

# Delivering Skills for Life:

The national strategy for improving adult literacy and numeracy skills

## Skills for Life



# Foreword

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## by Susan Pember

In March 2001 the Government published *Skills for Life*, the national strategy for improving adult literacy and numeracy skills.

The strategy aims to raise standards and learner achievement, as well as boosting demand and supply by providing 1.8 million learning opportunities through the Learning and Skills Council. Its target is that 750,000 adults will improve their literacy and numeracy skills by 2004. One of its key goals is to improve the quality and consistency of provision.

While there is much still to do, we have already made progress in our drive to raise standards. We have introduced – and tested in our Pathfinder Project areas – new national standards and core curricula for adult literacy, numeracy and ESOL (English for Speakers of Other Languages) and national tests for adult literacy and numeracy. We are also preparing to make available a comprehensive set of core learning materials, as well as new screening and diagnostic tools.

To support teachers as they prepare to introduce the new teaching and learning infrastructure, we are continuing to make available intensive training on the use of the new core curricula. We are also taking steps to ensure that all teachers of adult literacy, numeracy and ESOL have access to national professional qualifications. In addition, the Adult Basic Skills Strategy Unit is continuing to build on and make more coherent existing

quality frameworks and criteria.

This pack has been designed to assist organisations as they prepare to deliver the new infrastructure. It provides essential information about the component parts of that infrastructure. It also brings together key source documents that we believe will be of practical use to managers, planners, trainers and teachers of adult literacy and numeracy.

Of course, many providers are already well advanced in embedding the new measures. Others, however, are at an early stage, or are relatively new to delivering literacy, numeracy and ESOL learning programmes. Because of this, we are producing two versions of the pack: one will include this *Delivering Skills for Life* booklet and its accompanying CD-Rom with key documents and short presentations; the other will also include a printed set of the key documents.

I believe that the pack will help all organisations such as yours to implement the *Skills for Life* strategy. I want to ensure that all adults seeking to improve their literacy and numeracy skills are able to join learning programmes of the highest possible quality, planned and delivered by a well- trained, professional workforce.

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## KEY DOCUMENTS IN PRINTED FORM

- Library box 1** *Delivering Skills for Life* booklet with CD-Rom  
*National Standards for Adult Literacy and Numeracy*  
*FENTO's Subject Specifications for Teachers of Adult Literacy and Numeracy*  
*Success in Adult Literacy, Numeracy and ESOL Provision: a guide to support the Common Inspection Framework*
- Library box 2** *The Adult Core Curriculum for Literacy*  
*The Adult Core Curriculum for Numeracy*
- Library box 3** *The Adult Pre-entry Curriculum Framework*  
*Access for All*
- Library box 4** *The Adult ESOL Core Curriculum*



# Introduction

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This *Delivering Skills for Life* pack will help providers of literacy, numeracy and ESOL learning programmes to implement the new *Skills for Life* teaching and learning infrastructure.

From September 2002, all teachers of literacy, numeracy and ESOL will be required to use the national standards for adult literacy and numeracy as the basis for their learning programmes and individual learning plans. We also expect that all teachers of literacy and numeracy will have had access to training in the use of the adult literacy core curriculum and the adult numeracy core curriculum. By September 2003, all teachers of ESOL will have had access to the specialist adult ESOL core curriculum training.

This means that by September 2003, all adult learning in literacy, numeracy and ESOL will be underpinned by:

- the national standards for adult literacy and numeracy at Entry level, Level 1 and Level 2
- the core curricula for literacy, numeracy and ESOL and the pre-entry curriculum framework for literacy and numeracy
- a common screening tool
- appropriate diagnostic assessment.

In addition, every adult can expect to have free access to:

- impartial advice and guidance on how to improve their skills
- a detailed diagnostic assessment that identifies their strengths and weaknesses in literacy, language and numeracy
- an individual learning plan that identifies realistic milestones and targets
- a relevant programme of learning that matches their aims and aspirations
- on-going feedback and support that is clear, meaningful and motivating
- nationally recognised qualifications that are valued by employers
- timely information and encouragement to support progression to other education, training or employment opportunities.

## THE STRUCTURE OF THIS PACK

The *Delivering Skills for Life* booklet contains 13 sections, each dealing with one of the measures being introduced as part of the Government's commitment to raising the standards of adult literacy and numeracy throughout England. Each section can stand on its own as a source of basic information about a specific aspect of the teaching and learning infrastructure, or can be read along with other sections to gain an overview of recent and current developments.

Each section provides:

- brief background to the development
- essential information
- suggestions on what providers can do to ensure they are implementing the new measures
- suggested sources of further information.

Attached to the booklet is a CD-Rom that contains:

- a collection of key documents related to the planning and teaching of literacy, numeracy and ESOL learning programmes
- a short PowerPoint presentation on each of the sections contained in the *Delivering Skills for Life* booklet.

## HOW TO USE THIS PACK

The pack can be used in a number of ways:

- as a quick reference tool for managers and teachers responsible for adult literacy, numeracy and ESOL learning programmes
- as a basic guide to the new teaching and learning infrastructure for adult literacy, numeracy and ESOL currently being developed and implemented
- as a single source of more detailed information on key elements of the new learning infrastructure
- to support development within organisations
- to raise awareness and disseminate information throughout organisations.

# Section 1

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## National standards for adult literacy and numeracy

### BACKGROUND

In the past there were no clear definitions of what an adult should be expected to know, understand and do at each level of achievement in literacy, numeracy and spoken language. The Government's *Skills for Life* strategy has now established these levels by introducing national standards of attainment for listening, speaking, reading, writing and numeracy. Together with the core curriculum documents, they provide the framework for all adult literacy, numeracy and ESOL screening tests, diagnostic tools, programmes of study and qualifications. The national standards for adult literacy and numeracy were developed after in-depth consultation with key partners, and were published by the Qualifications and Curriculum Authority in 2000.

All adult literacy, numeracy and ESOL programmes of study should be based on the national standards for adult literacy and numeracy from September 2002.

### THE STRUCTURE OF THE STANDARDS

The literacy standards cover the skills of speaking and listening, reading and writing. The numeracy standards cover the skills of interpreting, calculating and communicating mathematical information. The standards:

- are set at Entry level and Levels 1 and 2 of the national qualifications framework
- describe three sub-levels of achievement within Entry level: Entry 1, Entry 2 and Entry 3
- provide a progression framework for the core curricula in literacy, numeracy and ESOL, which set out clear goals for learners and their teachers
- provide nationally agreed benchmarks against which the literacy, language and numeracy skills of the adult population can be assessed through national tests and national qualifications
- will be reviewed after three years.

### ALIGNMENT OF THE STANDARDS WITH THE NATIONAL QUALIFICATIONS FRAMEWORK

The standards correspond to the levels of demand of other qualifications within the national framework. They:

- are set at Entry level and Levels 1 and 2 of the national qualifications framework
- are aligned with the key skills at Levels 1 and 2
- are aligned with the national curriculum at Entry level and Level 1.



## EQUIVALENCE BETWEEN LEVELS

National Curriculum	Basic Skills	Key Skills	National Qualifications
		Level 5	Level 5
		Level 4	Level 4
		Level 3	Level 3
	Level 2	Level 2	Level 2
NC Level 4/5	Level 1	Level 1	Level 1
NC Level 3	Entry 3		Entry
NC Level 2	Entry 2		
NC Level 1	Entry 1		

### WHAT PROVIDERS CAN DO

- Make sure that all staff have a copy of the national standards for adult literacy and/or the national standards for adult numeracy. From September 2002, all learning programmes for literacy, numeracy and ESOL must be mapped to the standards.
  - Base all literacy, numeracy or ESOL teaching on the new standards and the relevant curriculum documents.
  - Use the standards as a baseline in order to estimate skill levels within each organisation or client group.
  - Make sure that any assessment tools are mapped to the national standards so that your data are robust and comparable to national data.
  - Record achievement against the standards and the relevant curriculum document.
- Ensure that learners who are ready to take qualifications get access to the new national qualifications at Entry level and national tests at Level 1 and Level 2 from September 2002.

### FURTHER INFORMATION

- See *Skills for Life* paragraphs 122–3.
- Free copies of the national standards for adult literacy and numeracy are available from DfES on 0845 60 222 60 or by email from [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)
- Download the standards from the Qualifications and Curriculum Authority website [www.qca.org.uk](http://www.qca.org.uk)
- Visit the Adult Basic Skills Strategy Unit's website at [www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus)
- Visit the BSA website at [www.basic-skills.co.uk](http://www.basic-skills.co.uk) or telephone 020 7405 4017



# Section 2

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## The adult literacy and numeracy core curricula

### BACKGROUND

The core curricula for adult literacy, numeracy and English for Speakers of Other Languages (ESOL) are based on the national standards for adult literacy and numeracy at Entry level, Level 1 and Level 2. There is also a curriculum framework for literacy, language and numeracy learners at Pre-entry level.

Each of the national curricula was subject to a comprehensive national consultation exercise. The adult literacy and numeracy core curricula were published in 2001. The adult ESOL core curriculum was published in December 2001 and the adult Pre-entry curriculum framework was published in February 2002.

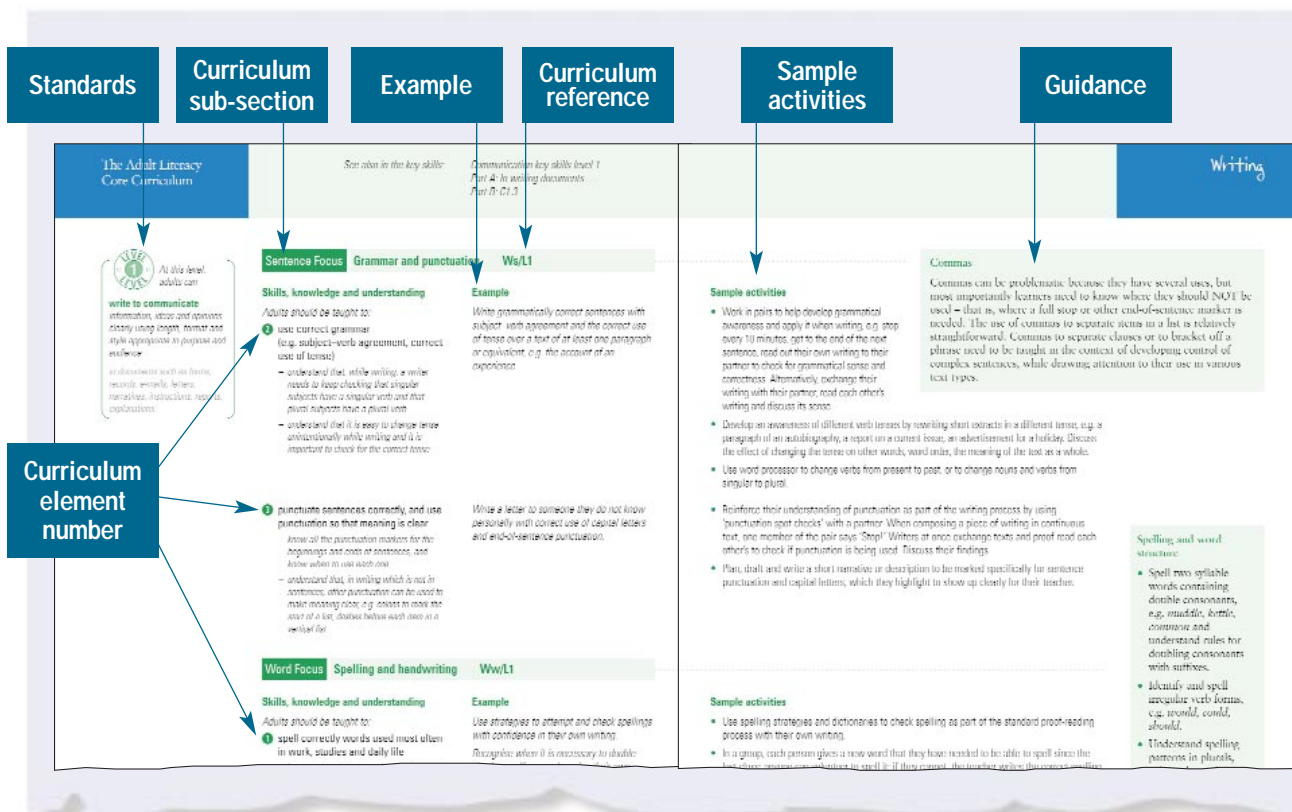
Together with the national standards, these curricula provide common frameworks for all programmes in adult literacy, numeracy and ESOL.

The relevant curriculum documents are available free to all adult literacy, numeracy and ESOL tutors, and to tutors and others who work with learners with learning difficulties and/or disabilities.

### THE ADULT LITERACY AND NUMERACY CORE CURRICULA

The core curricula:

- detail the skills and knowledge required to meet each of the national standards
- make clear the literacy and numeracy demands of a wide range of relevant tasks
- list sample activities that can be used to develop the skills and knowledge related to each curriculum element
- provide teachers with guidance on teaching techniques and approaches
- provide detailed charts showing progression between elements of the curriculum across the levels
- help to ensure consistency and continuity for all adult learners, irrespective of learning context
- will be the subject of a longitudinal review, including feedback from teachers, starting Summer 2002.



We have made funding available to train teachers in using the new core curricula. For further information, see section 10.

*Access for All*, a practical guidance manual for tutors, will support access to the new literacy and numeracy curricula for learners with physical disabilities, sensory impairment and learning disabilities. It was published in March 2002.

### WHAT PROVIDERS CAN DO

- Make sure that all teachers have a copy of the basic skills standards and relevant curriculum document/s.
- Enable teachers to attend the core curriculum training programmes organised by the Basic Skills Agency.

- Encourage teachers to use the curricula in order to draw up individual learning plans, syllabi and schemes of work.
- Make sure that achievements are recorded in line with the standards and curriculum.

### FURTHER INFORMATION

- See *Skills for Life* paragraph 124.
- Free copies of the national standards for adult literacy and numeracy are available from the Department for Education and Skills on 0845 60 222 60 or by email from [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

- Free copies of the adult literacy and numeracy core curricula are available from:

The Basic Skills Agency  
Admail 524, London WC1A 1BR  
Tel: 0870 600 2400  
Fax: 0870 600 2401

- Download the literacy and numeracy curricula from the Basic Skills Agency website [www.basic-skills.co.uk](http://www.basic-skills.co.uk)
- Contact Clare Sumpter at the Basic Skills Agency on 020 7440 6524 for more information about teacher training to use the adult literacy or numeracy core curriculum.
- Visit the BSA website at [www.basic-skills.co.uk](http://www.basic-skills.co.uk) or telephone 020 7405 4017
- Visit the Adult Basic Skills Strategy Unit's website at [www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus)



# Section 3

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## The adult ESOL core curriculum

### BACKGROUND

The educational and employment backgrounds of learners in ESOL programmes are often very diverse. Even within one teaching group, backgrounds may range from people with no previous education or employment to highly educated professionals, such as doctors or university lecturers. Many learners already speak and write several languages and can use this knowledge to support their learning. Unlike many adult literacy learners, they often perceive themselves as successful students and are very keen to learn. Others may not have had the opportunity to learn to read and write in their first language.

Some ESOL learners have left their countries unwillingly. Some are suffering from culture shock and are experiencing practical difficulties in specific areas of their lives, or racist attitudes and behaviour. They are settling in the UK and will usually want to learn about life in this country. These requirements need to be taken into consideration when teachers are planning learning programmes and individual learning plans.

The ESOL curriculum is based on the national standards for adult literacy developed by the Qualifications and Curriculum Authority (QCA). From September 2002, all literacy, numeracy and ESOL learning programmes

will need to be based on the national standards in order to attract Learning and Skills Council (LSC) funding. Using the ESOL curriculum will help teachers make sure that they are interpreting the standards appropriately for learners who have a first language other than English. Its publication follows national consultation with teachers and managers of ESOL programmes and relevant national bodies. It draws on a wide range of existing curricula, including the core curriculum for adult literacy, the national literacy strategy in schools and curricula for English as a Foreign Language (EFL).

The ESOL curriculum document is available free to all ESOL tutors.

### USING THE ESOL CURRICULUM

The ESOL curriculum offers a framework for English language learning. It defines in detail the skills, knowledge and understanding that non-native speakers need in order to demonstrate achievement of the national standards. It provides a reference tool for teachers of ESOL in a wide variety of settings, including further and adult education, the workplace, programmes for the unemployed, prisons, community-based programmes and family programmes.



ESOL teachers will be able to use the curriculum in the following ways:

- to devise processes for placing learners into classes and carrying out initial assessment
- to design learning programmes for individuals and groups
- to draw up schemes of work and lesson plans
- as the basis for recording achievement and assessing learners' progress.

The adult ESOL curriculum has been organised *by level* across the four skills of speaking, listening, reading and writing. This means that Speaking Entry 1 is followed by Listening Entry 1, Reading Entry 1 and Writing Entry 1.

At the end of each level a sample integrated activity shows how the skills can be combined in one unit of work. Each integrated activity concentrates on a specific component skill from speaking, listening, reading or writing, but shows how it can be linked to other skill areas.

Skill	Skill sub-section	Component skills and knowledge and understanding	Cross-reference to key skills	Examples of application and level	Sample activities	Level
Speaking	Use of the language	Communicate in a range of contexts and for a range of purposes	Speaking and listening	Example of application and level	Sample activities	Level 1
	Basic Skills Threshold level descriptors	Component skill and knowledge and understanding				
	Curriculum reference	Use of the language				
	Curriculum reference number	Communicate in a range of contexts and for a range of purposes				
	Cross-reference between speaking and listening	Communicate in a range of contexts and for a range of purposes				
	Level descriptor	Communicate in a range of contexts and for a range of purposes				

The Adult Basic Skills Strategy Unit has commissioned a consortium, led by the London Language and Literacy Unit and NIACE, to deliver the core curriculum training programme for ESOL teachers.

The Unit has also commissioned The Learning and Skills Development Agency and the Basic Skills Agency to produce *Access for All*, a guidance manual to help teachers and trainers address the needs of learners with disabilities or specific learning difficulties. It will help teachers and trainers adapt the literacy and numeracy curricula to suit the individual needs of people with learning difficulties and/or disabilities. Although the manual is specifically linked to the literacy and numeracy curriculum documents, it contains many suggestions that will be equally useful for ESOL teachers.

### WHAT PROVIDERS CAN DO

- Make sure that all teachers have a copy of the national standards for adult literacy and numeracy, available from DfES on 0845 60 222 60 or by email from [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)
- Make sure that all teachers have a copy of the ESOL curriculum and *Access for All*.
- Ensure that all teachers attend the intensive ESOL curriculum training.
- Encourage teachers to use the curriculum in order to draw up syllabi, schemes of work and individual learning plans.

- Make sure that achievements in ESOL programmes are recorded in line with the standards and curriculum.

### FURTHER INFORMATION

- See *Skills for Life* paragraphs 64–5 and 124
- Free copies of the national standards for adult literacy and numeracy are available from the Department for Education and Skills on 0845 60 222 60 from [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

- Free copies of the adult ESOL core curriculum, the adult literacy and numeracy core curricula, the Pre-entry curriculum framework and *Access for All* are available from:

The Basic Skills Agency  
Admail 524, London WC1A 1BR  
Tel: 0870 600 2400  
Fax: 0870 600 2401

- Download the ESOL curriculum and the literacy and numeracy curricula from the Basic Skills Agency website [www.basic-skills.co.uk](http://www.basic-skills.co.uk)
- Contact Carl Liquorish at NIACE on 0116 2044274 for more information about ESOL intensive training.
- Visit the BSA website at [www.basic-skills.co.uk](http://www.basic-skills.co.uk) or telephone 020 7405 4017
- Visit the Adult Basic Skills Strategy Unit's website at [www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus)



# Section 4

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## Learners with learning difficulties and/or disabilities

### BACKGROUND

Learners with learning difficulties and/or disabilities are a diverse group of people with a wide range of abilities and needs. The Disability Rights Task Force report *From Exclusion to Inclusion* estimated that 8.5 million people in Britain currently fit into the Disability Discrimination Act definition. Of these, some are already taking part in learning programmes ranging from the most basic life skills to academic study at the highest levels.

The SEN and Disability Rights Bill 2001 received royal assent in May 2001. It brings education under the Disability Discrimination Act legislation. It states that providers of education have a duty not to discriminate against disabled students and to provide reasonable adjustments to ensure that disabled learners have equal access to the curriculum. This has clear implications for the delivery and assessment of the basic skills curriculum.



### WHAT WE ARE DOING

Literacy and numeracy work with adults who have learning difficulties and/or disabilities is the responsibility of the Adult Basic Skills Strategy Unit. The report *Freedom to Learn* examined the needs of learners with learning difficulties and/or disabilities following Sir Claus Moser's report into adult basic skills. The publication makes a series of important recommendations designed to give this group of people access to high quality, relevant provision. In response to these recommendations, the Unit commissioned a consortium led by LSDA and NIACE to:

- develop a new Pre-entry literacy and numeracy curriculum framework to map the earliest stages of a learner's development, (published in February 2002)
- develop *Access for All* to provide guidance for tutors on access to the new literacy and numeracy curricula for learners with physical disabilities, sensory impairment and learning disabilities (published in March 2002)
- produce materials in a variety of formats for use by learners who have learning difficulties and/or disabilities and their teachers; these include:



- The Self-Advocacy Action Pack – written for adults with learning difficulties on speaking up and self-advocacy (including an audio CD)
- *Living Our Lives* – ten readers written by learners for learners
- Skills Explorer CD-Rom – practical literacy activities for British Sign Language users working on their literacy skills at Entry level
- Skills Explorer CD-Rom – practical literacy and numeracy activities for learners at Entry level
- A Staff Resource Pack for teaching basic skills to adults with learning difficulties or disabilities
- *Yesterday I Never Stopped Writing* – guidance on developing community based provision for adults with learning difficulties or disabilities.

In 2001, the Unit commissioned a consortium led by NIACE to develop and deliver an intensive training package to support teachers in the use of the pre-entry curriculum framework and *Access for All* with learners who have learning difficulties and/or disabilities in a range of settings in the post-16 sector.

The Department of Health White Paper aims to eliminate inconsistencies in service delivery and ensure that the £3 billion a year currently spent on health and social care provision for adults with learning disabilities is used effectively and efficiently. Department of Health funding of £172 million during the years 2002–03 and 2003–04 will help providers of post-16 learning make their premises more accessible to people with disabilities.



## WHAT PROVIDERS CAN DO

- Make sure that teachers working with students with learning difficulties and/or disabilities have a copy of the relevant curriculum documents, the Pre-entry curriculum framework and *Access for All*.
- Make sure that teachers working with students with learning difficulties and/or disabilities take part in teacher training during 2002.
- Set up local opportunities for good practice to be shared.

## FURTHER INFORMATION

- See *Skills for Life* paragraphs 30–4
- Free copies of the national standards for adult literacy and numeracy are available from DfES on 0845 60 222 60 or by email from [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

- Free copies of the adult ESOL core curriculum, the adult literacy and numeracy core curricula, the Pre-entry curriculum framework and *Access for All* are available from:

The Basic Skills Agency,  
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Fax: 0870 600 2401

- Visit the Adult Basic Skills Strategy Unit's website at [www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus)
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# Section 5

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## Screening, initial assessment and diagnostic assessment

### BACKGROUND

In the past, organisations have used a variety of tools and methods to screen and place learners and assess their literacy, language and numeracy needs. In addition, some organisations have undertaken detailed diagnostic assessment to inform the development and negotiation of individual learning plans with learners. A range of assessment material is now available, including paper-based and computer-based tools. More recently learners have also been able to access independent on-line assessment.

The introduction of the national standards for adult literacy and numeracy enables practitioners to identify literacy, numeracy and language skill levels more accurately and consistently.

All adult literacy, numeracy and language screening and assessment should be based on the national standards for adult literacy and numeracy. Assessment should inform the development and review of individual learning plans and is an essential part of the planning process. It should help learners to understand their learning strengths and weaknesses and give them confidence in their ability to improve their skills.

### ASSESSMENT PROCESSES

Different assessment processes are needed at the different stages of a learner's learning journey. Each has a different purpose. The terms to describe these assessment processes are not used consistently across the post-16 sector.

In this section we use the following terms to describe assessment processes for different purposes: *screening*, *initial assessment*, *diagnostic assessment*, *formative assessment* and *summative assessment*.

#### **1. Screening shows the likelihood that someone has a basic skills need**

Screening tools should be easy to use and when appropriate may be contextualised. Screening may be administered by a non-specialist and used to identify potential learners who would benefit from more in-depth assessment.

#### **2. Initial assessment identifies skills and levels to give a starting point**

Initial assessment will help identify a learner's skills against a level or levels within the national standards. Learners may have different levels of reading, writing, numeracy and language skills. With appropriate training, initial assessment may be carried out by a non-specialist. It may be used to place learners in appropriate learning programmes.

### **3. Diagnostic assessment helps provide a detailed learner profile against the standards and curriculum documents**

Diagnostic assessment will inform and help structure the learner's individual learning plan (ILP) and programme. It will help identify skills and weaknesses. Diagnostic assessment should be carried out by a literacy, numeracy or ESOL specialist over a period of time and as part of the learning programme. Teachers will use a range of activities to establish learning goals and preferred learning styles. Learners will gain the understanding they need to begin to take charge of their own learning.

### **4. Formative assessment helps the learner and teacher review progress**

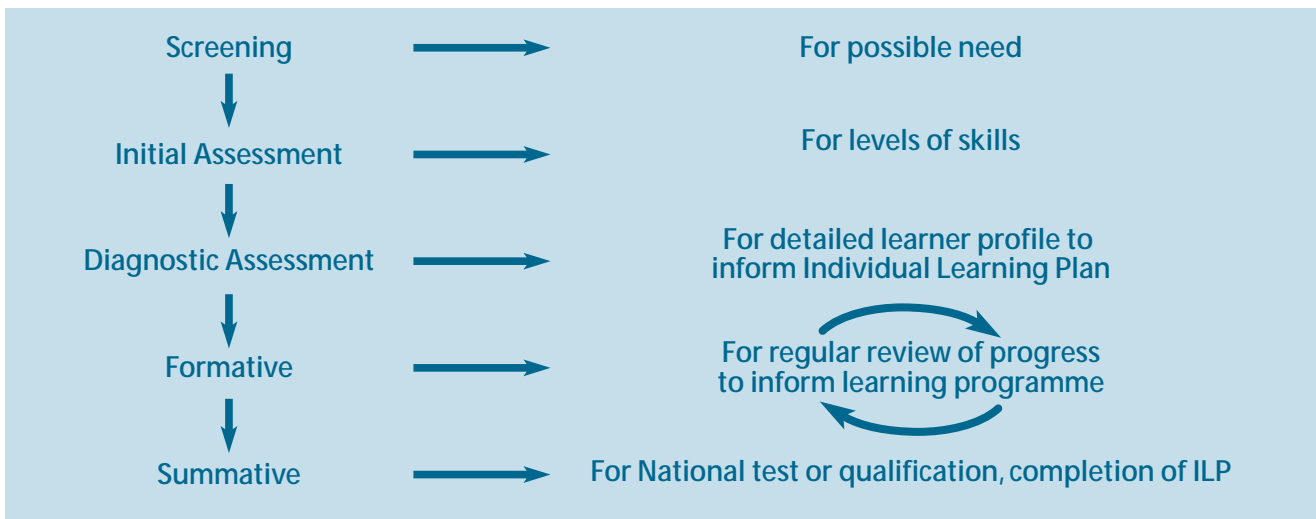
Formative assessment is a central part of the learning process. It will take place during a learning programme on a regular basis. It helps the learner and his/her teacher to identify progress in relation to the learning plan. Progress should be recorded and new learning goals identified.

### **5. Summative assessment provides evidence of what a learner has achieved at the end of a specific period of learning**

Summative assessment provides feedback to the learner and teacher on achievements in relation to the standards and curriculum documents. Summative assessment may take the form of a record of achievement, a unit of a qualification, a whole qualification or a test.

These processes need to be tailored to the individual learner and the setting in which assessment is taking place. They are not necessarily linear. Diagnostic assessment and formative assessment usually take place on a regular basis and are therefore cyclical in nature.





## QUALITY CRITERIA

Screening and assessment materials should:

- be mapped to the national standards for adult literacy and numeracy
- be checked for reliability and accuracy
- be administered by staff with appropriate training.

Screening and assessment processes should ensure that:

- assessment information travels with the learner, so that assessment is not duplicated unnecessarily
- time is allowed for review of progress with individual learners
- the learner understands the purpose and process of the activity
- the learner receives encouraging feedback on the results of his/her assessment
- account is taken of good practice and equal opportunities.

## CURRENT DEVELOPMENTS

### Screening

A number of screening tools have been developed which are mapped to the standards. A number of existing published assessment materials have also been adapted to the standards, including paper-based and computer-based tools.

An example of this includes *Fast Track*, which is being used in the Employment Service's Jobseeker's Allowance (JSA) pilots and the Unit's Pathfinder projects. The Adult Basic Skills Strategy Unit is also exploring the option of developing contextualised versions of *Fast Track* to suit the needs of learners in different settings, such as the probation service or family literacy and numeracy programmes.

### Initial assessment

The Basic Skills Agency is about to publish a revised version of the initial assessment pack mapped to the national standards. The new version will be available in Summer 2002.

## Diagnostic assessment

The Adult Basic Skills Strategy Unit has commissioned a consortium, led by the Basic Skills Agency, to develop a suite of detailed diagnostic assessment tools for literacy, numeracy, ESOL and dyslexia. The tools will be closely mapped to the standards and curriculum documents at all levels from Pre-entry to Level 2. The assessments will be modular so that they can be used flexibly over a period of time. Each tool will be available in both ICT and paper-based formats.

The tools will be piloted in Spring 2002 and available in Autumn 2002. They will be accompanied by detailed guidance for teachers. Free staff training events will be available in summer and autumn 2002 to introduce and support the effective use of the new tools.

## WHAT PROVIDERS CAN DO

- Ensure that all members of staff involved in assessment have a copy of the standards and relevant curriculum documents and have received training in their use.
- Undertake an audit of staff development needs in relation to assessment.
- Use the standards as a base-line in order to estimate skill levels within your organisation or client group.
- Make sure that any screening and assessment tools are mapped to the national standards so that data are robust and comparable to national data.
- On the basis of assessment information, provide learners with information on learning opportunities and national qualifications.
- Record details of learners' progress and achievements against the standards and the relevant curriculum document, to inform group and individual learning programmes.
- Evaluate current arrangements for initial, diagnostic and formative assessment and consider appropriate changes to course design to accommodate these processes, such as setting up a tutorial system.

- Evaluate current recording and tracking systems to ensure that assessment and other information travels with the learner and to prevent assessment being duplicated.

### FURTHER INFORMATION

- See *Skills for Life* paragraphs 119–121, 122–3, 124.
- Free copies of the national standards for adult literacy and numeracy are available from the Department for Education and Skills on 0845 60 222 60 or by email from [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)
- Free copies of the adult ESOL core curriculum, the adult literacy and numeracy core curricula, the Pre-entry curriculum framework and *Access for All* are available from:

The Basic Skills Agency  
Admail 524, London WC1A 1BR  
Tel: 0870 600 2400  
Fax: 0870 600 2401

- Download the standards from the Qualifications and Curriculum Authority website [www.qca.org.uk](http://www.qca.org.uk)
- Establish contact with your local LSC.
- Visit the Adult Basic Skills Strategy Unit's website at [www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus)
- Visit the BSA website at [www.basic-skills.co.uk](http://www.basic-skills.co.uk) or telephone 020 7405 4017





# Section 6

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## Learning materials

### BACKGROUND

*Skills for Life* will lead to an expansion in learning opportunities for adults wishing to improve their literacy, language and numeracy skills. A greater diversity of literacy, numeracy and ESOL learning programmes will also be available. To support this expansion and diversity, teachers and learners need good quality learning materials and teachers' guides, closely mapped to the new national standards and core curriculum documents.

The Adult Basic Skills Strategy Unit is committed to ensuring that literacy, numeracy and ESOL learning programmes are supported by high quality materials. These materials will come from two sources: core materials specifically commissioned by the Unit, and materials developed by other agencies, including commercial publishers. Good materials allow teachers to make more cost-effective use of their lesson preparation time. However, core materials should not be allowed not stifle creativity. Teachers will need to supplement these materials with other resources that are specific to the interests and requirements of their students.

### CURRENT DEVELOPMENTS

#### Materials for learners with learning difficulties and /or disabilities

- *Living Our Lives*

This is a pack containing the life stories of ten people with learning difficulties. The pack is designed as a reading and writing resource for learners and tutors. An audio CD is supplied with the pack. The booklets will help develop reading and writing skills using the learner's own experience and will also help the learner develop confidence in speaking up to tell her or his own story. Prolog reference: LOL

- *The Self-Advocacy Action Pack*

This pack is written for adults with learning difficulties and focuses on the skills of speaking up and self advocacy. The pack is full of comments, ideas, stories and advice from people with learning difficulties. It can be used as a learning or teaching tool. An audio CD is supplied with the pack. Prolog reference: SAAP

- ***Skills Explorer CD-Rom: practical literacy activities for British Sign Language users at Entry level***

*Skills Explorer* is aimed at people with hearing impairment who want to improve their literacy skills using BSL. The activities are at Entry level and are based on everyday situations at home, college, leisure and work. Learners can practise skills and write, record and print their own work. There are also links to a website where learners can:

- make contact with others
- get more ideas for learning
- see writing that others have published

The CD-Rom, which includes tutor notes, was piloted with several national hearing impairment organisations.

Prolog reference: SEBSL

- ***Skills Explorer CD-Rom: practical literacy and numeracy activities for learners at Entry level***

*Skills Explorer* helps adults who may have learning difficulties and/or disabilities. Literacy and numeracy activities at Entry level are based on everyday situations at home, college, leisure and work. Learners can practise skills and write, record and print their own work. They use interactive:

- slideshows
- questions
- animations
- writing frames

The CD-Rom, which includes tutor notes, was piloted with national organisations and learners.

Prolog reference: SEABS

- ***Website:***

<http://www.ctad.co.uk/basil/>

### **Literacy, numeracy and ESOL core learning materials**

The Adult Basic Skills Strategy Unit has commissioned a consortium, led by the Centre for British Teachers (CfBT), to develop a bank of professionally-produced literacy, numeracy and ESOL resources at all levels from pre-Entry to Level 2.

The resources will consist of learning materials, learner workbooks and teachers' guides. They will be free, widely available and easily customised by teachers for use with groups and individual learners. They will provide examples that can be used as they are, or adapted for specific purposes.

The materials will be of particular interest to specialist literacy, ESOL and/or numeracy

teachers. They will also be useful for key skills teachers, learning support teachers and language support teachers, as well as subject teachers who are integrating literacy, language and numeracy skills into their vocational courses.

The materials will relate to real life contexts and the teachers' guides will help teachers to produce complementary resources that are relevant to their own teaching situations and learner groups.

The materials will:

- support the teaching and learning of literacy, language and numeracy
- be set in a range of contexts described in the adult literacy and numeracy standards and core curricula
- include the range of levels specified in the standards, including Pre-entry, Entry 1, 2 and 3 and Levels 1 and 2
- include practice and assessment activities for adult learners
- include guidance material for teachers.

The materials will be available by Autumn 2002. Free staff training events will be available in summer and autumn 2002 to introduce and support the effective use of the new materials.

### **Draft quality criteria**

As a step towards fulfilling its commitment to assuring the quality of learning materials, the Adult Basic Skills Strategy Unit has identified quality criteria for the development of learning materials. At present, the criteria are in draft form only, but they are set out below for general guidance.

Learning materials should:

- be clearly referenced to the national standards and relevant curriculum document/s for the relevant skill at the specified level
- be consistent with the requirements laid out in the core curriculum for the relevant skill at the specified level
- be developed to reflect equal opportunities and access in relation to disability, ethnicity, age and gender
- be age-appropriate
- be structured to ensure clear progression, with texts and activities set at the appropriate level
- be presented using design and layout appropriate to audience, skill and level
- provide a clear rationale, including guidance on who the resource is for, its purpose, and how it may be used

- have undergone trials and evaluation with the target audience of teachers and learners and be supported by a technical analysis that demonstrates fitness for purpose.

### WHAT PROVIDERS CAN DO

- Ensure that teachers have access to the core materials when they are available.
- Enable a key member of staff to attend training and cascade information on the use of the materials.
- Where possible, provide feedback on the materials during the consultation phase of their development.

### FURTHER INFORMATION

Reviews, information and materials can be found at the Further Education Resources for Learning website at <http://www.ferl.org.uk>

The organisations listed below may also be useful:

- The Basic Skills Agency:  
<http://www.basic-skills.co.uk>
- National Institute for Adult Continuing Education and Learning:  
<http://www.niace.org.uk>
- National Literacy Trust:  
<http://www.literacytrust.org.uk>
- University of New South Wales, Learning Materials Design:

<http://www.fbe.unsw.edu.au/learning/instructionaldesign/materials>

- Strategies for Open, Flexible & Distance Education:  
<http://www.curtin.edu.au/learn/DSM/materials>
- The BBC and Learndirect:  
<http://www.bbc.co.uk/skillswise/index> and  
<http://www.learndirect.co.uk>

Sources of learning materials and information include:

- The National Learning Network:  
<http://www.nln.ac.uk>
- Blackboard: <http://www.blackboard.com>
- The National Grid for Learning:  
<http://www.ngfl.gov.uk>
- Basic Skills Agency's Resource Centre:  
<http://www.ioe.ac.co.uk/library/bsa/collection.htm>

See also:

- *Skills for Life* paragraph 125
- the Adult Basic Skills Strategy Unit website:  
<http://www.dfes.gov.uk/readwriteplus>

For Department for Education and Skills publications contact:

DfES Publications  
PO Box 5050, Sherwood Park, Annesley  
Nottingham NG15 0DJ

# Section 7

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## New Entry level certificates in literacy and numeracy

### BACKGROUND

In the past there were no nationally agreed definitions to describe levels of literacy, numeracy and spoken language among adults. This created inconsistencies in the delivery and assessment of basic skills. To address these problems, the Government's *Skills for Life* strategy has now supported the development of:

- national standards for adult literacy and numeracy, which describe learner achievement at five stages from Entry 1 to Level 2 of the national qualifications framework
- core curricula for literacy, numeracy and ESOL and a Pre-entry curriculum framework for literacy and numeracy
- Entry level qualifications for literacy and numeracy
- National tests at Level 1 and Level 2 for literacy and numeracy.

From September 2002, all learning programmes for literacy, numeracy and ESOL must be mapped to the national standards for adult literacy or the national standards for adult numeracy. Free copies of the standards are available from DfES Publications on 0845 60 222 60 or by email from [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

### CURRENT DEVELOPMENTS

#### Non-externally accredited achievement

Basic skills programmes do not have to be externally accredited in order to be eligible for achievement funding. However, to be eligible for achievement funding, learning goals for literacy, numeracy and ESOL need to be set within the standards for adult literacy or numeracy, and teachers need to retain 'a record of achievement and/or progress reports indicating achievement of the learner's learning programme.' For detailed information, see Learning and Skills Council's *Guidance on Further Education Funding Eligibility and Rates 2001-02*, paragraphs 348, 357, 358. The *Funding Guidance for FE 2002-03* will be published in March 2002 and available on the LSC website at [www.lsc.gov.uk](http://www.lsc.gov.uk). Look out for the sections relating to non-externally accredited learning in the new funding document.

### EXISTING LITERACY AND NUMERACY QUALIFICATIONS

For LSC providers, current literacy and numeracy qualifications remain fundable by LSC until August 2002, when they will be replaced by the new Entry level qualifications and the national tests at Level 1 and Level 2. Non-externally accredited achievement will remain an option, as described above.

## Entry level Certificate in Adult Literacy (including spoken communication)

Learners who are working on their literacy and numeracy skills at Entry level can demonstrate their achievement by taking the new Entry level Certificate in Adult Literacy. At the time of writing, March 2002, seven awarding bodies have been approved by the Qualifications and Curriculum Authority to offer the Entry level Certificate in Adult Literacy:

- City and Guilds
- Edexcel
- LCCI Examinations Board (LCCIEB)
- National Open College Network
- Northern Council for Further Education (ncfe)
- Oxford, Cambridge and RSA Examinations (OCR)
- Open College of the North West

The Entry level Certificate in Adult Literacy requires a minimum of 50 per cent external assessment. The qualification is flexible. Several awarding bodies offer a range of assessment routes, including:

- portfolios (internally assessed)
- short tasks (externally set, internally marked, externally verified)

- assignments (externally set, internally marked, externally verified).

Literacy learners at Entry level often have different levels of achievement across the sub-skills of listening and speaking, reading and writing – a ‘spiky profile’. The Entry level Certificate in Adult Literacy allows a learner’s achievements at Entry 1, Entry 2 and Entry 3 to be recorded on one certificate. For example, a learner can achieve listening and speaking skills at Entry 3, reading skills at Entry 2 and writing skills at Entry 1 and the learner’s certificate will show his or her achievement at these different sub-levels.

For most Entry level certificates in adult literacy, results are processed on demand. Candidates can be registered for up to three years and a number of results at Entry level can be recorded during that time, so that adult learners are able to progress through the three sub-levels of Entry level.



## Entry level Certificate in Adult Numeracy

Learners who are working on their numeracy skills at Entry level can demonstrate their achievement by taking the new Entry level Certificate in Adult Numeracy. At the time of writing, March 2002, three awarding bodies have been approved by the Qualifications and Curriculum Authority to offer the Entry Level Certificate in Adult Numeracy:

- City and Guilds
- National Open College Network
- Northern Council for Further Education

The Entry level Certificate in Adult Numeracy requires a minimum of 50 per cent external assessment. The qualifications are flexible. Several awarding bodies offer a range of assessment routes, including:

- portfolios (internally assessed)
- short tasks (externally set, internally marked, externally verified)
- assignments (externally set, internally marked, externally verified).

Numeracy learners at Entry level will be awarded certificates that record achievement in all sub-skills at the same level – that is, at Entry 1 *or* Entry 2 *or* Entry 3. Unlike the Entry level Certificate in Adult Literacy, the Entry level Certificate in Adult Numeracy does not have provision for recording a learner's

achievements across a range of sub-levels on one certificate.

For most Entry level certificates in adult numeracy, results are processed on demand. Candidates can register for up to three years and a number of results at Entry level can be recorded during that time, so that adult learners are able to progress through the three sub-levels of Entry level.

## WHAT PROVIDERS CAN DO

In order to offer the Entry level certificates in adult literacy and adult numeracy, providers should:

- Contact the awarding bodies, get the centre handbooks and select the most appropriate qualification scheme.
- Contact the awarding body to find out how to obtain centre and scheme approval from the awarding body.
- Follow the awarding body's guidance on internal co-ordination, staff development and quality assurance mechanisms, appointment of internal assessors and verifiers, and so on.



## FURTHER INFORMATION

- Visit the Adult Basic Skills Strategy Unit's website at [www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus)
- Establish contact with your local LSC.
- Visit the BSA website at [www.basic-skills.co.uk](http://www.basic-skills.co.uk) or telephone 020 7405 4017
- Awarding bodies:
  - for City and Guilds, see [www.basic-skills.org.uk](http://www.basic-skills.org.uk)
  - for Edexcel, see [www.edexcel.org.uk](http://www.edexcel.org.uk)
  - for LCCIEB, see [www.lccieb.com](http://www.lccieb.com)
  - for National Open College Network, see [www.nocn.org.uk](http://www.nocn.org.uk) and click 'qualifications'
  - for Northern Council for Further Education see [www.ncfe.org.uk](http://www.ncfe.org.uk)
  - for OCR, see [www.ocr.org.uk](http://www.ocr.org.uk)
  - for the Open College Network of the North West, see [www.ocnw.co.uk](http://www.ocnw.co.uk)

For general information on national adult literacy and numeracy qualifications, see the QCA web page [http://www.qca.org.uk/nq/bs/adultlit\\_numqual.asp](http://www.qca.org.uk/nq/bs/adultlit_numqual.asp), which now includes a list of approved qualifications.



# Section 8

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## ESOL qualifications

### BACKGROUND

In the past there were no nationally agreed definitions for levels of literacy, numeracy and spoken language among adults. This created inconsistencies in the delivery and assessment of ESOL, literacy and numeracy. To address these problems, the Government's *Skills for Life* strategy has supported the development of:

- national standards for adult literacy and numeracy, which describe learner achievement at five stages from Entry 1 to Level 2 of the national qualifications framework
- core curricula for literacy, numeracy and ESOL and a Pre-entry curriculum framework for literacy and numeracy
- Entry level qualifications for literacy and numeracy
- national tests at Level 1 and Level 2 for literacy and numeracy.

From September 2002, all learning programmes for literacy, numeracy and ESOL must be mapped to the national standards for adult literacy or the national standards for adult numeracy. The standards are available from DfES Publications on 0845 60 222 60 or by email from [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

From September 2002, those ESOL teachers who have taken part in the ESOL core curriculum training will be using the curriculum to plan their syllabi and schemes of work. From September 2003, all teachers should have taken part in the ESOL core curriculum training and will be using the ESOL curriculum to plan their syllabi and schemes of work.

### ESOL DEVELOPMENTS TO FEBRUARY 2002

The Moser Report *A Fresh Start: improving literacy and numeracy* did not directly address the needs of people with first languages other than English. The subsequent report *Breaking the Language Barriers*, published by the Department for Education and Skills in 2000, examined the needs of ESOL learners and made a series of recommendations designed to give this group of people access to high quality, relevant English language provision leading to nationally recognised qualifications.

Action so far includes:

- commissioning the development of the adult ESOL core curriculum, published in December 2001
- commissioning a consortium comprising the London Language and Literacy Unit, the Basic Skills Agency, the Learning and Skills Development Agency, The Refugee Council, NIACE and NATECLA to:

- plan and deliver an intensive training programme to train all teachers who work six hours or more to deliver the new ESOL curriculum, starting in September 2001
- develop a support pack for those who teach or support refugees and asylum seekers, available May 2002
- report on the features and use of ESOL diagnostic assessment tools
- funding the Qualifications and Curriculum Authority to carry out a mapping exercise to clarify the relationship between the new national literacy and numeracy standards, the Common European Qualifications Framework and the National Language Standards. This will enable awarding bodies to offer qualifications within a transparent national framework. It will make the level and content of all qualifications clear to learners, educational providers and employers.

This work provides a secure foundation for the development of ESOL qualifications based directly on the new curriculum.

## OPTIONS FOR ESOL ACCREDITATION 2002-03

### Recognising non-externally accredited achievements

ESOL programmes do not have to be externally accredited in order to be eligible for Learning and Skills Council (LSC) achievement funding. However, to be eligible for achievement funding, learning goals for ESOL programmes need to be set within the new standards for adult literacy. Teachers need to retain 'a record of achievement and/or progress reports indicating achievement of the learner's learning programme.' For detailed information, see LSC's *Guidance on Further Education Funding Eligibility and Rates 2001-02*, paragraphs 348, 357, 358. The *Funding Guidance for FE 2002-03* will be published in March 2002 and available on the LSC website at [www.lsc.gov.uk](http://www.lsc.gov.uk). Look out for the sections relating to non-externally accredited learning in the new funding document.

### Existing literacy and numeracy qualifications

All current literacy and numeracy qualifications are fundable until August 2002, when they will be replaced by the new Entry level qualifications and the national tests at Level 1 and Level 2. Non-externally accredited achievements will remain fundable within the LSC funding mechanism as described above.

## Entry level Certificate in Adult Literacy (including spoken communication)

Learners who are working on their literacy and numeracy skills at Entry level can demonstrate their achievement by taking the new Entry level Certificate in Adult Literacy. These certificates have not been designed specifically for learners who have first languages other than English, but they are worth considering. At the time of writing, February 2002, seven awarding bodies have been approved by the Qualifications and Curriculum Authority to offer the Entry level Certificate in Adult Literacy:

- City and Guilds
- Edexcel
- LCCI Examinations Board EB
- National Open College Network
- Northern Council for Further Education
- Oxford, Cambridge and RSA Examinations (OCR)
- OCN North West

The Entry level Certificate in Adult Literacy requires a minimum of 50 per cent external assessment. The qualifications are flexible. Several awarding bodies offer a range of assessment routes, including:

- portfolios (internally assessed)
- short tasks (externally set, internally marked, externally verified)
- assignments (externally set, internally marked, externally verified).

Literacy learners at Entry level often have different levels of achievement across the sub-skills of listening and speaking, reading and writing – a ‘spiky profile’. The Entry level Certificate in Adult Literacy allows a learner’s achievements at Entry 1, Entry 2 and Entry 3 to be recorded on one certificate. For example, a learner can achieve listening and speaking skills at Entry 3, reading skills at Entry 2 and writing skills at Entry 1 and the learner’s certificate will show his or her achievement at these different sub-levels.

For most Entry level certificates in adult literacy, results are processed on demand. Candidates can be registered for up to three years and a number of results at Entry level can be recorded during that time, so that adult learners are able to progress through the three sub-levels of Entry level. For more details, see the briefing sheet entitled *New Entry level Certificates in Literacy and Numeracy*.

## National Literacy tests at Level 1 and Level 2

See Section 9 for further information.

## ESOL qualifications

Awarding bodies have recently submitted their existing qualifications to QCA for accreditation and alignment against the National Qualifications Framework (NQF). Many of these qualifications are available both in the UK and internationally. Some have historically been labelled as 'EFL' qualifications. In recognition of the mixed profiles of candidates and the needs of learners who are living and working in the UK, awarding bodies have agreed to adopt the 'ESOL' label for all these qualifications.

As part of the process of accreditation, QCA has required the awarding bodies to:

- adopt a common titling system that includes the National Qualifications Framework (NQF) level and the generic term ESOL, as well as the awarding body's own specific title; this will appear on certificates awarded to candidates
- include a rationale for each qualification that relates to the UK education system and the needs of UK learners
- ensure that the assessment systems are sufficiently robust to give users confidence in the value of the qualification.

The 'new' QCA accredited qualifications in the list below are not really new. Most of them will be fairly familiar to existing users. QCA and the Adult Basic Skills Strategy Unit are encouraging awarding bodies to develop new qualifications based on the curriculum, although there is no guarantee that any completely new qualifications will be ready for September 2002. For this reason, all ESOL qualifications approved by QCA will remain fundable until August 2003, by which time new qualifications should be available, based on the ESOL curriculum.

So far the following qualifications have been approved:



Awarding Body	Qualification	Agreed NQF level	Date of approval
UCLES	Entry 2 Certificate in English (ESOL) [Certificate in Key English Test]	Entry 2	28/01/02
UCLES	Entry 3 Certificate in English (ESOL) [Certificate in Primary English Test]	Entry 3	28/01/02
UCLES	Level 1 Certificate in English (ESOL) [First Certificate in English]	Level 1	28/01/02
UCLES	Level 2 Certificate in English (ESOL) [Certificate in Advanced English]	Level 2	28/01/02
UCLES	Level 3 Certificate in English (ESOL) [Certificate in Proficiency in English]	Level 3	28/01/02
UCLES	Certificate in Business English (ESOL)	Entry 3 Levels 1,2	28/01/02
UCLES	Entry 3/Level 1/Level 2 Certificate in English Language Skills (ESOL) Separate accreditation for Reading, Writing, Speaking, Listening [formerly CCSE]	Entry 3, Levels 1,2	28/01/02
UCLES	Level 2 Certificate in English (ESOL, IELTS Bands 6/7) [International English Language Testing System]	Level 2	11/2/02
Trinity College London	Certificate in spoken English (ESOL) [Grade examinations in English for speakers of other languages]	Entry 1,2,3 Levels 1,2,3	11/2/02

Several more qualifications should be approved over the next few months. The following awarding bodies have submitted qualifications that are currently under consideration by QCA:

- Assessment and Qualifications Alliance (AQA)
- Edexcel
- English Speaking Board (ESB)
- LCCI Examinations Board (LCCIEB)
- Pitmans
- Trinity
- University of Cambridge Local Examinations Syndicate (UCLES)

In addition, a range of NVQ Language Units have been accredited as vocational qualifications and are available in English (as well as other languages) through OCR, CGLI, Edexcel, and LCCIEB. The Language Units are designed to assess language competence in a modern foreign language in a non-native speaker environment e.g. an English speaker using French in a vocational context in England. QCA's recent mapping exercise has enabled equivalence to be established between the NVQ Language Units and the ESOL curriculum. See the section headed *Further Information* to find out how to get full details of the mapping exercise.

## WHAT PROVIDERS CAN DO

- Get a copy of the draft QCA mapping paper from the Qualifications and Curriculum Authority on 0207 509 5287.
- Make sure that teaching is mapped to the national standards for adult literacy from September 2002 onwards.
- Make sure that teachers take part in the ESOL curriculum training. Telephone NIACE on 0116 2044274 for further information.
- Look out for new accreditation options. For example, London Open College Network (LOCN) is currently designing units closely aligned to the adult ESOL core curriculum at Entry 1, Entry 2 and Entry 3. LOCN plans to have these available before September 2002. The National Open College Network (NOCN) hopes to submit these units as a full qualification to QCA for accreditation soon.
- Look at the new adult literacy qualifications and national tests to see whether they are appropriate for the assessment of some ESOL learners.



## FURTHER INFORMATION

- See *Skills for Life* paragraphs 119–121, 122–3, 124
- Free copies of the national standards for adult literacy and numeracy are available from the Department for Education and Skills on 0845 60 222 60 or by email from [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)
- Download the standards from the Qualifications and Curriculum Authority web site [www.qca.org.uk](http://www.qca.org.uk). Visit the Unit's website at [www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus)
- Free copies of the adult ESOL core curriculum, the adult literacy and numeracy core curricula, the Pre-entry curriculum framework and *Access for All* are available from:  
  
The Basic Skills Agency  
Admail 524, London WC1A 1BR  
Tel: 0870 600 2400  
Fax: 0870 600 2401
- Awarding bodies:
  - for AQA, see [www.aqa.org.uk](http://www.aqa.org.uk)
  - for City and Guilds, see [www.basic-skills.org.uk](http://www.basic-skills.org.uk)
  - for Edexcel, see [www.edexcel.org.uk](http://www.edexcel.org.uk)
  - for ESB, see <http://www.esbuk.demon.co.uk>
  - for LCCIEB, see <http://www.lccieb.org.uk>
  - for National Open College Network, see [www.nocn.org.uk](http://www.nocn.org.uk) and click 'qualifications'
  - for Northern Council for Further Education, see [www.ncfe.org.uk](http://www.ncfe.org.uk)
  - for OCR, see [www.ocr.org.uk](http://www.ocr.org.uk)
  - for Open College Network of the North West, see [www.ocnw.co.uk](http://www.ocnw.co.uk)
  - for Pitmans, see <http://www.city-and-guilds.co.uk/pitman>
  - for Trinity, see <http://www.trinitycollege.co.uk>
  - for UCLES (IELTS), see <http://www.ucles.org.uk>
- For a web site with lots of information about English language exams in general, go to <http://www.britcoun.org/english/exams/engexamsuk.htm>
- For general information on national adult literacy and numeracy qualifications, go to the QCA web page [http://www.qca.org.uk/nq/bs/adultlit\\_numqual.asp](http://www.qca.org.uk/nq/bs/adultlit_numqual.asp), which now includes a list of approved qualifications.

# Section 9

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## National tests in adult literacy and numeracy

### BACKGROUND

In the past there were no nationally agreed definitions to describe levels of literacy, numeracy and spoken language among adults. This created inconsistencies in the delivery and assessment of basic skills. To address these problems, the Government's Skills for Life strategy has now supported the development of:

- national standards for adult literacy and numeracy, which describe learner achievement at five stages from Entry 1 to Level 2 of the national qualifications framework
- core curricula for literacy, numeracy and ESOL and a Pre-entry curriculum framework for literacy and numeracy
- Entry level qualifications for literacy and numeracy
- national tests at Level 1 and Level 2 for literacy and numeracy.

From September 2002, all learning programmes for literacy, numeracy and ESOL must be mapped to the national standards for adult literacy or the national standards for adult numeracy. The standards are available from DfES Publications on 0845 60 222 60 or by email from [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

### ASSESSMENT: CURRENT DEVELOPMENTS

#### Non-externally accredited achievement

Basic skills programmes do not have to be externally accredited in order to be eligible for achievement funding. However, to be eligible for achievement funding, learning goals for literacy, numeracy and ESOL need to be set within the standards for adult literacy or numeracy, and teachers need to retain 'a record of achievement and/or progress reports indicating achievement of the learner's learning programme.' For detailed information, see the Learning Skills Council's *Guidance on Further Education Funding Eligibility and Rates 2001-02*, paragraphs 348, 357, 358. The *Funding Guidance for FE 2002-03* will be published in March 2002 and available on the LSC website at [www.lsc.gov.uk](http://www.lsc.gov.uk). Look out for the sections relating to non-externally accredited learning in the new funding document.

#### Existing literacy and numeracy qualifications

All current literacy and numeracy qualifications are fundable until August 2002, when they will be replaced by the new Entry level qualifications and the national tests at Level 1 and Level 2.

## National tests

Level 1 tests are designed to measure skills approximately equivalent to GCSE grades D–G. Level 2 tests are designed to measure skills approximately equivalent to GCSE grades A\*–C.

The national tests for adult literacy and numeracy were piloted in Pathfinder areas in June and July 2001 and introduced nationally in September 2001. In July nearly 2000 learners from the *Skills for Life* Pathfinder projects sat the tests, with a success rate of 65 per cent. Given the fact that this was the first time that national tests had been used for assessment of adult literacy and numeracy, these results represent an excellent start.

The national tests for adult literacy and numeracy:

- use the same question bank as, and are identical to, the external tests for the key skills of Communication and Application of Number at Level 1 and Level 2
- are available separately for literacy and numeracy
- are offered at Level 1 and Level 2 of the national qualifications framework only
- sample the skills set out in the national standards and developed through the core curricula for literacy and numeracy

- are machine-marked
- are paper-based at present, but should also be available on-line in due course.

The tests are available during the academic year 2001/2002 on the following dates:

Numeracy	Literacy
7 May 2002	8 May 2002
17 June 2002	18 June 2002
27 August 2002	28 August 2002

The Qualifications and Curriculum Authority (QCA) and the awarding bodies are working towards providing all centres with flexible access to testing opportunities, so that learners can take the tests as soon as they are ready. Plans are in place to provide *monthly* test dates from April and *weekly* test dates from September.

## Literacy

The literacy tests are currently available through three awarding bodies: City and Guilds, Edexcel and OCR. They are multiple choice and test a sample of the requirements described in the national standards for adult literacy (for example, the literacy standards relating to listening and responding, speaking to communicate and engaging in discussion are not currently tested). Candidates will not be able to use a dictionary during the tests.

The literacy tests at Level 1 and Level 2 are both one hour long. They each contain five to seven scenarios with related questions. Each question is followed by four possible answers and there are 40 questions to be completed in one hour. Candidates use an answer sheet to indicate the correct answers. Each correct answer is awarded one mark. Candidates are awarded a pass or fail grade and those who are successful receive the Certificate in Adult Literacy at Level 1 or 2.

### Numeracy

The numeracy tests are currently available through three awarding bodies: City and Guilds, Edexcel and OCR. They are multiple choice and test a sample of the requirements described in the national standards for adult numeracy (for example, the numeracy standards relating to collecting and recording data and using graphs and charts to present results are not currently tested). Candidates will not be able to use a calculator during the numeracy tests. They can use a bilingual dictionary.

The numeracy tests at Level 1 and Level 2 last an hour and 15 minutes. The numeracy tests are made up of groups of questions based around different scenarios, together with some free-standing questions. Each question is followed by four possible answers and there are 40 questions to be completed in one hour and 15 minutes. Candidates use the

answer sheet to indicate the correct answers. Each correct answer is awarded one mark. Candidates are awarded a pass or fail grade and those who are successful receive the Certificate in Adult Numeracy at Level 1 or 2.

### WHAT PROVIDERS CAN DO

It is important that centres compare the services offered by each awarding body. Things you may want to check include:

- price and value for money
- centre approval arrangements
- support offered to centres
- whether or not the awarding body is offering all the testing opportunities (for example one awarding body is offering only four of the five possible testing dates during 2001-2002)
- the awarding body's last date for sending back the completed test entry order forms for each test window
- whether the awarding body offers an individual feedback service on candidate performance
- what additional support is available for learners with special requirements.

It may be easier to ask these questions directly to the awarding body's helpline staff than to search for them on the awarding body's website. Not all the websites hold up-to-date information. Website details and telephone numbers of the main awarding bodies are set out at the end of this section.

Educational providers should make sure that all staff have general information about the tests, including:

- staff who teach embedded basic skills
- learning support staff
- vocational subject teachers
- guidance and frontline staff
- enrolment staff
- initial advice and guidance staff
- ES advisers
- local employers
- the probation services.

Pilot test results suggest that where learners are offered a structured, supported and motivating learning environment and good individual follow-up, testing can be a positive experience. Many of the adults who took part in the pilot said that they enjoyed preparing for and taking the tests. Students must be given the opportunity to practise multiple choice tests before they take the real test. You can find sample tests and mark schemes on the City and Guilds website.

## FURTHER INFORMATION

For information about Edexcel, go to their Customer Response Centre:

Tel: 0870 240 9800

Fax: 020 7758 6960

Email: [enquiries@edexcel.org.uk](mailto:enquiries@edexcel.org.uk)

Website: [www.edexcel.org.uk](http://www.edexcel.org.uk).

For information about City and Guilds, contact their Customer Services Department:

Tel: 020 7294 2800

Email: [enquiry@city-and-guilds.co.uk](mailto:enquiry@city-and-guilds.co.uk)

City and Guilds Basic Skills website:

[www.basic-skills.org.uk](http://www.basic-skills.org.uk)

For information about OCR, contact the OCR Information Bureau:

Tel: 024 7685 1509

Fax: 024 7646 8080

Email: [cib@ocr.org.uk](mailto:cib@ocr.org.uk)

Website: [www.ocr.org.uk](http://www.ocr.org.uk)

For queries regarding centre approval, or applications to be an OCR Adult Literacy and Numeracy test centre, contact the Operations Department at OCR Coventry on 024 7647 0033

For general information on national adult literacy and numeracy qualifications, go to the relevant QCA web page [www.qca.org.uk/nq/bs/adultlit\\_numqual.asp](http://www.qca.org.uk/nq/bs/adultlit_numqual.asp), which includes a list of approved qualifications.

# Section 10

## Training and development for staff

### BACKGROUND

In *Skills for Life*, the Government has made an explicit commitment to increase demand and improve supply by meeting the needs of all potential and actual learners. An important dimension of this commitment is to raise the standards of literacy, numeracy and ESOL teaching through the introduction of clear national standards and core curricula, supported by high-quality materials, new teacher training qualifications and robust inspection arrangements. This has been described as a new teaching and learning infrastructure.

The strategy makes a commitment to:

- develop new literacy, numeracy and ESOL teaching qualifications
- establish a programme of accredited continuing professional development
- determine whether there is sufficient teaching capacity to meet the expected growth in demand
- forecast future needs and assess the implications for teacher recruitment
- introduce a range of measures to improve the status of teachers of adult literacy, numeracy, ESOL and learners with disabilities and/or difficulties.

### CURRENT DEVELOPMENTS

#### The teaching and learning infrastructure

An immediate need has been to ensure that all existing tutors and teachers have access to training on how to work with the new teaching and learning infrastructure and in particular the national standards and the core curricula. The Adult Basic Skills Strategy Unit has sponsored a series of intensive training programmes for existing tutors since Spring 2001.

These continuing professional development (CPD) programmes have initially been targeted at teachers who teach for six or more hours and have been free to all teachers irrespective of which context or setting they work in. The strategy is committed to providing training for all aspects of the teaching and learning infrastructure as it is introduced. A schedule for this is set out in the following table:



**TABLE 1**

Training programme	For	Timeframe	Organisation leading consortium
Adult literacy core curriculum	All tutors teaching literacy	June 2001 onwards	Basic Skills Agency
Adult numeracy core curriculum	All tutors teaching numeracy	June 2001 onwards	Basic Skills Agency
Adult Pre-entry curriculum and <i>Access for All</i>	All tutors and others working with students with learning difficulties and/or disabilities	From March 2002	National Institute of Adult and Continuing Education
Adult ESOL core curriculum	All tutors teaching ESOL	September 2001 until September 2002	London Language and Literacy Unit, South Bank University
Volunteer strategy	New volunteers who wish to support adults with literacy, numeracy and ESOL needs.	From September 2001 until 2004 training available in pilot areas from February 2002	Basic Skills Agency
Neighbourhood nurseries programme <i>First Step</i>	Nursery managers and frontline staff to help support them to identify the literacy, numeracy and ESOL needs of adults they engage with	From January 2002 until 2004 (training being piloted at present)	Basic Skills Agency
Learning materials training	Tutors who teach literacy, numeracy and ESOL	August 2002 until October 2002	Centre for British Teachers (CfBT)
Diagnostic assessment tools training	Tutors who teach literacy, numeracy and ESOL	August 2002 until October 2002	Basic Skills Agency



## FUNDING

The Learning and Skills Council (LSC) has expanded the Standards Fund to include training for those involved in the delivery of literacy, numeracy and ESOL. This includes staff who work for less than six hours per week and those vocational teachers where literacy, numeracy and ESOL are only a part of their teaching responsibilities.

## USE OF FUNDING

In April 2002 the National Learning and Skills Council will clarify the funding arrangements in place and what funding will cover. For information on funding contact your local LSC.

A schedule for the transfer of funding responsibilities is set out below:

**TABLE 2**

Training and development programme	Timescale for funding from the Adult Basic Skills Strategy Unit	Timescale for mainstream funding
Adult literacy curriculum		January 2002 onwards
Adult numeracy curriculum		January 2002 onwards
Adult ESOL curriculum	until September 2002	September 2002 onwards
Adult pre-entry curriculum	until September 2002	September 2002 onwards
Volunteer Strategy	until 2004	2004 onwards
Neighbourhood Nurseries Programme – First Step	until 2004 jointly with the Early Years and Childcare Unit	2004 onwards

## ACCESS TO THE CURRENT TRAINING PROGRAMME

The National Learning and Skills Council will be able to put you in touch with the organisation(s) that are contracted to manage and organise this training.

## CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMME (CPD PROGRAMME)

The CPD programme will include areas for development identified through the pilot projects for training. The detail of the plans for CPD programmes for 2002 will be available from the NLSC in September 2002.

## WHAT PROVIDERS CAN DO

In order that all staff are appropriately prepared and trained providers should ensure that:

- all existing teachers have access to the relevant training programmes
- appropriate levels of funding are drawn down from the LSC or from the relevant source
- new teachers receive opportunities to access CPD as part of their employment entitlement
- all staff have the opportunity to regularly update their skills.

## FOR FURTHER INFORMATION:

To obtain more information on training and continuing professional development, you can contact the following:

The National Learning and Skills Council  
101 Lockhurst Lane  
Coventry CV6 5SF  
Telephone: 0870 900 6800

Literacy and numeracy core curriculum training:

Clare Sumpter  
The Basic Skills Agency  
Commonwealth House  
1-19 Oxford Street  
London WC1A 1NU  
Telephone: 020 7440 6524  
Email: [teachertraining@basic-skills.co.uk](mailto:teachertraining@basic-skills.co.uk)

Pre-entry curriculum and *Access for All* training:

Joyce Black  
NIACE  
4th Floor Enkalon House  
Regent Road  
Leicester LE1 7PE  
Telephone: 0116 285 9658  
Email: [joyce.black@niace.org.uk](mailto:joyce.black@niace.org.uk)

ESOL core curriculum training:

Carl Liquorish  
NIACE  
21 De Montfort Street  
Leicester LE1 7GE  
Telephone: 0116 204 4274  
Email: [carl.liquorish@niace.org.uk](mailto:carl.liquorish@niace.org.uk)

Volunteer strategy:

Christine Townley  
Commonwealth House  
1-19 New Oxford Street  
London WC1A 1NU  
Telephone: 020 7440 6535  
Email: [christ@basic-skills.co.uk](mailto:christ@basic-skills.co.uk)

Neighbourhood nurseries programme:

Elizabeth Jarman  
The Basic Skills Agency  
Commonwealth House  
1-19 New Oxford Street  
London WC1A 1NU  
Telephone: 020 8462 2434  
Email: [elizabethj@basic-skills.co.uk](mailto:elizabethj@basic-skills.co.uk)

# Section 11

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## Qualifications for staff teaching adult literacy, numeracy and ESOL

### BACKGROUND

In the past teachers of adult literacy, numeracy or ESOL received little coherent advice on the qualifications that would best prepare them for a career in this area of work. Qualified teachers from a variety of backgrounds have, through their commitment and enthusiasm, gravitated towards this aspect of adult learning without the benefit of any specialist training. Many teachers and support staff remain without specialist qualifications or the opportunity to gain them. *Skills for Life* set out the Government's commitment to the strategy's most important resource, its staff. This commitment is designed to give teachers working in adult literacy, numeracy and ESOL equality of opportunity and status with all other teachers and support staff.

Developments include:

- A new qualifications framework for teachers and other staff teaching and supporting adult literacy, numeracy and ESOL, underpinned by:
  - specialist subject specifications that set out the skill levels required of teachers of literacy, numeracy or ESOL
  - guidance on the specialist pedagogical aspects unique to literacy, numeracy and ESOL
  - guidance on discrete contexts and settings for learning, including the workplace and prisons
  - progression routes for teachers and support staff.

In September 2001 the Further Education National Training Organisation (FENTO) introduced their new occupational standards and associated qualifications for teachers and support staff in the further education sector.

For new teachers, from September 2001:

- All Further Education teaching qualifications will be developed to cover the teaching of basic skills to a minimum level as covered in the (FENTO) generic standards. The teaching practice settings for programmes which lead to a teaching qualification include FE provision taught in HE settings, Adult and Community Education or Basic Skills provision within Further and Adult Education.
- All teachers employed to teach basic skills in Further Education colleges will be required to hold, or work towards and achieve in a specified time, a specialist basic skills teaching qualification.

All the developments listed above have been designed to complement the new generic teaching qualifications.

## CURRENT DEVELOPMENTS

### Subject specifications

FENTO, in partnership with a range of key stakeholders, has developed, consulted on and endorsed the new subject specifications of adult literacy and numeracy. These specifications are set at Levels 3 and 4 of the National Qualifications Framework. The subject specifications are sub-divided into two inter-related areas:

- the knowledge, skills, understanding and the ability to apply the skill itself
- the knowledge and understanding of the consequences for the learners of specific skill definitions.

The Level 4 subject specifications are currently being integrated within the following programmes and qualifications:

- certificate of education (Cert Ed) and post-graduate certificate of education (PGCE) programmes within higher education
- new awarding body qualifications designed to replace existing qualifications
- initial training of new teachers entering the profession as part of new generic FENTO-endorsed qualifications.

The Level 3 subject specifications are being used by several awarding bodies as they seek

to replace existing teacher qualifications in adult literacy and numeracy. New qualifications are expected to become available in the Autumn of 2002, subject to the approval of the Qualifications and Curriculum Authority.

New subject specifications for ESOL are currently in development. A consultation exercise is planned during the early Summer 2002 leading to final specifications being published in the Autumn.

### SPECIALIST PEDAGOGY

The Adult Basic Skills Strategy Unit is working with key partners to identify and specify those aspects of teaching and learning that are unique to literacy, numeracy and ESOL. The intention is to provide guidance for awarding bodies and providers of initial teacher training and specialist qualifications during June 2002.

Over time, we will also look to produce a range of support materials for those following initial teacher training and specialist programmes.

## WHAT PROVIDERS CAN DO

Providers can:

- Make sure that teachers have a copy of the new subject specifications for adult literacy and numeracy.
- Audit the current generic and specialist qualifications of their staff.
- Establish a timescale within which all staff will be supported to gain nationally recognised new qualifications.
- Agree a training and development strategy for staff teaching and/or supporting adult literacy numeracy and ESOL.
- Support staff to attend training and development programmes.
- Ensure that new adult literacy or numeracy staff meet the appropriate subject specification.

## FURTHER INFORMATION

### Subject specifications for teaching adult literacy and numeracy are available from:

Further Education National Training  
Organisation  
1- 6 Ely Place  
London  
EC1N 6RJ  
Telephone: 020 7242 4662  
Fax: 020 7242 4460

Details about new teaching qualifications are available from:

City and Guilds  
1 Giltspur Street  
London  
EC1A 9DD  
Telephone: 020 7294 2468  
Fax: 020 7294 2400

Edexcel  
Stewart House  
32 Russell Square  
London  
WC1B SDN  
Telephone: 0870 240 9800  
Fax: 020 7758 6960

University of Cambridge Local  
Examination Syndicate  
Syndicate Buildings  
1 Hills Road  
Cambridge  
CB1 2EU  
Telephone: 01223 553 311  
Fax: 01223 460 278/553 068

**Information on a Certificate Programme in Adult Literacy, Numeracy or ESOL (a one year part-time course); and information on new subject specifications for ESOL is available from:**

The London Language and Literacy  
Unit at South Bank University  
South Bank University  
103 Borough Road  
London  
SE1 OAA  
Telephone: 020 7815 6290  
Fax: 020 7815 6296



Information on a new Masters Programme in Adult Basic Skills is available from:

Institute of Education  
20 Bedford Way  
London WC1H 0AL



# Section 12

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## Quality framework related to adult literacy, numeracy and ESOL

### BACKGROUND

*Skills for Life* sets out a clear strategy for ensuring that adults who are seeking to improve their literacy and numeracy skills have access to high quality learning opportunities. A critical dimension of the requirement for quality is the need for robust inspection arrangements that are supported by a range of specific and targeted quality measures. The Adult Basic Skills Strategy Unit is working in partnership with the Learning and Skills Council (LSC), the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) to make sure that all learning organisations can meet the minimum quality criteria.

### INFORMATION

The Unit has made a commitment to build on the existing quality framework to secure clarity, coherence and consistency across the existing models of best practice currently used by key stakeholders. The existing quality framework includes:

- **Basic Skills Quality Mark (BSQM)** – The Basic Skills Quality Mark provides a framework for the continuous improvement of organisations providing literacy and numeracy learning programmes. BSQM is available to both

the compulsory and the post-compulsory education sectors. BSQM was developed and is managed by the Basic Skills Agency, and focuses on effectiveness as well as entitlement.

- **Basic Skills Quality Initiative (BSQI)** – The Basic Skills Quality Initiative is a programme to support staff and organisational development that aims to improve the quality of an organisation's basic skills provision. The initiative includes: a package of materials; resources to employ a trained facilitator; and access to training and development events. BSQI was developed and managed by the FEFC, and is now overseen by the LSC and delivered by the Association of Colleges.
- **The Common Inspection Framework (CIF)** – The Common Inspection Framework is a statutory framework developed and implemented by the Adult Learning Inspectorate (ALI) and the Office for Standards in Education (Ofsted). CIF is used by the inspectorates to inspect the quality of provision across all organisations within the post-16 sector irrespective of audience, constituency, contexts or settings.



- **Self assessment** – All post-16 learning organisations are required by their local Learning and Skills Council to carry out self-assessment. Self-assessment must focus on the extent to which systems and structures are effective in promoting learning and delivering learner outcomes.
- **Learning and Skills Council (LSC) and Employment Service (ES): Action following Reviews** – The formal review process serves as a means of ensuring on-going dialogues with suppliers about their performance and quality of provision. It enables the LSC and ES to identify those suppliers whose performance is causing concern and who are likely to require additional support and/or guidance. The results of the reviews inform the frequency of monitoring visits, in inverse proportion to success. This process will shape the LSC and ES selective interventions to reward high quality suppliers and to work with suppliers who are giving cause for serious concern.
- **Success in Adult Literacy, Numeracy and ESOL Provision** – The development of a guide to support the Common Inspection Framework has been carried out in partnership with ALI, Ofsted and BSA. This guide is currently being used as a working document and is aimed at supporting providers as they prepare for inspection. The guide builds upon the seven key questions set by the Common Inspection Framework and focuses on the relevant indicators for adult literacy, numeracy and ESOL. The guide is designed to help providers to carry out a self-assessment of the quality of their provision and work towards continuous improvement. The working document will be reviewed and revised during the Summer in line with feedback from practitioners and inspectors.
- **Common inspection data** – The inspectorates are working together to produce common inspection information for Government and the LSC. In the case of the LSC the intention is that the data will enable them to reward excellence in provision, invest selectively and where necessary to take firm action where providers fail to respond to the requirements of the quality criteria.

## CURRENT DEVELOPMENTS

*Skills for Life* sets out the range of activities and developments that the Unit, with key partner organisations, will introduce in order to achieve greater coherence across contexts and settings. The main activities and developments to date include:

- **Thematic review** – The inspectorates will undertake a thematic review of inspection data and look to the publication of literacy and numeracy inspection information on all providers from the 2002-03 round of inspections.
- **Review of the Quality Framework** – The Unit is currently undertaking a review of the Quality Mark and all quality initiatives. The review will evaluate the role of quality frameworks in supporting the implementation of the strategy. A key consideration will be whether there is a need to develop a new quality framework that reflects more appropriately the new adult literacy and numeracy standards, curricula, national tests and other measures.
- **National Research and Development Centre for Adult Literacy and Numeracy** – The Unit has commissioned a new National Research and Development Centre for Adult Literacy and Numeracy (NRDC). The NRDC comprises a consortium of international and national experts led by the Institute of Education, University of London and supported by the universities of Lancaster, Nottingham and Sheffield and other practitioner partners.

The NRDC will seek out best practice from around the world, and test new ideas and approaches to learning so that all adults can be enabled to reach their full potential. It will be a catalyst for change in bringing together theory, policy implementation and practice. The NRDC has a wide remit, including exploring the impact on the economy, society and the individual of low levels of literacy, language and numeracy, and developing teaching models and materials to support the *Skills for Life* strategy.

#### WHAT PROVIDERS CAN DO

The Government is committed to ensuring that all learners at all levels in all contexts and situations have access to a quality learning experience.

From September 2001 all providers have been expected to have literacy and numeracy action plans in place. This plan must show how numbers in learning will be increased, how learning will be managed, monitored, evaluated and measured.

## FOR MORE INFORMATION

- See *Skills for Life* paragraphs 141-145
- To obtain the guide to support the Common Inspection Framework, see the readwriteplus website [www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus)
- See the BSA website [www.basic-skills.co.uk](http://www.basic-skills.co.uk) for information on the Quality Mark
- See the Ofsted website [www.ofsted.gov.uk](http://www.ofsted.gov.uk) and ALI [www.ali.gov.uk](http://www.ali.gov.uk) for information on the Common Inspection Framework
- See the Adult Basic Skills Strategy Unit's website [www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus) for general information on the Government's strategy
- See the website for the National LSC [www.lsc.gov.uk](http://www.lsc.gov.uk)



# Section 13

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## Funding and Planning

### BACKGROUND

The Learning and Skills Council (LSC) is the main agency providing funding for adult literacy, numeracy and ESOL provision. Its task is to ensure that learners are able to access basic skills provision easily and that providers are motivated to increase and improve their basic skills provision. The LSC works closely with the Employment Service, the Adult Basic Skills Strategy Unit and providers to ensure that the planning and funding of basic skills provision both matches local needs and reflects national policy.

The LSC aims to fund basic skills provision in an effective and flexible way, so as to make possible the expansion needed to meet the government's target of improving the basic skills levels of 750,000 adults by 2004. This expansion will bring about an increase in numbers of people participating in literacy, numeracy and ESOL provision - approximately 1.8 million learning opportunities will be provided by LSC. The expansion should also bring about an improvement in retention and achievement rates. It is vital that providers take advantage of the support that the LSC and the Adult Basic Skills Strategy Unit can offer them to help achieve this.

### LSC FUNDING FOR BASIC SKILLS PROGRAMMES IN 2002–03

For funding and planning purposes, the LSC uses the definition of basic skills provision in *Skills for Life: the national strategy for improving adult literacy and numeracy skills*. This definition is:

*literacy and numeracy skills provision which caters for the literacy, language (ESOL) and numeracy needs of all post 16 learners, and including those with learning difficulties or disabilities, from Pre-entry level up to and including Level 2. This includes all forms of provision, whether delivered as stand-alone, or as part of a vocational programme or bolt-on course, and whether delivered full-time, part-time, or through self-study or Information Communication Technology (ICT).*

Under the new funding arrangements for 2002–03, the LSC intends to ensure that funding rates for all basic skills programmes at least match the funding available in 2001–02. This has necessitated some specific funding adjustments that apply only to basic skills provision. Where learners have more than one basic skills learning aim, proportionately greater funding may be available than was the case before, because of the incorporation of the entry element into each national base rate under the new funding arrangements.

*Skills for Life* makes clear that 'all literacy and numeracy skills education will continue to be free of charge to the learner, no matter who provides it, where it is provided, or in what form'. The LSC will pay the full national base rate for each basic skills learning programme, to reflect the eligibility of all basic skills learners for full fee remission. Providers are expected to offer basic skills programmes that are free to the learner, and should make no other charges to the learner for basic skills learning – including examination fees, charges for materials, administration and registration fees. Furthermore, employers should not be expected to contribute to basic skills learning.

Three-hour and six-hour short courses continue to be available for extended diagnostic assessment and intensive tuition respectively in relation to basic skills. Basic skills learning programmes will also continue to attract a disadvantage uplift of 10 per cent.

Providers should be aware that Additional Support will continue to be available, where required, for basic skills students, and that the LSC will consider increasing the funding received by a provider where there are changes in the numbers of students requiring additional support – for example, where the number of students requiring additional support for 2002–03 is expected to be significantly greater than in previous years.

In summary, LSC's funding of basic skills programmes in 2002–03:

- ensures that provision is free to the learner
- pays the full national rate for basic skills programmes, as basic skills learners automatically attract fee remission
- offers weighted national rates for basic skills learning aims, that will not be lower than the rates paid in 2001/02
- gives a disadvantage uplift of 10 per cent.

The LSC is reviewing its funding policy in relation to learners who are taking a learning aim that includes embedded basic skills provision. Where learners have been assessed as having basic skills needs and the embedded basic skills provision is mapped to national standards, the LSC is considering the possibility that the disadvantage uplift may be applied to the national base rate for this learning aim. The LSC is also considering the funding of actual costs of outreach work related to attracting basic skills learners to relevant provision.

In addition, the Adult Basic Skills Strategy Unit and the LSC are investigating the feasibility of providing stand-alone opportunities to take national basic skills tests for relevant learners. Further details on all these possible strategies aimed at broadening the funding available for basic skills will also be given in the funding guidance to be published in Spring 2002.

Providers will be able to claim the achievement element of the national rate when a learner achieves one of the new QCA accredited literacy or numeracy qualifications, or an externally assessed ESOL certificate. Alternatively, they will be able to claim the achievement element if a learner achieves relevant learning goals set within the new national standards for adult literacy and numeracy.

Courses leading to the following national qualifications will be funded as 'basic skills provision', according to the learner categories listed below:

- for all learners aged 19 years and over:
  - Certificates in Adult Literacy at Entry level, Level 1 and Level 2
  - Certificates in Adult Numeracy at Entry level, Level 1 and Level 2
  - Key Skills in Communication at Level 1 and Level 2
  - Key Skills in Application of Number at Level 1 and Level 2
- for part-time learners in the post 16 sector aged 16-18 years:
  - Certificates in Adult Literacy at Entry level, Level 1 and Level 2
  - Certificates in Adult Numeracy at Entry level, Level 1 and Level 2

- Key Skills in Communication at Level 1 and Level 2
- Key Skills in Application of Number at Level 1 and Level 2
- for full-time learners aged 16-18 years:
  - Certificates in Adult Literacy at Entry level, Level 1 and Level 2
  - Certificates in Adult Numeracy at Entry level, Level 1 and Level 2.

For all full-time learners aged 16-18 years following a Curriculum 2000 programme, the communication and application of number key skills at Levels 1 and 2 are funded within the entitlement curriculum.

ESOL qualifications will also attract basic skills funding. A range of ESOL qualifications approved by QCA will be available during 2002-2003. By September 2003, new ESOL qualifications based on the ESOL curriculum should be available. As described above, providers will be able to claim the achievement element if an ESOL learner achieves relevant learning goals set within the new national standards for adult literacy and numeracy.



## **FUNDING ALLOCATIONS FOR 2002–03**

For all providers, the funding process will be significantly different from that in 2001–02. The new process will be based on discussions between providers and their local LSCs. This process will begin before the LSC funding guidance circular is published. The new process is intended to reflect each provider's role in meeting learner needs, in the context of local LSCs' strategic and basic skills delivery plans and in the context of national priorities set for LSC by the Secretary of State, which includes the priority for basic skills.

The timetable for the funding allocation process shown below was set out in the LSC Circular 01/19: *Arrangements for Planning and Budgeting for FE* ([www.lsc.gov.uk](http://www.lsc.gov.uk)). This timetable is subject to revision, and an updated table will be included in the funding guidance to be published in Spring 2002.

### **December 2001**

LSCs discuss with FE providers the planned volume of activity and financial plans for 2002–03, taking into account providers' strategic plans, the LSC's draft strategic plan, early monitoring data, likely learner numbers and provider reviews.

The LSC considers the Secretary of State's annual guidance letter and confirms availability of funds and priorities.

### **January 2002**

Baseline data given to LSCs for discussion and agreement with each provider. Growth funding allocated to LSCs to distribute to providers. Detailed guidance on Planning and Budgeting Allocation Process published in Jan/Feb.

### **February/March 2002**

LSCs agree proposed allocations and learner numbers with each provider.

### **5 April 2002**

Target date for responses from LSCs to the national LSC on proposed allocations.

### **April/May 2002**

National LSC aggregates all proposed allocations, adjustments in funding agreed across LSCs.

### **June 2002 onwards**

Final funding allocations and funding agreements issued by LSCs.



## LSC PLANNING

In response to *Skills for Life*, the LSC has produced a delivery plan: *Improving Adult Literacy and Numeracy*. This plan sets out the LSC's role in the basic skills strategy and outlines how the LSC will work through the 47 local LSCs to expand and improve the quality of provision for literacy and numeracy and meet the national target. Each local LSC has set a minimum achievement target range towards the national target. Local LSCs have also produced their own delivery plans, setting out how they intend to achieve their basic skills targets and their plans for increasing and improving literacy, language and numeracy provision. These plans also set targets for participation and achievement in literacy, language and numeracy provision.

Local LSCs will encourage existing providers of good quality literacy, language and numeracy provision to develop and expand their provision and increase their capacity. Providers will be encouraged to increase the range and type of basic skills programmes and to build on successful programmes such as family literacy and numeracy.

## INSTITUTIONAL PLANNING

Basic skills managers and coordinators will need to work closely with those responsible for institutional planning. They will also have an important role in ensuring that a range of other staff, including MIS and finance staff, are fully informed about the national strategy.

Particularly within large and complex organisations, senior managers will need to ensure that organisational structures and strategic planning processes enable this collaborative action.

In order to achieve the required growth in participation and achievement, provider organisations will need:

- a clear strategy for promoting basic skills learning opportunities
- a targeted action plan for learner recruitment, retention and achievement
- a plan for the recruitment and training of staff
- a system for monitoring and evaluating the effectiveness of the plan.

## WHAT PROVIDERS CAN DO

- ensure that you understand the funding guidance. New guidance will be published in Spring 2002. This will provide detailed information on the rates, as well as an updated timetable
- ensure that appropriate staff have access to their local LSC's delivery plan for basic skills
- ensure that the institutional plan has a section on literacy, numeracy and ESOL and includes an element for growth
- take account of the need for growth in participation and achievement in relation to adult basic skills provision when liaising with the local LSC
- ensure that basic skills managers and those responsible for strategic planning work closely together to secure the required growth in literacy, numeracy and language provision
- ensure that all literacy, numeracy and ESOL programmes are mapped to the national standards; and that management information systems are updated as appropriate
- ensure that MIS staff, basic skills managers, and finance staff work together to secure the additional support funding needed to support the needs of literacy, numeracy and ESOL learners
- ensure that all recording systems and processes associated with basic skills provision are rigorous and fit for purpose.

## FURTHER INFORMATION

- See Skills for Life paragraphs 85–103
- Contact the Learning and Skills Council at [www.lsc.gov.uk](http://www.lsc.gov.uk)

The National Learning and Skills Council  
101 Lockhurst Lane  
Coventry CV6 5SF  
Telephone: 0870 900 6800

- Visit the Adult Basic Skills Strategy Unit's website at:  
[www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus)
- For Department for Education and Skills publications, including the Strategy Unit's *A guide to funding adult literacy and numeracy learning programmes* and *A Directory of Funding Sources for Adult Literacy and Numeracy*, contact:

DfES Publications  
PO Box 5050  
Sherwood Park  
Annesley  
Nottingham NG15 0DJ  
e-mail: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

# Commonly used acronyms

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ABSSU	Adult Basic Skills Strategy Unit	LLLU	London Language and Literacy Unit
ALI	Adult Learning Inspectorate		
BSA	Basic Skills Agency	LLSC	Local Learning and Skills Council
BSQI	Basic Skills Quality Initiative	LSC	Learning and Skills Council
BSQM	Basic Skills Quality Mark	LSDA	Learning and Skills Development Agency
CIF	Common Inspection Framework	NIACE	National Institute of Adult Continuing Education
CPD	continuing professional development	NQF	National Qualifications Framework
DfES	Department for Education and Skills	NRDC	National Research and Development Centre
EFL	English as a Foreign Language	Ofsted	Office for Standards in Education
ES	Employment Service	QCA	Qualifications and Curriculum Authority
ESOL	English for Speakers of Other Languages	SEN	Special Educational Needs
FENTO	Further Education National Training Organisation		
JSA	Jobseeker's Allowance		
LLDD	Learners with Learning Difficulties and/or Disabilities		

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