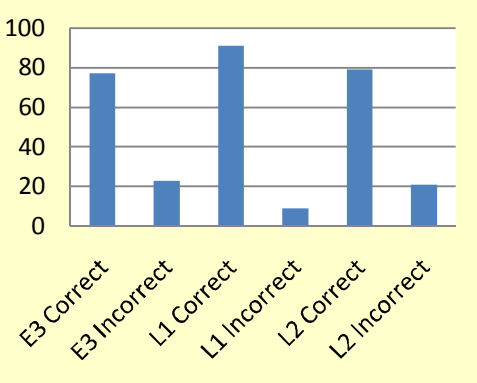
 <p>“I keep six honest serving men, (They taught me all I knew); Their names are What and Why and When, And How and Where and Who.” <small>(Rudyard Kipling, from 'Just So Stories', 1902.)</small></p>	<p>WHY... <i>is there a need for research?</i></p> <ul style="list-style-type: none"> To establish if there is evidence to support the perception that learners experience difficulty with technical language in their QCF product evidence To be able to take an objective view of the research data and put appropriate resources in place 	<p>HOW... <i>do we use findings to make improvements?</i></p> <p>Establish key areas of difficulty and put actions in place</p> <p><i>A score matrix was developed to look at misuse spelling and grammatical content these were compared at different levels and the results correlated?</i></p>	<p>WHO... <i>is in the sample?</i></p> <p>10 entry 3 10 level 1 10 level 2</p> <p><i>is in the research team?</i></p> <p>Essential Skills tutor/lead Technical tutors/Quality Manager The team worked in collaboration (locked away!) cross checked each others findings and drew collective conclusions/actions</p>
<p>WHAT... <i>was the perceived problem?</i></p> <ul style="list-style-type: none"> Learners are experiencing difficulty with using technical terms/language <p><i>Are we trying to establish?</i></p> <ul style="list-style-type: none"> If there is/are significant differences in learners understanding of technical language at different levels of literacy Do we need to do to improve outcomes for learners in technical language/use  <p>WHAT is the data showing?</p> <p>The data shows the biggest differences at level 2</p>	<ul style="list-style-type: none"> Do we show the differences in technical literary knowledge between FMA and AMA (Foundation and Advanced Apprenticeships) The results show we need to separate and reassess 	<p>WHERE... <i>do we go next?</i></p> <p>Repeat bigger samples ✓</p> <p><i>do we start to make improvements?</i></p> <ul style="list-style-type: none"> Technical spelling tests/crosswords Create a technical dictionary in discreet format ✓ Look at technical literacy within observation of teaching learning Establish if the process of internal verification has a negative effect on 'literacy' and make the changes as required To embed technical language via lesson development into the mainstream curriculum 	<p>WHEN...</p> <ul style="list-style-type: none"> Research → June 2012 Staff development → December 2012 <p>To be included as part of a larger supported project involving implementing Functional Skills across the organisation. To be delivered in internal workshops</p> <p>CONCLUSIONS (so far)...</p> <ul style="list-style-type: none"> There needs to be guidance given to level 2 learners on comprehension ✓ Support to entry 3 and level 1 learners needs to be linked into learning preparation for higher level work possibly through functional skills delivery? The business case needs establishing with learners as there ✓ are good financial reasons to be technically literate 