Trainer pack

Target setting for functional skills

Module 9

Course information

Length of session: Half-day face-to-face for managers plus half-day online module (split into 3 x one-hour sessions) for staff delivering / assessing functional skills.

This module and the training materials are in two parts:

1. Face-to-face half-day module for managers (Mod_10_Target_Setting_for_FS_trainer_pack); and

2. Online 3-hour module for functional skills teachers / assessors (Mod_10_Target_Setting_for_FS_e-learning_module).

The intention is that the face-to-face module will introduce managers to the content of the online module so that they are then able to help their staff to undertake the online module either individually or in small groups. Therefore the activities in the face-to-face module mirror many of the activities in the online module and make use of the online module to model how it can be used with staff. In addition there are several activities related to how managers can use the online module with staff and how they can ensure their quality assurance process is fit for purpose to internally verify targets set by staff.

To ensure smooth delivery, the online module, which is in the form of an interactive PowerPoint presentation, is used for the face-to-face delivery rather than having a separate PowerPoint presentation.

These notes are to support trainers to facilitate the different activities in the face-to-face module for managers. 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.

These trainer notes also include the script of the voiceover of the virtual trainer in the online module which is, in effect, the trainer notes for the online module. The script is available as a separate handout within the 'Attachment' section found at the top right-hand side of the online module and can be seen for each slide by choosing the 'Notes' tab on the left-hand side of the screen. The use of the online module, resources and handouts can be adapted or omitted as needed.

Note: Mod_3_Target_Setting_for_FS_e-learning_module zip file can be downloaded from the Target Setting for Functional Skills workroom on the Excellence Gateway (you will need to register with Excellence Gateway and join the workroom if you have not already done so). Having saved the zip file, extract the files and then double click on the HTML file named 'Player'. You can also access the e-learning module online (link to be added once agreed where the module will be hosted). *Once loaded on the Excellence Gateway, this description will need to be amended.* Note that the online version is temporarily available from this link: http://www.summations.co.uk/onlinemodule/player.html

Audience

Job roles: Face-to-face module – managers; online module – staff delivering / assessing functional skills.

Sector / setting: Work-based learning and adult and community learning

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

Note
All handouts and resources are included at the end of this document, for ease of printing. A separate participant pack is also available; note that this pack does not contain the resources R1.

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.

Module overview

Face-to-face module – managers

Topic		Content
Face-to-face session for managers		
1	**Starter: target setting within the learner journey**	Ice breaker activity ordering the learner journey to remind where target setting fits.
2	**Introductions and using the cascade module**	Outline of how the cascade online module can be used in a variety of ways with staff.
3	**What do we mean by target setting?**	Introduction to an 'aims, goals and targets' triangle.
4	**What are SMART targets?**	Card-sorting activity exploring 'What are SMART targets'?
5	**Effective learning targets**	Modelling activity from the online module looking at what makes effective targets.
6	**What target setting is required for functional skills?**	Presentation to highlight the target setting required for functional skills.
7	**How can the targets for functional skills be recorded?**	Introduction to a proforma for recording functional mathematics, English and ICT targets which can be adapted to suit the needs of different learners.
8	**Creating sample targets**	Small group activity to create some sample targets and examples of workplace / everyday problems appropriate for learners in participants' organisations.
9	**How can you internally verify functional skills targets as part of the quality assurance process?**	Small group discussion on the need to internally verify ILPs which record targets set and learners' functionality in mathematics, English and ICT, and how this fits into models currently used by participants. Feed back to whole group.
10	**How can the online module be cascaded to staff?**	Planning activity to identify how to roll out the online target setting module with own staff.

11	**Summary and reflection on the module**	Individual reflection on the next steps.

Online module – teachers and other staff

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**	Ice breaker activity ordering the learner journey to remind where target setting fits.
1.2	**What do we mean by target setting?**	Matching definitions of aims, goals and targets.
1.3	**What are SMART targets?**	Creating a checklist for success criteria for SMART targets.
1.4	**What target setting is required for functional skills?**	Exploring what makes targets effective. Exploring the target setting required for functional skills.
2.1	**Process for setting targets for functional skills**	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**	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**	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**	Discussing key questions relating to target setting.
3.3	**Summary and reflection on the module**	Individual reflection on the next steps.

Trainers

Trainer experience or qualifications required	English, maths / language, literacy, numeracy and / or ICT specialist with knowledge of functional skills accreditation. Desirable to have experience of delivering functional skills mathematics, English and / or ICT. At least 3 years' experience of delivering staff development in an FE and skills setting. Familiarity with the technological aspects of this training, e.g. use of forum, use of online resource.
Reference material for trainers	Trainer notes

Resources

Technology required	Laptop, data projector, speakers Internet access
Resources required	Flipchart, paper, pens Sticky notes Plain paper Coloured pens / pencils Highlight pens
Resources for reference during the session	Trainer notes *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/ *Improving Own Learning and Performance, Effective Practice and Teaching Guide,* QIA 2008 http://tlp.excellencegateway.org.uk/tlp/xcurricula/employability/resources/documents/Improving%20Own%20Learning%20and%20Performance.pdf *Making It Work,* LSIS 2010 http://archive.excellencegateway.org.uk/media/Skills%20for%20Life%20Support%20Programme/Makingitwork_FINAL.pdf *Planning and Recording Progress in Learning and Achievement,* DfES 2003 http://archive.excellencegateway.org.uk/media/SFL/import/batch1/BATCH%201%20-%20100%20MB%201/PLRA1%20(1)/83306_Access%20Plus.p

df

Booklet and Top Tips on Initial and Diagnostic Assessment, LSIS 2010
http://sflip.excellencegateway.org.uk/resources/assessmentguidance.aspx

Learning from the best, Ofsted 2010
http://www.ofsted.gov.uk/resources/learning-best-examples-of-best-practice-providers-of-apprenticeships-underperforming-vocational-area

Numeracy Counts, NIACE Committee of Inquiry on Adult Numeracy Learning, February 2011
http://shop.niace.org.uk/numeracy-counts.html

Tackling the challenge of low numeracy skills in young people and adults, Ofsted April 2011
http://www.ofsted.gov.uk/resources/tackling-challenge-of-low-numeracy-skills-young-people-and-adults

Work, Society and Lifelong Learning, NIACE Sept 2011
http://shop.niace.org.uk/literacy-inquiry-fullreport.html

Review of Research and Evaluation On Improving Adult Literacy and Numeracy Skills, BIS Dec 2011
http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/r/11-1418-review-research-on-improving-adult-skills.pdf

Functional Skills Criteria, Ofqual Sept 2011
http://www.ofqual.gov.uk/downloads/category/68-functional-skills-subject-criteria

Pre-course activity for participants

None

Useful websites

Target setting for functional skills workroom: http://www.excellencegateway.org.uk/workrooms/19216 within Excellence Gateway for participants in the module. Note that you have to be logged in to participate in this workroom.

The online module includes links to documents stored on a variety of websites.

Before the session the trainer needs to:

Check that the online module will work, including sound. You will need to use external speakers to ensure that the sound can be heard by all the participants.

Register with Target Setting for Functional Skills Excellence Gateway workroom and check link (if internet available).

Prepare Participant Packs; take out answer sheet *HO 3a: What*

are SMART targets? from the Participant Pack to hand out separately.

Prepare resources: R 1
R 1: The learner journey – cards
R 2: Recording tool (*in Attachments section of online module*)
R 3a: Level 1 functional maths criteria
R 3b: Level 1 functional English criteria
R 3c: Level 1 functional ICT criteria

Accessibility

- The online module has been designed so that users can either start at the beginning or access pages in any order.
- Audio and notes accompany each slide to guide participants through the online module.
- Whilst the colour of the background of the screen cannot be changed the colour has been chosen with accessibility in mind.
- If any participant is likely to have difficulty in accessing the online module then the paper-based interactive activities in the face-to-face sessions are a good starting point for developing an alternative session.

Session plan

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 mathematics 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.

Suggested timings are for guidance purposes only. Trainers should adapt content to meet the needs and experience levels of the participants, e.g. as this module includes an online learning element this could prove difficult for use in some offender learning settings. Some of the activities in the online module have been adapted to become paper-based interactive activities for this face-to-face session and others could similarly be adapted if necessary.

Providers have many different approaches to target setting, recording information in different proformas depending on the needs of their learners and their organisations. Therefore, for example, some providers may want to only use the target setting tool provided as part of staff awareness of the functional skills criteria and others may want to use the tool with learners to help set targets for functional skills. Trainers will need to help participants explore how they may develop their current target setting process to include target setting for functional skills.

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

Time	Content	Resources		
		No.	**Style**	**Title**
10mins *(Total 10mins)*	**TN 1. Starter: Target setting within the learner journey** Ice breaker activity ordering the learner journey to remind where target setting fits.	R 1 HO 1a	Resource (cards) Handout	Learner journey Learner journey
15mins *(Total 25mins)*	**TN 2. Introductions and using the cascade module** Outline the aims and objectives for the day using HO 1b. Ask participants to introduce themselves, their work contexts and what they would like to gain from the day. Outline of how the cascade online module can be used in a variety of ways with staff, including workroom within Excellence Gateway. Ask participants to note in their reflection log any issues that might arise with use of online module with their staff.	HO 1b Online slides 1-3 HO 1 HO 2	Handout Online module PPT Handout Handout	Aim and objectives of face-to-face module Online module Cascading the online module Reflection log
15mins *(Total 40mins)*	**TN 3. What do we mean by target setting?** Introduction to the aims, goals and targets triangle and the target setting leg of the learner journey through modelling use of online module slides 4-7.	Online slides 4-7	Online module PPT	Online module
15mins	**TN 4. What are SMART targets?** In pairs create a checklist for success criteria for effective targets using the acronym SMART. Compare your suggestions with	HO 3a	Handout	*What are SMART targets?* blank checklist

Time	Content	Resources		
		No.	**Style**	**Title**
(*Total 55mins*)	another pair and the suggestions below from Making It Work, LSIS, 2010 page 6. NB: This activity also occurs in the online module PPT 8.	HO 3	Handout	What are SMART targets? completed checklist
15mins *(Total 1 hr 10mins)*	**TN 5. Effective learning targets** Model the use of Activity 4 in the online module. Look at HO 4: Effective learning targets - quotes and then record the key points from the quotes in HO 5 relating to what makes effective learning targets for functional skills.	Online slide 9 HO 4 HO 5	Online module Handout Handout	Effective learning targets Effective learning targets - quotes Effective learning targets – mind map Coloured pens / pencils Highlight pens
10mins *(Total 1 hr 20mins)*	**TN 6. What target setting is required for functional skills?** Outline the target setting required for functional skills, using PPT 10 from online module, highlighting the different elements required to make the targets SMART. Complete reflection sheet. NB: This takes us to **the end of the first section** in the online module.	Online slide 10	Online module	SMART targets for functional skills
30mins	**TN 7. How can the targets for functional skills be recorded?** Introduce the participants to Carla, a business and administration apprentice. Ask	HO 6	Handout	Case study

Time	Content	Resources		
		No.	**Style**	**Title**
(Total 1 hr 50 mins)	the participants to read the case study and in twos or threes suggest a problem that might arise in an office that would need mathematics, English and / or ICT skills. Using the information about Carla look at the example of SMART functional skills targets given in the online module. Model how targets can be set for mathematics, English and ICT using the recording tool, talking through the instructions on HO 7. In small groups discuss how this tool could be adapted to suit the needs of different learners. Each group to feedback to whole group. **End of Session 2** in online module.	Online slides 11-13 R 2 HO 7	Online module PPT slide Resource (Excel spreadsheet) Handout	SMART targets for functional skills Recording tool Using the target setting recording tool
30mins *(Total 2hrs*	**TN 8. Creating sample targets** Introduction to problem solving process. Small group activity to create some sample targets and examples of workplace/everyday problems appropriate for learners in participants' organisations. Record samples on HO 8b.	Online slides 14-16 HO 8a HO 8b R 3a-c	Online module PPT slides Handout Handout Resource -	Problem solving and Sample targets Creating sample targets – example recording proforma Creating sample targets – blank recording proforma L1 functional

Time	Content	Resources		
		No.	**Style**	**Title**
20mins)			cards	skills criteria
30 mins *(Total 2hrs 50mins)*	**TN 9. How can you internally verify functional skills targets?** Small group discussion based on 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 ILP audit tool 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? Feed back to whole group.	HO 9a HO 9b	Handout Handout	Internally verifying functional skills targets How does the ILP process work for the learner?
25 mins *(3 hrs 15mins)*	**TN 10. How can the online module be cascaded to staff?** Return to online module for final activity looking at discussion points relating to target setting. *End of Session 3 of online module.* In twos or threes, plan how to roll out the online target setting module with own staff. Share ideas with whole group.	Online slides 17-18	Online module PPT slides	Discussion questions
15mins	**TN 11. Summary and reflection on the module** Revisit session objectives – HO 1b. Re-visit issues that might arise with use of online module.	HO 1b	Handout	Session objectives

Time	Content	Resources		
		No.	Style	Title
(Total 3 hrs 30mins)	Ask participants to undertake individual reflection on the next steps – HO 2. Complete evaluation forms, if used.			

Trainer notes

This module is in two parts:

1. Face-to-face half-day module for managers; or

2. Online 3-hour module for functional skills teachers / assessors.

The intention is that the face-to-face module will introduce managers to the content of the online module so that they are then able to help their staff to undertake the online module either individually or in small groups. Therefore the activities in the face-to-face module mirror many of the activities in the online module and make use of the online module to model how it can be used with staff. In addition there are several activities related to how managers can use the online module with staff and how they can ensure their quality assurance process is fit for purpose to internally verify targets set by staff.

To ensure a smooth delivery the online module, which is in the form of an interactive PowerPoint presentation, is used for the face-to-face delivery rather than having a separate PowerPoint presentation. To keep the handout numbering for the face-to-face module the same as that in the online module, any handout number followed by a letter is only used in the face-to-face delivery. The numbering of the PowerPoint slides referred to in the teacher notes can be seen at the bottom of each slide or by clicking on the 'Thumbnails' tab on the left-hand side of the screen.

These notes are to support trainers to facilitate the different activities in the face-to-face module for managers. 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. These trainer notes also include the script of the voiceover of the virtual trainer in the online module which is, in effect, the trainer notes for the online module. The script is available as a separate handout within the 'Attachment' section found at the top right-hand side of the online module and can be seen for each slide by choosing the 'Notes' tab on the left-hand side of the screen.

The use of the online module, resources and handouts can be adapted or omitted as needed.

The total running time for the session as it stands is 3.5 hours. This allows for a four-hour training session (e.g. 9am – 1pm), with for example, 15 minutes for registration and a 15-minute break. However, these times can be changed.

TN 1

Trainer notes

Time	Content	Resources		
		No.	**Style**	**Title**
10mins *(Total 10mins)*	**TN 1. Starter: Target setting within the learner journey** Ice breaker activity ordering the learner journey to remind where target setting fits.	R 1 HO 1a	Resource (cards) Handout	Learner journey Learner journey

The purpose of this activity: this starter activity can be laid out on tables for participants to engage with as soon as they enter the room, as a warm-up or something to do while waiting for latecomers.

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

Distribute sets of cards made from **R 1** which present the learner journey as a series of questions written in the learner voice. Ask participants to discuss these and to work in small groups and place them in order. Participants might display them as lists or cycles. Once groups have decided on the order, draw attention to any groups that have placed their cards as a cycle. Explain that this is a good way to represent the learner journey as they will go round the cycle a number of times during a course, as well as in their lives, as each new learning goal is met.

Plenary
Through discussion, draw out:

- the fact that the learner journey is not linear but cyclical, and iterative;
- the need to help learners find a vocabulary to discuss the learning process; and
- where target setting fits in the learner journey and the learner's route map (ILP).

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; and
- 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.

Use **HO 1a** as a summary of the learner journey cycle.

TN 2

Trainer notes

Time	Content	Resources		
		No.	**Style**	**Title**
15mins	**TN 2. Introductions and using the cascade module**			
	Outline the aims and objectives for the day using HO 1b.	HO 1b	Handout	Aim and objectives of face-to-face module
	Ask participants to introduce themselves, their work contexts and what they would like to gain from the day.	Online slides 1-3	Online module PPT	Online module
	Outline of how the cascade online module can be used in a variety of ways with staff, including workroom within Excellence Gateway.	HO 1	Handout	Cascading the online module
(Total 25mins)	Ask participants to note in their reflection log any issues that might arise with use of online module with their staff.	HO 2	Handout	Reflection log

Purpose of the activity: to introduce the session and how it works with the online module; personal introductions; to introduce the reflection log.
Draw participants' attention to **HO 1b: Aims and planned outcomes of face-to-face module**. So that you can tailor the delivery to the needs of the participants, ask the participants to briefly introduce themselves and say what they would like to gain from the day. Make a note on a flipchart of any additional objectives that participants may have. You could also look at the planned outcomes for the online module.

Introduce participants to the online module by showing **online slides 1-4** and explaining how the online module works like a PowerPoint presentation but with interactive activities embedded within it, such as that in **slide 4** which mirrors the card sort activity they undertook at the start. Note there are two slides here, in effect **slide 4a** and **slide 4b**, with the activity slide hidden from the Outline and Thumbnails section.

You can either use wording similar to the script below to introduce the online module (with the volume turned off) or let the virtual trainer introduce the online module. Ask participants to look at **HO 1: The online target setting module** for an overview of the topics and activities covered. Explain that during the day participants will have

the opportunity to look at how they can use the online module and the accompanying *Target Setting for Functional Skills Excellence Gateway workroom* with their staff.

Suggest that participants record their initial thoughts on **HO 2: Reflection log** to help inform discussion later, e.g. what are the advantages / disadvantages of using a card sort activity compared to the online activity.

Script for online module – slide 1

Welcome to this online 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.

Script for online module – 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 one-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.*

Script for online module – slide 3

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

Objectives:

- *to understand the target setting required for functional skills;*
- *to set SMART targets in appropriate language to develop functional maths, English and ICT skills; and*
- *record SMART targets including the underpinning numeracy (maths), literacy (English) 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.*

Script for online module – slides 4 a and 4b

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 to 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). (This slide contains a diagram of the learner journey, as in HO 1a.)

TN 3

Trainer notes

Time	Content	Resources		
		No.	Style	Title
15mins *(Total 40mins)*	**TN 3. What do we mean by target setting?** Introduction to the aims, goals and targets triangle and the target setting leg of the learner journey through modelling use of online module slides 4-7.	Online slides 4-7	Online module PPT	Online module

Purpose of the activity: using the online module, **slides 5-7** introduce the aims, goals and targets triangle activity which helps staff understand the different terminology of aims, goals and targets.

Script for online module – slide 5

(10 mins for slides 5-7)

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 DfES in 2003 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. Also available on http://archive.excellencegateway.org.uk/page.aspx?o=129618

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.

Script for online module – 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.

Aim: this is the reason for attending the course.

Goals: these are wide and long-lasting (for example the qualifications aimed at; a goal could be to achieve Level 1 functional maths within one year.

Targets: these are the stages, each with several small steps, needed to reach the goals in a given period of time; learners should understand how their targets lead towards their goals; targets should be SMART (you will learn more about this in relation to functional skills later in this course).

Script for online module – 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 in covered in the LSIS CPD module: Initial and diagnostic assessment for functional skills (Module 9).

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.

Tab 1: Targets
Identify the targets the learner needs to reach their goals. Use information gathered during initial and diagnostic assessment to help with this.

Tab 2: Steps
Identify the steps needed for each of the targets. Steps need to be set with a timescale.

Tab 3: Contexts
Identify the contexts in which the steps will be taken. These can be everyday contexts, for example, connected to work or family.

Tab 4: Agree assessment
Agree how and when to assess if learners have achieved their goals.

Tab 5: Record in ILP
Record the steps, targets and contexts on an individual learning plan (ILP). An individual's plan needs to also include in addition to the targets:

- *Action points for achieving the tergets*
- *The ways of learning selected*
- *Support and help needed from other people*
- *Any resources that will be used.*

Improving Own Learning and Performance, Effective Practice and Teaching Guide, QIA 2008, p14, http://tlp.excellencegateway.org.uk/tlp/xcurricula/employability/resources/documents/Improving%20Own%20Learning%20and%20Performance.pdf *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.

TN 4

Trainer notes

Time	Content	Resources		
		No.	**Style**	**Title**
15mins (*Total 55mins*)	**TN 4. What are SMART targets?** In pairs create a checklist for success criteria for effective targets using the acronym SMART. Compare your suggestions with another pair and the suggestions below from Making It Work, LSIS, 2010 page 6. NB: This activity also occurs in the online module PPT 8.	HO 3a HO 3	Handout Handout	*What are SMART targets?* blank checklist What are SMART targets? completed checklist

Purpose of the activity: to discuss and reflect on SMART targets in relation to functional skills.

Use the online module **slide 8** to outline the task that staff will be asked to undertake to help them understand what is meant by SMART targets in relation to functional skills. Then explain that, in pairs, the managers are going to undertake the same task but will write their suggestions on **HO 3a: What are SMART targets**. If there is time ask each pair to compare their answers with another pair and agree a common checklist. Then ask each group of four to present their new checklist to the whole group. Compare the checklists to that the sample from one in Making It Work, LSIS, 2010, page 28, shown on **HO 3: What are SMART targets.** Some people might prefer to use 'Relevant' rather than 'Realistic' for the 'R' in SMART.

Note: many managers will have come across the acronym 'SMART' targets – ensure they focus on what these might look like in relation to functional skills.

Script for online module – 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, page 28 (there is a link to this booklet in your attachments).
http://archive.excellencegateway.org.uk/media/Skills%20for%20Life%20Support%20Programme/Makingitwork_FINAL.pdf

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

TN 5

Trainer Notes

Time	Content	Resources		
		No.	**Style**	**Title**
15mins *(Total 1 hr 10mins)*	**TN 5. Effective learning targets** Model the use of Activity 4 in the online module. Look at HO 4: Effective learning targets - quotes and then record the key points from the quotes in HO 5 relating to what makes effective learning targets for functional skills.	Online slide 9 HO 4 HO 5	Online module Handout Handout	Effective learning targets Effective learning targets - quotes Effective learning targets – mind map Coloured pens / pencils Highlight pens

Purpose of the activity: to explore views on good practice in setting effective targets for learning.

Model the use of **Activity 4** in the online module, using the script that accompanies activity 4.

Script for online module – slide 9

Activity 4 (20 mins)

*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**.*

TN 6

Trainer Notes

Time	Content	Resources		
		No.	**Style**	**Title**
10mins *(Total 1 hr 20mins)*	**TN 6. What target setting is required for functional skills?** Outline the target setting required for functional skills, using PPT 10 from online module, highlighting the different elements required to make the targets SMART. Complete reflection sheet. NB: This takes us to **the end of the first section** in the online module.	Online slide 10	Online module	SMART targets for functional skills

Purpose of the activity: to focus on target setting specific to functional skills; to confirm that up to date functional skills subject criteria are being used. .

Outline the target setting required for functional skills, using the PowerPoint and script from the online module, highlighting the different elements on the slide required to make the targets SMART.

Script for online module – 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 and 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; and*
- *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); and*
- *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 subject 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*

TN 7

Trainer notes

Time	Content	Resources		
		No.	**Style**	**Title**
30mins *(Total 1 hr 50 mins)*	**TN 7. How can the targets for functional skills be recorded?** Introduce the participants to Carla, a business and administration apprentice. Ask the participants to read the case study and in twos or threes suggest a problem that might arise in an office that would need mathematics, English and / or ICT skills. Using the information about Carla look at the example of SMART functional skills targets given in the online module. Model how targets can be set for mathematics, English and ICT using the recording tool, talking through the instructions on HO 7. In small groups discuss how this tool could be adapted to suit the needs of different learners. Each group to feedback to whole group. **End of Session 2** in online module.	HO 6 Online slides 11-13 R 2 HO 7	Handout Online module PPT slide Resource (Excel spreadsheet) Handout	Case study SMART targets for functional skills Recording tool Using the target setting recording tool

The purpose of Session 2 of the module is to explore, using a workplace case study, one way in which functional skills targets can be written.

Remember, providers have many different approaches to target setting, recording information in different proformas depending on the needs of their learners and their organisations. Therefore some providers may want to use only the target setting tool provided as part of staff awareness of the functional skills criteria and others may

want to use the tool with learners to help set targets for functional skills. Trainers therefore need to help participants explore how they may develop their current target setting process to include target setting for functional skills.

Introduce the participants to Carla, a business and administration apprentice. Ask the participants to read the case study (**HO 6**) and in twos or threes suggest a problem that might arise in an office that would need mathematics, English and / or ICT skills.

Using the information in HO 6 about Carla, look at the example of SMART functional skills targets given in the online module.

Model how targets can be set for maths, English and ICT using the recording tool (**R 2**) which is in the Attachments section of the online module, talking through the instructions on **HO 7**.

Participants should then be given the chance to discuss whether the tool can be adapted for the learners in their organisations and record their reflections on their Reflection Log (**HO 2**).

Script for online module – slides 11-13

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 introduce you to Carla, a business and administration apprentice.

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.

Carla has applied for Level 2 Business and Administration apprenticeship.

Activity 6 (20 mins):

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

*Read the full case study (**HO 6**) and in groups of two or three suggest several more complex problems that might arise in an office and 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).
http://www.excellencegateway.org.uk/workrooms/19216

Slide 12
Here are some example targets for Carla.

Aim: Job in an office

Goals: functional skills qualifications

Targets: By my next review I will be able to take these steps…

- *Maths – multiply and divide whole numbers using a range of strategies*
- *English – use correct grammar, including correct and consistent use of tense*
- *ICT – recognise and take account of currency, relevance, bias and copyright when selecting and using information*

…so that I can solve the following problem: Where should the office go to buy replacement ink cartridges?

*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). http://www.excellencegateway.org.uk/workrooms/19216

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.*

TN 8

Trainer Notes

Time	Content	Resources		
		No.	**Style**	**Title**
30mins	**TN 8. Creating sample targets**			
	Introduction to problem solving process.	Online slides 14-16	Online module PPT slides	Problem solving and Sample targets
	Small group activity to create some sample targets and examples of workplace/everyday problems appropriate for learners in participants' organisations.	HO 8a	Handout	Creating sample targets – example recording proforma
	Record samples on HO 8b.	HO 8b	Handout	Creating sample targets – blank recording proforma
(Total 2hrs 20mins)		R 3a-c	Resource - cards	L1 functional skills criteria

Purpose of the activity: to focus on problem solving in functional skills, using functional skills subject criteria at Level 1.

Use the online module slides 14-16 to take the participants through a suggested process for problem solving and on to create targets for their own learners.

The following activity for managers mirrors the one in the online module but uses paper-based proforma and cards rather than the spreadsheet recording tool.

Talk through **HO 8a**: Example recording proforma. Arrange the managers in small groups according to the type of organisation and then ask them to think of learners in their organisations and a problem that it would be appropriate for the learners to solve. Using the cards in **R 3** ask them to choose some coverage and range statements from maths, English and ICT that are needed to solve the problem they have identified. They then need to record these on **HO 8b**.

Ask the participants to discuss in their small groups whether they feel their staff would find this process useful and whether they would prefer to use a spreadsheet with dropdown menus to the card activity they have undertaken. Ask them to record their thoughts in their Reflection Logs – **HO 2**.

Script for online module – 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.*

Script for online module – 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).

Script for online module – 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.*

Remember steps and targets should be:

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

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). http://www.excellencegateway.org.uk/workrooms/19216

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

TN 9

Trainer notes

Time	Content	Resources		
		No.	**Style**	**Title**
30 mins *(Total 2hrs 50mins)*	**TN 9. How can you internally verify functional skills targets?** Small group discussion based on the following questions: 5. Why might you want to internally verify functional skills targets as part of your quality assurance process? 6. What do you currently do to internally verify functional skills targets? 7. How could the SMART target checklist and ILP audit tool improve your quality assurance process with regards to functional skills targets? 8. What changes do you want to make to your quality assurance process with regards to functional skills targets? Feed back to whole group.	HO 9a HO 9b	Handout Handout	Internally verifying functional skills targets How does the ILP process work for the learner?

Purpose of the activity: to focus on recording targets in individual learning plans (ILPs).

Keep the participants in the groups used for the previous activity.

Introduce the ILP audit tool on **HO 9a**. Ask participants to spend 10 minutes working through the ILP audit tool, based on their understanding of how the ILP process works for learners in their own organisation.

Then ask each group to consider the questions on **HO 9b**.

Having fed back the answers to the whole group, ask if they need to make any changes to their initial responses when completing the ILP audit tool. Suggest that they then might want to ask the staff who teach / assess functional skills to complete the ILP audit tool and compare their answers.

Then they should agree an action plan for improving the ILP process, including target setting.

If staff need further support with the process of target setting then they might find the booklet *Improving Own Learning and Performance, Effective Practice and Teaching Guide,* QIA 2008 useful which was developed as part of the Key Skills Support Programme.

TN 10

Trainer notes

Time	Content	Resources		
		No.	**Style**	**Title**
25 mins *(3 hrs 15mins)*	**TN 10. How can the online module be cascaded to staff?** Return to online module for final activity looking at discussion points relating to target setting. *End of Session 3 of online module.* In twos or threes, plan how to roll out the online target setting module with own staff. Share ideas with whole group.	TN 10 Online slides 17-18	Trainer notes Online module PPT slides	Cascading online module Discussion questions

Purpose of activity: to plan how to cascade target setting training.

Return to the online module and show the participants the final activity, on **slide 17**, which is a set of questions based on some discussion and learning points to consider. If there is time, you can ask participants to discuss a few of the points and then feedback to the group.

You might want to use some or all of the ideas in the quote below, showing what one organisation did to amend its target setting process. This could be used as an introduction to the participants to look at how they are going to use the online module to work with their staff to amend their target setting process.

'We reviewed a sample of our existing ILP targets in terms of how SMART they are and their relevance to the workplace. The results of this showed us that targets were often not specific enough, and not measurable or relevant to the workplace. This was in part due to the tutors' laudable desire for the learner to write their own ILP targets. We realised that the tutors needed guidance on what was expected and would, in turn, need to guide the learners. There were some targets which were SMART but still generic, with the focus on sub-skills needed to achieve the externally accredited qualification. From student reviews, feedback and discussions with our existing employers we prepared a bank of exemplar targets in the key occupational sectors.

Teachers now have greater buy-in to the ILP process as they can see the relevance for their learners, rather than it being simply more paperwork to fill in. It is also helping them to deliver a more tailored course rather than focusing only on the generic milestones."

Neil Sarkar, Ealing, Hammersmith and West London College
Making It Work, LSIS SfL Support for World Class Skills: Effective Practice Projects, 2010 p26

In pairs / threes, ask the participants to discuss how they could use the online target setting module with their own staff who teach / assess functional skills.

Share the ideas with the whole group.

Ask participants to complete the third reflection section of their Reflection Log: actions for the organisation (**HO 2**).

Script for online module – slides 17-18

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 <u>for</u> learners but <u>with</u> 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. "Where possible they should be negotiated with the learner, individually or on a group basis. Some learners' expectations about the roles of the teacher and learner may mean that they are not ready to enter fully into*

negotiation immediately and their involvement in the process if planning learning may need to be introduced to them gradually over time." (DfES, 2003, p28)

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 11: 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.*

TN 11

Trainer notes

Time	Content	Resources		
		No.	**Style**	**Title**
15mins *(Total 3 hrs 30mins)*	**TN 11. Summary and reflection on the module** Revisit session objectives – HO 1b. Re-visit issues that might arise with use of online module. Ask participants to undertake individual reflection on the next steps – HO 2. Complete evaluation forms, if used.	HO 1b	Handout	Session objectives

Purpose of this activity: to summarise the session; confirm personal and organisational actions; and signpost to other LSIS CPD modules

Ask participants to look again at **HO 1b**: Aims and objectives and review what has been covered. Ask participants to review their reflections and actions log (**HO 2**).

Next steps

What action will they take? Ask participants to plan what they will do as a result of their experience and to feed back one action point. For example, they might:

- try using the learner journey metaphor with learners; or
- adapt and use the target-setting activity to help learners get to grips with planning and managing their learning.

Signpost participants to other CPD modules, for them and for their staff.

Evaluation, thanks and close.

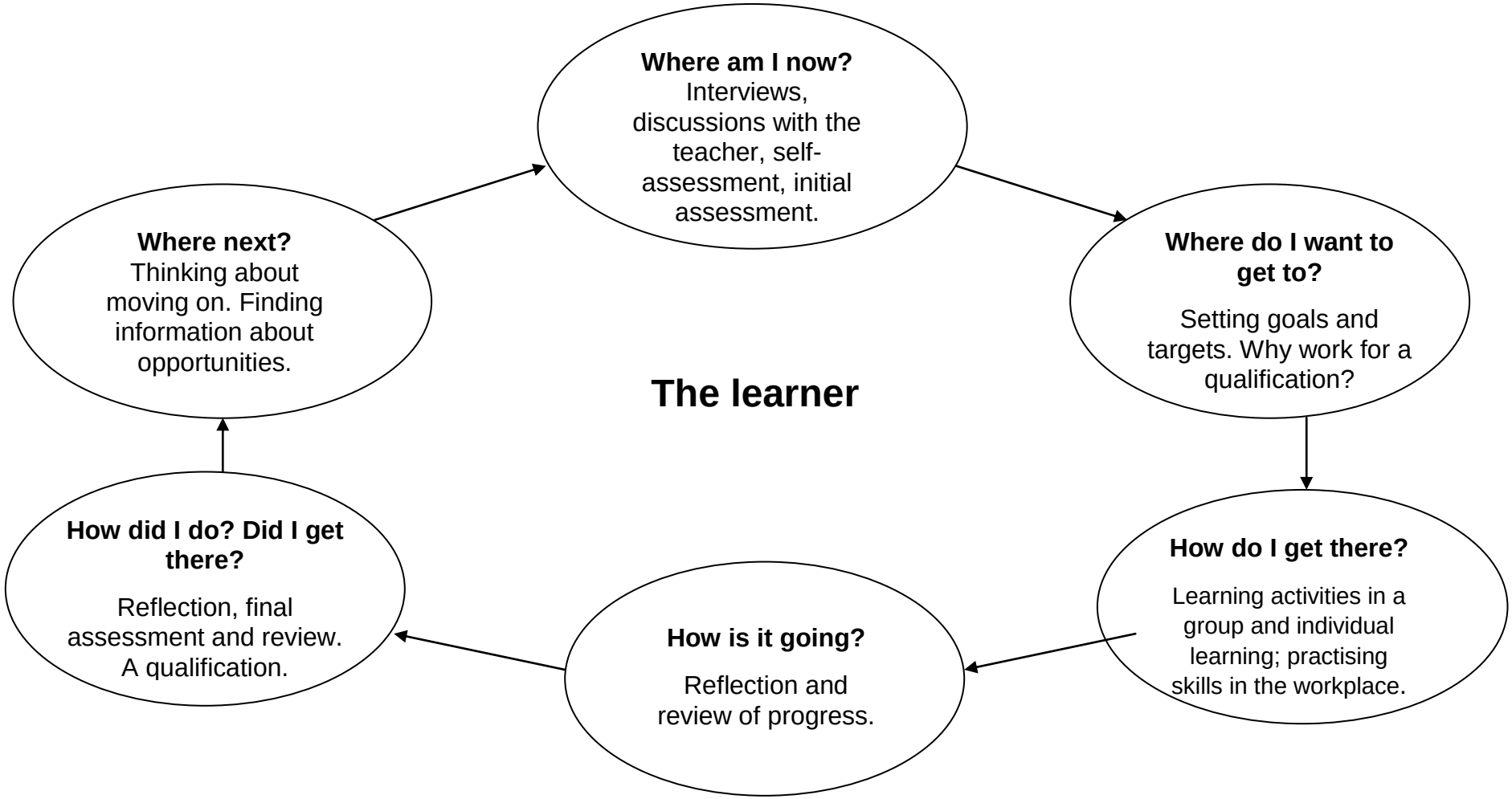
Handouts

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

Resources

R 1: The learner journey
R 2: Recording tool (*in Attachments section of online module*)
R 3a: Level 1 functional maths criteria
R 3b: Level 1 functional English criteria
R 3c: Level 1 functional ICT criteria

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**	• Ice breaker activity ordering the learner journey to remind where target setting fits.
1.2	**What do we mean by target setting?**	• Matching definitions of aims, goals and targets.
1.3	**What are SMART targets?**	• Creating a checklist for success criteria for SMART targets.
1.4	**What target setting is required for functional skills?**	• Exploring what makes targets effective. • Exploring the target setting required for functional skills.
2.1	**Process for setting targets for functional skills**	• 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**	• 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**	• 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**	• Discussing key questions relating to target setting.
3.3	**Summary and reflection on the module**	• 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

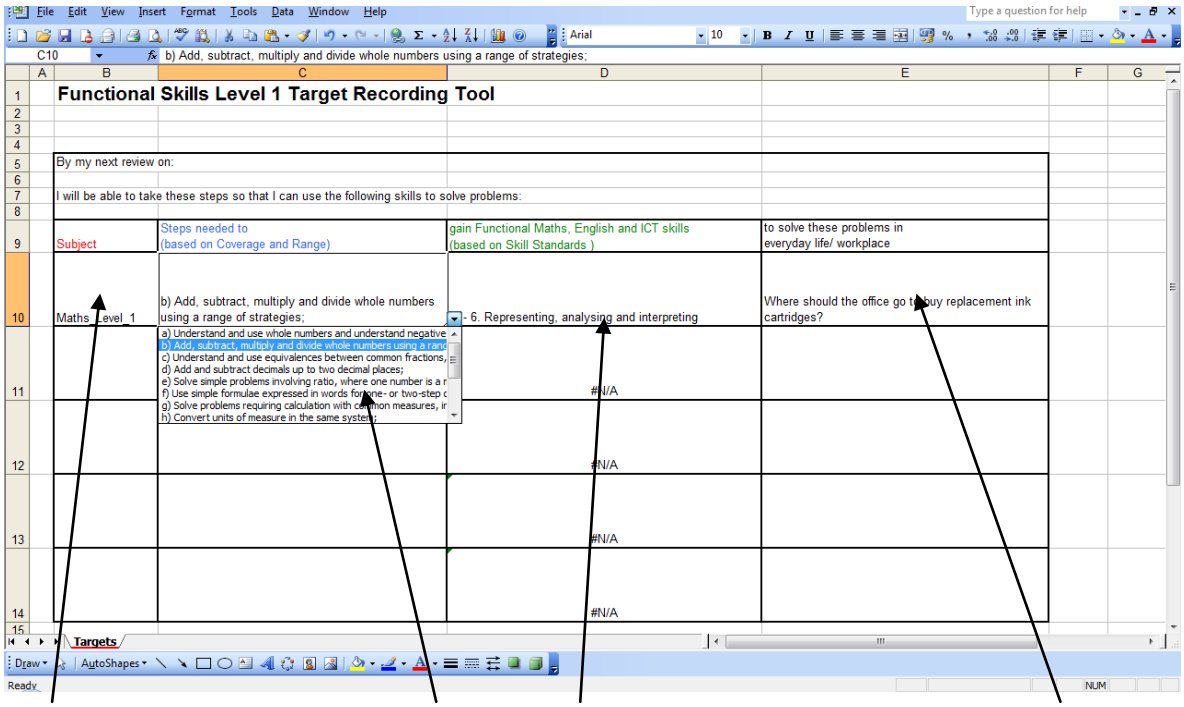
- 8.c use field names and data types to organise information.

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: • 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 in covered in the LSIS CPD module: Initial and diagnostic assessment for functional skills.

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

7. Get to know what your learner wants to do (their aim).
8. Find out what the learner can do already (initial and diagnostic assessment).
9. Relate this to the national standards / subject criteria for functional skills.
10. Discuss with the learner the options that are available, including the functional skills qualifications.
11. Agree the most suitable option for the learner (the goals).

12. 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:

8. Identify and understand the problem/ task
9. Identify possible solutions
10. Plan how to tackle the problem/ task
11. Carry out the plan
12. Monitor and reflect on progress
13. Decide whether the problem has been solved
14. 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?

Slide 17

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):

8. **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.

9. **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.

10. **How do targets get translated into action?** Learners need help to understand the steps which they will need to take to meet the targets.

11. **Who needs to know what?** Everyone! (the learner, teachers, assessors, support workers and employers if relevant)

12. **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.

13. **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.

14. **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.

R 1 The learner journey

(Print out on A4 and cut into cards – 1 set per 2–3 participants, and also use as a handout.)

Where am I now? Interviews, discussions with the teacher, self-assessment, initial assessment.	**Where do I want to get to?** Setting goals and targets. Why work for a qualification?
How do I get there? Learning activities in a group and individual learning.	**How is it going?** Reflection and review of progress.
How did I do? Did I get there? Reflection, final assessment and review. A qualification.	**Where next?** Thinking about moving on. Finding information about opportunities.

R 3a: Level 1 Functional Maths Criteria

Print these criteria on blue card and then cut so that each row is on a separate strip.

a.1 Understand and use whole numbers in practical contexts
a.2 Understand negative numbers in practical contexts
b.1 Add whole numbers using a range of strategies
b.2 Subtract whole numbers using a range of strategies
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
d. Add and subtract decimals up to two decimal places
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.1 Solve problems requiring calculation with common measures, including money
g.2 Solve problems requiring calculation with common measures, including time
g.3 Solve problems requiring calculation with common measures, including length
g.4 Solve problems requiring calculation with common measures, including weight
g.5 Solve problems requiring calculation with common measures, including capacity
g.6 Solve problems requiring calculation with common measures, including temperature
h. Convert units of measure in the same system
i. Work out areas and perimeters in practical situations
j. Construct geometric diagrams, models and shapes
k. Extract and interpret information from tables, diagrams, charts and graphs
l. Collect and record discrete data and organise and represent information in different ways
m. Find mean and range
n. Use data to assess the likelihood of an outcome

R 3b: Level 1 Functional English Criteria

Print these criteria on green card and then cut so that each row is on a separate strip.

1.a Make relevant and extended contributions to discussions, allowing for and responding to others' input
1.b Prepare for and contribute to the formal discussion of ideas and opinions
1. c Make different kinds of contributions to discussions
1.d Present information/points of view clearly and in appropriate language
2.a Identify the main points and ideas and how they are presented in a variety of texts
2.b Read and understand texts in detail
2.c Utilise information contained in texts
2.d Identify suitable responses to texts
2.e In more than one type of text
3.a Write clearly and coherently, including an appropriate level of detail
3.b Present information in a logical sequence
3.c Use language, format and structure suitable for purpose and audience
3.d Use correct grammar, including correct and consistent use of tense
3.e.1 Ensure written work includes generally accurate punctuation
3.e.2 Ensure written work includes generally accurate spelling
3.e.3 Ensure written work includes meaning that is clear
3.f In more than one type of text

R 3c: Level 1 Functional ICT Criteria

Print these criteria on yellow card and then cut so that each row is on a separate strip.

1.a Use ICT to plan and organise work
2.a Select and use software applications to meet needs and solve straightforward problems
2.b Select and use interface features effectively to meet needs
2.c Adjust system settings as appropriate to individual needs
3.a Work with files, folders and other media to access, organise, store, label and retrieve information
4.a Demonstrate how to create, use and maintain secure passwords
4.b Demonstrate how to minimise the risk of computer viruses
5.a Use of search engines to (answer) queries
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
8.c Use field names and data types to organise information
8.d Enter, search, sort and edit records
9.a Read, send and receive electronic messages with attachments
9.b Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication
10.a Print and view on screen
10.b Check for accuracy and meaning
11.a At each stage of a task and at the task's completion