

HO 2 (ii) – Strategies for embedding (completed)

Strategies for delivery	Advantages	Disadvantages
Discrete <i>Skills for Life</i> development classes	<ul style="list-style-type: none"> • Learners will gain a recognised <i>Skills for Life</i> qualification. • Learners’ individual needs are the focus of learning. 	<ul style="list-style-type: none"> • <i>Skills for Life</i> provision is often marginalised from vocational provision. • There is little possibility of influencing vocational teaching methodology.
Additional learning support provision	<ul style="list-style-type: none"> • This strategy develops learners’ autonomy and allows greater negotiation of individual learning programmes. • It also allows flexible timetabling of different groups for <i>Skills for Life</i> development. 	<ul style="list-style-type: none"> • It may be difficult to motivate learners if the support is not seen as integral to their primary learning goal. • It is difficult to provide a range of vocationally specific materials to suit individual requirements. • The strategy focuses on the needs of learners primarily rather than on the possibility of redesigning courses and delivery to meet learners’ needs. • Additional learning support may stigmatise the learner as being in skills deficit.

Strategies for delivery	Advantages	Disadvantages
<p>Vocationally specific <i>Skills for Life</i> development based on planning time with a vocational specialist</p>	<ul style="list-style-type: none"> • Appropriate vocational materials increase the status of <i>Skills for Life</i> development work. • The need for planning time is recognised as an important step towards embedding provision. 	<ul style="list-style-type: none"> • The strategy does not necessarily influence vocational delivery or the capacity for <i>Skills for Life</i> development by a vocational specialist. • There is a danger that planning time is just about handing over vocational materials, discussing the detail of subject matter or focusing on the problems caused by the skills deficits of individual learners. • The strategy may lead to re-teaching the vocational class.
<p><i>Skills for Life</i> specialist supporting learners in the vocational classroom</p>	<ul style="list-style-type: none"> • Individual help is of value to learners. • The strategy provides a possible starting point for eventual embedding of <i>Skills for Life</i> provision. 	<ul style="list-style-type: none"> • The <i>Skills for Life</i> tutor may not have a clear role – especially in teacher-led situations. • Literacy, numeracy and language development will be based on responding to individual learners' needs, so it will be difficult to develop skills systematically unless joint planning has occurred or the focus of the lesson is based on individual learning plans or individual training plans. • It is difficult to influence vocational tutor methodology. • Integration of skill and subject may mean loss of the <i>Skills for Life</i> dimension.

Strategies for delivery	Advantages	Disadvantages
<p><i>Skills for Life</i> specialist working with learners individually in vocational classes, plus follow-up <i>Skills for Life</i> sessions</p>	<ul style="list-style-type: none"> • <i>Skills for Life</i> specialists can spot when learners are having difficulties with subject matter and follow them up for development later. • <i>Skills for Life</i> specialists develop their own understanding of vocational syllabuses. 	<ul style="list-style-type: none"> • The disadvantages are those described for the previous strategy, plus it may still avoid the central issue of how vocational course teaching can be adapted to fit the needs of learners. • There is a danger of re-teaching a lesson. • Learners may lose interest if follow-up becomes out of step with vocational inputs.
<p>‘Partnership’ or team teaching of session delivery, plus time for joint planning of session</p>	<ul style="list-style-type: none"> • Partnership or team teaching with joint planning and delivery is a very successful option if aims are clear from the outset. • It also develops both specialists’ skills and embeds <i>Skills for Life</i>. 	<ul style="list-style-type: none"> • The disadvantages for the previous strategy may still apply because partnership or team teaching of session delivery depends entirely on the quality of liaison during planning. • Team teaching can be difficult in some subjects where both teachers need subject knowledge (for example, electronics). • The pace of teaching the syllabus may work against ‘in-class’ skills development.

Strategies for delivery	Advantages	Disadvantages
<p>'Partnership' or team teaching with planning time and follow-up sessions</p>	<ul style="list-style-type: none"> • The advantages are the same as those for the previous strategy, plus difficulties with content can be identified and worked on in follow-up sessions. • Individual needs can be worked on. • The transferability of skills can be demonstrated in follow-up sessions. 	<ul style="list-style-type: none"> • There is a high degree of cost. • The strategy requires flexible timetabling of staff and learners. • Vocationally specific follow-up requires a devolved system of <i>Skills for Life</i> development and vocational specialists skilled in <i>Skills for Life</i> methodology. (This should also be viewed as an advantage.) • The strategy requires innovative thinking in terms of embedding <i>Skills for Life</i> and a holistic developmental policy. (This should also be viewed as an advantage.)
<p>Vocationally specific <i>Skills for Life</i> teaching alongside the vocational programme but with little liaison or planning with vocational specialists</p>	<ul style="list-style-type: none"> • This strategy leads to higher learner motivation. • It can be effective if the content is accurate. 	<ul style="list-style-type: none"> • This strategy places few demands on the institution to make practice more effective or inclusive. • It is a support strategy rather than developmental. • There is the danger of getting vocational subject matter wrong. • <i>Skills for Life</i> development may not meet the demands of the vocational course without analysis of that course for skills requirements. • The strategy does not influence vocational specialists' teaching.

Skills for Life Quality Initiative distance learning module for leaders and managers: Embedding Literacy, Numeracy and Language www.sflqi.org.uk.