

**Quality Improvement Agency (QIA)
Skills for Life Improvement Programme**

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

(2.4)

Participant Pack

Embedding Literacy, Language and Numeracy for Leaders and Managers (2.4)

Aim

The programme aims:

- to raise managers' awareness of the potential organisational benefits of 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
- identify financial implications of embedding LLN
- 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 Improvement Programme

HO 1

Handout

Skills for Life Quiz

Skills for Life Quiz

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

All about Work	Circle the correct answer		
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
All about Learners	Circle the correct answer		
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 not 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%

- 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 in the UK (13.4%) have no qualifications at all. This figure includes proportionately more women and older workers.

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Skills for Life Improvement Programme

AS 1

Activity Sheet

Why Embed LLN Learning?

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

'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.' The National Research and Development Centre (NRDC), February 2004.

Research Findings (National Research and Development Centre)

- Important to define embedded provision of LLN, not in terms of structures and organisation but in terms of the learner's experience
- There is no one model of embedding or integrating LLN that works best.
- What is important is that the models achieve the same end: an integrated, holistic experience for the learner.

Taken from: *Embedded teaching and learning of adult literacy, numeracy and ESOL. Seven case studies* (NRDC, 2005)

Embedding from the viewpoint of the learner

For a learner on a *non-embedded course*, the vocational study and LLN learning are quite separate and it is up to the learner to make connections between the two. For example, if a learner has a problem with the maths on his vocational course he may ask his mathematics teacher for help with this but the learner would make the link, not the teacher.

Learners on a *fully embedded or integrated course* on the other hand experience the study of their vocational subject and their LLN learning as parts of the same programme that leads to the achievement of a vocational qualification. The connections between the two are made by the staff who teach them. For example, the need for learners to understand and practise the use of particular units of measurement is predicted by the vocational and LLN teachers and built into the vocational programme.

Taken from: NRDC *Guide to Embedding LLN* (2007)

Teaching delivery

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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'For teachers on fully embedded or integrated courses their chief concern is the learner's progress towards his or her vocational goal. LLN and vocational teachers will agree on the importance of LLN skills in enabling learners to achieve both vocational qualifications and employment. Embedded teaching is "learner centred".'

(NRDC Guide to Embedding LLN, 2007)

Features of effective embedding

The NRDC found that the following features contribute to the success of embedded programmes:

- **Organisational features** that support embedding
- **Teaching and learning practices** that support successful integration of LLN and vocational teaching
- **Joint planning and teamwork** between vocational staff and LLN specialists
- **Shared understandings, values and beliefs** on the part of vocational and LLN teachers

It is important that **all** of these features are present for embedding to work effectively.

Taken from *'You wouldn't expect a maths teacher to teach plastering...'* *Embedding literacy, language and numeracy in post-16 vocational programmes – the impact on learning and achievement* (2006)

Key messages from the NRDC research study

Improved learner retention rates on embedded programmes. This was strongly evidenced at Level 2.

Increased vocational success rates on embedded programmes. The difference between success rates on embedded as opposed to non-embedded programmes was particularly evident at Level 2.

Increased learner achievement in literacy/ESOL qualifications on embedded programmes. Account was taken of all learners on the programmes who had been assessed at below Level 2 for literacy or ESOL.

Increased learner achievement in numeracy qualifications on embedded programmes. Account was taken of all learners on the programmes who had been assessed at below Level 2 for numeracy.

More positive learner attitudes and higher motivation on embedded programmes. Learners were more likely to see their course as preparing them well for future work where LLN was embedded. They were also more likely to value LLN study.

Casey *et al*, 2006 (Taken from *NRDC Guide to Embedding LLN, 2007*)

More information on the NRDC embedding research can be found at www.nrdc.org.uk.

Fictional Case Study A – A Small Community Based Training Provider

This small community-based training provider is located in a 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. Four 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, and end 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 ten 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

See Appendix 1, following page 36.

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AS 3

Activity Sheet

**Examining the NRDC
Research**

Impact on the learner	Teacher-learner relationship
How embedding is organised	Management implications

Skills for Life Improvement Programme

AS 4

**Activity
Sheet**

**Drafting an Embedded
Learning Delivery Model**

Choose one vocational area you know well, which 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 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.

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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.

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AS 5

**Activity
Sheet**

**Action Plan to Remove
Barriers to Embedding**

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

FS 2

Fact Sheet

Finance

LSC Fact Sheet 8 on embedding – see Appendix 2.

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

Success Indicators

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

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.'

NRDC Research on the Whole Organisation Approach

The NRDC research underlined the importance of a whole organisation approach to embedding LLN. The findings indicate that embedded provision is most likely to be successful where, at both organisational level and at departmental level:

- managers and policies support embedding *in principle*
- management structures support embedding *in practice*
- organisational arrangements support embedding
- resources and working conditions support embedding.

Taken from NRDC *Guide to Embedding LLN, 2007*

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
- 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.

'When initiatives receive emphasis and are prioritised by leaders and senior managers then staff throughout the infrastructure of the organisation are more likely to be accepting of these initiatives...'

(*Whole Organisation Approaches for delivering Skills for Life. Summary of findings from the first phase of pathfinder activities – quoted in NRDC Guide to Embedding LLN, 2007*)

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FS 4 Fact Sheet Quality Improvement (via SfL Health Check) and links to the Common Inspection Framework

SfLQI Success Criteria Checklist	CIF
1. Senior manager with responsibility for SfL identified	5
2. SfL Strategy developed and implemented	5
3. Steering group established to monitor SfL development	5
4. SfL Improvement targets set	1
5. SfL in vocational areas referenced in SAR	5
6. MIS data used to monitor SfL developments and targets	5
7. SfL included in criteria for observing teaching, training and learning	2
8. Process in place to identify and share SfL good practice	5
9. SfL included within staff development/training plan	5
10. Process in place to access specialist advice guidance for SfL	5
11. Coaching and mentoring strategies developed to encourage sustainable development of a WOA	2, 5
12. Clear strategy established to embed SfL	5
13. SfL managers identified/attended Leadership and Management	5
14. Strategy to prioritise development of ICT as a core SfL developed	5
15. Strategy for responding to future Key Skills/SfL development	5
16. Effective assessment process and procedures for learners developed and evaluated	5
17. Process in place to evaluate the changed practice resulting Skills for Life training and resources on teaching and learning	2, 5

Taken from Skills for Life Quality Initiative Facilitator Reports 2005/ 2006

Skills for Life Health Check

The Health Check is a simple tool designed to help learning providers assess the quality of Skills for Life provision. It has a particular focus on the implementation of a Whole Organisation Approach to Skills for Life.

Health Check Sections:

- A. Organisational strategy
- B. Business and operational plans
- C. Policies and procedures
- D. Quality improvement framework
- E. Management information systems
- F. Information, advice and guidance, marketing and learner recruitment
- G. Human resources strategy and continuing professional development planning
- H. Curriculum design and planning
- I. Resources and facilities

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 questions like these 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 L and N 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

FS 6

Fact Sheet

Which levels of skills are needed?

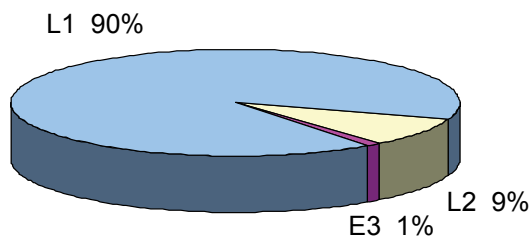
The Basic Skills Agency (BSA) mapped over 40 occupational sectors, identifying the key features of the literacy and numeracy skills that underpinned those occupational standards.

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.

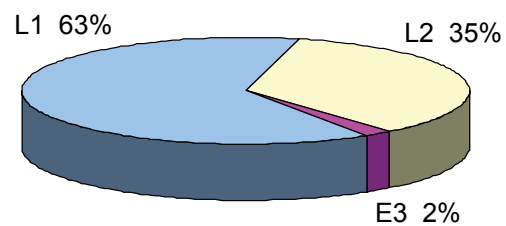
Speaking and Listening

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



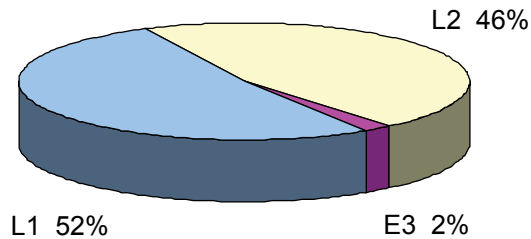
Reading

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

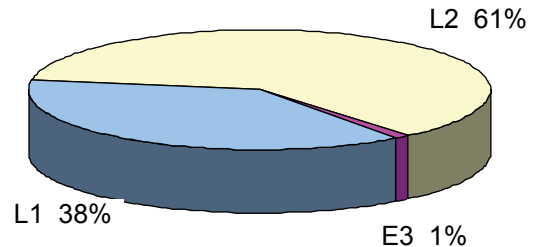
To ensure success, learners would need to have reading skills at L2 of the National Standards for Adult Literacy for almost half of the L1 NVQs and almost two thirds of the L2 NVQs.

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Reading Levels for 40 Level 1 Standards



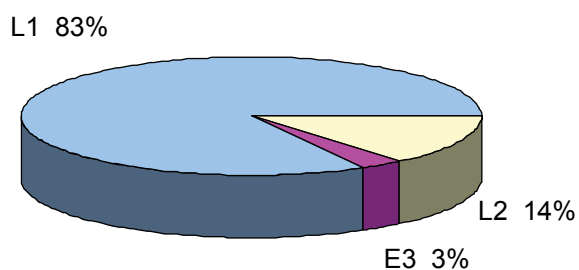
Reading Levels for 40 Level 2 Standards



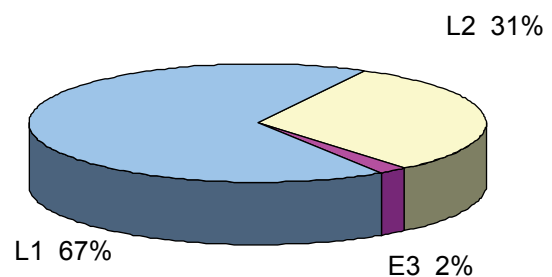
Writing

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

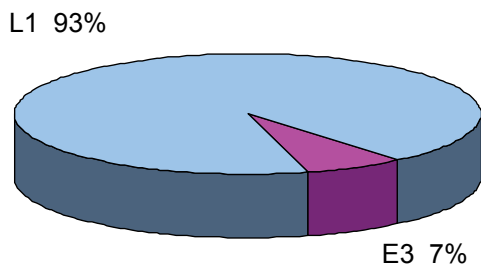


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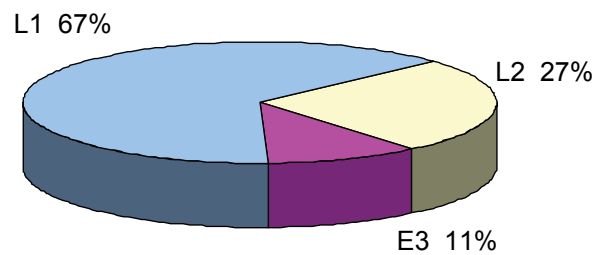
Numeracy

Numeracy maps closely at L1 to L1 NVQs – 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



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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 / Functional 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			

Adapted from BSA Link Up Training Materials Unit 1 Module 3

Skills for Life Improvement Programme

HO 2

Handout

Card Game

Card Game for table groups – 6 sets per course

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

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

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

Entry 1	Level 1
Entry 2	Level 2
Entry 3	

Skills for Life Improvement Programme

FS 8

Fact Sheet

Levels of Literacy and Numeracy

Literacy	Numeracy
At Level 1 someone can ...	
<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>
At Entry 3 someone can ...	
<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>
At Entry 2 someone can ...	
<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>
At Entry 1 someone can ...	
<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

Skills for Life Improvement Programme

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? www.move-on.org.uk		

Note any action points to pursue with your management colleagues.

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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/email? Who teaches them?	

What would need to change if LLN was embedded?	Implications

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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
whole numbers e.g. using 4 rules and tables, written or numeric; estimate, calculate, positive/negative; use calculator		
fractions and/or decimals e.g. in practical contexts, calculations, as percentages, equivalencies		
common measures e.g. money, time, length, width, weight, capacity, calculate, record, estimate, convert, use given formulae		
shape and space e.g. 2D and 3D shapes, use positional vocabulary, sort, problem-solve, symmetry, angles, draw diagrams, plans		
data and statistical measures e.g. extract information, collect/represent data, compare, interpret, find averages/range, discrete or continuous data		
probability e.g. likelihood of recurrence, probability scales, identification of range of possibilities etc.		

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

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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 that 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
Traditional Team Teaching	Teachers share teaching splitting tasks		
Collaborative* Teaching	Share teaching of content, skills, activities; discuss ideas in front of learners; emphasis on collaborative group learning approaches for learners		
Monitoring*	One teaches and one monitors learners' understanding and provided individual support		
Complementary* Teaching	One teaches content, one provides follow-up LLN activities		
Differentiated Group Teaching	Both teachers move amongst levelled groups teaching and supporting		
Parallel* Teaching	Teachers plan jointly but teach own group at times		

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



Dense Print	Long sentences	Small font size
CAPITAL LETTERS	Jargon	No pictures
.... and long words (words of three or more syllables – or beats, such as ‘Community’ which has four 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 three 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 for more useful information.

Materials for Embedded Learning

These files of Materials for Embedded Learning and Teaching are available now from the DCSF publications Tel: 0845 6022260 or email bdm@prolog.uk.com or online at www.dcsf.gov.uk/readwriteplus/embeddedlearning.

- Social Care
- Horticulture
- Effective Communication for International Nurses
- Health and Safety
- First Aid
- Hospitality
- Trowel Occupations
- Production Line Manufacturing
- Hairdressing
- Early years
- Family life: the growing child
- Family life: focus on parenting
- Painting Operations
- Warehousing
- Entry to Employment
- Catering
- ESOL Support pack for catering
- Retail
- Sports Leadership
- Family Health
- ICT
- Food Hygiene
- Cleaning
- Transport
- Skills for Construction
- Get on in the Community

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

Skills for Life Improvement Programme

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

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

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Fact Sheet

Websites

- www.dcsf.gov.uk/readwriteplus/embeddedlearning for the embedded learning portal and access to the materials for Embedded Learning
- www.dcsf.gov.uk/readwriteplus/nosmapping to see if your vocational area has been mapped: 170 NVQs have been mapped already
- 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 for information on voluntary and community case studies, including Jan Eldred's research
- www.basic-skills.co.uk the Basic Skills Agency for information about the Embedding LLN in Local Authorities project
- www.sflip.org.uk the QIA Skills for Life Improvement Programme, for information about Skills for Life generally and for case studies on good practice.
- 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 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 for Hampshire and the Isle of Wight Essential Skills Support Unit
- www.keyskillssupport.net/CPD for the Key Skills Support Programme and Resources
- www.lsbu.ac.uk/lluplus for the LLU+ website – information about projects, professional development and resources
- www.lsneducation.org.uk/programmes/portal.aspx?ProgID=13 for information on projects and resources
- 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 the Training Adult Literacy, ESOL and Numeracy Teachers website for useful ESOL resources
- www.ofsted.gov.uk for Skills for Life in colleges: one year on (Ofsted/ALI, October 2005)
- www.plainenglish.co.uk for ways to simplify texts, including information on writing texts and paragraphs, choosing suitable vocabulary and grammar.
- www.qia.org.uk the Quality Improvement Agency – is a non-departmental public body and the successor to the Learning and Skills Development Agency (LSDA). It has been set up to improve the quality of education and training in the learning and skills sector

Skills for Life Improvement Programme

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Activity Sheet

**Action Plan to Remove
Barriers to Embedding**

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