

Skills for Life Quality Initiative

**Learning and Skills Council (LSC)  
Skills for Life Quality Initiative  
2005-2006**

**Embedding  
Literacy, Language and Numeracy  
for Leaders and Managers**

**(2.4)**

**Trainer Pack**



Leading learning and skills

## Introduction

The Learning and Skills Council (LSC) *Skills for Life* Quality Initiative is an essential aspect of the Government's commitment to improving the literacy, language and numeracy skills of adults.

The specific aims of the *Skills for Life* Quality Initiative are:

- professionalising the workforce; and
- building a whole organisation approach to *Skills for Life* development.

The *Skills for Life* Quality Initiative continues to be delivered through three key aspects: the development of a regional infrastructure, a range of professional development activities and a network of facilitators. Activities of the *Skills for Life* Quality Initiative offer the opportunity to support the aims and, with the regional approach, to develop infrastructures to ensure future quality and sustainability.

All activities of the *Skills for Life* Quality Initiative are in line with the eight priorities outlined by the LSC National Office:

1. supporting the development of whole organisation approaches
2. embedding *Skills for Life*
3. training in *Skills for Life* leadership and management
4. extending the facilitator network to include coaching and mentoring
5. promoting the e-learning agenda
6. supporting the interface between key skills and *Skills for Life*
7. developing a continuous professional development framework and information, advice and guidance
8. disseminating good practice.

The key agencies involved in the *Skills for Life* Quality Initiative are:

- CfBT
- London South Bank University
- National Institute of Adult Continuing Education
- Learning and Skills Development Agency
- Cambridge Training and Development Ltd
- University of Wolverhampton
- National Research and Development Centre for Adult Literacy and Numeracy.

Further information on the *Skills for Life* Quality Initiative can be found on its website [www.lsc.gov.uk/sflqi](http://www.lsc.gov.uk/sflqi) where you can also register to receive regular updates through an e-Bulletin.

### Embedding Literacy, Language and Numeracy for Leaders and Managers

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<b>Course information</b>	One day
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<b>Target group</b>	<b>Job role</b> Senior managers, managers, co-ordinators and organisers of <i>Skills for Life</i> , vocational and other teachers/practitioners
	<b>Sector</b> Any

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<b>What will the session be like?</b>	<p>The session will provide participants a chance to focus on the principles of embedding, identify potential barriers and plan next steps.</p> <p>They will have the opportunity to look at the latest research, mapping exercises and to look at current embedding materials available to help them plan an embedded approach.</p>
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<b>Rationale</b>	The session will equip managers with the information needed to plan a whole organisational approach towards embedding literacy, language and numeracy in leisure and vocational courses.
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<b>Aims</b>	The programme aims: <ul style="list-style-type: none"><li>• To raise managers' awareness of the potential organisational benefits for developing embedded literacy, language and numeracy.</li></ul>
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## Outcomes

By the end of this training participants will be able to:

- plan a model of embedding suitable for their vocational area
- identify ways to overcome barriers
- identify critical success factors for effective embedding
- understand LSC funding for embedding
- recognise how the process of embedding LLN supports the Common Inspection Framework
- reflect on their own practice and plan for the future

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<b>Entry criteria</b>	The programme is open to managers across a range of educational settings
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## Skills for Life Quality Initiative

### Course overview

Activity	Content
Why Embed LLN Learning?	To define embedding; to establish participants' pre-existing knowledge about embedding.
What would you do?	To explain wide variety of models of embedding; to let participants begin to explore issues in a "safe" external situation in order to stimulate "thinking outside the box".
Examining the NRDC Research	To encourage participants to use research to inform their decision-making; to introduce other significant research findings.
Drafting an Embedded Learning Delivery Model	To encourage understanding of the decision making process needed to introduce a model of embedded delivery; to encourage sharing positive ways forward.
Action Plan to Remove Barriers to Embedding	To encourage looking for answers to barriers to change
Financial Issues	To give information on funding of embedded learning; to share planning a financial case for embedding
Quality Improvement Issues	To raise awareness of how embedding can impact on the organisation's Quality of Teaching and Learning; to explore how embedding relates to the CIF and SAR.
Mapping	To identify existing mapped materials and raise awareness of mapping literacy, language and numeracy to vocational courses.
Assessment	To give information on assessment and ILPs in <i>Skills for Life</i> .
Course Audit	To model how participants can audit their programmes; to give participants a proforma to use or adapt.
Staff Training Needs	To give information about staff training and raise awareness of the issues of staff development.
Collaborative Teams	To encourage managers to explore a range of planning and teaching delivery models that are collaborative and encourage the sharing of staff expertise.

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Evaluating Resources	To raise awareness about Plain English; to share criteria for evaluating course materials; to explain a readability measure; to introduce them to the Embedded Learning Materials.
Action Planning and evaluation form.	To get participants to identify barriers and next steps.

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**Trainer experience or qualifications required**

Trainers must have:

- at least three years' experience of teaching adult literacy, language and/or numeracy in Learning and Skills Council-funded provision
- at least one year's experience in a management role
- at least one year's experience of training
- a Certificate in Education or equivalent, together with a specialist qualification in teaching adult literacy, language and/or numeracy, or in working with learners with difficulties and/or disabilities
- undertaken the core curriculum training in literacy, numeracy, ESOL, the pre-entry curriculum and/or the Access for All guidance document, or other appropriate training
- familiarity with the range of sectors providing *Skills for Life* delivery.

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**Pre-course reading for trainers**

- DfES (May 2005) *Raising Standards: A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision – Embedded Learning*, Department for Education and Skills.
- Eldred, J. (2005) *Developing Embedded Literacy, Language and Numeracy: Supporting Achievement, NIACE Lifelines in Adult Learning* – Number 21.
- NRDC (2005) *Embedded Teaching and Learning of Adult Literacy, Numeracy and ESOL: Seven Case Studies of Embedded Provision*, National Research and Development Centre for Adult Literacy and Numeracy.

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**Resources**

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**Resources to be available for participants at the session**

- ALI (2005) Annual Report of the Chief Inspector 2004-05
- DfES Case Study: Rodbaston College, Staffordshire (2003) CSROD
- DfES Case Study: Newcastle College – the whole college approach (2005) CSNEW
- DfES (2004-2005) *Materials for Embedded Learning*,

Department for Education and Skills.

- DfES (2005) *Raising Standards: A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision – Embedded Learning*, Department for Education and Skills.
  - DfES (2005) *Skills for Life Resources Supporting Quality and Achievement*, Department for Education and Skills.
  - Eldred, J. (2005) *Developing Embedded Literacy, Language and Numeracy: Supporting Achievement*, NIACE Lifelines in Adult Learning – Number 21.
  - Ofsted/ALI (2005) *Skills for Life in Colleges: One Year On*, Ofsted/Adult Learning Inspectorate.
  - *Managing Success: A study of the management systems and styles that promote the successful teaching of literacy and numeracy to adults*. DfES SFLMS
  - NRDC (2005) *Embedded Teaching and Learning of Adult Literacy, Numeracy and ESOL: Seven Case Studies of Embedded Provision*, National Research and Development Centre for Adult Literacy and Numeracy.
  - DfES (2002) Adult pre-entry core curriculum framework for literacy and numeracy, Department for Education and Skills
  - DfES (2001) Adult numeracy core curriculum, Department for Education and Skills
  - DfES (2001) Adult ESOL core curriculum, Department for Education and Skills
  - DfES (2001) Adult literacy core curriculum, Department for Education and Skills (Adult Literacy Core Curriculum available from DfES Publications – Reference: CDALCC)
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### Equipment and resources required

The following equipment is required:

- a display table
- two flip charts
- a screen on which to project a PowerPoint presentation
- Highlighter pens
- Regional Priorities to be included in Fact Sheet 4
- Training Programme
- Training Needs Analysis (TNA)
- Application Form

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### Pre-course activity for participants

None required

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### Useful websites

- Interactive Raising Standards Guides [www.dfes.gov.uk/readwriteplus/qualityandtraining](http://www.dfes.gov.uk/readwriteplus/qualityandtraining)
- Interactive generic and embedded teaching and learning materials [www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)
- Learning and Skills Council (LSC) – the funding body for post-16 education [www.lsc.gov.uk](http://www.lsc.gov.uk)
- Mapping of literacy, language and numeracy against the national occupational standards for over 170 NVQs [www.dfes.gov.uk/readwriteplus/nosmapping](http://www.dfes.gov.uk/readwriteplus/nosmapping)
- Portal providing access to the PDF and Word versions of the *Materials for Embedded Learning* [www.dfes.gov.uk/readwriteplus/embeddedlearning](http://www.dfes.gov.uk/readwriteplus/embeddedlearning)
- Ofsted publications include guidance documents, inspection reports and discussion papers covering a wide range of educational issues [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- *Skills for Life* Quality Initiative distance learning module for leaders and managers: Embedding Literacy, Numeracy and Language [www.sflqi.org.uk](http://www.sflqi.org.uk)
- Website from the Learning from Experience project. Provides information and support for voluntary and community organisations to develop learning consortia and support or deliver embedded basic skills. Offers step-by-step guides, checklists and case studies.

[www.niace.org.uk/projects/LearningfromExperience](http://www.niace.org.uk/projects/LearningfromExperience)

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**Further  
reading for  
participants**

Eldred, J. (2005) Developing Embedded Literacy, Language and Numeracy: Supporting Achievement, *NIACE Lifelines in Adult Learning* – Number 21.

NRDC (2005) *Embedded Teaching and Learning of Adult Literacy, Numeracy and ESOL: Seven Case Studies of Embedded Provision*, National Research and Development Centre for Adult Literacy and Numeracy.

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### **Session Plan and Resources for Embedding Literacy, Language and Numeracy for Leaders and Managers (2.4)**

#### **Aim**

The programme aims:

- to raise managers' awareness of the potential organisational benefits for developing embedded literacy, language and numeracy.

#### **Learning objectives**

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

- plan a model of embedding suitable for their vocational area
- identify ways to overcome barriers
- identify critical success factors for effective embedding
- understand LSC funding for embedding
- recognise how the process of embedding LLN supports the Common Inspection Framework
- reflect on their own practice and plan for the future.

# Skills for Life Quality Initiative

## Outline of the course

This course can be delivered as a half-day, one-day or two-day course depending on the level of expertise within the group and the time available for training. It has a number of activities that trainers can use and adapt. The course can be delivered in its entirety or trainers may lift certain activities that are relevant to their audience.

- Introduction and icebreaker  
Reasons to Embed  
Step by Step Planning
- Examining the Research  
Planning an Embedded Learning Delivery Model  
Removing Barriers  
Financial Considerations Recap
- Quality Improvement Issues  
Occupational Mapping  
Initial Assessment  
Course Audit
- Staff Training Needs  
Evaluating Resources
- Action Planning for the Future  
Course Evaluation

## TN 1

## Trainer Notes

## Introduction and welcome

### Registration and Quiz

While participants are gathering and having coffee, suggest they complete the *Skills for Life* Quiz, chatting informally to others about their answers or referring for help to the resources on display.

### Introduction

Trainers introduce themselves.

Housekeeping: fire, toilets, smoking, mobiles; breaks, lunch.

Ask participants to share on tables three things about themselves:

- the organisation and sector they come from
- their role within the organisation
- what specifically they want to find out about embedding.

Ask them to collate what they want to know on to table flipchart.

Don't ask for feedback. Display sheets. Quickly refer to any not in outcomes of day and whether can be met. Display through day.

Put up slides 2 & 3 of Purpose and Learning Outcomes. Summarise.

Go through the answers to the Quiz pulling out key points.

### Skills for Life Quiz

More than 4 million people of working age (13.4%) have no qualifications at all in the UK. This figure includes proportionately more women and older workers.

<b>All about Work</b>	<b>Circle the correct answer</b>		
What percentage of adults in the UK with a degree are in work?	90%	75%	50%
What percentage of adults in the UK with no qualifications are in work?	90%	75%	50%
What percentage of jobs in the UK are available for people with literacy, language and numeracy skills at a very low level (below adult equivalent of a 7 year old)?	32%	16%	2%
How much money does the government think poor literacy and numeracy skills cost industry in the UK each year?	£48 billion	£4.8 billion	£48 million
What percentage of companies in Yorkshire and the Humber have provided some training for their staff in the past 12 months?	85%	63%	41%
<b>All about Learners</b>	<b>Circle the correct answer</b>		
What percentage of people surveyed have reading and writing skills at or below the adult equivalent of an 11 year old?	36%	23%	14%
What percentage of people surveyed have numeracy skills at or below the adult equivalent of an 11 year old?	40%	35%	26%
What % of people surveyed have reading and writing skills at or below the adult equivalent of a 7 year old?	26%	16%	6%
What percentage of adults in a survey could <b>not</b> calculate their change out of £2 if they bought a loaf of bread at 68p and two cans of soup at 45p each?	20%	14%	8%
What percentage of adults surveyed thought they had difficulty with literacy, language or numeracy?	25%	15%	5%
In percentage terms, where does the Yorkshire and Humber region come in terms of its numeracy needs compared to the other eight regions?	2nd highest need	4th highest need	lowest need

- What percentage of learners entering your vocational area, have literacy, language and numeracy skills below L1?
- Which of these skills is it the most important for a learner to have at Level 2 in order to succeed in your vocational area: reading, writing, speaking, listening or numeracy?

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## Answers to Skills for Life Quiz

More than 4 million people of working age (13.4%) have no qualifications at all in the UK.

This figure includes proportionately more women and older workers.

All about Work	Circle the correct answer		
What % of adults in the UK with a degree are in work?	90%	75%	50%
What % of adults in the UK with no qualifications are in work?	90%	75%	50%
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How much money does the government think poor literacy and numeracy skills cost industry in the UK each year?	£48 billion	£4.8 billion	£48 million
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All about Learners	Circle the correct answer		
What % of people surveyed have reading and writing skills at or below the adult equivalent of an 11 year old?	36%	23%	14%
What % of people surveyed have numeracy skills at or below the adult equivalent of an 11 year old?	40%	35%	26%
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What % of adults surveyed thought they had difficulty with literacy, language or numeracy?	25%	15%	5%
In % terms, where does the Yorkshire and Humber region come in terms of its numeracy needs compared to the other 8 regions?	2nd highest need	4th highest need	lowest need

### TN 2

### Trainer Notes

### Why Embed LLN Learning?

**Purpose:** to define embedding; to establish participants' pre-existing knowledge about embedding

Ask for volunteer to define "embedding". Show slide 4.

Show slide 5 – contextualised and embedded learning - and explain briefly, using a concrete example.

Move on quickly to slide 6 and ask which type of learning described.  
Answer: contextualised learning.

Move on quickly to slide 7 and ask which type of learning described.  
Answer: embedded learning.

Put up slide 8 and ask does it matter to the learner which type of learning they experience.

Show slides 6 and 7 again and ask them which they would prefer as a learner.

Paint the picture using other contexts e.g. would they prefer to be in a classroom, estimating on paper how much mortar is needed to build a wall or how many rolls of wallpaper are needed to decorate a room, or doing it on site for real.

Ask is preference for learning in work situation typical of learners?

Establish one key reason for embedding LLN – learners prefer it.

Emphasise from the start that the key aim is that learner gains the LLN skills they need to succeed in their vocational course.

Ask participants to work in table groups to consider what advantages there are in embedding for the learner and others:

- the learners
- the organisation
- SfL teachers
- vocational teachers

Suggest they use Activity Sheet 1 to record points. Work in table groups to share the reasons why embedding literacy, language and numeracy learning into vocational areas is advocated.

Consider the advantages for:

- the learner
- the organisation
- the literacy, language and numeracy teachers
- the vocational teachers

As the groups feed back, note the reasons in the table below as the information may be useful later if making a business case for embedding to senior management. Take feedback quickly and suggest they add to notes. Show slide 9 and summarise the key advantages for learners, staff and the organisations.

<p><b>Advantages for the Learners</b></p>	<p><b>Advantages for the Organisation</b></p>
<p><b>Advantages for the Skills for Life Teachers</b></p>	<p><b>Advantages for the Vocational Teachers</b></p>

## TN 3

## Trainer Notes

## What would you do?

**Purpose:** to explain wide variety of models of embedding; to let participants begin to explore issues in a “safe” external situation in order to stimulate “thinking outside the box”.

Explain that Jan Eldred did research through the NIACE RAP project: Learning from Experience, particularly in the Vol/Comm sector. She suggested there were a range of embedding models, see [www.niace.org.uk/projects/learningfromexperience/casestudies](http://www.niace.org.uk/projects/learningfromexperience/casestudies)  
Ask the question: “If models vary, does it matter which we use?”

Explain that, although there are varied models, which you choose does matter. Further research done by NRDC focused on seven ethnographic case studies. Research suggests organisations have embedded successfully in a range of ways, depending on their organisational needs, but there are some key findings to take into account, which we will discuss later after looking at the range.

Explain, using slide 11, the key aspects of Discrete or Non-embedded provision. Ask if anyone can give a practical example.

(If not forthcoming, use a concrete example of your own e.g. vocational classes held across road in separate building from the college learning support centre which is housed in the Library/Open Learning Centre. Timetabled for mid afternoon after workshops finished and staffed by separate department. Teaching focuses on individuals’ ILPs but is generic and classroom-based.)

Show diagram of Embedded or Integrated model on slide 12.

Talk through key points on slide 13.

Explain slide 14, using concrete examples for each type of delivery:

- Teacher delivering IT for beginners may have skills to support learners at entry level on: alphabetical order for changing fonts; knowledge of capital letters on keyboard; font sizes; spellchecker  
May not be possible to support LLN needs on L2 Bookkeeping if around working to 2/3 decimal points for spreadsheets.
- Teachers teaching in same room at same time may occur in a large college e.g. construction department has a numeracy teacher to support groups of learners in the workshops alongside vocational teachers. Staff said that, after a year’s collaboration, teachers were able to predict aspects of curriculum that were particularly challenging and prepare support, which meant learners’ needs responded to straightaway in the workshop when relevant. Research suggests learners learn more effectively as well as preferring it.
- Separate timetabling for LLN support may be the only way to organise teaching photography, where numeracy (ratio, timing, temperature) needed for darkroom is talked through in separate classroom-based session beforehand.
- Various permutations of teacher team delivery. Ask group for a successful example of collaborative planning.

All embedding if LLN is integral to the activities and delivered through them. Reiterate what is important is that learner succeeds.

Ask whole group to storm what factors will determine an embedding delivery model. Scribe onto flipchart ensuring key points elicited:

- Learners’ needs – elicit motivation; explain that “situated” learning refers to what is learned within the vocational context but will not necessarily be revealed by curriculum

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mapping e.g. the language used on the building site by roofers may be the vital starting point for the learners.

- Course requirements – elicit assessment restrictions and practical considerations of workshops and equipment
- Staff skills and experience – stress importance of finding out staff's skills and careful timetabling. Comment that no use going for paired team teaching if only 4 SfL staff and 40 voc staff!
- Management and organisational structures – elicit department structures; comment: if SfL in separate department in different building may need structural changes to embed effectively.
- Resources – staffing ratios, rooms, equipment, planning time

Put up slide 15 as a summary.

Explain that Fact Sheet 1 has the key information summarised.

Ask participants do they know difference between Additional Support and Embedded learning. Quote from Reflect Issue 2 2005:

“As the NRDC research shows, there can be areas of overlap (between additional support and embedded learning) but the organisation of the teaching and the learning experience are distinctly different. A defining characteristic of embedded provision is that the processes and organisation of LLN learning have been redesigned so as to fit the vocational objective and learning styles of the students on a particular programme. The approach is learner centred.”  
Tom Jupp and Celia Roberts

Introduce Activity 2. Explain individuals should choose A or B and that both are fictional case studies. Ask them to skim read A or B.

Ask them to discuss in pairs how they would start the embedding process and the steps they would take if managers in organisation. Record on Activity Sheet 2.

Trainers should circulate encouraging participants to be imaginative, making suggestions if pairs are “stuck”, encouraging an open atmosphere where they can't be wrong.

Take feedback verbally and flipchart, praising suggestions.

Ask which factors will determine the parameters of their model of embedding e.g. staff's skills, timetabling staff and rooms etc.

Point out that Newcastle College was at similar position to Case Study B yet got a 1 when Inspected. Similarly, a Vol/comm. organisation with features of Case Study B has over one year: introduced 2 days' *Skills for Life* awareness for all non-teaching and teaching staff; mapped all vocational provision; appointed SfL person as Curriculum Director; advertised for two new *Skills for Life* teachers.

These organisations have a WOA vision and strong leadership.

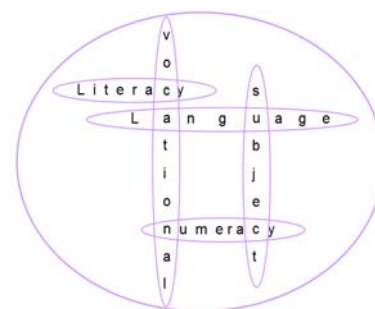
*“Embedded teaching and learning combines the development of literacy, language and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to succeed in qualifications, in life and at work.” (DfES 2004).*

### Discrete or Non-embedded Provision

LLN support is provided through an additional programme based on a general diagnostic assessment of LLN needs. LLN teaching is generic, rather than being based on the vocational context. Discrete provision may take place outside the vocational programme. It may be timetabled by a different manager and provision may be in different accommodation.

### Embedded or Integrated Provision

Literacy, language and numeracy (LLN) are fully integrated into the learning and into the activities, being interwoven with the subject. LLN are delivered through the activities and integral to them. Learners may have one ILP combining both vocational and LLN learning outcomes. Teaching delivery will vary.



### Teaching Delivery Varies

One teacher may be able to teach the vocational material and the necessary literacy, numeracy and language skills the learners need for lower level courses (a dual skills model). However, it is rare for one teacher to have both the vocational and the LLN skills to teach learners at L2.

Teacher teams vary considerably, depending on each organisation's staffing profile.

- One vocational and one LLN teacher may plan for and teach a large group in one room.
- A teacher team may comprise one vocational teacher and one or two LLN teachers. They may plan together but teach the group of students at different times.
- There may be joint planning between vocational and LLN staff, with contextualised teaching by the LLN teachers alongside the vocational teaching.
- There may be other active collaboration between the vocational teacher and LLN staff.

The best teaching delivery for your circumstances depends on:

- the learners' needs
- the course requirements
- the availability of suitably skilled staff
- resources available to fund developments and delivery
- management and organisational structures
- and, in some cases, the availability of specialist rooms and equipment

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*“As the NRDC research shows, there can be areas of overlap (between additional support and embedded learning) but the organisation of the teaching and the learning experience are distinctly different. A defining characteristic of embedded provision is that the processes and organisation of LLN learning have been redesigned so as to fit the vocational objective and learning styles of the students on a particular programme. The approach is learner centred.”  
Tom Jupp and Celia Roberts, Reflect On-line Issue 2)*

More information on the NRDC embedding research is on their website at [www.nrdc.org.uk](http://www.nrdc.org.uk) (click on publications, then Research Reports and Reviews then “Embedded case studies report”)

More information on the NIACE Research by Jan Eldred is on the NIACE website at [www.niace.org.uk/projects/learningfromexperience/casestudies](http://www.niace.org.uk/projects/learningfromexperience/casestudies)

### **Fictional Case Study A – A Small Community Based Training Provider**

This small community based training provider is based in a local community area within a city. It is an area of deprivation, with high unemployment and school-leavers who have the poorest achievement rates in the city. The skills levels of local people are well below the national and regional average.

750 part-time adult students attend the main centre, with three satellite centres in neighbouring areas catering for another 300 learners. The largest group of courses are those teaching aspects of IT, with a range of office skills and book-keeping courses also popular. Personal courses round health, first aid, reflexology, and Tai Chi are first steps back into learning for many. English and maths classes are poorly attended, though students on these courses are usually retained and achieve accreditation.

The organisation has 26 staff, 18 full-time and 8 part-time, most on permanent contracts. Teaching staff have nearly all been “home grown” by the organisation, developing their skills gradually, progressing from being a student to a voluntary classroom assistant to a paid trainer/teacher. 4 team leaders manage groups of courses with a Chief Executive in overall charge. Teacher training is organised through partnership with a local college and the city university.

Vocational students do not see themselves as having literacy, language or numeracy needs, as they cope with everyday life. They do need to be taught using a variety of teaching styles and through tiny steps of learning in order to achieve. The teachers do this well, empathising with their learners’ needs, and learner retention is high. Some students, however, struggle to progress to higher level classes leading to better paid work, ending up in low paid jobs.

Vocational managers/staff do not know the literacy and numeracy skills of their learners on entry to the organisation and fear that introducing initial assessment within courses will deter learners from attending.

There are two qualified Skills for Life staff in the organisation, one of whom is responsible for Skills for Life developments across the organisation. Both teachers have been given the equivalent of a day per week free from teaching to spearhead whatever developments are agreed with management.

Having decided to embed literacy, language and numeracy into the vocational areas, where would you start and what would you do?

- 1.
- 2.
- 3.
- 4.
- 5.

### **Fictional Case Study B – A Large Further Education College**

A large FE College in a Northern city has 36,000 students, 90% over 19 years of age. It has three main sites based across the city offering 10 main programmes of learning, each with its own management structure. It was inspected a year ago, gaining mainly 3s for its vocational areas. It is also in debt. Senior Management has begun an extensive self-assessment exercise prior to making management changes.

The Inspection and Self-assessment exercise has revealed the following weaknesses:

- low learner retention and achievement except in engineering, with no marked improvement since inspection
- very low key skills achievements across the college
- weak initial assessment processes (except within the Skills for Life Department)
- ineffective progress reviews in most vocational areas
- ineffective individual training plans in work-based provision
- insufficient links between college based and workplace activities
- poor teaching in some vocational areas, with many teaching assistants unqualified and unsure of their job role

However, the reports also praise:

- the flexible programme design and delivery in most vocational areas
- the good range of learning support offered by trained staff in the purpose-built Learning Centre
- the responsive way the college works with other organisations in the city, particularly in offering ESOL-vocational linked courses

Having decided to embed literacy, language and numeracy into the vocational areas, where would you start and what would you do?

1.

2.

3.

4.

5.

### **HO 3**

### **Handout**

### **Case Study 3: Newcastle**

Rites of passage: embedding meaningful language, literacy and numeracy skills in skilled trades courses through significant and transforming relationships.

Bridget Cooper and Mike Baynham – University of Leeds

## TN 4      Trainer Notes      Examining the NRDC Research

**Purpose:** to encourage participants to use research to inform their decision-making; to introduce other significant research findings

Reiterate what was covered in first session:

- Reasons for embedding – learners’ views and needs; better retention and achievement; more effective teaching etc.
- various models – no one way forward to embed LLN
- common factors to consider that will limit choices

Ask participants to find Case Study 3 and skim read from p 5, “The Course: Teaching and Learning” to end. Ask them to:

- highlight 5 or 6 significant points important to consider when planning an embedding model
- note them on Activity Sheet 3
- add any implications that occur as they are reading

Talk through the Emerging Themes that NRDC elicited from Embedding Research Case Studies, using slides 16-20 to highlight:

- Importance of embedding for learner motivation - “professional” identity - illustrate with story e.g. learners on roofing course easily learn new terminology; not a barrier because motivated to take on anything to do with role; importance of teacher-learner relationship – critical to change students’ views about ability to learn; overcome barriers created because “failed” in school
- No one way to organise delivery but on some occasions need to link LLN to practical skills ie learner struggles with estimating volume of mortar. Given support in workshop at time and others might come to listen to explanation and learning occur naturally. Over years, pair of teachers learned each other’s skills so learners could no longer tell who maths and who vocational staff.
- Importance of not hiding LLN learning – making it explicit so value need for skills and learn how to learn.
- Vocational and *Skills for Life* teachers may fear changes but they will also benefit from collaboration because they share expertise. Vocational teachers don’t have to teach LLN themselves.
- Successful teacher teams been observed with common features. Process more than mapping. Teaching methods and resources need to be evaluated and maybe changed.

Ask them to storm implications for managers of this research.

Use slide 25 as a summary and refer them also to NRDC “Research Summary” in their packs.

Refer to the NRDC “Case Study 3: Rites of Passage: embedding meaningful language, literacy and numeracy skills in skilled trade courses through significant and transforming relationships” Bridget Cooper and Mike Baynham – University of Leeds, 2005.

- Start at page 5, “The Course: Teaching and Learning” and skim read to the end of the report.
- Highlight 5 or 6 significant points that will be important to consider when planning a suitable model of embedding. Note them underneath in the appropriate boxes.
- Add any implications for you as a manager as they occur to you. Add to your notes during feedback from others.

**AS 3**

**Activity Sheet**

**Examining the Research**

<p><b>Impact on the Learner</b></p>	<p><b>Teacher-learner Relationship</b></p>
<p><b>How Embedding Organised</b></p>	<p><b>Management Implications</b></p>

### TN 5

### Trainer Notes

### Drafting an Embedded Learning Delivery Model

**Purpose:** to encourage understanding of the decision making process needed to introduce a model of embedded delivery; to encourage sharing positive ways forward

Ask participants to choose a vocational area that might be the easiest place to start embedding. Explain the success of using *Skills for Life* learning champions to spearhead change.

Suggest they start with their learners, identifying their needs; then consider their staff's skills as the major influencing factor for considering **how** to establish collaboration with LLN staff.

Their learners need access to teachers with knowledge at L4 of LLN skills and how to teach them.

Ask participants to suggest ways they could get that. Elicit:

- collaborative team planning and teaching learners: one or more LLN experts working with an expert in vocational area
- training vocational staff in LLN skills so they do dual job (But may be OK at Entry Level, even L1, but rare at L2.

Suggest they also consider the implications of:

- team teaching – larger rooms, more learners, more equipment; timetabling issues
- training for *Skills for Life* and vocational staff – identifying needs and training courses, organising cover and funding; establishing collaborative groups that learn from each other.

Ask them to record their planning thoughts on Activity Sheet 4 and then find someone from a similar vocational area or setting to discuss the pros and cons of each delivery pattern.

Ask them to conclude activity by drawing or describing a delivery pattern for their vocational area using named staff and roles.

Suggest they might want to draw a flowchart of the process they went through to make their decisions so they have it for later.

Reassure them that they are experimenting and can return to this process later in the day and back at their organisation.

### AS 4

### Activity Sheet

### Drafting an Embedded Learning Delivery Model

Choose one vocational area you know well who you think might be receptive to embedding.

List the names of vocational staff you might involve in an Embedded Learning delivery model.

What are their skills? Make a note of these or suggest how you would find out.

Could you organise team teaching with LLN colleagues working alongside these vocational staff? Would you need to double group sizes? Have you rooms big enough? Have you enough learners?

OR

Could you organise collaboration between vocational staff and *Skills for Life* staff so they can plan together for embedded teaching? Make a note of any ideas on the ways this could be organised.

How many staff could you involve? Could you timetable both the LLN and the vocational staff? Would they need support? Who could offer that? When and how?

Discuss your thoughts with someone from a similar vocational and sector background on:

- any research you need to do
- any ideas for collaboration
- the process you need to follow

## Skills for Life Quality Initiative

Draw or describe a Model of Embedded Learning Delivery that you think you could develop in **ONE** vocational area.

You might want to draw a flowchart of the process you went through to make your decisions.

### TN 6

### Trainer Notes

### Action Plan to Remove Barriers to Embedding

**Purpose:** to encourage looking for answers to barriers to change

Ask group to storm what the barriers might be. Scribe on flipchart.

Elicit:

- finance – money
- vocational and *Skills for Life* staff – training needs (who by, cost of cover, organising cover) and feelings (fear, resistance to change; lack of awareness of benefits)  
Can training needs be answered through collaboration?
- managers' inability to start process – seen as impossible to achieve; too big an issue
- management issues – lack of information, resistance to change, practical issues round rooms, equipment, structural barriers.

Give them 10 minutes to record key issues for their organisation in first column of Activity Sheet 5 and any immediate thoughts on what they could do. Tell them they will complete the table at the end of the course.

# Skills for Life Quality Initiative

**AS 5**

**Activity  
Sheet**

**Action Plan to Remove  
Barriers to Embedding**

<b>Barrier</b>	<b>What is the issue?</b>	<b>What can be done?</b>	<b>By whom?</b>	<b>By when?</b>
<b>Finance</b>				
<b>Vocational Staff</b>				
<b>LLN Staff</b>				
<b>Management Issues</b>				
<b>Other</b>				

### TN 7

### Trainer Notes

### Financial Issues

**Purpose:** to give information on funding of embedded learning; to share planning a financial case for embedding

Refer participants to Fact Sheet 2 and explain briefly the key points that are made in relation to drawing down funding for embedded LLN learning.

- No 50:50 rule – misconception
- Have to be 2 learning aims – one LLN and one vocational  
Could be 1 or 2 ILPs, 1 or 2 registers, depending on whether team-teaching or not but session plans and ILP documentation has to show both learning aims
- Have to evidence where each learning aim started and stopped
- Funding drawn down in proportion to teaching split.  
If 50:50 vocational, 50% LLN, only 50% that LLN will get 1.4 weighting.

NB. It is dangerous to give any funding advice other than repeating what is on the Fact Sheet. Refer them to local LSC for guidance.

Ask participants to work in table groups to list the costs of introducing their draft embedding model using their organisation's costings per hour but also where they will generate more income:

- Suggest they need to establish realistic rates of increased retention and achievement over more than one year
- Mention the Move On website for information and support in taking the National Tests.  
Mention regional Move On worker.

Suggest they share ways to finance aspects e.g. they might be able to send staff on free sub-regional or *Skills for Life* Quality Initiative training courses.

This session needs to be carefully managed, with participants sharing ideas amongst themselves, but being told clearly by the trainers that the financial planning has to be their organisation's responsibility ultimately.

### **BRIEFING NOTE ON EMBEDDED BASIC SKILLS**

#### **Purpose**

In 2003/04, the LSC and the Adult Basic Skills Strategy Unit in the DfES co-funded an action research programme to look at a range of issues related to embedded basic skills. The Funding Guidance for Further Education in 2004/05 (paragraph 434) explains that the project report will be available on the LSC's website in summer 2004. This briefing note is the further guidance on funding and recording embedded provision referred to in the Funding Guidance.

#### **Background**

The LSC is aware that there has been some confusion in the sector about how to fund embedded basic skills provision. For the purposes of this briefing note, embedded teaching and learning is defined as follows:

“Embedded teaching and learning combines the development of literacy, language (ESOL), and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to succeed in qualifications, in life and at work.”

Embedded basic skills combines the delivery of literacy, language (ESOL) or numeracy learning aims with other learning aims.

There is no single learning aim recognised as an embedded basic skills learning aim, and the Council does not recognise this concept for funding purposes.

It follows that *embedding basic skills is an approach to curriculum delivery* and involves at least one vocational learning aim and one basic skills learning aim. What is required therefore is that the teaching and learning of both the vocational and the basic skills learning aims is acknowledged and recorded.

#### **Funding Embedded Basic Skills Provision**

For funding purposes, an embedded approach requires two or more learning aims to be in place – one for the vocational programme and the other for the additional literacy, language (ESOL), or numeracy programme. Learners will be enrolled on both of these learning aims, and funding will be drawn down accordingly. Only the basic skills learning aim will be eligible for the 1.4 programme weighting uplift. The vocational learning aim will be paid at the usual programme weight for that subject.

There is a generally held misconception that provided at least 50 per cent of a course comprises basic skills, then the 1.4 uplift would apply to the whole course (sometimes referred to as the “50 per cent rule”). This is not the case; each learning aim receives its related programme weighting.

Where learners are following multi-learning aim programmes that include basic skills learning aim(s), they may be eligible for the basic skills disadvantage uplift. Annex F of the Funding Guidance for Further Education in 2004/05 describes in detail how to determine when a basic skills learner is entitled to the disadvantage uplift.

### **Recording Embedded Basic Skills Provision**

The teaching and learning of both the vocational and the basic skills learning aims should be recorded. The Individualised Learner Record (ILR) should contain a separate learning aim record for each learning aim. The learning aim reference (field A09) determines the appropriate programme weighting, as identified by the Learning Aim Database. The start and planned end dates (fields A27 and A28) plus the number of guided learning hours (field A32), will determine the size of each learning aim and the overall learning programme. Where basic skills are embedded within a vocational learning aim, the overall size of the learning programme must be greater than the vocational learning aim delivered in a traditional manner, that is on its own.

Register detail will confirm that the teaching has been delivered for both (or all) learning aims involved in the programme.

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### TN 8

### Trainer Note

### Quality Improvement Issues

Remind them what was covered in the morning session and that they have identified a possible embedding model as well as the steps to decision-making.

Reiterate briefly that they need to consider the significant factors in embedding and refer to the chart on the wall:

- finance
- vocational and SfL staff – attitudes, staff's skills base
- managers' attitudes and organisational structures
- practical issues round timetabling staff and rooms, organising equipment and resources.

**Purpose:** to raise awareness of how embedding can impact on the organisation's Quality of Teaching and Learning;  
to explore how embedding relates to the CIF and SAR

Use slide 22 to highlight the need for all staff to take responsibility for learners with LLN needs. Ask for participants' reactions.

Ask participants if they know of Key Skills Support Programme Good Practice Guide on Integrating Key Skills, Literacy and Numeracy. Show slide 23.

Quality of Teaching and Learning is the key issue for every organisation: government expects continuous improvement and LSC state principal responsibility for quality lies with the provider.

Ask participants to quickly read the Success Indicators shown in the table on Activity Sheet 7 and individually highlight the ones they think relate to embedding:

the left shows generic outstanding Leadership and Management

the right shows outstanding *Skills for Life* Leadership and Management

Ask them to put an asterisk next to those they need to improve.

Ask who has heard of the Whole Organisation Approach.  
Ask them what it means. Keep this brief.

Refer them to Fact Sheet 3: WOA for the *Skills for Life* Quality Initiative definition.

## Skills for Life Quality Initiative

Briefly explain:

- the *Skills for Life* Quality Initiative targets
- the National Priorities
- the findings of the KPMG Pathfinder Projects.

Show them slide 24 which shows diagrammatically a whole organisation approach to Quality Improvement. Ask for comments.

Ask them what are the Regional *Skills for Life* Priorities. Refer them to the *Skills for Life* Quality Initiative facilitator form on Fact Sheet 4.

Explain how the Success Criteria List has been mapped against CIF (1, 2 and 5) and can be used to support self-assessment.

Very briefly explain how the report is used by facilitators to map change against the National and Regional Priorities and the CIF.

Suggest they tick which of the 17 Success Criteria they have already implemented in their organisation and highlight which are now priorities.

State that they can use Fact Sheet 5 back at their organisation to help them with their self-assessment. Refer them to the *Skills for Life* Quality Initiative Organisational Materials that are on the website [www.sflqi.org.uk](http://www.sflqi.org.uk)

## AS 7

## Activity Sheet

## Quality Improvement Issues

### Responsibility for Quality

*“The principal responsibility for quality improvement remains with providers themselves. The government looks to all providers to adopt strategies for securing continuous improvement as many already do. These strategies should be based on self assessment and action planning (including target setting) and responding and acting upon learner feedback and complaints.”*

Learning to Succeed June 1999, cited in LSC Quality Improvement & Self Assessment May 2005.

### Success Indicators

These are some of the success indicators in provision judged outstanding by Ofsted/ALI for:	
<h4>Overall Leadership and Management</h4> <ul style="list-style-type: none"> <li>• Excellent strategic planning</li> <li>• Retention and pass rates improving year on year (above national averages)</li> <li>• Management highly responsive to national and local priorities</li> <li>• Shared values of inclusion and widening participation</li> <li>• Core focus on the learner - Promoting individual aspiration and supporting learners to achieve</li> <li>• Rigorous QA</li> <li>• Self critical SAR which is accurate reflection of strengths and weaknesses</li> <li>• Value Added shows students with low achievement make significant progress</li> <li>• Exceptional commitment to equality of opportunity</li> <li>• Good quality teaching and learning</li> <li>• Excellent partnership arrangements</li> <li>• Well managed support services</li> <li>• Good curriculum management</li> <li>• Strong financial management</li> <li>• High staff morale</li> <li>• Excellent communication</li> <li>• Good value for money</li> <li>• Effective staff development meets staff and strategic requirements</li> </ul>	<h4>Skills for Life Leadership and Management</h4> <ul style="list-style-type: none"> <li>• Clear and effective structures for coordination of Skills for Life and Additional Learner Support</li> <li>• All teaching and learning staff involved in high quality assurance procedures</li> <li>• Staff appraisal links strongly to improvements in T and L.</li> <li>• Excellent dissemination of SfL good practice</li> <li>• ILPs very well used to monitor individual learner progress against targets</li> <li>• Clear vision for SfL agenda understood by all</li> <li>• Well developed and coordinated LLN programmes</li> <li>• Strong links with vocational areas to embed skills</li> <li>• Very effective teamwork</li> <li>• High staff morale</li> <li>• Carefully planned staff development programmes meet needs identified through observation of Teaching and Learning and staff appraisal</li> <li>• Effective use by managers of MIS data to analyse performance and inform planning</li> <li>• Excellent communication</li> <li>• Evidence of continued improvement – monitoring of ILPs</li> <li>• Care taken to match support staff to curriculum areas</li> <li>• Targets and data regularly reviewed</li> <li>• Specific and challenging targets set for retention, achievement and progression</li> <li>• Very good observation of T and L processes</li> <li>• Clear evidence of improvement</li> <li>• Staff members of local/regional networks share ideas and good practice</li> </ul>

Using a highlighter pen, highlight any success indicators that would be influenced by embedding Literacy, Language and Numeracy (LLN) into vocational programmes.

Put an asterisk next to those you need to focus on developing.

### Definition of WOA

“Where literacy, language and numeracy provision is central to the whole organisation at all levels, ranging from strategic leadership and management to delivery practice. This includes embedding skills for life in teaching and learning programmes across a range of learning aims and goals and providing all learners opportunities to progress and achieve qualifications. These aims can be achieved by reviewing current organisational structures and procedures, and, if necessary, introducing new approaches that will embed skills for life at all levels.”  
*Taken from the Skills for Life Quality Initiative Facilitator Training Pack, The Skills for Life Quality Initiative*

### The Skills for Life Quality Initiative

Two core targets:

- to develop a professional *Skills for Life* workforce
- to develop a ‘whole organisation’ approach to *Skills for Life*

### The Skills for Life Quality Initiative National Priorities

1. Whole organisation approach
2. Embedding *Skills for Life* across the organisation
3. Development of CPD framework including Advice and Guidance
4. Leadership and management training
5. Key Skills and *Skills for Life* convergence
6. E-learning training and development
7. Dissemination of good practice and access to information on CPD via web site
8. Data collection and analysis

### Initial Findings of KPMG Whole Organisation Approach Pathfinder Projects

- Involvement and commitment of SMT crucial to WOA
- Time to change attitudes
- Identification of champion at senior level vital
- Important to engage all staff
- Important to establish internal working group
- Need early development of action plan to provide strategic focus
- Links with other pathfinders useful to benchmark
- Resource appraisal and advice on materials helped teachers and managers to make informed decisions
- Effectiveness of ‘buddy’ systems in embedding Skills for Life
- Appointment of member of staff with specific brief for embedding
- Creation of new systems and procedures and interrogation of data
- Importance of TNA / appraisal of staff development plans
- Building on other *Skills for Life* projects speeded up WOA process
- Effective dissemination of lessons learned – critical success factors – crucial to maximise WOA to *Skills for Life* across the sectors

## FS 4

## Fact Sheet

## Skills for Life Quality Initiative Facilitator Report (SE version)

LSC SfLQI Core Aims + SfLQI National Priorities + CIF reference	Regional Context and Priorities	SfLQI Success Criteria Checklist	CIF	NP
<p><b>SfLQI Core Aims 2005-06</b></p> <ul style="list-style-type: none"> <li>To develop a 'whole organisation' approach to <i>Skills for Life</i></li> <li>To develop a professional <i>Skills for Life</i> workforce</li> </ul> <p><b>SfLQI National Priorities 2005-06</b></p> <ol style="list-style-type: none"> <li>Support for developing whole organisation approaches (WOA)</li> <li>Embedding <i>Skills for Life</i></li> <li>Skills for Life Leadership &amp; management training</li> <li>Regional facilitation and development of facilitator role to include coaching and mentoring</li> <li>Promoting the E-learning agenda</li> <li>Supporting the interface between Key Skills and <i>Skills for Life</i></li> <li>Development of CPD framework including specialist Advice &amp; Guidance for <i>Skills for Life</i></li> <li>Dissemination of good practice</li> </ol> <p><b>The Common Inspection Framework</b></p> <ol style="list-style-type: none"> <li>How well do learners achieve?</li> <li>How effective are teaching, training and learning?</li> <li>How well do programmes and activities meet the needs and interests of learners?</li> <li>How well are learners guided and supported?</li> <li>How effective are leadership and management in raising achievement and supporting all learners?</li> </ol>	<p>6 key objectives of the <i>Skills for Life</i> Quality Initiative plan for South East 05/06</p> <ol style="list-style-type: none"> <li>Enable providers to tackle and embed Skills for Life across their whole organisation in a strategic way</li> <li>Ensure a legacy of high quality provision that is sustainable post-Quality Initiative</li> <li>Develop a Train the Trainer Network</li> <li>Continue to develop good leadership &amp; management skills within organisations</li> <li>Ensure Key Skills &amp; Basic Skills convergence within providers.</li> <li>Develop of a CPD framework which includes effective Specialist IAG networks (website)</li> </ol>	<ol style="list-style-type: none"> <li>Senior manager with responsibility for SfL identified</li> <li>SfL Strategy developed and implemented</li> <li>Steering group established to monitor SfL development</li> <li>SfL Improvement targets set</li> <li>SfL in vocational areas referenced in SAR</li> <li>MIS data used to monitor SfL developments and targets</li> <li>SfL included in criteria for observing teaching, training and learning</li> <li>Process in place to identify and share SfL good practice</li> <li>SfL included within staff development/training plan</li> <li>Process in place to access specialist advice guidance for SfL</li> <li>Coaching and mentoring strategies developed to encourage sustainable development of a WOA</li> <li>Clear strategy established to embed SfL</li> <li>SfL managers identified/attended Leadership and Management</li> <li>Strategy to prioritise development of ICT as a core SfL developed</li> <li>Strategy for responding to future Key Skills/SfL development</li> <li>Effective assessment process and procedures for learners developed and evaluated</li> <li>Process in place to evaluate the changed practice resulting Skills for Life training and resources on teaching and learning</li> </ol>	<p>5</p> <p>5</p> <p>5</p> <p>1</p> <p>5</p> <p>5</p> <p>2</p> <p>5</p> <p>5</p> <p>5</p> <p>2, 5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>2, 5</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>7, 8</p> <p>7</p> <p>7</p> <p>7, 8</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p> <p>8</p> <p>3</p>

#### Equality of Opportunity

“Providers...evaluation will monitor the effectiveness of actions taken to support and encourage equality of access and participation in learning.

*All partners should work to ensure that all learners achieve to the best of their ability, irrespective of ethnicity, gender, age, disability and/or learning difficulties, sexual orientation, religion and beliefs.”*

#### National Surveys and Projects

Surveys and research projects have asked these sorts of questions to assess quality of provision:

- Does the organisation set performance targets for retention, achievement, progression and attendance?
- Do teachers and support staff work together effectively?
- Are all staff well qualified and trained?
- Where literacy and numeracy development is integrated, are vocational teachers well trained?
- Are there well developed and effective initial assessment procedures?
- Is learners work marked regularly and effectively and do they receive good feedback on their progress?
- How often are ILPs reviewed?
- How do managers monitor the quality of ILPs?
- How is the effectiveness of ALS monitored and measured?
- Is good practice identified and shared?
- Is equality of opportunity and diversity effectively promoted? Are policies written in a way which can be clearly understood? Do learning materials and displays reflect cultural diversity?
- Have strategies for improving attendance – particularly ESOL – been developed and introduced and are these having any impact?
- Are resources for literacy, numeracy and ESOL comparable? Are they equally well resourced?
- Are community resources of the same standard as those on the main site?

#### Generic Good Practice Indicators:

- SMT commitment and responsibility
- Highly effective strategic planning
- Data management and targets
- Effective training and development
- Quality of teaching, learning and assessment
- Curriculum planning and organisation
- Communication and teamwork
- Highly effective quality assurance procedures
- Responsiveness to national and regional priorities and developments

Adapted from *Skills for Life* Quality Initiative Facilitator Training Pack 2005

### TN 9

### Trainer Note

### Mapping

**Purpose:** To identify existing mapped materials and raise awareness of mapping literacy, language and numeracy to vocational courses.

Show slides 25–28, explaining that these show the results of a BSA exercise which mapped the LLN skills needed across 40 occupational standards. Explain the relevance of the pie charts rather than going into explaining them in detail.

Refer them to Fact Sheet 6 if they want to study pie charts in detail. State that there has been a lot of detailed occupational mapping done since this survey and the results are on the DfES website: <http://www.dfes.gov.uk/readwriteplus/nosmapping>.

Stress there is no problem about staff using what has already been mapped and starting at that point. Plenty to do without repeating work needlessly. Emphasise that mapping is only the first stage but is necessary. If their vocational subject demands L2 reading, but E3 numeracy, that makes a big difference to what specific LLN needs to be taught.

Using slide 29, explain that teaching staff need to share **the way** LLN are used in the particular vocational context, e.g. the types of language used in training materials, by the teaching team, in the workplace or workshop, the “situated” aspects of LLN that will not be revealed by mapping the curriculum documents. The next step will be to plan the sequence that LLN is taught to fit in with the vocational scheme of work. Then elements of shared delivery need planning and timetabling. Explain that *Skills for Life* staff will often know what level a particular skill is at but that they check in the Adult Core Curriculum documents. Ask for a volunteer to suggest a listening skill needed within their vocational area.

If they suggest listening to multi-step instructions, model how it is found and that it is SL1r/L2. Show them that suggested activities are on the facing page. Ask if they are surprised it's a L2 listening skill. Show them other CC documents and explain what Access for All is. Explain that again information is on right hand page e.g. those with short-term memory problems will find remembering multi-step instructions hard and may need visual clues, to tape information or learn through a visual/kinaesthetic game.

Make clear that it is staff trained in teaching LLN who use Core Curriculum documents but that the vocational staff need to be aware of the information available.

Ask them if their teachers are aware of LLN Curriculum documents. Then show them embedded materials in files on resource table. Demonstrate how they are mapped to curriculum documents. Explain the importance of their staff understanding how difficult or not is the learning they expect of their students. Refer them to Fact Sheet 7 for the National Qualification Framework. Ask them to do a card game on their tables to match everyday activities against LLN levels. Give them 5 minutes.

Ask them to check their own answers against Fact Sheet 8.

Ask if this and the Quiz was more interesting than the trainer reading to them or putting up a slide. Ask what teaching methods used most in Secondary Schools. Make point that their learners will appreciate a kinaesthetic way of learning because different than the methods often used in school where many had experienced failure.

Mention that learners may choose car mechanics or hairdressing because they perceive them as practical not requiring LLLN skills, whereas we know they do need LLN skills. Remind them of research that says teachers should make explicit what LLN needed.

## FS 6

## Fact Sheet

## Which levels of skills are needed?

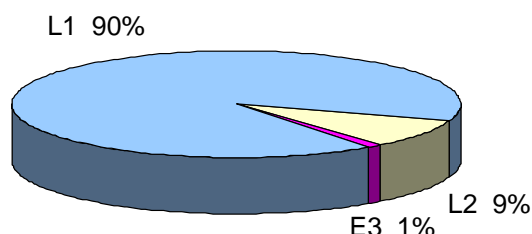
The Basic Skills Agency (BSA) mapped over 40 occupational sectors, identifying the key features of the literacy and numeracy skills that underpinned those occupational standards.

The graphs below provide information about the levels of speaking and listening, reading, writing, and numeracy skills needed to underpin those occupational standards at L1 and 2.

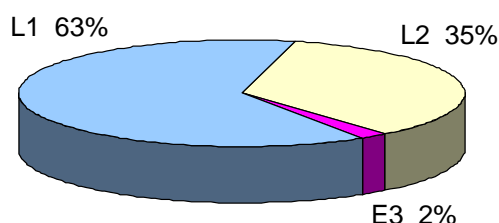
### Speaking and Listening

Over 90% of mapping for L1 NVQs showed the need for speaking and listening skills at L1. NVQs at Level 2 have 35% of their standards mapped at L2 of the National Standards for speaking and listening and the rest are at Level 1 or Entry 3.

#### Speaking and Listening Levels for 40 Level 1 Standards



#### Speaking and Listening Levels for 40 Level 2 Standards



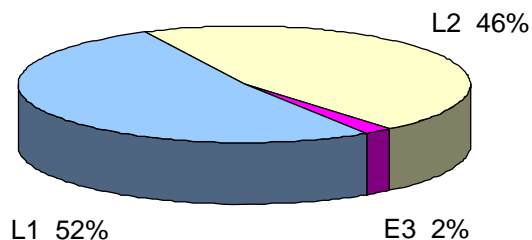
### Reading

Reading levels are high for both Level 1 and Level 2 NVQs.

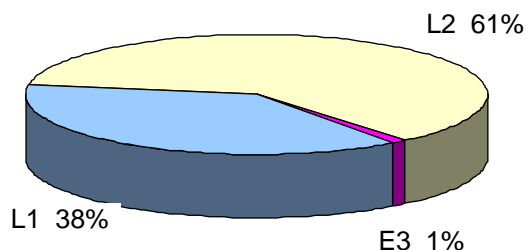
To ensure success, learners would need to have reading skills at L2 of the National Standards for Adult Literacy for almost half of the L1 NVQs and almost two thirds of the L2 NVQs.

# Skills for Life Quality Initiative

## Reading Levels for 40 Level 1 Standards



## Reading Levels for 40 Level 2 Standards



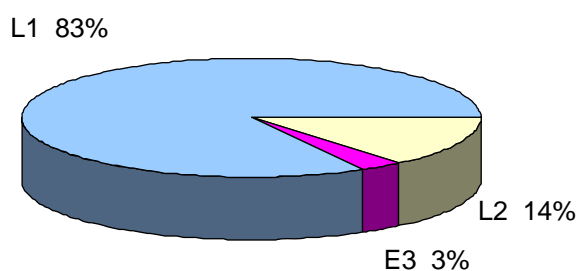
## Writing

The demands for writing skills are generally at lower levels than for reading.

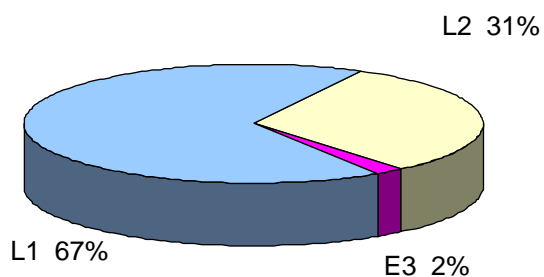
For Level 1 NVQs, 86% of writing is mapped at Level 1 or below.

At NVQ Level 2, almost 70% of writing is still at Level 1 and only 31% is mapped at Level 2.

## Writing Levels for 40 Level 1 Standards



## Writing Levels for 40 Level 2 Standards

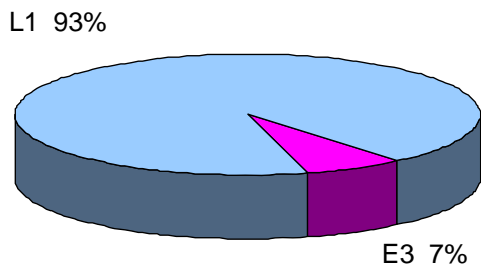


# Skills for Life Quality Initiative

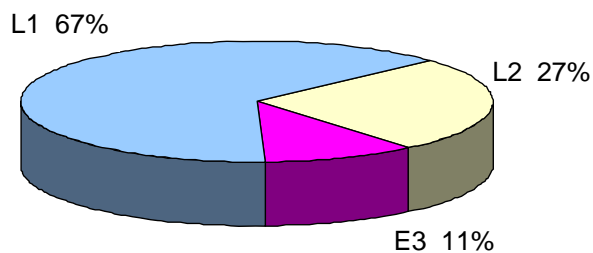
## Numeracy

Numeracy maps closely at L1 to L1 NVQ's – 93% is at L1 of the Adult Numeracy Standards. At L2, the mapping of the occupational standards shows only 27% require Numeracy at L2.

### Numeracy Levels for 40 Level 1 Standards



### Numeracy Levels for 40 Level 2 Standards



## FS 7

## Fact Sheet

## The National Qualifications Network

### Equivalence of levels

The National Standards for Adult Literacy and Numeracy describe a range of skills in speaking and listening, reading, writing and numeracy. They list what someone can do if working at that level.

The Standards are split up into levels – Entry 1, Entry 2, Entry 3, Level 1 and Level 2.

National Standards for Adult Literacy and Numeracy	Key Skills	National Qualifications Framework	National Curriculum for Schools
	Level 3	Level 3	A-levels
Level 2	Level 2	Level 2	GCSE A to C
Level 1	Level 1	Level 1	Level 5
			Level 4 (the level of a competent 11 year-old)
Entry 3			Level 3
Entry 2			Level 2 (the level of a competent 7 year- old)
Entry 1			Level 1
Pre Entry			

*Taken from BSA Link Up Training Materials Unit 1 Module 3*

Card Game for table groups – 6 sets per course

<b>Take part in an interview for a job</b>	<b>Read bus and train timetables correctly</b>
<b>Follow a simple procedure in a manual e.g. first aid</b>	<b>Follow directions to dilute substances in proportion</b>
<b>Fill in an application form for a driving licence</b>	<b>Estimate distances using scales printed on a map</b>
<b>Obtain information from a telephone helpline</b>	<b>Understand price labels on pre-packed and weighed food</b>
<b>Read job adverts in a job centre</b>	<b>Check the receipt and money when paying for goods</b>

<b>Write a short e-mail to a friend</b>	<b>Use a map to find a location e.g. for an interview</b>
<b>Respond to a question and know when to ask for help</b>	<b>Understand measurement and sizes on labels</b>
<b>Follow simple instructions on a vending machine</b>	<b>Use simple measuring equipment e.g. weighing scales</b>
<b>Fill in a simple form when returning goods</b>	<b>Understand expiry dates and renewal dates e.g. on food labels or a road tax disc</b>
<b>Follow a one-step verbal instruction</b>	<b>Select the correct numbered button in a lift</b>

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<b>Understand common signs in workplace e.g. toilets, no smoking</b>	<b>Count the correct number of drinks for visitors</b>
<b>Write own name and address on an official form</b>	<b>Key in a telephone number</b>

<b>Entry 1</b>	<b>Level 1</b>
<b>Entry 2</b>	<b>Level 2</b>
<b>Entry 3</b>	

**FS 8**

**Fact Sheet**

**Levels of Literacy and Numeracy**

Literacy	Numeracy
<b>At Level 1 someone can . . .</b>	
<p>Take part in an interview for a job or course</p> <p>Follow a simple procedure in a manual, e.g. first aid</p> <p>Fill in an application form for a driving licence or passport</p>	<p>Read bus and train timetables correctly</p> <p>Follow directions to mix or dilute substances in proportion</p> <p>Estimate distances using scales printed on a map</p>
<b>At Entry 3 someone can . . .</b>	
<p>Obtain information or advice from a telephone helpline</p> <p>Read job adverts in a local paper or job centre</p> <p>Write a short letter to a family member or a friend</p>	<p>Understand price labels on pre-packed (pre-weighed) food</p> <p>Check the receipt and money when paying for goods</p> <p>Use a map to find a location, e.g. for an interview</p>
<b>At Entry 2 someone can . . .</b>	
<p>Respond to a question and know when to ask for help</p> <p>Follow simple instructions on a vending machine</p> <p>Fill in a simple form</p>	<p>Understand measurement and sizes on labels</p> <p>Use simple measuring equipment, e.g. weighing scales</p> <p>Understand expiry dates and renewal dates, e.g. food labels, road tax</p>
<b>At Entry 1 someone can . . .</b>	
<p>Follow a one-step verbal instruction</p> <p>Understand common signs in their local area at work, e.g. toilets, no smoking</p> <p>Write own name and address on an official form</p>	<p>Select the correct numbered button in a lift</p> <p>Count the correct number of drinks for visitors</p> <p>Key in a telephone number</p>

*Taken from BSA Link Up Training Materials Unit 1 Module 3*

### TN 10

### Trainer Notes

### Assessment

**Purpose:** to give information on assessment and ILPs in *Skills for Life*.

Ask if they know the entry levels of all their learners. Explain its importance, using some realistic examples.

Ask participants to complete self-assessment on Activity Sheet 8 and then to discuss assessment in trios.

Ask for feedback on key issues and suggest they record action points at the bottom of the sheet. Promote the Move On programme as suitable for learners who can gain a Level 1 or 2 Adult Literacy and/or Numeracy test with 30 hours or less LLN teaching. Ask who has heard of the campaign.

Explain how it is part of the strategy to show many people have *Skills for Life* needs, some of whom can gain a qualification fairly quickly.

Refer them to the Move On website [www.move-on.org.uk](http://www.move-on.org.uk) and to the regional co-ordinator for Move On. Mention that they have materials on the site to promote *Skills for Life*.

## AS 8

## Activity Sheet

## Assessment in your Organisation

Individually complete the tables below and then discuss your answers in small groups.

	√ x ?	What is used?	Who is responsible or how will you find out?
Does your organisation use a screening tool to identify those with additional support needs?			
Does your organisation use a national initial assessment tool?			
Does your organisation use a diagnostic assessment tool?			

	√ x ?	Comments on why / why not
Do you have the initial assessment results for your vocational learners?		
Does your organisation use standard Individual Learning Plans (ILPs) to record learners' assessments, goals, targets and progress reviews?		
Are vocational learners' literacy, language and numeracy needs recorded? By whom?		
Is the support offered to vocational learners mapped to their learning targets?		
Does your organisation offer the national adult literacy and numeracy tests at Level 1 and Level 2?		
How many vocational learners take the national tests from your area?		
Do you know about the Move On campaign and their website? <a href="http://www.move-on.org.uk">www.move-on.org.uk</a>		

Note any action points to pursue with your management colleagues.

**Purpose:** to model how participants can audit their programmes; to give participants a proforma to use or adapt.

Ask participants to individually consider the first part of the course audit on Activity Sheet 9 and then discuss the implications for their embedding model, sharing their thoughts with someone from a similar vocational background. Feed back briefly to whole group. Then select one of the course programmes that participants have brought with them and model how to survey it against the numeracy core curriculum on the second page of Activity 9.

The purpose of this activity is to scrutinise one course or training programme with which you are familiar and to identify the demands it makes on learners.

Suggest they try it themselves in pairs so they understand what the task will entail for their staff. Ask them if they can suggest ways to help someone with a poor visual memory to recognise and understand key specialist words.

Help on page 118 and 119 of Access for All e.g. keep key words displayed on wall; associate word with a visual picture on diagrams, give learner a set of key words to take away; link with spelling practice, using auditory strategies.

Mention that they have a complete Course Audit behind their Fact Sheets for them to use or adapt in their organisation.

Ask if they can see pairs or trios working together to identify the specific LLN skills needed to succeed on their vocational course and if they would need external CPD.

**AS 9**

**Activity Sheet**

**Course Audit**

**Staff Name:**

**Organisation:**

**Course Title:**

**Sector: WBL / ACL / FE /  
Other (state)**

**How is the course structured and taught?**

How is the teaching year organised: modules/terms?	
How are sessions taught: teacher input/practical work/ open learning/work placement?	
How is learning assessed: pre-set tests/final tests or exams/ set assignments/project work/ practical tests/ oral presentations/ work-based assessments/ portfolio building/observations/ demonstrations/reviews/reports?	
Are learners offered support? literacy/language/numeracy/ communication/number ICT? How?	
Do learners need to use: libraries/study centres/IT facilities such as CDRoms/Internet/e-mail? Who teaches them?	

<b>What would need to change if LLN was embedded?</b>	<b>Implications</b>

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### Activity 9: Course Audit (continued)

#### Skills Checklist: Numeracy

Do learners need to use:	Add examples and the specific context (or how you will find out more)	Level of complexity: Entry Level, L1, L2, L3
<b>whole numbers</b> e.g. using 4 rules and tables, written or numeric; estimate, calculate, positive/negative; use calculator		
<b>fractions and/or decimals</b> e.g. in practical contexts, calculations, as percentages, equivalencies		
<b>common measures</b> e.g. money, time, length, width, weight, capacity, calculate, record, estimate, convert, use given formulae		
<b>shape and space</b> e.g. 2D and 3D shapes, use positional vocabulary, sort, problem-solve, symmetry, angles, draw diagrams, plans		
<b>data and statistical measures</b> e.g. extract information, collect/represent data, compare, interpret, find averages/range, discrete or continuous data		
<b>probability</b> e.g. likelihood of recurrence, probability scales, identification of range of possibilities etc.		

Check out the DfES website: <http://www.dfes.gov.uk/readwriteplus/nosmapping> to see if your vocational area has been mapped already.

## TN 12

## Trainer Note

## Staff Training Needs

Show slides 30 and 31 reminding participants that the aim is to improve teaching and learning. Mention the importance of learners being able to use their new learning not just when situated in the vocational area but in other situations, i.e. that it is transferable.

Show slide 32, briefly explaining the subject specific qualifications. Make clear that trainers are not qualified to give guidance and that teachers should go to qualified guidance workers for advice. Mention the LLUK website and helpline [www.lifelonglearninguk.org](http://www.lifelonglearninguk.org) and helpline 020 7936 5798 and Talent website [www.talent.ac.uk](http://www.talent.ac.uk)

which has some useful answers to FAQs about training.  
Remind managers of key decision for development, using slide 33.

Use slide 34 to expand on the implications for staff accessing CPD.  
Distribute the *Skills for Life* Quality Initiative Regional Training Programme with the Facilitator TNA attached for them to take back to their team and an application form.  
Highlight staff events on Approaches to *Skills for Life* for Vocational Teachers

**Purpose:** to encourage managers to explore a range of planning and teaching delivery models that are collaborative and encourage the sharing of staff expertise

Ask participants to share ways they could build up collaborative teams to plan together. Remind them that they need to consider their proposed model and the numbers and skills of their team members. They must also consider timetabling restraints.

Suggest they think about the stages of planning:

- mapping
- planning schemes of work
- session planning
- evaluating and adapting resources
- writing new resources
- writing assessments

Ask them to read the left hand two columns of the table on Activity Sheet 10, to stimulate their thinking about varied ways of delivering teaching. Ask them to discuss the advantages and disadvantages of each model and use the table for any relevant notes, highlighting any models they believe worth considering for their vocational area.

Ask the whole group for feedback on whether they are now considering collaborative planning and teaching.

**AS 10**

**Activity Sheet**

**Collaborative Teams**

**Collaborative Planning**

Share in groups ways you could build up teams collaborating over:

- mapping
- planning schemes of work and session plans, with LLN embedded into the vocational area
- adapting existing resources and writing new resource materials

so staff share expertise areas and the quality of teaching and learning improves for the learner.

**Collaborative Teaching Delivery**

Share these different teaching delivery models and what the advantages and disadvantages are of each. Highlight any that are worth considering for your vocational area.

Teaching Delivery	Example	Advantages	Disadvantages
<b>Traditional Team Teaching</b>	Teachers share teaching splitting tasks		
<b>Collaborative* Teaching</b>	Share teaching of content, skills, activities; discuss ideas in front of learners; emphasis on collaborative group learning approaches for learners		
<b>Monitoring*</b>	One teaches and one monitors learners' understanding and provided individual support		
<b>Complementary* Teaching</b>	One teaches content, one provides follow-up LLN activities		

## Skills for Life Quality Initiative

<b>Differentiated Group Teaching</b>	Both teachers move amongst levelled groups teaching and supporting		
<b>Parallel* Teaching</b>	Teachers plan jointly but teach own group at times		

*\* Terminology taken from SfLQI LSDA training package "Working in Partnership to Embed LLN"*

## TN 13

## Trainer Note

## Evaluating Resources

**Purpose:** to raise awareness about Plain English; to share criteria for evaluating course materials; to explain a readability measure; to introduce them to the Embedded Learning Materials

Ask everyone to stand up to play a game. Give an individual a “Sunday” word such as “abundance” or “alternatively” and ask them to suggest a Plain English word that means the same (a lot; or) If they can suggest an alternative, they can sit down. Work round the group until everyone is seated. If this seems too risky with any group, do as a whole group activity, encouraging people to shout out the answers.

Trainer Note: there are lots of examples on the Plain English website [www.plainenglish.co.uk](http://www.plainenglish.co.uk)  
Ask why language is so important in vocational teaching.

Elicit:

- technical language needs learning
- learners motivated to learn jargon of workplace – useful hook to encourage learning of LLN language and build relationships.

Ask participants to select one of the Embedded Learning Materials Files that is relevant to them and to spend 10 minutes evaluating it as a resource for their vocational area.

Storm what criteria they used to judge its usefulness for supporting embedded LLN learning in their vocational area.

Elicit:

- Content - appropriateness to vocational area; reading level  
Remind them resource materials need to be at a level that their learners can read and that many vocational courses require L2 reading skills. The implication is that reading strategies need to be taught within the vocational course if learners are to succeed.
- Language - length of words, sentences; vocabulary; active or passive tense  
Suggest staff can assist learning by displaying technical words and/or providing a glossary and teaching learners how to use it.
- Layout and appearance – use of colour, headings, white space; bullets or paragraphs, font type and size all facilitates their learners reading and understanding their written documentation, resources, assessments more readily.

Refer participants to the SMOG readability formula on Fact Sheet 9 and briefly explain how it is used. Tell them that their computers have the option of assessing the readability of a text and saving the hard work of counting. The computer can be set to use the Fleisch formula through Tools and Options. Mention the Plain English website [www.plainenglish.co.uk](http://www.plainenglish.co.uk)

Suggest they need to evaluate their vocational resources. They could devise an Evaluation checklist using the criteria we have stormed and match the readability levels of resources against the Reading levels of their learners. Warn them it should be done sensitively as staff can be attached to certain resources.

Refer participants to Fact Sheet 10 for a list of suitable resources or sources for resources and relevant research and publications. Explain that some resources are free.

Mention the key websites on Fact Sheet 11. Show slides 35 and 36



Dense Print	Long sentences	Small font size
CAPITAL LETTERS	Jargon	No pictures
.... and <b>long words</b> (words of three or more syllables – or beats, such as ‘Community’ which has 4 syllables: ‘Com mun it y’)		

You can calculate the readability of a piece of text using this simple formula called a **SMOG Test** (Standard Measurement of Gobbledegook).

1. Select a text	
2. Count 10 sentences	
3. Count the number of words which have 3 or more syllables	
4. Multiply this by 3	
5. Circle the number closest to your answer	
1    4    9    16    25    36    49    64    81    100    121    144    169	
6. Find the square root of the number you have circled	
1    4    9    16    25    36    49    64    81    100    121    144    169	
1    2    3    4    5    6    7    8    9    10    11    12    13	
7. Add 8 to find out the ‘Readability Level’.	

- The lower the readability level, the easier something is to read and understand.
- A readability level of about 10 will be able to be understood by most people.

*Taken from BSA Link Up Training Materials Unit 1 Module 4*

See the Plain English website [www.plainenglish.co.uk](http://www.plainenglish.co.uk) for more useful information.

### Materials for Embedded Learning

These files of Materials for Embedded Learning and Teaching are available now from the DfES publications Tel: 0845 6022260 or e-mail [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com) or on-line at [www.dfes.gov.uk/readwriteplus/embeddedlearning](http://www.dfes.gov.uk/readwriteplus/embeddedlearning)

- Social Care
- Horticulture
- Family Health
- Effective Communication for International Nurses
- Health and Safety
- First Aid
- Hospitality
- Warehousing
- Entry to Employment
- Catering
- Retail
- Sports Leadership
- Family Health
- ICT
- Food Hygiene

See “Skills for Life Resources: supporting quality and achievement (DfES ref RSQA)” for lists of the Skills for Life Strategy resources.

The Standards Unit offers new teaching, training and learning resources in business, construction, E2E, science and maths, and advice on session plans and schemes of work

Examples of mapped units are available from: ESSU, TUC Hub, Treloar

Examples of embedded schemes of work are available at page 132 of the “Planning Learning and Recording Achievement in Adult Literacy, Numeracy and ESOL: a guide for practitioners” ESSU

### Research and References

“Embedded teaching and learning of adult literacy, numeracy and ESOL – Seven case studies”

NRDC Research Report (NRDC 2005) and NRDC Research Summary 24 summarises findings

“Success Factors in Informal learning” NRDC also contains findings relevant to embedding

“Developing embedded literacy, language and numeracy: supporting achievement”, Jan Eldred, NIACE Lifelines in Adult Learning, 2005 (ISBN 1 86201 219 9)

“Engaging new learners in basic skills through arts, crafts and creative media”, BSA February 2004

“Good Practice Guidelines in Screening and Initial Assessment” DfES

“Literacy, numeracy and English for speakers of other languages: a survey of current practice in post-16 and adult provision.” ALI, 2003

LSC *Skills for Life* Quality Initiative 2005-06  
Embedding Literacy, Language and Numeracy for Leaders and Managers  
Trainer Pack

## Skills for Life Quality Initiative

“At the Heart of Learning: promoting literacy, language and numeracy skills development”  
NIACE

“Planning Learning, Recording Progress and Reporting Achievement: a guide for practitioners” DfES

“Quality Improvement and self-assessment” LSC May 2005

“Raising Standards: A contextual guide to support success in literacy, numeracy and ESOL Provision – Embedded Learning” DfES

## FS 11

## Fact Sheet

## Websites

- [www.dfes.gov.uk/readwriteplus/embeddedlearning](http://www.dfes.gov.uk/readwriteplus/embeddedlearning) for the embedded learning portal and access to the materials for Embedded Learning
- [www.dfes.gov.uk/readwriteplus/nosmapping](http://www.dfes.gov.uk/readwriteplus/nosmapping) to see if your vocational area has been mapped: 170 NVQs have been mapped already
- [www.nrdc.org.uk](http://www.nrdc.org.uk) the National Research and Development Centre for language, literacy and numeracy for the latest research on embedding
- [www.niace.org.uk/projects/learningfromexperience/casestudies](http://www.niace.org.uk/projects/learningfromexperience/casestudies) for information on voluntary and community case studies, including Jan Eldred's research
- [www.basic-skills.co.uk](http://www.basic-skills.co.uk) the Basic Skills Agency for information about the Embedding LLN in Local Authorities project
- [www.sflqi.org](http://www.sflqi.org) the LSC *Skills for Life* Quality Initiative, for information about *Skills for Life* generally, for case studies on good practice, for the Professional Development Modules and the Organisational Development Materials for Leaders and Managers
- [www.toolslibrary.co.uk](http://www.toolslibrary.co.uk) for access to the new free Skills for Life Initial Assessment tools, which include speaking and listening
- [www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise) for the BBC Skills Wise Workplace Survival Kit (access website then put Workplace Survival kit into search facility) and for interactive generic and embedded LLN teaching and learning materials
- [www.essu.org](http://www.essu.org) for Hampshire and the Isle of Wight Essential Skills Support Unit
- [www.keyskillssupport.net/CPD](http://www.keyskillssupport.net/CPD) for the Key Skills Support Programme and Resources
- [www.lsbu.ac.uk/lluplus](http://www.lsbu.ac.uk/lluplus) for the LLU+ website - information about projects, professional development and resources
- [www.lsd.org.uk/programmes/basicskills](http://www.lsd.org.uk/programmes/basicskills) for information on projects and resources
- [www.lifelonglearninguk.org.uk](http://www.lifelonglearninguk.org.uk) Lifelong Learning UK (formerly FENTO) for information about the latest development in standards for teachers and trainers
- [www.talent.ac.uk](http://www.talent.ac.uk) the Training Adult Literacy, ESOL and Numeracy Teachers website for useful ESOL resources
- [www.ofsted.gov.uk](http://www.ofsted.gov.uk) for Skills for Life in colleges: one year on (Ofsted/ALI, October 2005)
- [www.plainenglish.co.uk](http://www.plainenglish.co.uk) for ways to simplify texts, including information on writing texts and paragraphs, choosing suitable vocabulary and grammar.

### TN 14

### Trainer Notes

### Action Planning

**Purpose:** To get participants to identify barriers and next steps.

Ask participants to refer back to their Activity 5 sheet which they started completing before lunch and think individually what barriers there are still for their vocational area to embed LLN. Use Activity 5 sheet to record barriers action points for barriers.

Trainers circulate suggesting ways forward for individuals throughout this activity, promoting collaboration based on the reality of the situation in their organisation. Answer individual queries. Ask participants to complete Course Evaluation form.

Course closes.

**AS 5**

**Activity Sheet**

**Action Plan to Remove Barriers to Embedding**

<b>Barrier</b>	<b>What is the issue?</b>	<b>What can be done?</b>	<b>By whom?</b>	<b>By when?</b>
<b>Finance</b>				
<b>Vocational Staff</b>				
<b>LLN Staff</b>				
<b>Management Issues</b>				
<b>Other</b>				