

Participant pack

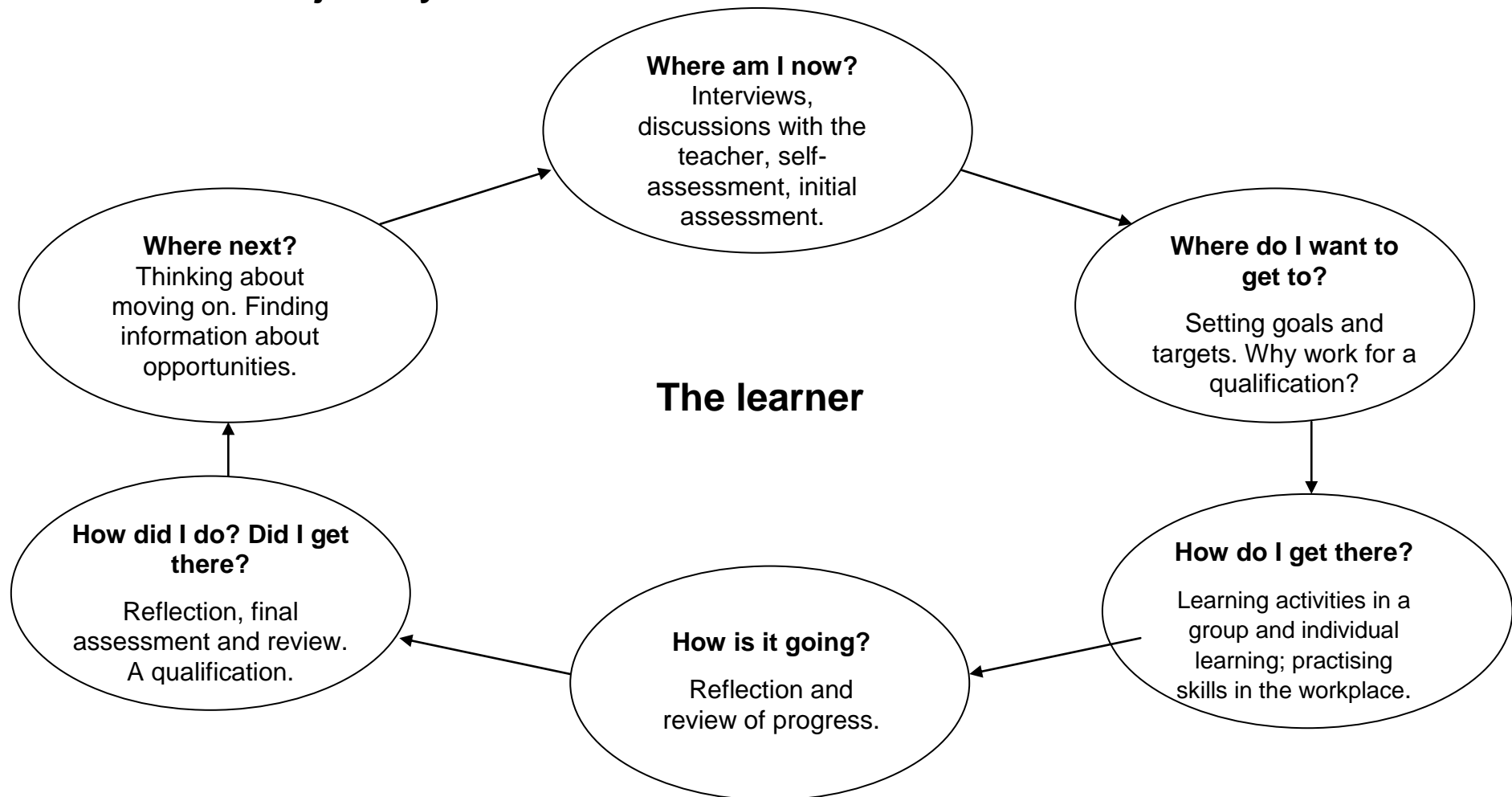
Target setting for functional skills

Module 9

Handouts

- HO 1a:** The learner journey (diagram)
- HO 1b:** Aims and planned outcomes for the target setting module
- HO 1:** The online target setting module
- HO 2:** Reflection and action log
- HO 3a:** What are SMART targets? (blank)
- HO 3:** What are SMART targets?
- HO 4:** Effective learning targets – quotes
- HO 5:** Effective learning targets – mind map
- HO 6:** Case study
- HO 7:** Using the target setting recording tool
- HO 8a:** Creating sample targets – example recording proforma
- HO 8b:** Creating sample targets – blank recording proforma
- HO 9a:** How does the ILP process work for the learner?
- HO 9b:** Internally verifying functional skills targets
- HO 9:** Notes for all slides

HO 1a: The learner journey



HO 1b: Aims and planned outcomes for the target setting module

Aim

To enable teachers / trainers / assessors and managers to set / quality assure SMART functional skills' targets to maximise learner achievement in functional skills

Outcomes

By the end of the face-to-face session, managers should be able to:

- understand the target setting required for functional skills;
- quality assure / internally verify ILPs which record targets set and learners' functionality in maths and English; and
- develop functional skills target setting with staff delivering / assessing functional skills.

By the end of the online module, staff delivering / assessing functional skills should be able to:

- understand the target setting required for functional skills;
- set SMART targets in appropriate language to develop functional mathematics, English and ICT skills; and
- record SMART targets including the underpinning numeracy, literacy and ICT skills required with appropriate examples of workplace / everyday problems.

HO 1: The online target setting module

The online module has been developed so that staff delivering / assessing functional skills can work individually, but preferably in small groups, to look at how to improve their target setting for functional skills.

The online module can be downloaded from Excellence Gateway and installed on stand-alone PCs / laptops or put on an Intranet or Virtual Learning Environment. Participants will also need access to the Target Setting Tool (Excel spreadsheet) developed to accompany the module.

The online module has been developed using [Articulate](#) software and operates like a PowerPoint presentation with interactive activities embedded within the slides. In addition to the online module you may want to use some of the handouts and card-based activities developed for the face-to-face module for managers.

Topic		Content
Online module for staff delivering / assessing functional skills		The online module has been split into 3 one- hour sessions (1.1 to 1.4; 2.1 to 2.2; and 3.1 to 3.3).
1.1	Starter: target setting within the learner journey	<ul style="list-style-type: none"> Ice breaker activity ordering the learner journey to remind where target setting fits.
1.2	What do we mean by target setting?	<ul style="list-style-type: none"> Matching definitions of aims, goals and targets.
1.3	What are SMART targets?	<ul style="list-style-type: none"> Creating a checklist for success criteria for SMART targets.
1.4	What target setting is required for functional skills?	<ul style="list-style-type: none"> Exploring what makes targets effective. Exploring the target setting required for functional skills.
2.1	Process for setting targets for functional skills	<ul style="list-style-type: none"> Using a case study to look at how to set targets for functional skills.
2.2	Workplace and everyday examples of problems requiring functional mathematics, English and ICT skills	<ul style="list-style-type: none"> Identifying workplace and everyday examples of problems requiring functional mathematics, English and ICT skills and checking with suggested examples and examples provided in the Excellence Gateway forum by other participants.
3.1	Creating and recording sample targets for functional skills	<ul style="list-style-type: none"> Creating own sample targets including the underpinning numeracy, literacy and ICT skills required, using proforma provided, in appropriate language for learners in own setting based on examples provided. Checking examples created with colleagues or by comparing with other examples uploaded to Excellence Gateway forum from events for managers.
3.2	Issues related to target setting for functional skills	<ul style="list-style-type: none"> Discussing key questions relating to target setting.
3.3	Summary and reflection on the module	<ul style="list-style-type: none"> Individual reflection on the next steps.

HO 2: Reflection and action log

This log is a working document to record your thoughts, ideas and actions as you go through the session.

Reflections and observations

Session 1:

Session 2:

Session 3:

Action(s) for myself

Action(s) for the organisation:

HO 3a: What are SMART Targets?

In pairs create a checklist for success criteria for effective targets using the acronym SMART.

	Your targets are SMART if you can answer 'yes' to these questions	Yes	No
Specific	Do the targets say exactly what it is the learner wants to be able to do?		
Measurable			
Achievable			
Realistic			
Time-bound			

HO 3: What are SMART targets?

Compare your suggestions with another pair and the suggestions below from Making It Work, LSIS, 2010 p28.

	Your targets are SMART if you can answer 'yes' to these questions	Yes	No
Specific	Do the targets say exactly what it is the learner wants to be able to do?		
Measurable	Have you identified with the learner how they will know when they have achieved the target? What will they be able to do?		
Achievable	Can they be achieved in the time the learner has been given?		
Realistic	Are the targets realistically something the learner can do something about?		
Time-bound	Have you agreed dates for achieving the targets and monitoring progress towards them?		

HO 4: Effective learning targets – quotes

Read the following quotes on what makes effective learning targets, discuss them with a partner and then record the key points in the form of a mind map on **HO 5: Effective learning targets – mind map**.

Planning Learning and Recording Progress and Achievement, DfES 2003

“Learners will have greater motivation to learn when they recognise the relevance of learning to their particular interests, needs and aspirations.” p63

Booklet and Top Tips on Initial and Diagnostic Assessment, LSIS 2010

- “It is important to recognise that the ‘level’ of a functional skill is determined by a combination of factors:
 - **familiarity** of the situation or problem to the learners;
 - **independence** of the learners in identifying and selecting the skills they will need, and in tackling the situation or problem;
 - **complexity** of the situation or problem the learners are tackling; and
 - **technical demand** of the skill required.
- “Learners whose functional English, functional mathematics or functional ICT is being assessed should be able to:
 - consider a problem or task;
 - identify the functional skills (whether English, mathematics or ICT) that will help them to solve it;
 - select from the range of skills in which they are competent (or know what help they need and who to ask); and
 - apply their skills appropriately.” pp3-4

Learning from the best, Ofsted 2010

Examples of best practice from providers of apprenticeships in underperforming vocational areas:

Key Findings:

- “In almost half the providers surveyed, focusing on the planning of training and assessment, and making better use of evidence from the workplace, helped to increase the number of apprentices who successfully completed their frameworks and reduced the time they took to do so.
- In the best providers seen, the individual learning plan was used well to meet the needs of each apprentice and this had a positive impact on progress and the timely completion of frameworks.”
- Almost all the providers in the survey provided good training in key skills. The key skills were contextualised to the areas of learning and introduced early on, so that apprentices saw that they were relevant and enjoyed the learning.” pp5-6

Numeracy Counts, NIACE Committee of Inquiry on Adult Numeracy Learning, February 2011

Within the Inquiry NIACE “adopted a new definition whereby to be numerate means to be:

“Competent, confident and comfortable with one’s judgements on whether to use mathematics in a particular situation, and if so, what mathematics to use, how to do it, what degree of accuracy is appropriate, what the answer means in relation to context, whether/how to communicate the answer appropriately, and what (if any) action to take in light of the analysis.

“The adoption of a broader definition of numeracy resonates with the idea of ‘functional mathematics, which suggests that the practicalities of everyday life are likely to require us to understand and think mathematically, but not always to actually undertake calculations.” p5

Tackling the challenge of low numeracy skills in young people and adults, Ofsted April 2011

“Long-term goals in learners’ individual learning plans were all too often vague, such as ‘improve my maths’ or ‘get a qualification’, whereas short-term targets listed topics such as ‘percentages’ or ‘long division’. The tutors involved were not sufficiently assertive in defining learners’ numeracy needs according to their personal goals. The learning plans did not relate the numeracy skills to the contexts in which learners hoped to be applying their skills in the future.” p15

Work, Society and Lifelong Learning, NIACE Sept 2011

“Recording and measuring success is far more than gaining a qualification, but any approaches must be reliable, valid and comparable. Of 35 learners who reported to the Inquiry on their reasons for learning only one said “To gain a qualification.” All evidence received indicated how literacy gains involve increases in familial and social as well as human capital. Work in Canada indicates that other countries are also working to identify possible ways of measuring and recording success which are non-bureaucratic but responsive to what learners have achieved. Functional Skills accreditation was welcomed by some respondents, but others felt that emphasis on vocational skills and employability did not match many learners’ motivations and purposes.” p13

Review of Research and Evaluation On Improving Adult Literacy and Numeracy Skills, BIS Dec 2011

“In a more recent study of techno-mathematical literacies in the workplace, Hoyles et al. (2010) found that employees working at intermediate skill levels across a range of industry sectors now require a more complex combination of skills (mathematical, ICT and workplace-specific) than they did in the past, and more complex skills than those taught as part of employee training.” p129

HO 5: Effective learning targets – mind map

Having read and discussed the quotes on **HO 4: Effective learning targets – quotes**, create a mind map to record your key points on what makes effective learning targets for **functional skills**.



HO 6: Case study

Business and Administration Apprenticeship



This Apprenticeship is about playing an important support role within a business or organisation.

Administrators handle the day-to-day tasks in an office and make sure things run smoothly – 97% of employers say that effective administration is essential to their business, so they do a crucial job.

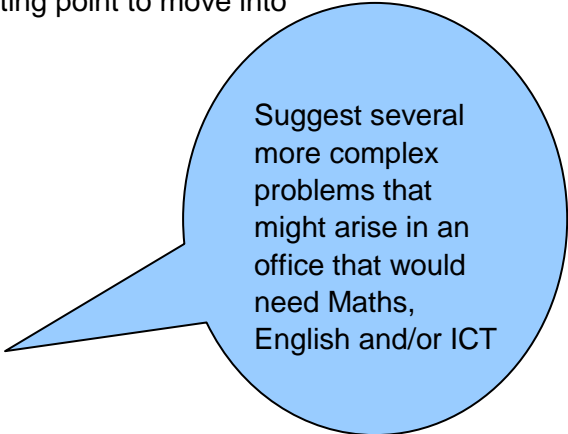
The term ‘administration’ covers roles that involve organising people and resources, including, executive assistants, secretaries, administration assistants, data entry clerks and office juniors. Without them, information would be hard to find, meetings would be missed and businesses would be less productive.

As a business and administration apprentice, your exact duties will depend on your employer. It’s likely that you’ll be working with a team or member of staff to handle various tasks. You may be typing up board meeting documents, putting financial information together in spreadsheets, sending the daily post, or faxing and photocopying confidential documents. This sort of work requires a strong sense of responsibility, accuracy and attention to detail.

One of the great things about business and administration is that you can work almost anywhere. With your transferable skills, you could be working in a record company or a charity. Administration roles are also an excellent starting point to move into management once you have more experience.

Job Roles - Intermediate Level Apprenticeship

- Administrator / Business Support Officer
- Office Junior
- Receptionist
- Junior Legal Secretary
- Junior Medical Secretary
- Medical Receptionist



Suggest several more complex problems that might arise in an office that would need Maths, English and/or ICT

There are no mandatory entry requirements for this Apprenticeship framework. However employers are looking to attract applicants who have a keen interest in business and/or a particular interest in legal or medical administration careers. They expect applicants to demonstrate a ‘can do’ attitude and have at least basic numeracy and literacy skills on which the Apprenticeship will build.

<http://www.apprenticeships.org.uk/Types-of-Apprenticeships/Business-Administration-and-Law/Business-Administration.aspx>

Carla is 22 and left school at 16 with several GCSEs including: Maths at grade E; English at grade D; and ICT grade D. After school, she tried to make her way in the world of music as a drummer in a rock band. However, she now wants to gain some qualifications so that she can get a job to help supplement the income she gets as a musician.

As well as being the drummer in several bands, Carla helps organise the bookings and plan the tours. She enjoys this type of work as well as working with other people. She feels that working as a temp in an office will provide her with flexibility as she can alter her hours depending on her commitments with her bands. She searched on the internet and found the information above on the National Apprenticeship Service website.

Carla has applied for L2 Business and Administration apprenticeship. It is more than 5 years since Carla sat her GCSEs, so she will need to work towards Functional Maths, English and ICT, at Level 1, as part of her Apprenticeship Framework.

Her initial and diagnostic assessment results provided the following information:

Maths

Operating at: top end of Entry 3

Skills to develop:

- b.3 multiply whole numbers using a range of strategies;
- b.4 divide whole numbers using a range of strategies;
- c understand and use equivalences between common fractions, decimals and percentages;
- e solve simple problems involving ratio, where one number is a multiple of the other;
- f use simple formulae expressed in words for one- or two-step operations;
- g.5 solve problems requiring calculation with common measures, including capacity;
- m find mean and range; and
- n use data to assess the likelihood of an outcome.

English

Operating at: bottom end of Level 1

Skills to develop:

- 3.a write clearly and coherently, including an appropriate level of detail;
- 3.c use language, format and structure suitable for purpose and audience;
- 3.d use correct grammar, including correct and consistent use of tense; and
- 3.e ensure written work includes generally accurate punctuation and spelling and that meaning is clear.

ICT

Operating at: bottom end of Level 1

Skills to develop:

- 6.a recognise and take account of currency, relevance, bias and copyright when selecting and using information.
- 7.a apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content;
- 8.a process numerical data;
- 8.b display numerical data in a graphical format; and

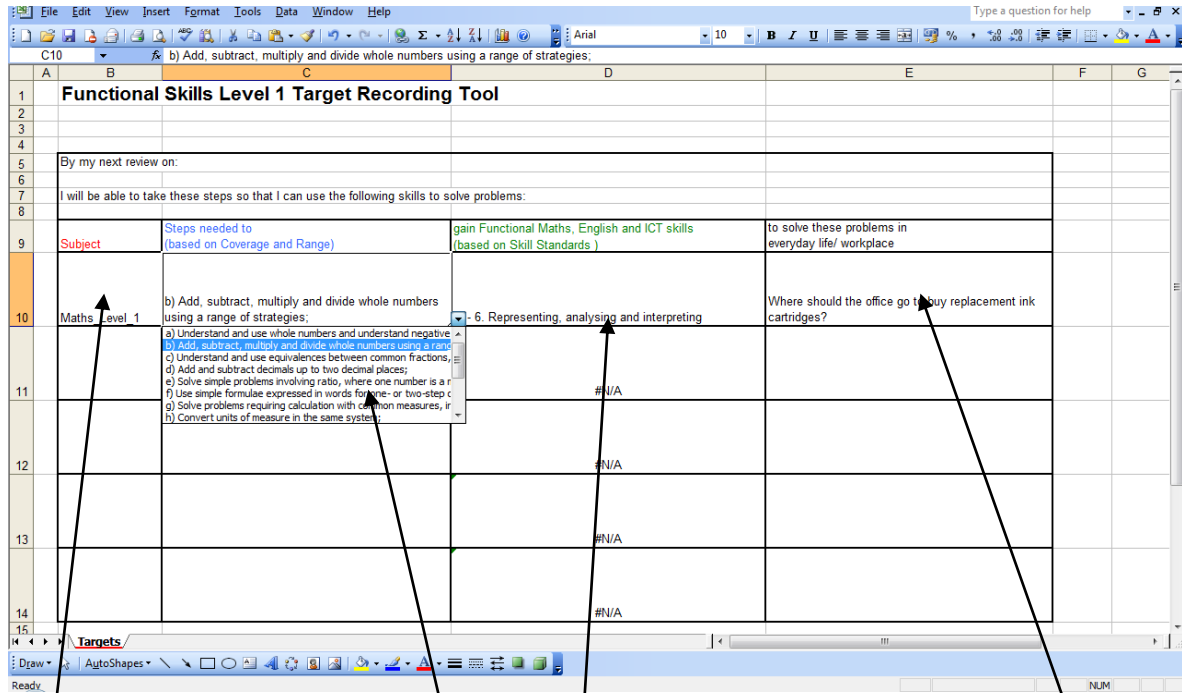
- 8.c use field names and data types to organise information.

HO 7: Using the target setting recording tool

Open the spreadsheet recording tool to use the drop-down menus:

- to create targets for maths, English and ICT functional skills; and
- to indicate the required steps (from the coverage and range);

Add in everyday / workplace problems to provide a context and to develop problem solving.



A. Choose subject from drop-down menu

B. Choose step from drop-down menu.

C. Type in the problem that needs solving.

Instructions:

A. Using the drop-down menus choose:

- the qualification (maths, English or ICT); and
- the steps (from coverage and range).

Note: Some of the maths and English criteria have been sub-divided as they involve several skills e.g. multiplying and dividing or punctuation and spelling to enable separate targets to be set if necessary.

B. - Add your workplace problem in the final column.

C. – Print if required, choosing the landscape option to ensure fits across page.

HO 8a: Creating sample targets – example recording proforma

By my next review on:		
I will be able to take these steps so that I can solve the problems shown:		
Subject	Steps needed (based on Coverage and Range)	to solve these problems in everyday life/ workplace
Maths_Level_1	b.3 Multiply whole numbers using a range of strategies	Where should the office go to buy replacement ink cartridges?
English_Level_1	3.d Use correct grammar, including correct and consistent use of tense	Where should the office go to buy replacement ink cartridges?
ICT_Level_1	6.a Recognise and take account of currency, relevance, bias and copyright when selecting and using information	Where should the office go to buy replacement ink cartridges?

HO 8b: Creating sample targets – blank recording proforma

By my next review on:

I will be able to take these steps so that I can solve the problems shown:

Subject	Steps needed (based on Coverage and Range)	to solve these problems in everyday life/ workplace

HO 9a: How does the ILP process work for the learner?

How does the paperwork / recording process work for the learner?	In place	Action needed	Training needs?
Can learners understand and relate to the paperwork / recording process?			
Can learners use the paperwork / recording process themselves, as a reminder of their targets and to track their own progress?			
Can learners see a link between their own learning plans and what is happening in teaching and learning sessions?			
Does the paperwork / recording process enable all achievements to be recognised and recorded?			
Does the paperwork / recording process show the learner's involvement in the process?			
Check your skills. Do you and your colleagues feel confident to:	In place	Action needed	Training needs?
Use information and tools appropriately to set SMART learning targets with learners? (e.g. initial assessment, core curriculum, diagnostic assessment).			
Define targets with the learner that the learner understands and that are appropriate to the learner's context for learning.			
Define targets with the learner			

which provide a range of contexts and develop independence.			
Carry out effective reviews that: <ul style="list-style-type: none"> • are learner-centred • structured, specific and task-related • support and motivate learners • inform future learning. 			
Check your practice / processes	In place	Action needed	Training needs?
Are learners involved in planning their learning?			
Are learners supported to reflect on their progress?			
Are learners encouraged to provide evidence of progress and achievement?			
Do the outcomes of assessment and review inform future learning?			

HO 9b: Internally verifying functional skills targets

A. Having completed the audit tool in HO9a, in small groups discuss the following questions:

1. Why might you want to internally verify functional skills targets as part of your quality assurance process?
2. What do you currently do to internally verify functional skills targets?
3. How could the SMART target checklist and audit tools to improve your quality assurance process with regards to functional skills targets?
4. What changes do you want to make to your quality assurance process with regards to functional skills targets?

B. Feed back to whole group.

HO 9

Notes for all slides

Session 1 notes

Session 1: Introducing SMART target setting for functional skills

Slide 1

Welcome to this on-line training module.

Before we begin, there are one or two things to share about how to use this e-learning software and about the activities you will do.

If you can hear me, your sound is working fine. If not (and you are reading this), ideally, you will need some speakers or headphones to get the most from this course. If you cannot use sound, the notes on the left-hand side of the screen replicate what I am saying. You can use these to guide you through the activities.

For some of the activities, you need to refer to additional documents. They can be found by clicking the 'attachments' tab on the top-right of your screen.

To move between slides, just press the 'next slide' button or the 'right' arrow at the bottom of your screen (you can also go backwards if you want to do an activity again or review previous slides).

We hope you enjoy this course. Press the arrow below to begin.

Slide 2

Welcome to this online module looking at a suggested process for setting targets for learners working towards functional skills qualifications. You can work through this module by yourself but you are likely to gain more from the module if you work through it with several colleagues.

The module can be undertaken in one go during a CPD morning or afternoon or perhaps in 3 x 1 hour sessions during team meetings. Ideas developed whilst working on the module can be shared with others around the country by joining the [Excellence Gateway Target Setting for Functional Skills workroom](#) (see your list of attachments for a direct link to this). You will need to register with Excellence Gateway if you have not already done so then apply to join the workroom.

Session 1:

Introducing SMART target setting for functional skills

Session 2:

Creating targets linked to a case study and identifying workplace and everyday problems for own learners

Session 3:

Creating and recording sample targets and reflection on how to adapt the process to be appropriate for own learners

See **HO 1** for an overview of the topics covered in this CPD module.

Slide 3

Aim: to enable teachers/ trainers/ assessors to set SMART functional skills targets to maximise learner achievement in functional skills.

Objectives:

- understand the target setting required for functional skills
- set SMART targets in appropriate language to develop functional maths, English and ICT skills
- record SMART targets including the underpinning numeracy, literacy and ICT skills required with appropriate examples of workplace/everyday problems.

See **HO 2** (the Reflection log) in your list of attachments. We suggest you complete this log at the end of each session.

Slide 4a

Activity 1 (10 mins)

You will now do your first activity, which focuses on the steps learners take in order to reach their goals. We often call this 'The Learner Journey'. The purpose of this activity, is to remind you of where target setting fits in the learner journey.

Imagine you have a new learner – what journey will they undertake whilst they are with you?

Drag and drop the stages in the learner journey into the correct order.

Think how these stages link together and what your role is at each stage. Remember that this learner journey is, in fact, a cycle so the last stage links back to the first.

Slide 4b

In this diagram, you can see the learner journey as a cycle where the last stage links back to the first. The learner should always be at the heart of this journey guided by his or her 'route map' (the ILP).

Slide 5

There are three golden rules to remember when you are planning learning and recording progress and achievement.

1. The learner is at the heart of the process
2. The purpose is to improve learning and achievement
3. It is important for all learners in all contexts.

These rules were highlighted in a pack produced by the Department for Education and Skills which you might find useful if you want to explore stages of the learner journey that are not covered in this module. (You can find a link to this guide '[Planning learning and recording progress and achievement](#)' in your attachments).

An excellent piece of research was also carried out illustrating how the metaphor of a learner journey can be successfully used with learners to help them take control of their own learning journeys – [Learning Journeys: Learners' Voices](#) (Ward and Edwards, 2002) – Again, you can follow the link to this report in your attachments.

Slide 6

Now we are going to focus in more depth on the difference between **aims**, **goals** and **targets**.

The pyramid diagram helps us to see how aims are underpinned by goals which, in turn, are underpinned by targets. Click on each section of the pyramid to learn more about these aspects of the learner journey.

Slide 7

This module covers the second leg of the learner journey, following the leg which establishes the learner's starting point. Establishing the learner's starting point is covered in the LSIS CPD module: Initial and diagnostic assessment for functional skills.

Leg 1 of the learner journey – Establishing a starting point:

1. Get to know what your learner wants to do (their aim).
2. Find out what the learner can do already (initial and diagnostic assessment).
3. Relate this to the national standards / subject criteria for functional skills.
4. Discuss with the learner the options that are available, including the functional skills qualifications.
5. Agree the most suitable option for the learner (the goals).
6. Keep a written record of the key points above.

Adapted from DfES (2003).

Click on each of the tabs to learn about what should happen when setting goals and targets.

[Improving Own Learning and Performance, Effective Practice and Teaching Guide](#), QIA 2008, p14, suggests that an individual's plan needs to also include in addition to the targets:

- action points for achieving the targets
- the ways of learning selected
- support and help needed from other people
- any resources that will be used.

Whilst this module is concentrating on target setting it is important to remember that the other elements will also need to be recorded for each learner.

Slide 8

Activity 3 (15 mins)

The purpose of this activity is to discuss and reflect on what is meant by 'SMART targets' to help you when it comes to writing SMART targets with your learners.

In pairs, create a checklist for success criteria for effective targets using the acronym SMART. There is an example in front of you now on the slide.

Compare your checklist with that of other colleagues and the sample in [Making It Work](#), LSIS, 2010 p28 (there is a link to this booklet in your attachments)

There are some suggested answers on **HO 3** in your attachments (What are SMART targets?)

Slide 9

In this next activity, you will discover what different publications have said about what makes effective learning targets and identify points to remember when you set targets with your learners (open **HO 4** to see these quotes).

Read the quotes on **HO 4** and discuss what makes effective targets with a colleague if possible. Record your key points in a mind map using **HO 5**.

Slide 10

When setting SMART targets for functional skills, you first need to look with the learner at his or her initial and diagnostic assessment results, including the learner's main aim is prior learning experience.

“Steps and targets should be:

- Informed by the results of diagnostic assessment
- Meaningful to the learner
- Written in language the learner understands
- SMART

Targets may be written for the individual or for a group of learners. Where group targets are used, it is important that learners also have the opportunity to record individual targets.”

DfES (2003)

So that a target is both SMART and will help the learner meet their goal of achieving one or more functional skills qualifications it needs to have the following elements:

Within a given time period (time-bound) targets need:

- Steps (specific and achievable)
- Functional skill (linked to goal)
- Problem to be solved (realistic and measurable)

Activity 5 (10 mins):

The purpose of this activity is to ensure that you are using the most up-to-date versions of the functional skills criteria documents and to see how they can help you write SMART targets for functional skills.

Check that you have the current Functional Skills Criteria documents and read them if you have not already done so.

- The Functional Skills Criteria documents outline the Skills Standards and the accompanying Coverage and Range for each level (Entry 1 to Level 2).
- The Coverage and Range can provide the Steps needed to achieve the Functional Skill (Standard) through the context of problems to be solved.
- Remember the ‘level’ of a functional skill is determined by a combination of factors:
 - **familiarity** of the situation or problem to the learners;
 - **independence** of the learners in identifying and selecting the skills they will need, and in tackling the situation or problem;
 - **complexity** of the situation or problem the learners are tackling; and
 - **technical demand** of the skill required.

You can access the Functional Skills Criteria via a link in your attachments.

This is the end of Session 1

Remember to complete your reflection log for this session (see **HO 2**).

Session 2 looks at creating targets linked to a case study and identifying workplace and everyday problems for your own learners.

Session 2 notes

Slide 11

Session 2: Creating targets linked to a case study and identifying workplace and everyday problems for your own learners

In this activity, we will introduce you to 'Carla', a business and administration apprentice.

Activity 6 (20 mins):

The purpose of this activity is to help you explore, using a case study, workplace problems that might provide a context for functional skills targets.

Read the full case study (**HO 6**) and in 2s/3s suggest several more complex problems that might arise in an office that would need maths, English and/or ICT skills. Remember that the level of a functional skill not only involves the technical skills of maths, English or ICT but also familiarity, independence, and complexity therefore it is important to bear these in mind when choosing problems during target setting.

Having shared your suggestions with colleagues, visit the Target Setting for Functional Skills workroom on Excellence Gateway to see what others have identified (the link to this workroom is provided in your attachments).

Slide 12

Here are some example targets for Carla.

We have provided you with an example spreadsheet to record functional skills targets (see instructions for using this in **HO 7**).

Activity 7 (20 mins):

The purpose of this activity is to introduce you to a spreadsheet-based tool to help you explore the writing and recording of targets for functional skills. Providers have many different approaches to target setting, recording information in different proformas, depending on the needs of their learners and their organisations. Therefore you may want to only use the target setting tool provided as part of staff awareness of the functional skills criteria or you may want to use the tool with learners to help set targets for functional skills.

Open the spreadsheet recording tool (**HO 8**) and use the drop-down menus to create targets for maths, English and ICT functional skills, made up of steps (from the coverage and range) leading to the workplace problems you identified in activity 6.

A. Using the drop-down menus choose:

- the qualification (maths, English or ICT); and

- the steps (from coverage and range).

Note: The Maths Functional Skills Criteria document is arranged differently to those for English and ICT. In the case of maths each step is linked to all six skill standards as each step must be looked at through the interrelated process skills of representing, analysing and interpreting. Some of the maths and English criteria have been sub-divided as they involve several skills e.g. multiplying and dividing or punctuation and spelling to enable separate targets to be set if necessary.

B. Add your workplace problem in the final column.

C. Compare your targets for the case study with those identified by colleagues or in the Excellence Gateway workroom (follow the link to this workroom in your attachments).

Click on the next slide to review how you can use a tool like this to record learners' functional skills targets.

Slide 13

Activity 8

Click on each of the information buttons to learn more about the features of the sample functional skills target setting recording tool (**HO 8**).

This is the end of Session 2: Creating targets linked to a case study and identifying workplace and everyday problems for own learners.

Remember to complete your reflection sheet for this session (**HO 2**). The third and final session looks at creating and recording sample targets and reflection on how to adapt the process to be appropriate for own learners.

Session 3 notes

Slide 14

Session 3: Creating and recording sample targets and reflection on how to adapt the process to be appropriate for own learners.

Activity 9 (5 mins) Following on from the work to identify problems that you did in a previous activity, we are now going to focus on problem-solving as a process. We can identify 7 stages to solving problems. On this slide, you need to drag these 7 steps into the right order to show how you would solve a problem.

Slide 15

In the previous slide, you saw that workplace and everyday problems need to be solved using a step-by-step process. We introduced you to a 7-step problem solving approach as follows:

1. Identify and understand the problem/ task
2. Identify possible solutions
3. Plan how to tackle the problem/ task
4. Carry out the plan
5. Monitor and reflect on progress
6. Decide whether the problem has been solved
7. Review the problem solving process

Activity 10 (20 mins): Individually / in pairs, identify workplace and everyday examples of problems requiring functional maths, English and ICT skills that are appropriate to your learners. Remember to look for problems that not only require maths, English or ICT skills but will also develop the ability to solve less familiar, more complex problems more independently.

Compare your problems with those identified by colleagues and the examples provided in the Excellence Gateway workroom by other participants (remember, follow the link in your attachments to this workroom).

Slide 16

Activity 11 (30 mins): Create your own sample targets including the steps of showing the underpinning maths, English and ICT skills required, using the recording tool provided (**HO 8**), for learners in your own setting using the process you used with the case study.

Check examples created with colleagues or by comparing with other examples uploaded to Excellence Gateway Forum by other participants (see the link in your attachments).

Would this language be appropriate for your learners? If not, how could you adapt the language so that it is appropriate?

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Activity 12

Discuss each of these questions linked to setting targets with one or more colleagues. After your discussion, uncover some suggested answers by clicking on the question. You could also record your ideas using a mind map. There are free 'mind mapping tools' which you could use such as 'Freemind' (see the link in your attachments).

Link to the Excellence Gateway forum for debate (again, follow the link in your attachments to this workroom).

Questions (and possible answers):

1. **Why is working with learners and use of learner language important?** The dialogue between target setter and 'settee' is very important. We should not set targets for learners but with them. It is very important that a learner understands her / his own goals, targets and steps so they have ownership of them.
2. **Where should targets be recorded?** The ILP acts as a communication tool and an aide-memoire for learners and all people working with them, particularly when learning is taking place in multiple environments.
3. **How do targets get translated into action?** Learners need help to understand the steps which they will need to take to meet the targets.
4. **Who needs to know what?** Everyone! (the learner, teachers, assessors, support workers and employers if relevant)
5. **How does a well-constructed target help to assess progress and achievement naturally?** The assessment of progress and achievement needs to be negotiated with the learner (see more about this in Module 4: assessment of problem-solving for functional skills). If a target is SMART and includes a problem, it will build naturally towards a learner's goals.
6. **What if learners have personal and social goals that relate to confidence?** These are 'soft targets' and should be recorded in the same way as functional skills targets.
7. **How can creating a checklist of success criteria for SMART targets help learners?** Learners need to understand how to set a SMART target with you so that they are in control of their own 'learning journey'. You could even put a 'SMART target checklist' (see activity 3) on the back of their ILP, for reference.

Note the differences when working with Pre-entry and ESOL learners; these learners will not necessarily be in a position to negotiate SMART targets. In addition, there is also an issue about the way that ESOL learners acquire language in a non-linear manner and the impact that this may have on working with them on setting goals.

Slide 18

This is the end of the final session looking at creating and recording sample targets and reflection on how to adapt the process to be appropriate for your own learners.

Thinking back to the original objectives, can you now:

- understand the target setting required for functional skills;
- set SMART targets in appropriate language to develop Functional Maths, English and ICT skills; and
- record SMART targets including the underpinning numeracy, literacy and ICT skills required with appropriate examples of workplace/everyday problems?

Record your reflections and observations for session 3 on your reflection log (**HO 2**) and identify actions for yourself and your organisation.