

HAIR RAISING

Exploring practitioners' experiences of workplace LLN barriers



1 Research Aims

- To explore practitioners' experiences of language, literacy and numeracy (LLN) barriers that work-based learners face which impact on progression.
- To raise awareness of work-based assessors' recognition of the signs and syndromes associated with LLN barriers.
- To generate ideas and case studies for sharing good practice



4 Conclusion

Practitioners:

- were collectively, but not individually aware of many indicators of learner's needs.
- Were less aware of the names of some of the syndromes associated with the LLN barriers.
- were using support strategies in the workplace to help learners overcome barriers, based upon their own learning experiences at work and from school.
- were in agreement that '*one size does not fit all*' and that most learners needed some form of LLN support using personalised strategies.
- Valued the sharing of good practice through joint practice development, '*I feel like we are learning from each other how to deal with a situation*'.

Recommendations:

- More joint practice development for centre staff.
- Use of the case studies for existing and new assessor training.
- Distribution to practitioners of an information leaflet, including a summary of frequently found LLN barrier indicators, suggested support strategies and recommended courses of action.

Dissemination:

- Case studies have been disseminated at KM Training.
- The research was presented to Hair-Net providers at their JPD meeting (Feb 2012). Materials are to be distributed to the members for use in their own staff training.

2 Methods

- Small-scale, collaborative, practitioner-based action research using a cross-sectional design.
- Data collection: focus groups & researcher-driven participant diaries
- Participation voluntary, confidentiality maintained.
- Thematic, substantive, cross-sectional analysis used to elicit data from the focus group transcripts and diaries.
- Findings authenticated and validated by participants leading to analytical statements and case studies.
- Findings limited due to scale and defined context.



3 Findings

Practitioners' experiences of LLN Barriers

Use of imperial / metric

Changing contexts

Complexity of tasks

Sequencing of tasks

Poor mental arithmetic

Disruptive behaviour

Negative learnt behaviour

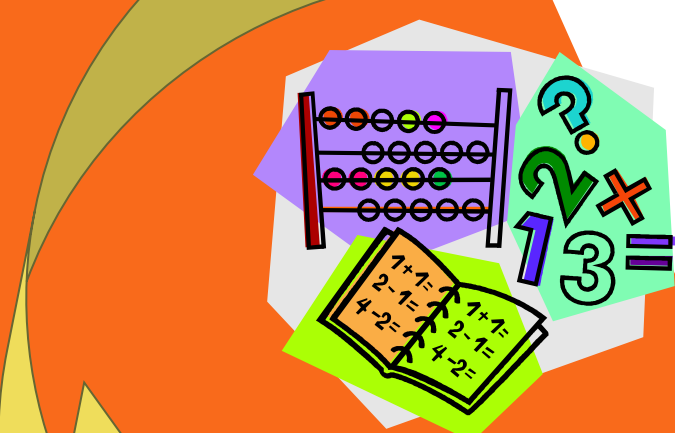
Pressure / Fear

Lack of Confidence

Not understanding jargon

Dealing with abstract concepts

Emerging Themes



References

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