a focus on the purpose and range of blended learning methods.

#### Alternative

You may wish to do the introductions, aims and objectives first, before this activity.

The instructions are on the handout (**HO 1**). Please place handouts (one per participant) and sets of cards (**R 1a** and **R 1b** – one set per 2-3 participants) on the tables before the start of the session and draw attention to them as people arrive.

The activity will allow participants to explore the concept of blended learning and how it may be used to create flexible programmes for a range of learners with differing needs.

Primarily this activity provides an opportunity for participants to prepare for the session and share perceptions. It should require little intervention by the trainer and will set the style of the day, whereby participants will work actively in groups.

## TN 2

### Trainer notes

| Time        | Content   | Resources |         |                     |
|-------------|---|-----------|---------|---------------------|
|             |   | No.       | Style   | Title               |
| 10m         | <b>TN 2. Introduction</b><br><br>Outline the aims and objectives for the day.<br><br>Ask participants to introduce themselves.                              | PPT 2-3   | Slides  | Aims and objectives |
| (Total 20m) | Introduce the reflection process and ask participants to record 'light bulb ideas' and 'questions and issues' on appropriate sheets throughout the session. | HO 2      | Handout | Reflection          |

**Purpose of the activity:** to facilitate introductions and set the aim and outcomes for the session; to introduce the reflection process; to begin to explore participants' experience and expertise.

#### Introduction

Outline the aims and objectives for the day, using Power Point slides:

#### Aim

To enable participants to raise learner achievement in English, maths and ESOL / functional skills by combining different, effective and complementary teaching and learning methods in an integrated, blended programme

#### Outcomes

By the end of the session participants will be able to:

- Understand and explain the benefits of a blended learning approach for groups and individual learners in particular those on apprenticeship programmes;
- Identify the planning issues to be considered when developing a blended learning programme;
- Use individual learner targets to design a blended learning model for specific skills development, a time-bound blended learning session and a group programme using blended learning approaches;

- Identify and access learning environments, delivery methods and resources to facilitate a blended approach;
- Confirm increased personal confidence in planning and delivering a blended learning programme; and
- Commit to specific actions to develop and use blended learning approaches in their own teaching and in the organisation.

Ask participants to introduce themselves.

Introduce the reflection process (**HO 2**) and ask participants to record 'light bulb ideas' and 'questions and issues' throughout the session, using the handout provided or working from laptops or work stations if possible.

Ask the participants to jot down any question they hope to have answered by the end of the session.

If laptops, individual workstations or wireless tablets are available, introduce these and explain that the participants will be asked to work sometimes from the computers and sometimes in collaborative groups round central tables, if these are available.

**Alternative**

You may wish to use this activity to explore participants' expectations and expertise by asking them to expand a little on their personal introduction. This will allow you to identify issues that can be covered in this session, issues that cannot and also to make recommendations about further CPD (e.g. CPD Module 17 which explores using ICT to develop English and maths skills).

## TN 3

### Trainer notes

| Time                   | Content   | Resources |   |  |
|------------------------|---|-----------|---|--|
|                        |   | No.       | Style   | Title  |
| 20m<br><br>(Total 40m) | <p><b>TN 3. Blended learning – what and why</b></p> <p>A definition. Participants work in groups to compile a list of different training methods they have used and found successful and the perceived advantages of blended learning.</p> <p><b>Show YouTube clips:</b></p> <p><a href="http://www.youtube.com/watch?v=ffRUHKx2zyU">http://www.youtube.com/watch?v=ffRUHKx2zyU</a> (2m 52sec)</p> <p><a href="http://www.youtube.com/watch?v=LilegXH1jao">http://www.youtube.com/watch?v=LilegXH1jao</a> (1m 8sec)</p> <p><a href="http://www.youtube.com/watch?v=y-fNiy8IIBU">www.youtube.com/watch?v=y-fNiy8IIBU</a> (43m 39sec)</p> | PPT 4-8   | Slides<br><br><br><br><br><br><br>YouTube clips | Ice breaker answers<br><br>Blended learning – definitions<br><br>Activity instructions<br><br>Blended learning – the way forward<br><br>1. What is blended learning?<br><br>2. Blended learning –the best of both worlds<br><br>3. Clive Shepherd interview on blended learning (selected extract) |

**Purpose of the activity:** to begin to explore how blended learning programmes should match the needs of individual learners; to begin to develop a definition of blended learning; to begin to develop a list of elements of blended learning and the advantages of blended learning.

#### Blended learning – what and why?

Check that the participants were able to complete the ice breaker task. If they have not finished, give them a couple of minutes to do so, Show the answers on PowerPoint (PPT 4)

- Learner A matches with programme A
- Learner B matches with programme C
- Learner C matches with programme D

- Learner D matches with programme B

These are the intended responses but listen if members of the group have alternative suggestions. There is no right answer here. Take comments on how the programmes might change in the light of further information on the learners.

Ask the group what they understood the purpose of the task to be. Expect a response that focuses on the different 'blend' of learning methods that may suit different learners in different circumstances. Ask for a definition of blended learning and when there have been two or three suggestions display yours on slide **PPT 5**. Ask for opinions about the accuracy of the one you display. What amendments could be made?

Display the instructions for the task (**PPT 6**). Ask the participants to work in groups on their tables (3-4 per group) and to compile a list of different training methods they have used and found successful. Add to this list any further methods they can think of. Then ask them to list the perceived advantages of a blended learning approach.

Show the first two YouTube clips, either to the group as a whole (in which case you will need speakers) or on individual laptops:

### **What is blended learning?**

<http://www.youtube.com/watch?v=ffRUHKx2zyU>

### **Blended learning: the best of both worlds**

<http://www.youtube.com/watch?v=LilegXH1jao>

It is also helpful, if you have time to watch a little of this interview:

### **Clive Shepherd interview (extract)**

[www.youtube.com/watch?v=y-fNiy8IIBU](http://www.youtube.com/watch?v=y-fNiy8IIBU)

If there is no time available, arrange to email link later to participants.

Discuss the ideas with the group. Focus on the **advantages** to:

- the learner
- the teacher
- the organisation

and encourage them to add any new thoughts to their lists of advantages.

Acknowledge, if the subject is raised, that teachers may initially find the management of blended learning time-consuming but that the effort is worth it, as their learners achieve, and the process is interesting and stimulating for all.

Be aware that, if participants have also attended Modules 4 (blended learning approaches for functional skills) or 14 (using ICT to support English and maths) of the LSIS suite, there may be some overlap here.

Display the lists of methods and advantages on flip chart sheets or through interactive tablets.

Show **PPT 7-8** and take some suggestions about why blended learning seems likely to be the face of the future. Expect repetition of the advantages already listed. Stress the government's current emphasis on skills for employment and learning at work. **PPT 7** – you may need to spend a little time considering the '100 hours' issue.

### **Note**

Expect emphasis on the use of online and interactive tools that reflect the technological revolution. Technology is a key part of blended learning. However, it is not the whole story and may form only a part of the blend, depending on the learner and organisational situation.

Draw out from the participants how ICT-based elements of a blended learning approach present opportunities for learners to develop ICT confidence and competence. Summarise with a focus on the main considerations in planning blended learning:

- competences – does the team have the right skills?
- nature of audience – what are the needs of the particular learners?
- resources – what resources are needed?

### **Differentiation**

For participants who are completely new to the concept of blended learning, ask them to work together to list the kind of activities they already use with their learners and to agree the advantages but also the shortcomings of these teaching methods. At the end of the activity, ask them to check the list of methods the rest of the group have supplied and consider which of these might address the disadvantages of the ones they already use.

## TN 4

### Trainer notes

| Time         | Content   | Resources |       |                            |
|--------------|---|-----------|-------|----------------------------|
|              |   | No.       | Style | Title                      |
| 40m          | <b>TN 4. Practical programme design</b><br><br>In groups, participants design a blended learning approach for learners of their choice. | PPT 9     | Slide | Blended learning overview  |
| <i>Total</i> |   | PPT 10    | Slide | Activity instructions      |
| <i>1h</i>    |   | R 3       | Cards | Activity option crib sheet |
| <i>20m)</i>  |   |           |       |                            |

**Purpose of the activity:** to explore different models of blended learning

#### Practical programme design

Begin by exhibiting, through a search engine, 'images for blended learning'. This web page will present participants with an idea of how great the range of blended learning activities can be and how variously the blend of a single programme can be represented for planning purposes. Draw attention to some examples of the images such as mind maps, circles, pie charts, flowcharts, etc.

Show slide **PPT 9** with a visual representation of blended learning (adapted from an online image) and point out how this diagram groups the blended activities into three categories:

- face-to-face
- self paced
- online.

Refer back to the block planners for programme profiles from TN 1 (R 1b) as additional examples of planning formats. Some participants may prefer to use these rather than the mind maps, pie charts, and other diagrams shown on a search engine.

#### Stage 1

Display the instructions for this activity on **PPT 10** and distribute a set of cards made from activity crib sheet (**R 2**) – 1 set per group.

In the same small groups as before, ask participants first to agree, as quickly as possible, on one learner or group of learners who they believe would benefit from a more flexible approach to learning. This might, for instance, be a group of adult apprentices. Ask them to outline the target levels in English, maths and ICT for these learners and to discuss their needs.



## Stage 2

Ask them to select appropriate activities for these learners from the set of cards. The cards are divided into two categories to aid selection:

- Real space and time
- Technology based

Ideally each category of card will have been printed on different coloured paper.

## Stage 3

When the groups have selected their cards, ask them to produce – on a flipchart – a freehand visual representation of their chosen programme, using whatever shape or type of diagram they find most useful. In the diagram, ask them to show:

- details of the chosen activities – these can be lifted directly from the cards or they can select or reword their own; and
- the relative proportions of the activities through different sized sections, boxes, circles etc. (This is exemplified in R 1b.)

Encourage them to be imaginative and not constrain themselves at this stage with worries about availability of resources or lack of experience in using particular methods.

### **Alternative**

Instead of using a flip chart, participants may prefer to produce a table or graph from the laptop or interactive tools.

## Stage 4

Ask each group to present their visual planners to the larger group, explaining what they have selected and why this blend is appropriate for the learner. Take comments and questions from the floor. Still encouraging the participants to be imaginative, ask for one or two alternative suggestions for each model.

## Stage 5

Re-form small groups to discuss and identify the key planning implications for each model. Expect groups to identify that planning must incorporate some or all of the following:

- learner induction needs
- staff skills and confidence
- CPD
- resources
- funding

- whole organisation management
- strategic planning
- culture change
- development plans
- teamwork.

Ask the participants to display and share their findings with the whole group. Ask the participants to keep hold of these planning issues as you will return to them later in the session.

Write up and display the planning issues identified, for a later activity (TN 6). You could use a flip chart or do this online.

### **Differentiation**

As an extension activity, those who complete quickly can begin to outline when and how teacher interventions will operate.

How will the teacher:

begin the programme;

support the learner throughout; and

ensure effective assessment, monitoring and review?

What preparations will the teacher make for the programme?

## TN 5

### Trainer notes

| Time                          | Content  | Resources      |          |                                       |
|-------------------------------|--|----------------|----------|---------------------------------------|
|                               |  | No.            | Style    | Title                                 |
| 45m                           | <b>TN 5. Practical delivery</b><br><br>Participants work in small groups to explore a blended learning activity, complete a planner and report back to the larger group. | HO 3a<br>HO 3b | Handouts | The learner activity                  |
| <i>(Total<br/>2h<br/>05m)</i> |  | HO 4           | Handout  | Planner                               |
|                               |  | R 3            | Resource | Learner activity - possible responses |
|                               |  | PPT 11         | Slide    | A few online sites to explore         |
|                               |  | HO 5           | Handout  | Links to explore                      |

**Purpose of this activity:** participants now have the opportunity to explore a blended learning activity and to itemise a list of specific learning methods that will be used to support the learner. In groups of three or four they will work on either:

1. an English / literacy assignment (HO 4a)

or

2. a maths / numeracy assignment (HO 4b)

Allow people to opt for their specialist group but ensure you have at least one group for English and one for maths. (This may involve persuading some participants to swap from their first choice group.)

Give out the instruction handouts (**HO 3a** and **HO 3b**) and the blended learning sample planner and blank template (**HO 4**) or display them on the white board. The planner is available for use by the participants but it is not compulsory that they fill in all boxes at this stage, though they may wish to do this later. Ask them to identify only the chosen delivery methods for their particular blend and to be prepared to feed back to the whole group.

Explain to the group that, for this activity, you will not circulate and facilitate. If members are genuinely stuck, they should formulate a question and text you on your mobile. (You may be happy to actually use your mobile for this **or** you can ask a member of the group to create a text and hold up the phone to attract your attention.)

Indicate to the participants that you expect the activity to combine group discussion and online research. You want the groups to consider the use of blogging tools, chat rooms, social media and, if appropriate, the organisation's Moodle for sharing work. Ask them to work on laptops to explore at least one tool they have never used. Display **PPT 11** with suggested tools and also load these suggestions electronically so that the participants can click on the hyperlinks (**HO 5**).

For their work on laptops, allow participants a fixed time so that they work at a good pace and in a focused way (perhaps 10 minutes only). The purpose is to whet their appetites with new possibilities.

When each group has prepared and noted down a 'blend', take feedback. Spend only a little time on questions 1-3:

1. What do the learners need to do?
2. What skills in English / literacy do they need to employ? What skills in maths / numeracy do they need to employ?
3. How will they know they have performed the task well?

Take one or two suggestions only in reply to these questions. This part of the activity is less important for our purposes than question 4. Understand that the maths or English specialists in the room may take issue with the level and complexity of the task and may propose an amended version for their learners. In this they must understand that the purpose of this exercise is not to replicate exactly a learner task but to allow the participants themselves to experience a blended learning approach in which they may face new or challenging activities.

Typical responses that you might expect appear on **R 3** (Learner activity – possible responses, English and Maths).

Move quickly on to question 4:

#### **Question 4: What blended learning methods would serve them best?**

This is the main purpose of the activity and should occupy a greater part of the feedback, where the participants share with each other:

- the different learning methods they have selected with an explanation of how the learners will use them;
- how it felt to be a learner in the situation;
- how well they felt supported by the tutor (trainer);
- what worked well; and
- the challenges and how to overcome them.

Encourage participants to revisit the planning elements from TN 4 and add any new points that arise from this task. In particular, expect there to be an increased awareness of the learner perspective.

**Differentiation**

For participants who are very unsure of how to access websites, networks, or chat rooms, this is an ideal chance for them to watch how others operate. Try to ensure that less confident people work within a more experienced group, even if this means dispensing with a group altogether and working in fours and fives instead of threes and fours.

Emphasise that learners now need to become conscious of the English, maths and ICT embedded within their practices (an important aspect of functional skills) and they often need help with this, e.g. seeing that they are *formatting text* (ICT) when they create a leaflet on a computer or *responding to written text* (reading) when they contribute to a group blog.

## TN 6

### Trainer notes

| Time           | Content   | Resources |          |                                       |
|----------------|---|-----------|----------|---------------------------------------|
|                |   | No.       | Style    | Title                                 |
| 20m            | <b>TN 6. Confidence assessment / skills for the job</b>   | HO 5      | Handout  | Useful websites                       |
|                | Participants assess their own confidence in using blended learning approaches with learners. What could be done to increase confidence? | R 4       | Resource | Confidence building (differentiation) |
| (Total 2h 25m) | Give out useful website handout.  |           |          |                                       |

**Purpose of the activity:** to explore participants' level of confidence and suggest ways in which they can become more confident.

For many staff, blended learning approaches can seem daunting. In the first place, technology is changing fast so there is a sense in which we can never catch up. Some participants may be feeling overwhelmed, not only by the technical expertise required but by the threat to their long-established, tried and tested teaching methods. They need to embrace the habit of strong team-working and an acceptance that one person will not have all the answers. Emphasise that there is no one right 'blend' but that the measure of success in blended learning is how far it achieves the aims of the learner, the teacher and the organisation.

Explore confidence levels. Designate one end of the room as a 'no confidence' and the other end as a 'full confidence' area and ask the participants to arrange themselves at an appropriate place on the scale in response to each question that you will ask. Ensure there is sufficient space for this activity.

Some possible questions:

- How confident do you feel about supporting your learners face-to-face in class?
- How confident do you feel about supporting your learners through technological, distance methods?
- How confident do you feel about using a virtual learning environment (VLE)?
- How confident do you feel about using social media sites to aid teaching and learning?

- How confident did you feel about your knowledge of blended learning methods when you arrived this morning?
- How confident do you now feel about your knowledge of blended learning methods?
- How confident do you feel about trying new methods with your learners?

You do not need to use all these questions and you may prefer to use questions of your own that seem to reflect the issues being raised during the session.

When you have asked each question and the participants have arranged themselves around the room, invite those who show little confidence to describe their anxieties. Then offer them a hypothetical solution (suggested by you or preferably by others in the group) and invite them to move to a higher confidence level.

For instance, someone may say: **'I'm always afraid of trying new things in case they don't work.'**

You can reply: **If you had a coach or mentor to help you introduce just one new method at a time, would you feel more confident?**

or

Someone may say: **'I can't believe my learners can organise themselves to work when I'm not there telling them what to do.'**

You can reply: **If you could re-design your learner induction programme so that it introduced your learners to new ways of working, would you feel more confident?**

Continue to offer solutions and as you do so, ask the participants to move to a higher confidence area if they feel this would resolve their problems. When you feel that they believe that solutions can be found, bring them back to their tables.

### **Differentiation**

Participants who are unable or unwilling to stand and walk around the room may rate themselves on the confidence scale by holding up mini white boards with a score from 1 – 10, or using voting technology or using cards with movable markers, as shown on R 3 below. The trainer will need to prepare the card and cut out the arrow, which can be made to slide using a butterfly clip. These alternative methods can also be used if space in the room is limited.

Revisit the planning issues that are still on display from TN 4. Add any further thoughts, or amend those already listed.

**Alternative**

You could omit this activity if all participants seem confident.



## TN 7

### Trainer notes

| Time                 | Content   | Resources |         |                   |
|----------------------|---|-----------|---------|-------------------|
|                      |   | No.       | Style   | Title             |
| 30m                  | <b>TN 7. Planning together</b>  | R 5       | Cards   | Planning issues   |
| (Total<br>2h<br>55m) | Participants work with a range of planning issues and develop a timeline. | HO 7      | Handout | Planning template |

**Purpose of this activity:** to consider the planning issues relating to adopting blended learning approaches and develop a timeline.

To develop a blended learning programme, planning is needed at different levels in the organisation. So far in this session, we have focused primarily on the practical planning undertaken by the teacher. However, as we have seen, there are issues that need to be resolved before a teacher on his or her own can make the kind of transformation that blended learning approaches demand.

This is the point when we revisit the planning issues we identified earlier.

Invite the participants to form pairs. Give each pair a card (one from **R 5**) with the name of a single planning issue. Ask the pair to discuss and agree three actions related to this aspect of planning and complete a planning pro-forma (**HO 7**). Preferably this will be done on the computer and, if possible, on a shared site. Google Docs would be good to use here as it can be set up before the session and can generate links for the participants to access the planner in and after the session. If this is not possible, hard copy handouts (i.e. HO 7) can be used.

Explain that this exercise is a starting point and that you are aware that some of the group may not feel confident to plan an area with which they are not familiar. Allow some swapping of cards if people feel particularly out of their depth but do not encourage this. The purpose is not for them to define the actions for others but to explore what needs to be done so they can develop blended learning approaches for their own programmes.

Ask them to complete the action plans as follows:

1. the action: what is to be done
2. an estimated date, counting from today
3. who in the organisation might do this – role title or name of person
4. what will be the result
5. how the learner, teacher and / or organisation will benefit.

While they are working, display a timeline (a long roll of wallpaper or flip chart sheets will do). Enter today's date.

When all are finished, ask each pair to tell you their latest action date. From this find the latest date for the whole group and enter it on the timeline, then fit in a few examples of dates with actions from the group's plans. Discuss whether this timescale is acceptable and take suggestions how it may be made shorter or longer to achieve specific goals.

If all participants are from one organisation, suggest that this timeline is used to form the basis of a development plan. Identify one person in the group who will take responsibility for introducing it at a more strategic level. If not, recommend that individuals take the idea back to their own organisations to begin planning for blended learning. Share action points.

## TN 8

### Trainer notes

| Time                            | Content  | Resources |         |                    |
|---------------------------------|--|-----------|---------|--------------------|
|                                 |  | No.       | Style   | Title              |
| 20m<br><br>(Total<br>3h<br>15m) | <b>TN 8. Action planning</b><br><br>Paired coaching. Participants record three actions they will take away from this session to develop blended learning on their programmes. Display the actions. | HO 8      | Handout | Coaching questions |

**Purpose of the activity:** to allow participants to confirm actions and ensure they are carried out.

The participants work in pairs with the person next to them. Each person writes down on sticky notes three actions they will take away from the training and implement. They then take turns (five minutes each only) to coach one another on the implications and practicalities of the actions, using prompt questions to help them. **(HO 8)**

Remind the group that, in coaching, we help the coachee form realistic goals through questioning. The aim is to encourage the coachee to take ownership of the goals and to think through the implementation process. Usually a coach gives advice **ONLY** when it is specifically requested.

When the coaching is complete, ask the participants to display their sticky notes on the wall and read each other's goals. Then ask them to complete their action notes on their reflection sheets **(HO 2)**.

With the whole group, review and highlight areas of planning that may have been omitted in the participants' selections. You can do this by running through the aspects of planning listed on the cards from the previous activity (R5) and asking for a show of hands from those who have committed themselves to actions in each category. As an example, you may find that there are no actions relating to funding. If this is so, ask the participants to consider a solution. For this, they may realise that they need to approach individuals not present at the training event. Aim to find volunteers from the group who will undertake to promote the action planning process to key individuals in the organisation.

By the end of this session, the participants should:

1. be clear about their actions and how they will implement them;
2. be prepared to share their experiences of the training with others in the organisation;

3. be confident to promote blended learning – and the planning that accompanies it – to others in the organisation; and
4. be confident to begin an on-going process of trialling new methods of interactive teaching, learning and assessment.

## TN 9

### Trainer notes

| Time                  | Content  | Resources |       |                        |
|-----------------------|--|-----------|-------|------------------------|
|                       |  | No.       | Style | Title                  |
| 15m                   | <b>TN 9. Reflection and review</b>   | PPT 12    | Slide | BIS quote to take away |
| <i>(Total 3h 30m)</i> | Revisit session objectives. Ask participants to share with the group any 'light bulb' ideas. Complete review notes and evaluation forms. | PPT 13    | Slide | Objectives revisited   |

**Purpose of the activity:** to summarise the achievements of the session and confirm that all are purposeful about their actions.

If there are managers present, confirm how they will be instrumental in moving forward with blended learning approaches.

For teachers and trainers, encourage them to work in pairs to support one another in developing their blended learning approaches.

Ask the participants to check the questions they wrote at the beginning of the session and see if they have been answered. Pick up any unanswered questions and invite answers from the group OR sign post resources and further CPD modules from the LSIS suite.

Show slide **PPT12** as a thought for the participants to carry away with them. It contains a statement from BIS (the Department for Business, Innovation and Skills).

Revisit the objectives of the session (**PPT 13**).

Complete evaluation forms, if used.

# Module 1

## Designing and delivering programmes using blended learning approaches

### Handouts

HO 1: Blended learning – matching the learner to the programme – instructions

HO 2: Reflection log

HO 3a: Learner activity – English

HO 3b: Learner activity – maths

HO 4: Blended learning planner

HO 5: Some links to explore

HO 6: Useful websites

HO 7: Action plan

HO 8: Coaching questions

HO 6: Functional skills criteria, key skills and adult literacy and numeracy standards

HO 6a: Building a picture of the differences – examiners' report for Level 1 writing

HO 6b: Building a picture of the differences – examiners' report for Level 1 maths

HO 7: Building functional skills

HO 8: Newspaper headline activity – optional

HO 9: Values and challenges

HO 10: Critical success factors

HO 11: Resources

HO 12: Professional development – reflection and change in practice

### Resources

R 1a: Learner profiles

R 1b: Programme profiles

R 2: Possible teaching, learning and assessment methods that can be combined –  
Real time and space; Technology-based

R 3: Learner activity – possible responses, English and Maths

R 4: Confidence scale – alternative resource

R 5: Planning issues – cards

## HO 1



### Blended learning: matching the learner to the programme

**Please begin this activity as soon as you arrive for the training session.**







1. Form a group with one or two people on your table.
2. Take a set of eight cards: four of them contain profiles of individual learners and the rest show the overview of four blended learning programmes.
3. Together agree how you would match the cards: one learner to one programme.
4. Discuss what more you would like to know about each learner and how additional information might change the programme profile.





HO 2

Reflection

| Activity                               | Notes  | Actions | By when? |
|--|--|---------|----------|
| TN 2.<br>Introduction                  | My question for the day:   |         |          |
| TN 3. Blended learning – what and why? | <br><br> |         |          |



|  |   |  |  |
|--|---|--|--|
| <p><b>TN 4. Practical programme design</b></p>                 | <br><br>    |  |  |
| <p><b>TN 5. Practical delivery</b></p>                         | <br><br>    |  |  |
| <p><b>TN 6. Confidence assessment / skills for the job</b></p> | <br><br> |  |  |

|                                |  |   |  |
|--------------------------------|--|---|--|
| <b>TN 7. Planning together</b> | <br><br>   |   |  |
| <b>TN 8 Action planning</b>    | <br><br> | <b>1.</b><br><br><b>2.</b><br><br><b>3.</b> |  |

## HO 3a Learner activity - English

You are going to organise the following activity for your learners by preparing a blended learning plan.

As teachers, you will have face-to-face contact with the learners ONLY when they have completed the work. At this point they will make their presentation to you and the rest of the group.

The learner activity is:

### PLAYING THE GAME

Produce a written explanation and prepare a 3-minute presentation for the rest of the class on the rules or instructions for ONE of the following pastimes:

- cricket (When are batsmen in and when are they out?)
- bridge (How does the bidding work?)
- yoga (How do you perform the 'salute to the sun'?)
- football (What is meant by the offside rule?)
- backgammon (How do you set out the board and begin?)

In your group, discuss and agree:

1. What do the learners need to do?
2. What skills in English / literacy do they need to employ?
3. How will they know they have performed the task well?
4. What blended learning methods would serve them best?

Suggestions for your plan:

1. Try to use a combination of peer working and technology based methods.
2. Consider using mobile phone contact.
3. Experiment with blogging tools / chat rooms.
4. Check how they might use the VLE (virtual learning environment).
5. Keep the activity dynamic and interactive.

## HO 3b Learner activity – maths

You are going to organise the following activity for your learners by preparing a blended learning plan.

As teachers, you will have face-to-face contact with the learners ONLY when they have completed the work. At this point they will make their presentation to you and the rest of the group.

The learner activity is:

### **Time to buy**

How could you arrive at an answer to the following question?

It is now October. You wish to buy a new digital, interactive TV set. Its price before VAT is £550. VAT is currently 20% but in the forthcoming autumn budget may drop to 17.5%. There is a rumour that TVs will go up in price in the spring by as much as 6%.

How much will the TV, including VAT if you buy it today?

How much is it likely to cost if you buy it in the spring?

Think of as many ways as you can of making this calculation and present your findings to the group.

Tell the group how you know if you have calculated correctly and whether you will buy now or wait till the spring.

In your group, discuss and agree:

1. What do the learners need to do?
2. What skills in maths / numeracy do they need to employ?
3. How will they know they have performed the task well?
4. What blended learning methods would serve them best?

Suggestions for your plan:

1. Try to use a combination of peer working and technology based methods.
2. Consider using mobile phone contact.
3. Experiment with blogging tools / chat rooms.
4. Check how they might use the VLE (virtual learning environment).
5. Keep the activity dynamic and interactive.

## HO 4 Blended learning planner

| <b>Blended Learning Planner - example</b><br><b>Assignment title</b> <a href="#">Playing the Game</a><br><b>Time between setting and completion of assignment</b> 3 days<br><b>Learning outcomes</b> <a href="#">Written instructions and oral presentation</a> |   |   |
|---|---|---|
| Type of activity  | Resources needed  | Preparation   |
| <b>EXAMPLE</b><br><a href="#">Podcast access on VLE</a>   | <b>EXAMPLE</b><br><a href="#">Tutor and learner access to VLE</a> | <b>EXAMPLE</b><br><a href="#">Podcast recording for VLE</a><br><a href="#">Learner induction to VLE</a> |
|   |   |   |

| <b>Blended Learning Planner</b><br><b>Assignment title</b><br><b>Time between setting and completion of assignment</b><br><b>Learning outcomes</b> |                  |             |
|--|------------------|-------------|
| Type of activity   | Resources needed | Preparation |
|  |                  |             |
|  |                  |             |
|  |                  |             |

## HO 5 Some links to explore...

Blogger

<https://accounts.google.com/>

Edmodo

[www.edmodo.com](http://www.edmodo.com)

Moodle

<http://moodle.org/>

Blackboard

<http://www.blackboard.com/>

Google Docs

<https://docs.google.com/>

DropBox

[www.dropbox.com/](http://www.dropbox.com/)

Wikispaces

[www.wikispaces.com/](http://www.wikispaces.com/)

## HO 6 Useful websites

### JISC

<http://www.jisc.ac.uk/whatwedo.aspx>

JISC is funded by the UK HE and FE funding bodies to provide world-class leadership in the innovative use of ICT to support education and research. It offers e-learning programmes, frameworks and tools.

### Blogger

<https://accounts.google.com/>

A secure networking website with the option for learners to interact.

### Images for blended learning

<http://www.google.co.uk/>

Visual representations of blended learning models

### Edmodo

[www.edmodo.com](http://www.edmodo.com)

A secure educational networking site where teachers can create folders, upload files, set up group resources and leave messages on learners' walls

### Blended learning

[http://www.grayharriman.com/blended\\_learning.htm](http://www.grayharriman.com/blended_learning.htm)

Blended learning categories and e-learning resources

### Moodle

<http://moodle.org/>

A free web application to create effective online learning sites

### Blackboard

<http://www.blackboard.com/>

An online learning environment with special provision for engaging non-traditional learners, mobile learning, virtual classrooms and more

### The LSIS Excellence Gateway\*

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

This is the leading online service for the post-16 learning and skills sector in England. It offers resources, support and advice.

### Tribal's Digital Learning Studio

<http://www.m-learning.org/case-studies/foyer-lifeskills>

Free advice, help and information on mobile learning

### Google Docs

<https://docs.google.com/>

Share, access and manage documents, surveys, spreadsheets etc.

## HO 7 Action plan

### Action plan for blended learning

Planning issue:

| Action | By when | Who? | Intended outcome | Predicted impact |
|--------|---------|------|------------------|------------------|
|        |         |      |                  |                  |
|        |         |      |                  |                  |
|        |         |      |                  |                  |
|        |         |      |                  |                  |
|        |         |      |                  |                  |
|        |         |      |                  |                  |



## HO 8

### Coaching questions

These questions can be used as a tool to help you coach and support each other in the action planning process.

#### What is your first objective?

- What do you want to achieve?
- What impact will this have on your learners, yourself, other staff, your organisation?
- When would you like to achieve this by?

#### Progress to date

- How far have you begun this process already?
- What have been your achievements so far?
- Are there any barriers hindering your progress?

#### Moving forward

- What action could you take?
- What else could you do?

#### Action

- What will you actually be able to do?
- How will you do this?
- By when?
- Who do you need to help you?

## R 1a Learner profiles

### **Learner A**

The sole trainee in a small hairdressing salon situated on a suburban high street, learner A is studying for a Level 1 qualification in hairdressing. He goes to college two days a week, which is quite a difficult journey from where he lives. He has been initially assessed at Entry 3 for literacy and Entry 2 for numeracy. He would like to raise these levels to Level 1 and Entry 3 respectively.

### **Learner B**

Learner B is a single parent studying for a Foundation degree in Childcare. She is expected to attend college on one day a week but often finds this difficult as her responsibilities intervene. She is working towards functional skills Level 2 in English and hopes to raise her maths and ICT skills as well but doesn't know where to begin.

### **Learner C**

Learner C is on a Motor Vehicle Studies apprenticeship scheme, working towards a Level 2 package of qualifications. She attends formal training in a number of two week blocks with a private training provider. She is quite confident with Maths and ICT and thinks she will easily attain Level 1. However, her attempts at Level 1 functional skills in English may be more of a problem.

### **Learner D**

Learner D is serving an 18-month custodial sentence in a secure establishment and wants to work very hard to improve her English, Maths and ICT skills with the help of the prison education department. It is possible that she may be moved to an open prison at some point and wants to be sure her studies can continue without interruption.

## R 1b Programme profiles

### Programme A

|   |                          |                     |                      |                                    |
|---|--------------------------|---------------------|----------------------|------------------------------------|
| Electronic learning: website skills tuition | Emails to and from tutor | On the job practice | Face-to-face tuition | Worksheets and paper based writing |
|---|--------------------------|---------------------|----------------------|------------------------------------|

### Programme B

|  |                                |   |  |   |
|--|--------------------------------|---|--|---|
| Graduated interactive materials on vetted 'white sites' (sites chosen as suitable and secure by the authorities) | Formal group work in classroom | Library resources: books, games, tests and worksheets | Paired mentoring – partnership with one peer | Free practice on non-internet dependent computer applications |
|--|--------------------------------|---|--|---|

### Programme C

|   |                  |  |                            |   |   |  |   |
|---|------------------|--|----------------------------|---|---|--|---|
| Group blog through online site: Blogger | Mobile tutorials | Electronic learning: skills development website: Move On, BBC Skillswise | On-line initial assessment | Problem solving games and quizzes – paper-based | Reading texts – hard copy or on electronic reader | Using guidelines to practise skills in everyday life | Graduated writing and maths tasks on virtual learning environment (VLE) |
|---|------------------|--|----------------------------|---|---|--|---|

### Programme D

|   |  |                           |
|---|--|---------------------------|
| Intensive use of graduated tests and exercises available on training company secure website | Regular formative assessment and review by email to i-phone from tutor | Small group work in class |
|---|--|---------------------------|

## R 2

### Possible teaching, learning and assessment methods that can be combined to make one programme

#### Real space and time

|                                   |   |  |
|-----------------------------------|---|--|
| Workplace learning and practice   | Face-to-face tutoring, assessment, target setting, review | One-to-one coaching and mentoring                                      |
| Peer coaching and mentoring       | Classroom group work                                      | Audio tutoring   |
| Video tutoring                    | Paper-based worksheets, quizzes, tests, games             | Small group work with peers, independent of classroom and teacher      |
| Library or study centre resources | Active learning through practical tasks                   | Formal classroom activity - whiteboard, slates, flipcharts, PowerPoint |
| Fieldwork                         | Work placements   | Observation and shadowing  |
| TV and DVD skills programmes      | Radio stimuli and source material                         | Books and all print media  |
| Photo exchange                    | Drop-in one-to-one support                                | Everyday activities as learning experience                             |

|  |  |                     |
|--|--|---------------------|
| Organised file of personal notes, worksheets, source and reference materials | Written assessments and review records | Role play in groups |
|--|--|---------------------|

## R 2

### Technology-based

|  |  |   |
|--|--|---|
| Local intranet – group blogs, bulletin boards, application sharing, skills practice, reflection and self-assessment, monitoring and review | Tutoring by email or text  | On-line coaching and mentoring  |
| On line knowledge management   | Mobile learning (texts, Google, websites, games and apps)          | Application sharing   |
| Skype video conferencing   | Webinars   | Mobile or email photo and document exchange   |
| On-line assessment of skills   | Skills acquisition through specialist learning and skills websites | Use of electronic tools and programmes to organise and practise skills                  |
| Social media exchanges   | Satellite TV programmes and podcasts                               | Organised electronic files of notes, emails, worksheets, source and reference materials |
| On-line social media and chat rooms  | Blogging exchange  | ‘How to learn’ – strategies and tools online  |

### R 3 Learner activity – possible responses

#### English

|   |  |
|---|--|
| What do the learners need to do?                        | <ul style="list-style-type: none"><li>• Plan the activity together</li><li>• Research the rules for their chosen game or pastime</li><li>• Agree on structure for the written explanation</li><li>• Plan the writing and agree who will do what in the group</li><li>• Exchange drafts and suggestions with others</li><li>• Revise and edit</li><li>• Agree on final copy</li><li>• Share final document with group members and tutor</li><li>• Plan presentation</li></ul>   |
| What skills in English/literacy do they need to employ? | <ul style="list-style-type: none"><li>• Understand the main points of texts including diagrams or graphical representations</li><li>• Obtain specific information through detailed reading</li><li>• Present information in a logical sequence</li><li>• Use language, format and structure suitable for purpose and audience</li><li>• Use correct grammar including subject/verb agreement and consistent use of tense</li><li>• Ensure written work includes accurate grammar, punctuation and spelling</li><li>• Present information clearly and in appropriate language</li></ul> |
| How will they know they have performed the task well?   | <ul style="list-style-type: none"><li>• Appropriate vocabulary</li><li>• Accurate spelling and grammar</li><li>• Clear structure, sentences and paragraphing</li></ul>   |

### R 3 Learner activity – possible responses

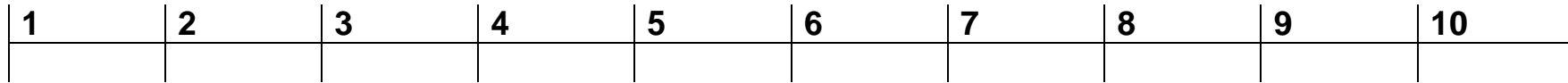
#### Maths

|   |  |
|---|--|
| What do the learners need to do?                      | <ul style="list-style-type: none"><li>• Plan the activity together</li><li>• Break the activity into steps or stages</li><li>• Agree on different ways to calculate each step</li><li>• Practise calculation skills</li><li>• Exchange workings and suggestions with others</li><li>• Revise and edit</li><li>• Agree on final result</li><li>• Share final results with group members and tutor</li><li>• Plan presentation</li></ul> |
| What skills in maths/numeracy do they need to employ? | <ul style="list-style-type: none"><li>• Complete simple mental calculations involving money and measures</li><li>• Solve problems requiring calculation with common measures</li><li>• Understand and use equivalences between fractions, decimals and percentages</li><li>• Check accuracy of calculations and results</li><li>• Present findings to make sense to others</li></ul>   |
| How will they know they have performed the task well? | <ul style="list-style-type: none"><li>• Check results using different calculation methods, including electronic calculator</li><li>• Use estimating skills to check results</li></ul>  |



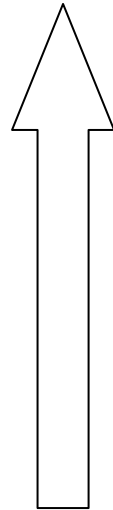
**R 3**

**Confidence scale – alternative resource**



**Not at all confident**

**Fully confident**



#### R 4 Planning issues – cards

|  |                                    |
|--|------------------------------------|
| Trial of new delivery and assessment methods | Learner induction                  |
| Essential resources                          | Staff coaching and mentoring       |
| CPD  | Funding                            |
| Strategic planning                           | Good practice share and transfer   |
| Culture change                               | Development plans                  |
| Teamwork                                     | Learner support                    |
| VLE development                              | Quality and performance management |
| Learner focus groups                         |                                    |