

**Embedding literacy, language and numeracy:  
policy, context and implications for  
leadership and management**

**Module 1a**

**Participant Pack**

**November 2009**

## Skills for Life Support Programme

## Does maths matter?

- 1 What percentage of the working age population have numeracy skills no higher than those expected of an eleven-year-old (i.e. at Entry Level or below)?

A 63%  
B 47%  
C 30%  
D 12%

Answer:

- 2 What proportion of the working age population have numeracy skills at Level 2 or higher?

A Three in four  
B One in two  
C One in four  
D One in ten

Answer:

- 3 In Food Preparation and Cooking NVQ Level 2, what percentage of units require numeracy skills at Level 1?

A 100%  
B 84%  
C 62%  
D 25%

Answer:

- 4 At the age of 30, women with poor numeracy, independent of their standard of literacy, are:

A less likely to be in full-time work, regardless of the number of children they have  
B likely to be in semi-skilled or unskilled jobs, if in work  
C more likely to have low self-esteem and feel they lack control over their lives  
D all of the above.

Answer:

- 5 In the 2003 *Skills for Life* survey, people with numeracy skills at Entry 3 earned about a third less than those with numeracy skills at Level 2 or higher. If the average wage of those with Level 2 skills was around £24,000, what was the approximate average wage for those with Entry 3 skills?

A £32,000  
B £21,000  
C £16,000  
D £8,000

Answer:

**6** In the 2003 *Skills for Life* survey, 87% of parents overall said they helped their children with maths, although this fell to 55% among parents whose own numeracy skills were at Entry 1. Which of these statements is not true?

- A More than half of parents with numeracy skills at Entry 1 help their children with maths.
- B Almost nine out of ten parents help their children with maths.
- C Eighty-seven in a thousand parents help their children with maths.
- D About one in ten parents reported not helping their children with maths.

Answer:

**7** A recent Learndirect survey suggests that poor maths skills cost British adults more than £800 million per year as shoppers struggle with the most basic mental arithmetic and fail to notice when they have been short changed. This amount can be written as:

- A £800,000
- B £800,000,000
- C Eight million pounds
- D Eighty million pounds

Answer:

**8** How many pieces of the maths quiz puzzle are quadrilaterals?

- A 4
- B 3
- C 2
- D 1

Answer:

**9** What is the most specific name for the triangular shapes?

- A Scalene triangles
- B Obtuse triangles
- C Right-angle isosceles triangles
- D Equilateral triangles

Answer:

**Sources:**

DfES, '2003 *Skills for Life* survey' (Qs 1, 2, 5, 6)

DfES, 'How to develop essential skills in the hospitality industry' (Q3)

Parsons, S. and Bynner, J., 'Does numeracy matter more?', 2005 (Q4)

Learndirect survey reported in *The Guardian*, 20 February 2007 (Q7)

## Using quizzes to raise awareness of the importance of numeracy

### Purpose

- To raise the profile of numeracy, its importance and relevance, and current levels of skill.
- To encourage participants to consider their own skills and attitudes to numeracy.
- To encourage debate about possible factors to promote engagement in numeracy learning.

### Audience

- SSCs, LSCs, providers, etc. – wherever a focus on numeracy is required.
- ULRs, employers and other intermediaries who might be considering, promoting or developing numeracy provision.

### Themes for questions within the quizzes

Question can be adapted to ensure relevance to the intended audience and might include:

- levels of need/likely skills levels – regional or sector-specific figures could be used
- relevance to NVQs/vocational performance
- cost and importance to workplace or sector
- cost to the individual – earnings, financial literacy, etc.
- impact on the individual's life chances – particularly for women
- importance of parents supporting their children with numeracy.

Questions can simply ask participants to select the answer according to their understanding of the role of numeracy (or to make a guess). Questions can also present this information and then ask participants to use their numeracy skills to answer the question. Quizzes could include Level 2 numeracy questions related to workplace or vocationally specific tasks.

Some questions might relate to the shapes of the Maths Quiz Puzzle. These can promote discussion of different aspects of maths, e.g. that maths includes shape and space as well as calculation, and individual preferences and approaches to maths.

For more information see 'Using the Maths Quiz Puzzle' on Stop 2 of the Move Up Teacher Route.

### Answer key for quizzes used with the Maths Quiz Puzzle or Move On jigsaw

- 1 B
- 2 C
- 3 B
- 4 D
- 5 C
- 6 C
- 7 B
- 8 A
- 9 C



## Maths Quiz Puzzle

The Maths Quiz Puzzle is available to order free of charge on the Move On web site or from DIUS Publications (tel. 0845 6022260, e-mail [dius@prolog.uk.com](mailto:dius@prolog.uk.com)). Please quote reference code SflMU-MQP. The maximum order number is five puzzles.

### Raising awareness of the importance of numeracy and supporting numeracy engagement

The Maths Quiz Puzzle is an alternative to the Move On jigsaw, for use when the focus is on numeracy. New numeracy quizzes, including a **numeracy awareness quiz** for intermediaries, can be downloaded from Stop 2 of the Move Up Teacher Route.

You can use a suitable quiz and the Maths Quiz Puzzle:

- at recruiter briefings
- with ULRs and other intermediaries prior to the launch of a workplace numeracy course
- with employers to promote numeracy in the workplace
- with vocational teams to discuss the importance of numeracy for vocational achievement
- at open days, awareness raising sessions, inductions and taster sessions
- with learners at the end of a literacy course.

### Using the Maths Quiz Puzzle

Move On quizzes have been developed using the same pattern of questions and answers, i.e. Q1 = B, Q2 = C, Q3 = B, etc. These answers are on the back of the shapes. They can be used to check answers to a quiz, individually, as a group or as a competition where a piece is awarded for the correct answer.

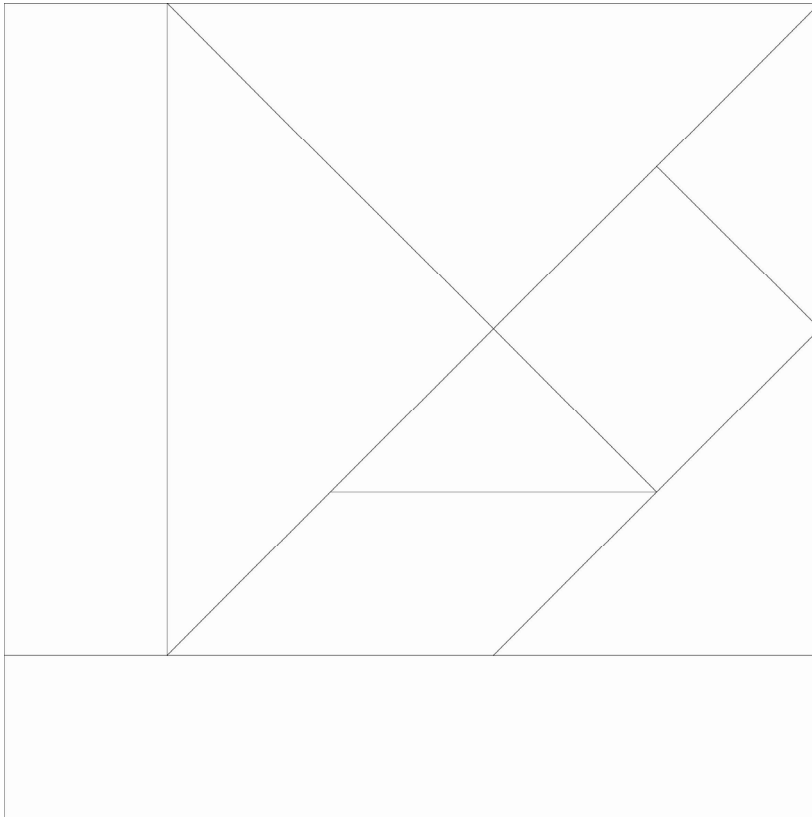
The Maths Quiz Puzzle is made from the seven shapes of a Chinese tangram, plus two rectangles. A further challenge, once all the questions have been answered, is to put the pieces together to make a square. This can be done in several different ways.

If it is taking too long to do this, a series of clues can be given, such as putting the two large triangles together to make half the tangram square, or the second page of these instructions can be given out as a template and source of further information about tangrams.

### Discussion that might arise from using the maths quiz shape:

- Using shape and space is part of numeracy – although sometimes neglected.
- Some people will enjoy or be very good at working with shape and space, when they dislike or find numerical calculation difficult.
- Using shape and space is relevant to everyday life and work, e.g. packing boxes or shelves, designing packaging for transport and stacking, arranging furniture, laying out work spaces, planning and planting up flowerbeds or crops, dressmaking and quilting, brickwork or blockwork patterns.
- Shape and space can be explored through art, architecture, design and the natural world.

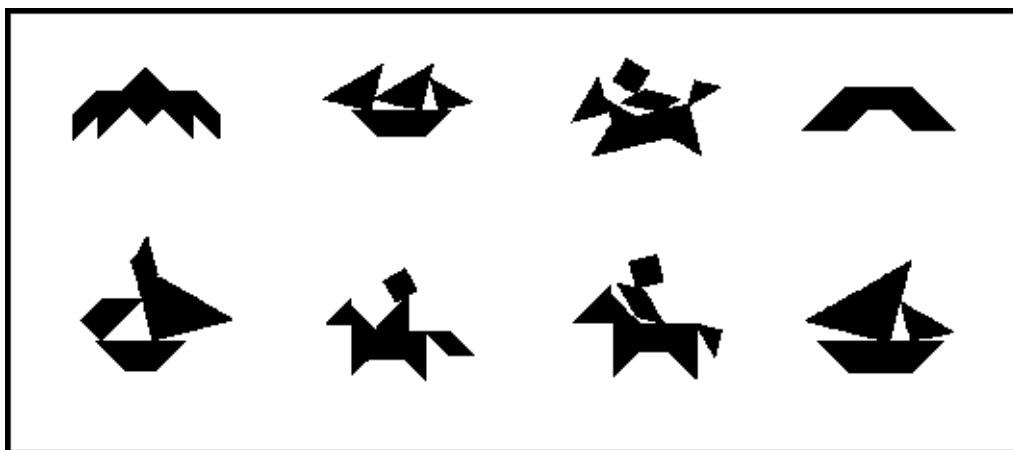
### One solution for putting together the Maths Quiz Puzzle



### Tangram – ‘seven boards of cunning’

An Internet search for ‘tangram’ gives almost three million search results, so it’s easy to find more ideas for using tangrams. There are general sites, sites for children, maths sites, animations and much more.

<http://www.tangrams.ca/inner/tanhist.htm> is one site that gives some information about the history and possible origins of tangrams, although there are many different ideas and stories about them. These are some other shapes and pictures you can make – go to the site above if you want to see how it’s done!



## Skills for Life Support Programme



### HO1b: Numeracy Skills Audit

Consider your team. Identify the numeracy skills they need to undertake their job successfully. Note how often they need to use these skills.

Role	Skills	Frequency
Teacher		
Assessor		
Curriculum Manager		
Senior Manager		
Skills Broker		
Receptionist		
IAG worker		

### HO3: Summary of NRDC research on embedding

This research project explored the impact of embedded approaches to literacy, language and numeracy (LLN) on 79 vocational programmes. The courses were based in 15 further education colleges and one large training provider located in five regions of England.

The 1,916 learners who took part in the research were preparing for national vocational qualifications at Levels 1 or 2 in one of five areas of learning:

- Health and Social Care
- Hair and Beauty Therapy
- Construction
- Business
- Engineering

The sample was selected to ensure a balance of the five vocational areas, the two levels of courses, and those with and without embedded approaches. A four-point scale was developed to differentiate courses in which LLN was not embedded through to those that were fully embedded or integrated.

#### **Higher retention and course success rates on embedded courses**

Learners on the embedded courses had better staying-on rates than those on non-embedded courses, and more positive attitudes to the value of LLN study. On the embedded courses retention was 16% higher.

The embedded courses also had higher success rates than the non-embedded courses. When these data are analysed by vocational level, the increase in success rates associated with embedding is particularly strong for vocational Level 2 courses, with a 26% difference between fully embedded and non-embedded courses.

#### **Increased learner achievement in literacy/ESOL qualifications**

For learners on the fully embedded courses, 93% of those with an identified literacy need achieved a literacy/ESOL qualification, compared with only 50% for those on non-embedded courses. On the fully embedded courses, 43% more learners achieved literacy qualifications.

#### **Increased learner achievement in numeracy qualifications**

For learners on the fully embedded courses, 93% of those with an identified numeracy need achieved a numeracy/maths qualification, compared with 70% for those on non-embedded courses. On the fully embedded courses, 23% more learners achieved numeracy qualifications.

## Skills for Life Support Programme

### Staffing

Where a single teacher was asked to take dual responsibility for teaching vocational skills and LLN, the probability of learners succeeding with literacy and numeracy qualifications was lower.

Adult literacy, language and numeracy are complex areas to teach. Managers should not assume that the benefits of embedding can be achieved by simply adding LLN to the vocational teacher's responsibilities. Any assumptions that adult LLN is easy to teach should be avoided. This research shows that learners benefit from being taught by teams of staff, each with their own different areas of expertise, working closely together.

### Features of embedded programmes

The research team did not use fixed models of embedding; they judged courses on a range of features of embedding. Four main groups of features emerged:

- Teamwork between LLN teachers and vocational teachers
- Staff understandings, values and beliefs
- Aspects of teaching and learning that connect LLN to vocational content
- Policies and organisational features at institutional level

Fully embedded courses all showed features from each of these groups. However, within these broad groups, individual courses achieved the same effects in very different ways. For example, successful collaborative teamwork was achieved through a variety of methods. On some courses, teachers taught alongside one another, on others staff found other ways to link up and create an integrated experience for their shared learners.

NRDC (2006) *'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*

### HO4: Planning to embed literacy, language and numeracy

This process is most effective when subject or vocational area teachers work collaboratively with specialist literacy, language and numeracy colleagues.

Which skills, at which levels, do learners need to be successful on their programme?

- Carry out a skills audit using the standards or specification for the learning programme.
- Identify the LLN skills needed, and their levels.
- Relate them to the adult literacy or numeracy core curricula or to the key skills or functional skills standards.



Examine initial and diagnostic assessment information for learners joining the programme.

- What are their skills on entry to the programme?
- What degree of skills development will they need on the programme?
- Which learners will need to develop which skills? By when?
- Which are the most challenging topics and/or skills?
- What does this imply for group organisation in your sessions?



Review the scheme of work for the programme and identify where there are natural opportunities to embed LLN skills development.

Identify the sequence of specific skills learners will need to develop and apply early, middle and late in the programme.

Work with colleagues to:

- identify and locate opportunities to provide LLN skills development within the modules
- plan the delivery strategy.

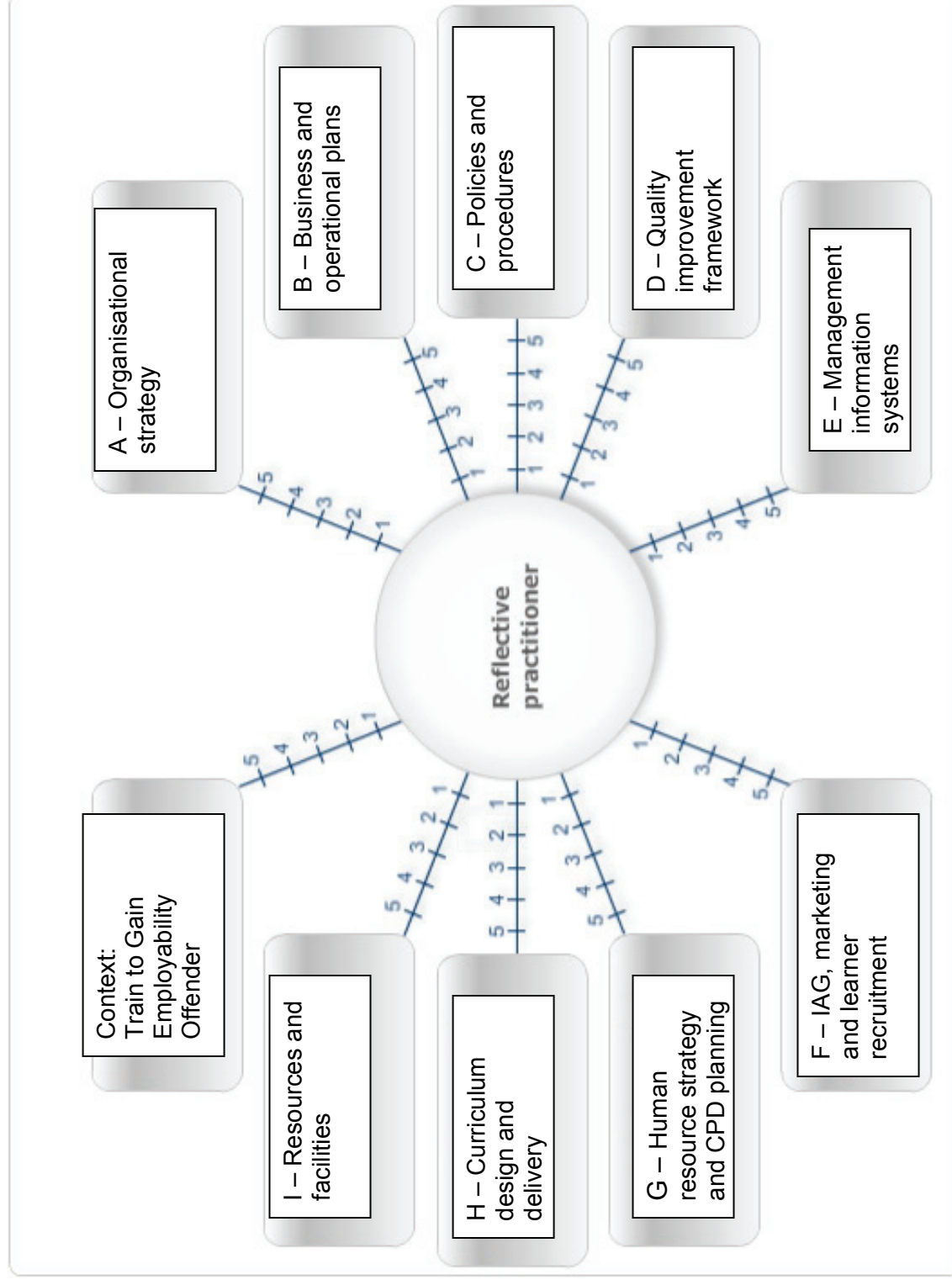
Consider team teaching using complementary expertise, vocational and LLN.



Prepare embedded sessions to develop LLN within vocational tasks. Work with colleagues to:

- plan sessions with dual learning objectives – vocational and LLN
- develop vocational activities with embedded LLN skills development
- identify, or create, suitable learning materials, checking readability levels in particular, and differentiating appropriately
- deliver the learning
- evaluate the effectiveness of your approaches.

## HO6: Policy and Context self-assessment linked to Skills for Life Health Check



## HO7: CPD Activity Sheet

Title

Description

Start Date

Finish Date

Reason(s) for undertaking this activity

Knowledge/skills gained:

What was the impact of the activity?

Reflection

Hours/minutes completed:

# GUIDANCE FOR WORK BASED LEARNING PROVIDERS

## REFORMS TO THE TRAINING AND QUALIFICATIONS OF TEACHERS, TUTORS, TRAINERS, AND INSTRUCTORS



## THE REFORMS IN BRIEF

In September 2007, the government introduced new regulations to reform the training and qualifications of teachers, tutors, trainers and instructors. The reforms include changes to initial teacher training (ITT) and continuing professional development (CPD), and impact on all those delivering learning within the further education (FE) sector<sup>1</sup> which includes work based learning, and the organisations they work for.

By 2010, every teacher<sup>2</sup> will be qualified or working towards an SVUK endorsed qualification – including those working within work based learning and funded by the Learning and Skills Council (LSC). This means that from now all staff employed as teachers in the FE sector must be professionally registered and all new staff must also be licensed to practise by the Institute for Learning (IfL). To be licensed, all teachers must be trained to a standard that allows them to achieve either Qualified Teacher Learning and Skills (QTLS) status or Associate Teacher Learning and Skills (ATLS) status, depending on their role. All full time teachers (new and existing) should undertake at least 30 hours of CPD per year and keep a record reflecting on the CPD activities they have undertaken to maintain their status with the IfL. Those in part time employment will undertake CPD on a sliding scale, with a minimum of 6 hours a year.

## WHO DO THE REFORMS APPLY TO?

The reforms apply to all those who deliver learning within the FE sector including:

- FE colleges and sixth form colleges
- All organisations delivering LSC-funded programmes including:
  - Work based learning providers
  - Adult and community learning providers
  - Specialist colleges
  - Train to Gain
  - Public sector organisations\* (such as the armed forces or prison service)
  - Private employers\*

Staff within FE colleges, sixth form colleges and independent specialist colleges are obliged to comply with the new regulations by law. The regulations also apply to organisations in receipt of LSC funding, including work based learning providers, who are contractually obliged to comply.<sup>3</sup>

\* Further work is being undertaken to review the impact of the standards and regulations on public bodies and private sector employers.



## WHAT DO YOU MEAN BY 'TEACHERS'?

'Teachers' means anyone who is responsible for planning and carrying out teaching or learning activities with a learner or learners – irrespective of the amount of hours they do.

Learning delivery or teaching means:

- Training or instructing
- Tutoring (with learners in the work place or off the job)
- Coaching in the workplace
- Teaching key skills or functional skills
- Planning and running inductions
- Delivering underpinning knowledge

The reforms also affect any sub-contractors or franchisees who deliver learning on your behalf. They may also apply to employers who receive funding for delivering learning (such as those Train to Gain employers who receive LSC funding for training hours).

(See also '[Assessors who teach](#)' on page 6 for more information).

## TEACHING ROLES AND TEACHERS

There are two teaching roles within the new regulations:

**Full Teacher:** In this role the teacher carries out the full range of teaching responsibilities (whether on a full time, part time, fractional, fixed term, temporary or agency basis). The teacher in the full role is the person responsible for designing the learning and assessment. This means s/he will set the learning outcomes and design a scheme of work with lesson plans, or design individual learning programmes and sessions – including delivering learning opportunities to ensure that learning targets are met. The full teacher needs to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.

Teachers in this role need to gain Qualified Teacher Learning and Skills (QTLS) status if they started teaching in the sector after September 2007.

In work based learning this role could be an assessor, where their assessor role has led to additional responsibilities for learning delivery such as designing, implementing and delivering key skills or functional skills learning.

**Associate Teacher:** In this role, the teacher undertakes the same activities in relation to the teaching cycle, such as: initial assessment; preparation and planning; delivery; assessment; evaluation; and revision, but carries significantly less than the full range of teaching responsibilities ordinarily carried out in a full teaching role (whether on a full time, part time, fractional, fixed term, temporary or agency basis). The associate teacher does not need to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies and may be delivering learning that has been designed by someone else in the full teaching role.

Teachers in this role need to gain Associate Teacher Learning and Skills (ATLS) status if they started teaching in the sector after September 2007.

In work based learning, this could be anyone whose role involves an element of learning delivery such as those who deliver learning in the workplace or who coach learners – either on or off the job.

## WHAT DO WORK BASED LEARNING PROVIDERS NEED TO DO?

If you are in receipt of LSC funding you need to:

1. Ensure new teachers gain an SVUK endorsed qualification, or check with the LLUK Information and Advice Service (IAS) to see if they hold an equivalent, and are licensed to practice
2. Encourage existing teachers to qualify or have their existing qualifications and/or their experience confirmed or recognised (see page 5 '[Existing teaching staff](#)')
3. Support teachers to join the IfL
4. Ensure all teachers keep a record and reflective account of their CPD activities and make this available to the IfL on request

## WHO BENEFITS?

The reforms will have a positive impact on the quality of teacher training, learning delivery and learner achievement within the sector. Everyone who teaches will hold a professional teaching qualification or equivalent and remain in good standing by maintaining their CPD record.

There are benefits for both work based learning providers and individual members of staff in complying with the new ITT and CPD regulations:

### The organisation

- Attracts, retains and motivates teaching staff through investing in their development
- Is seen to be committed to professionalism and staff development
- Has staff who are qualified and who maintain their professional standing
- Keeps up with other parts of the sector (FE colleges have had to comply with teaching qualification regulations since 2001)

### The individual

- Has a clear career path and qualifications that are recognised across the sector and other sectors
- Holds professional status in teaching in addition to their vocational expertise through membership of a professional body representing the sector
- Keeps up-to-date with developments and best practice within the sector

## THE ITT REGULATIONS IN DETAIL

This is how the ITT regulations apply to teachers within work based learning and what you need to do:

### New teachers (recruited after September 2007)

#### 1. Define teaching roles

If you employ new or unqualified teachers, you will need to think carefully about their job role and determine which of the two routes to getting qualified and gaining licensed practitioner status is applicable (QTLS or ATLS).

#### 2. Make sure new teachers have the right qualifications to gain professional standing

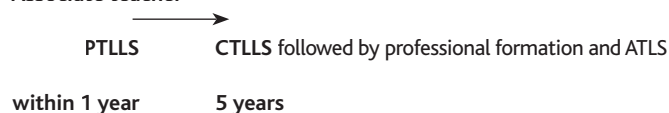
New teachers must achieve the Preparing to Teach in the Lifelong Learning Sector (PTLLS) award within one year of appointment, which also forms part of either a Certificate (CTLLS) or Diploma (DTLLS).

They must complete the qualification appropriate to their role, or check with the IAS to see if they have an equivalent, and also complete a period of professional formation to gain QTLS or ATLS status within five years of appointment.

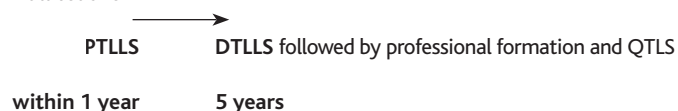
- If you appoint them to a full teaching role, the new teacher must achieve a level 5 diploma (DTLLS) or equivalent, complete professional formation and gain QTLS status within five years of appointment
- If you appoint them to an associate teaching role, the new teacher must achieve a level 3 or 4 certificate (CTLLS) or equivalent, complete professional formation and gain ATLS status within five years of appointment

### Qualifications and requirements for new teachers

#### Associate teacher



#### Full teacher



### PTLLS is the starting point for getting qualified and counts towards the achievement of CTLLS and DTLLS.

Some providers of initial teacher training offer qualifications endorsed by SVUK with alternative titles to CTLLS or DTLLS, for example a Certificate in Education is a minimum Level 5 teaching qualification and equivalent to DTLLS.

### New teachers of literacy, numeracy or English for speakers of other languages (ESOL)

New teachers who teach literacy, numeracy or ESOL are required to have or acquire the DTLLS or its equivalent, and subject specific qualifications for each of the specialist subjects taught, leading to QTLS status. Note that there is no associate teacher role in these subjects and so QTLS is the only appropriate professional status for these teachers.

### 3. Make sure the teacher becomes a licensed practitioner

Once qualified, all new teachers must have their professional standing confirmed by the IfL through the conferral of QTLS (full role) or ATLS (associate role) status. All new teachers must register with the IfL, complete a period of professional formation and gain QTLS or ATLS status.

The IfL confers licensed practitioner status after the individual teacher has undergone professional formation. This is a process of workplace assessment based upon employer evaluation and referral and is not time-related. The IfL will confirm arrangements for professional formation and the process of becoming a licensed practitioner over the coming year and this will be available from September 2008. The licence will be annually renewable, including a CPD obligation, and can be withdrawn or suspended subject to the outcome of an investigation of alleged misconduct.

See the section '**Further help**' on page 8 for where to find out more.

### Existing teaching staff

Teaching staff in work based learning employed in the sector before September 2007 don't have to achieve one of the qualifications under the new reforms or become a licensed practitioner, but they do need to register with the IfL and meet the annual CPD requirements (you'll find more about these under '**The CPD regulations in detail**' on page 6).

Work based learning providers may decide, however, that *all* their teaching staff need to gain licensed practitioner status to benchmark their organisation against other parts of the sector. Some FE colleges and other work based learning providers may expect all teachers to gain QTLS or ATLS status as part of their staff development policies.

As a work based learning provider, if you decide to make the achievement of QTLS or ATLS part of your staff development policy, you will have to assess the development needs of each individual member of staff. How you proceed depends on the qualifications, experience and competency of your existing staff.

### Existing staff who already hold a qualification

such as a Certificate of Education, or a Level 4 Certificate in Further Education Teaching Stage 3, or professional recognition (for the full role), or a Level 4 Certificate in Further Education Teaching Stage 2 (for the associate role), are likely to have professional standing and will be able to move to professional formation and on towards the licensed practitioner status. Check these on the SVUK tariff of legacy qualifications database to ensure they cover the relevant role. See details under '**Keeping in touch**' on page 7.

### Existing staff who are considered competent and experienced but have no teaching qualifications or are partly qualified

(for example, they hold a Level 4 Certificate in Further Education Teaching Stage 1) could undertake one of the new qualifications, or alternatively use their experience to gain professional recognition to achieve professional standing. This process is called accreditation of prior experiential learning (APEL). During 2008, SVUK will be continuing to work with the IfL to develop the processes of mapping existing (or legacy) qualifications and taking account of teachers' experience. There are also several professional recognition schemes run by SVUK. You will find more details of these under '**Keeping in touch**'.

### Existing teachers of literacy, numeracy or ESOL

All existing teachers of literacy, numeracy or ESOL are encouraged to achieve a qualification or equivalent for the full role, plus a subject specific qualification for each of the subjects taught.

### In summary

For existing staff you need to:

- Determine your overall staff development strategy by:
  - carrying out a benchmarking activity across other parts of the sector if appropriate
  - mapping staff qualifications and experience
- Support them to achieve the appropriate qualifications or to have existing qualifications recognised as appropriate
- Support them to gain licensed practitioner status if required
- Encourage them to register with the IfL
- Encourage and support them to keep a reflective account of their CPD activities

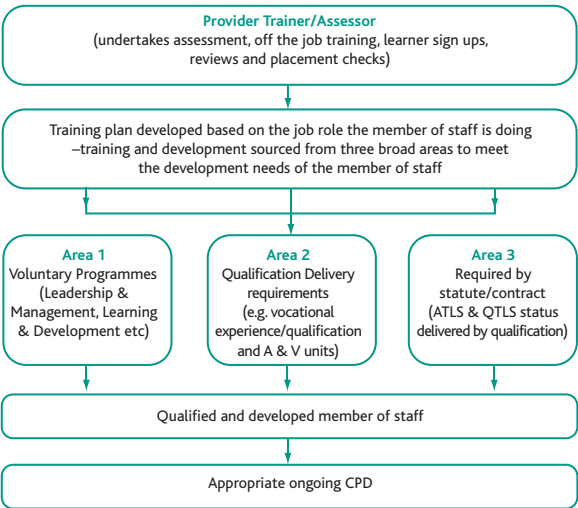
ASSESSORS WHO TEACH

The role of the assessor varies: if all they do is assess, then the reforms and regulations don't apply to them. However, if your assessors carry out any teaching then the reforms apply.

Assessors who teach should therefore be considered 'teachers' and the reforms apply to them in the same way as either new teachers, who started teaching after September 2007 or existing teachers, who started before September 2007. Some assessors who currently deliver learning don't hold a formal teaching qualification. As with teachers, you need to consider both their teaching experience and practice on an individual basis (see details under 'Existing teaching staff' on page 5).

Remember, it is the individual assessor's job role that determines what they should be doing in relation to gaining qualifications and their CPD. Assessors and verifiers still need to do the relevant Learning and Development Awards and comply with the assessment strategies in the qualifications for which they assess: the new teacher qualifications have not replaced these.

See the diagram below which identifies the training and development sources available to staff depending on what job function they carry out.

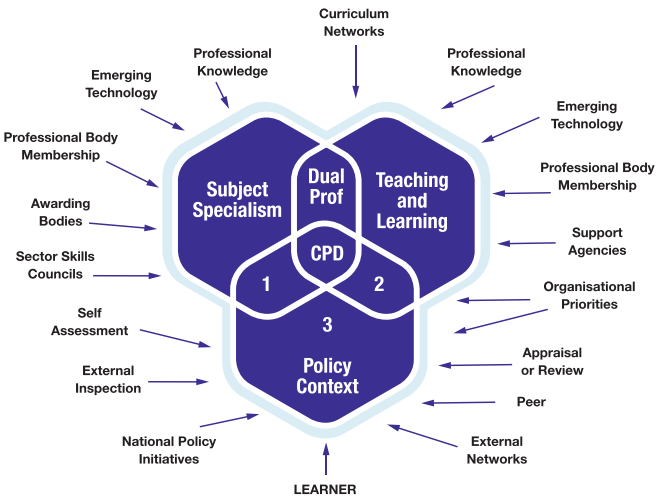


THE CPD REGULATIONS IN DETAIL

An important part of the reforms is for teachers to meet the regulatory requirements for CPD. All teachers working within the sector must:

- Complete a minimum of 30 hours CPD per annum if they work full time
- Complete the pro-rata equivalent of 30 hours of CPD per annum, with a minimum requirement of at least 6 hours, if they work part time
- Maintain a record and reflective account of their CPD
- Register with the IfL by 30 September 2008 or, if appointed after 01 September 2007, within 6 months of their date of appointment

After this, all teachers need to maintain their registration annually.



## What do you mean by 'CPD'?

Broadly speaking, CPD means teachers maintaining, improving and broadening their knowledge and skills both in their teaching skills, their theoretical knowledge and subject specialism within the policy context of their work.

CPD covers all sorts of activities in addition to courses: work-shadowing, peer mentoring, internet research or talking to a more experienced colleague are all examples of CPD. Teachers need to keep more than just a log of their activities. Maintaining licensed practitioner status involves the IfL sampling evidence of members' CPD activity to see that it relates to planned objectives and is based on reflective accounts of its value.

## Who's responsible for 'CPD'?

As an employer you need to support your staff through their professional development – for example by carrying out appraisals, setting developmental objectives, and arranging appropriate developmental activities. However, as with other professions, ultimate responsibility for planning and evaluating CPD rests with the individual practitioner.

## HOW TO REGISTER

To register with the IfL visit [www.ifl.ac.uk](http://www.ifl.ac.uk). Staff will need to provide details of any existing qualifications including dates of their achievement. Responsibility for registering with the IfL rests with the individual, but as an employer you should encourage and support staff to do so.

## KEEPING IN TOUCH

Below are details of ongoing developments within the sector and where to get further information:

### Recognising qualifications:

#### Tariff of Qualifications (Initial Teacher Training)

The Tariff of Qualifications (TQ or "Tariff") is a tool that acknowledges legacy teacher training qualifications teachers may already hold – such as a PGCE or the City and Guilds 7407 – and ensures that

existing staff who wish to work towards becoming licensed practitioners start their journey at the appropriate stage.

#### The Tariff is in two parts:

**Part One** establishes whether legacy qualifications cover the new teaching qualifications in sufficient detail. The Tariff tables show which units of the new qualifications are covered and where there is insufficient coverage.

**Part Two** identifies potential areas for development where there is insufficient coverage and indicates ways in which Awarding Institutions can support learners either through top up modules or accreditation of prior learning and achievement (APLA). Where there is sufficient cover, new topics – such as personalised learning or introduction of the minimum core – are identified to be addressed through CPD.

You can find the first phase of the Tariff at:

[www.standardsverificationuk.org](http://www.standardsverificationuk.org)

## Recognising experience: the General Professional Recognition Learning and Skills scheme (GPRLS)

This scheme is aimed at existing staff for whom an initial teacher training qualification would be inappropriate. It enables experienced staff who are already competent teachers to have their prior experience recognised and to apply for licensed practitioner status.

As part of the GPRLS, a new route specifically for teachers of long standing is being planned to enable them to gain professional standing. This will sit alongside the existing GPRLS pathways for Skills for Life practitioners and those from all other areas of learning. This third, accelerated route (GPRLS B4) is exclusively for those unqualified or partially qualified teachers, tutors and trainers currently working in the sector who can prove they were working in the sector before the regulations or contractual requirements for teachers' qualifications were introduced. Like the other recognition routes, GPRLS B4 is a means of using experience and prior learning to gain professional standing. Full details of eligibility and application processes will be announced in the early summer, 2008.

You can find out more at [www.standardsverificationuk.org](http://www.standardsverificationuk.org).

## FURTHER HELP

For more information relevant to work based learning providers go to: [www.lluk.org/feworkforcereforms/](http://www.lluk.org/feworkforcereforms/)

LLUK offer a free information and advice service. You can visit [www.lluk.org/ias/](http://www.lluk.org/ias/) or email [advice@lluk.org](mailto:advice@lluk.org) or call **020 7936 5798** between 9am and 5.30pm Monday to Friday.

The IfL offers help and advice to individual members and organisations. You can visit [www.ifl.ac.uk](http://www.ifl.ac.uk), call **0844 815 3202**, or email [enquiries@ifl.ac.uk](mailto:enquiries@ifl.ac.uk).

<sup>1</sup> The term further education (FE) sector is used to include the wide range of organisations that make up the learning and skills or lifelong learning sector in England and includes work based learning.

<sup>2</sup> The term 'teacher' is used as a generic term throughout this guidance and means teachers, tutors, trainers, lecturers and instructors in the FE sector in England.

<sup>3</sup> The regulations are law for teachers in FE, sixth form and independent specialist colleges (Statutory Instrument 2007 No 2264). Those who deliver work based learning are not required by statute to comply with the regulations, but if they receive funding from the Learning and Skills Council (LSC), then they do have a contractual obligation to comply with the requirements of the regulations as set out in LSC contracts. The LSC contract mirrors the regulations, so therefore providers who receive funding from the LSC should take the same measures as other FE providers for whom the regulations are statutory.

# Reforms to the training, qualifications and continuing professional development (CPD) of teachers, tutors, trainers, and instructors

What this means for those who deliver Adult and Community Learning, Offender Learning, and who deliver learning in the Third Sector



## Who should read this guidance?

This guidance is of relevance if you are responsible for the management of organisations that receive funding from the Learning and Skills Council (LSC) to deliver Adult and Community Learning (ACL) or Offender Learning and Skills. The types of organisations that this applies to will also include Third Sector<sup>1</sup> organisations and Local Authorities. It is also relevant if you are responsible for the development of staff who work in such organisations. You will need to understand the reforms, how it impacts on your staff and what they need to do. The guidance will also be helpful for those who teach in these organisations.

Separate guidance is available for work based learning providers.

Visit [www.lluk.org/feworkforcereforms/](http://www.lluk.org/feworkforcereforms/) for this document and other information.

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<sup>1</sup>The Third Sector is defined as non-governmental organisations that are value driven and which principally reinvest their surpluses to further social, environmental or cultural objectives. It includes voluntary and community organisations, charities, social enterprises, cooperatives and mutuals.



## The reforms in brief

In September 2007, the Government introduced new regulations to reform the training, qualifications and development of teachers, tutors, trainers and instructors. The reforms included changes to initial teacher training (ITT) and continuing professional development (CPD), and impact on all those delivering learning within the further education (FE) sector<sup>2</sup>. The reforms are statutory for FE colleges, but other providers who are in receipt of funding from the LSC must also comply with the requirements as part of their contractual obligation. The reforms therefore impact on those who deliver adult and community learning (ACL), offender learning and skills, and the organisations they work for.

The Government is committed to having a fully qualified workforce by 2010. This means that since 1 September 2007 all new staff employed as teachers<sup>3</sup> by LSC funded providers are obliged to:

- Register with the Institute for Learning (IfL)
- Gain the appropriate qualification or have their equivalent professional experience officially recognised through a process known as the General Professional Recognition Learning and Skills (GPRLS) scheme via Standards Verification UK (SVUK), part of Lifelong Learning UK (LLUK) Group.
- Gain the appropriate professional status to become licensed to practise (Qualified Teacher Learning and Skills status or Associate Teacher Learning and Skills status)
- Undertake at least 30 hours of CPD per year for full time teachers, and a pro-rata equivalent of at least 6 hours for part time teachers, and keep a record reflecting on the CPD activities they have undertaken to maintain their status with the IfL.

(For teachers who started teaching before 1 September 2007, see page 7)

## Who do the reforms apply to?

Regardless of the kind of learning your organisation provides, if it holds a contract for learning provision with the LSC, the reforms apply. This includes providers who hold direct contracts, or sub-contracts, with the LSC to deliver learning within the FE sector. It also includes those who hold contracts for franchises with an LSC funded provider.

This means that the reforms apply to the following groups:

- 1) Those for whom the reforms are statutory, such as:
  - FE colleges, sixth form colleges or specialist colleges
- 2) Those who have a contractual obligation to carry out the requirements because they draw down money from the LSC for learning provision, including:
  - ACL providers, such as, Local Authorities
  - Third Sector organisations such as voluntary and community organisations, charities, social enterprises, cooperatives and mutuals. These include organisations who sub-contract to deliver learning or who hold contracts for franchises with an LSC funded provider.
  - Work based learning providers
  - Specialist designated institutions
  - Offender Learning - providers with a direct contract with the LSC or a sub-contract with Offender Learning and Skills Service (OLASS) lead providers
- 3) Those who may not currently hold a contract with the LSC, but who may choose to comply with the requirements as part of their own staff development strategy. By implementing the requirements, these organisations can develop their staff in line with what will be the accepted professional standard.

<sup>2</sup>The term 'further education (FE) sector' is used to include the wide range of learning and training delivery organisations that make up the learning and skills or lifelong learning sector in England. It includes the staff and governing bodies working in these organisations.

<sup>3</sup>The term 'teacher' is used as a generic term throughout this guidance and means teachers, tutors, trainers, lecturers and instructors in the FE sector in England.

## Teaching roles and teachers

From 1 September 2007 it is no longer the amount of time that someone teaches that determines which initial teaching qualification(s) should be undertaken, but their role as a teacher.

Teaching means:

- tutoring
- training
- instructing
- lecturing
- facilitating
- teaching literacy or numeracy
- teaching life skills or job skills

'Teachers' means anyone who is responsible for planning and carrying out teaching or learning delivery with a learner or learners– irrespective of the amount of hours they do or their job title.

There are two teaching roles within the new reforms:

**Full Teacher:** In this role the teacher carries out the full range of teaching responsibilities (whether on a full time, part time, fractional, fixed term, temporary or agency basis). The teacher in the full role is the person responsible for designing learning and assessment. This means s/he will determine the learning outcomes to be covered, design a scheme of work with lesson plans, or design individual learning programmes and sessions – including delivering learning opportunities to ensure that learning targets are met. The full teacher needs to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.

Teachers in this role need to achieve the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) to gain Qualified Teacher Learning and Skills (QTLS) status if they started teaching in the sector after 1 September 2007. (For teachers who started teaching before 1 September 2007, see page 7). This could be a part time teacher who delivers a weekly, two-hour session and is responsible for the design, delivery and assessment of the learning.



**Associate Teacher:** In this role, the teacher undertakes the same activities in relation to the teaching cycle, such as: initial assessment; preparation and planning; delivery; assessment; evaluation; and revision, but carries significantly less than the full range of teaching responsibilities ordinarily carried out in a full teaching role (whether on a full time, part time, fractional, fixed term, temporary or agency basis). The associate teacher does not need to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies and may be delivering learning that has been designed by someone else in the full teaching role.

Teachers in this role need to achieve the Certificate in Teaching in the Lifelong Learning Sector (CTLLS) and gain Associate Teacher Learning and Skills (ATLS) status if they started teaching in the sector after 1 September 2007. (For teachers who started teaching before 1 September 2007, see page 7).

Teacher related roles include professional assessor, mentor, manager, broker, or verifier. These are not teacher roles. Those in a teacher related role who do not undertake **any** teaching are not required to hold a teaching qualification. However, if an individual in these roles does undertake some teaching, they would be required to hold or gain a teaching qualification appropriate to the teacher role they are fulfilling.

For further information, see "Guidance for awarding institutions on teacher roles and initial teaching qualifications" (August 2007) on [www.lluk.org](http://www.lluk.org) or contact the Information and Advice Service.

### What about teachers who work part time?

The need to gain either QTLS or ATLS status affects all new teachers on LSC funded programmes who started in the sector after 1 September 2007 and who have no previous experience within the sector, irrespective of the number of hours they work and whether or not they work for more than one employer.

Some part time teachers may work for several providers and be paid on an hourly basis or per session. If you employ sub-contractors of franchisees, you will need to discuss with them their professional development plans and decide which organisation will support them with this.

### What do providers need to do?

If you are in receipt of LSC funding for learning provision you need to:

1. Define in your organisation who is in a teaching role and therefore affected by the reforms (see "Guidance for awarding institutions on teacher roles and initial teaching qualifications" (August 2007) on [www.lluk.org](http://www.lluk.org))
2. Undertake a training needs analysis with each member of teaching staff in your organisation and understand personal career priorities
3. Gain staff buy-in to the benefits (see below)
4. Help all staff identified in the teaching role to either undertake the appropriate recognition route or gain an SVUK endorsed qualification. (For further guidance see page 10)
5. Encourage all teachers to join the IfL
6. Support all teachers to gain the appropriate professional status (i.e QTLS or ATLS)
7. Encourage and support all teachers to keep a record and reflective account of their CPD activities and make this available to the IfL on request.

Having assessed the experience and qualifications of your staff, you may well find that a large number of staff already have some qualifications and experience which could count towards professional standing. Information and advice is available for you and for individual members of staff through the LLUK Information and Advice Service. Email [advice@lluk.org](mailto:advice@lluk.org) with details of your queries or call 020 7936 5798.

### Who benefits?

For learners, the reforms will have a positive impact on the quality of teacher training, learning delivery and learner achievement within the sector. Everyone who teaches will hold a professional teaching qualification and remain in good standing by maintaining their CPD record.

For teachers, the long-term benefits of complying with the new ITT and CPD requirements means increased career mobility, employment opportunities and being acknowledged as a professional. It also means that each teacher:

- Has a clear career path and qualifications that are recognised across the sector (and other sectors)
- Holds professional status in teaching in addition to their particular expertise through membership of a professional body representing the sector
- Keeps up-to-date with developments and best practice within the sector

The organisation benefits by having staff who are qualified and who maintain their professional standing. It also means organisations can:

- Attract, retain and motivate teaching staff through investing in their development
- Show they are committed to professionalism and staff development
- Keep up with other parts of the sector (FE colleges have had to comply with teaching qualification regulations since 2001).

## How the reforms affect new and experienced teachers

### Qualifications and requirements for new teachers who have no teaching experience prior to 1 September 2007

These teachers must achieve the *Preparing to Teach in the Lifelong Learning Sector* (PTLLS) award within one year of appointment, and continue on to either a certificate (CTLLS) or diploma (DTLLS) or equivalent. The PTLLS is often embedded at the start of a CTLLS or a DTLLS.

- If you appoint them to a full teaching role, the new teacher must achieve a level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) or equivalent, complete professional formation (see page 8) and gain QTLS status within five years of appointment.
- If you appoint them to an associate teaching role, the new teacher must achieve a level 3 or 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) or equivalent, complete professional formation and gain ATLS status within five years of appointment.

For further information on the teaching roles, see “Guidance for awarding institutions on teacher roles and initial teaching qualifications” (August 2007) on [www.lluk.org](http://www.lluk.org), or contact the Information and Advice Service.

#### Associate teacher:

PTLLS → CTLLS → professional formation → ATLS  
within 1 year 5 years

#### Full teacher:

PTLLS → DTLLS → professional formation → QTLS  
within 1 year 5 years

**PTLLS is the starting point for getting qualified and counts towards the achievement of CTLLS or DTLLS.**

Some providers of initial teacher training offer qualifications that are endorsed by SVUK as equivalent to CTLLS or DTLLS. For example, a “Certificate in Education” can be a Level 5 or higher teaching qualification and equivalent to DTLLS. Some providers may also call these by a different name, but the qualification will still be the same. Lists of qualifications endorsed by SVUK can be accessed from the Information and Advice Service or by contacting SVUK.

### New teachers of literacy, numeracy and ESOL who have no teaching experience prior to 1 September 2007

New teachers of literacy, numeracy or English for Speakers of Other Languages (ESOL) are required to gain the DTLLS or its equivalent, together with a subject specific qualification for each of the specialist subjects taught. Note that there is no associate teacher role in these subjects and so QTLS is the only appropriate professional status for these teachers. Further information on Skills for Life teaching is available from the Information and Advice Service.

### Qualifications and requirements for teachers with teaching experience prior to 1 September 2007

There is no requirement for these staff to achieve one of the qualifications under the new reforms or become a licensed practitioner, but they do need to register with the IfL and meet the annual CPD requirements (you will find more about these under ‘**The continuing professional development (CPD) requirements in detail**’ on page 9).

You and your staff may decide, however, that *all* your teaching staff should be supported to gain licensed practitioner status to benchmark your organisation against other parts of the sector. Some providers may expect all teachers to gain QTLS or ATLS status as part of their staff development policies.

If you decide to make the attainment of QTLS or ATLS part of your staff development policy, you will have to assess the development needs of each individual member of staff. How you proceed depends on the qualifications, experience and competency of your existing staff.

**Existing staff who already hold an appropriate teaching qualification** may be able to move to professional formation and on towards licensed practitioner status appropriate to their current role. Existing qualifications can be checked on the SVUK tariff of initial teacher training qualifications database (see page 10) to ensure they cover the relevant role.

**Existing staff who are considered competent and experienced but have no teaching qualifications** could undertake one of the new qualifications and negotiate some exemption. This process is called accreditation of prior experiential learning (APEL) and is offered at the qualification provider's discretion. The SVUK tariff database can also be used as a guide for this process.

Alternatively they could undertake one of the professional recognition schemes run by SVUK. You will find more details of these under 'Recognition of qualifications and/or experience' on page 10.

#### **Existing teachers of literacy, numeracy or ESOL**

All existing teachers of literacy, numeracy or ESOL are encouraged to achieve a teaching qualification or equivalent for the full role, plus a subject specific qualification for each of the subjects taught, or go through a process of professional recognition. You will find more details of these under 'Recognition of qualifications and/or experience' on page 10.

#### **Teachers from abroad**

The experience and qualifications of teachers from overseas can be diverse. You may wish to refer them to the Information and Advice Service to discuss their individual case.

#### **Becoming a licensed practitioner**

Once qualified, all new teachers must have their professional standing confirmed by the IfL through the conferral of QTLS status (full role) or ATLS status (associate role), allowing them to become a licensed practitioner. All new teachers must register with the IfL within six months of employment, complete the requirements of professional formation and gain QTLS or ATLS status within five years.

#### **Professional formation**

Professional Formation is the post-qualification process by which a teacher demonstrates through professional practice the ability to use effectively the skills and knowledge acquired whilst training to be a teacher and the capacity to meet the occupational standards required of a teacher. It is a process of workplace assessment based upon employer evaluation and referral and is not time-related. Professional formation leads to the conferral of QTLS or ATLS status. The IfL has issued a policy statement outlining the background and context of professional formation, the personal and mandatory elements, and how it should be evidenced. Further information on professional formation, what it entails and the process of completing it is available from the IfL on [www.ifl.ac.uk](http://www.ifl.ac.uk), by calling **0844 815 3202**, or emailing [enquiries@ifl.ac.uk](mailto:enquiries@ifl.ac.uk).

The IfL confers licensed practitioner status after the individual teacher has undergone professional formation. The licence is annually renewable, including a CPD obligation, and can be withdrawn or suspended subject to the outcome of an investigation of alleged misconduct.

#### **Evidencing the personal skills requirements for teachers, tutors and trainers.**

Evidencing teachers' personal literacy and numeracy skills will be a key requirement within professional formation, and part of the process for conferral of licensed practitioner status by IfL. The specific detail of appropriate evidence and the process of demonstrating this has been defined by the IfL, LLUK, SVUK and DIUS. Please visit [www.ifl.ac.uk](http://www.ifl.ac.uk) or [www.lluk.org/feworkforcereforms/](http://www.lluk.org/feworkforcereforms/) or contact LLUK's Information and Advice Service.

## The Continuing Professional Development (CPD) requirements in detail

An important part of the reforms is for teachers to meet the requirements for CPD. All teachers working within the sector must:

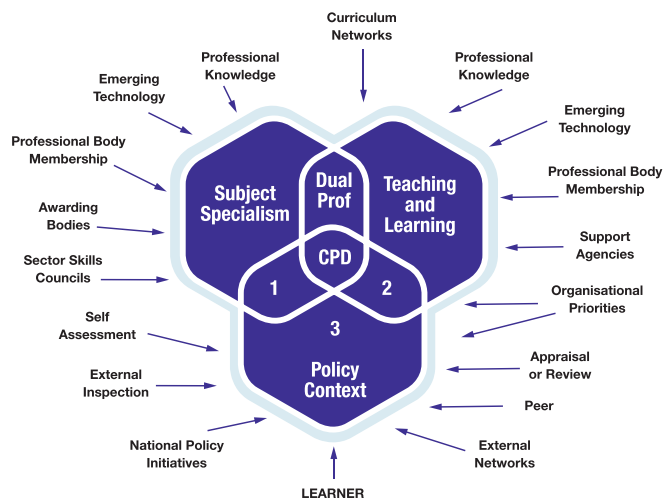
- Complete a minimum of 30 hours CPD per annum if they work full time
- Complete the pro-rata equivalent of 30 hours of CPD per annum, with a minimum requirement of at least 6 hours, if they work part time. (See the CPD area on the IfL website [www.ifl.ac.uk](http://www.ifl.ac.uk) for more information)
- Maintain a record and reflective account of their CPD
- Register with the IfL by 30 September 2008 or, if appointed after 1 September 2007, within 6 months of their date of appointment.

After this, all teachers need to maintain their registration annually.

### What do you mean by 'CPD'?

Broadly speaking, CPD means teachers maintaining, improving and broadening their knowledge and skills both in their teaching skills, their theoretical knowledge and subject specialism within the policy context of their work.

### The IfL model of dual professionalism



CPD covers all sorts of activities in addition to courses: work-shadowing, peer mentoring, internet research or talking to a more experienced colleague are all examples of CPD. Teachers need to keep more than just a log of their activities. Maintaining licensed practitioner status involves the IfL sampling evidence of members' CPD activity to see that it relates to planned objectives and is based on reflective accounts of its value.

### Who's responsible for CPD?

As an employer you need to support your staff through their professional development – for example by carrying out appraisals, setting developmental objectives, and arranging appropriate developmental activities. However, as with other professions, ultimate responsibility for planning and evaluating CPD rests with the individual practitioner.

### How to register with the IfL

To register with the IfL visit [www.ifl.ac.uk](http://www.ifl.ac.uk). Staff will need to provide details of any existing qualifications including dates of their achievement. Responsibility for registering with the IfL rests with the individual, but as an employer you should encourage and support staff to do so. Registration with the IfL is currently subsidised, so there is no charge for teachers to register. The deadline for registration for ACL, Third Sector and Offender Learning and Skills teachers is 30 September, 2008.



## Recognition of qualifications and/or experience

### Recognising qualifications: Tariff of Initial Teacher Training Qualifications

The Tariff of Initial Teacher Training Qualifications (TQ or 'Tariff') is a tool that acknowledges the value of teacher training qualifications teachers may already hold - for example a PGCE or the City and Guilds 7407 - against the new teacher qualifications (PTLLS, CTLLS and DTLLS) and ensures that experienced staff who wish to work towards becoming licensed practitioners start their journey at the appropriate stage. (See [www.standardsverificationuk.org](http://www.standardsverificationuk.org) for information on the Tariff).

The Tariff is in two parts:

**Part One** establishes whether legacy qualifications cover the new teaching qualifications in sufficient detail. The Tariff tables show which units of the new qualifications are covered and where there is insufficient coverage.

**Part Two** identifies potential areas for development where there is insufficient coverage and indicates ways in which Awarding Institutions can support learners either through top up modules or accreditation of prior learning and achievement (APLA). Where there is sufficient cover, new topics - such as personalised learning or introduction of the minimum core - are identified to be addressed through CPD.

You can find the first phase of the Tariff at:  
[www.standardsverificationuk.org](http://www.standardsverificationuk.org).

### Recognising experience: The General Professional Recognition Learning and Skills Scheme (GPRLS) 'All Areas of learning', 'B4' and 'Skills for Life' routes

The GPRLS scheme is aimed at experienced staff for whom an initial teacher training qualification would be inappropriate. It enables experienced staff who are already competent teachers to have their prior experienced recognised and to apply for licensed practitioner status.

There are currently three routes to achieving recognition through the GPRLS: GPRLS B4, All Areas of Learning and Skills for Life.

#### GPRLS B4

The GPRLS B4 route has been carefully designed to take into account the experience gained by longstanding members of the workforce to enable them to gain professional standing (equivalent to QTLS or ATLS) without having to take the new qualifications. It is exclusively for those unqualified or partially qualified teachers, tutors and trainers currently working in the sector who can prove they were working in the sector before the regulations or contractual requirements for teachers' qualifications were introduced. Like the other recognition routes, GPRLS B4 is a means of using experience and prior learning to gain professional standing.

#### GPRLS All Areas of Learning

Like GPRLS B4, the All Areas of Learning route is for teachers in any curriculum area seeking generic recognition of their experience in either the full or associate teaching role. This route is open to all those teaching in LSC funded provision.

#### GPRLS Skills for Life

GPRLS Skills for Life is for Skills for Life teachers (ESOL, Literacy, Numeracy) seeking recognition of their subject specialism and/or generic recognition in the full teaching role.

You can find out more about any of these recognition routes and how to apply by visiting [www.standardsverificationuk.org](http://www.standardsverificationuk.org).

## Further help

For further information about the FE Workforce Reforms go to:  
[www.lluk.org/feworkforcereforms/](http://www.lluk.org/feworkforcereforms/)

LLUK offers a free information and advice service. You can email them at [advice@lluk.org](mailto:advice@lluk.org) or call **020 7936 5798** between 9.00am and 5.30pm Monday to Friday.

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Published by the National Institute of Adult Continuing Education (England and Wales)  
21 De Montfort Street, Leicester LE1 7GE

Company registration no: 2603322  
Charity registration no: 1002775

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NIACE has a broad remit to promote lifelong learning opportunities for adults. NIACE works to develop increased participation in education and training, particularly for those who do not have easy access because of barriers of class, gender, age, race, language and culture, learning difficulties and disabilities, or insufficient financial resources.

Designed and typeset by Silver Chair.  
Printed and bound in Great Britain by Prestige Colour Solutions Ltd.



## Working With Maths

This booklet is aimed at people who can help raise adult numeracy skill levels and help adults reach their full potential, e.g. IAG workers, Union Learning Representatives, Learning Champions, people who work in community and family learning, and Train to Gain brokers. It looks at the following questions:

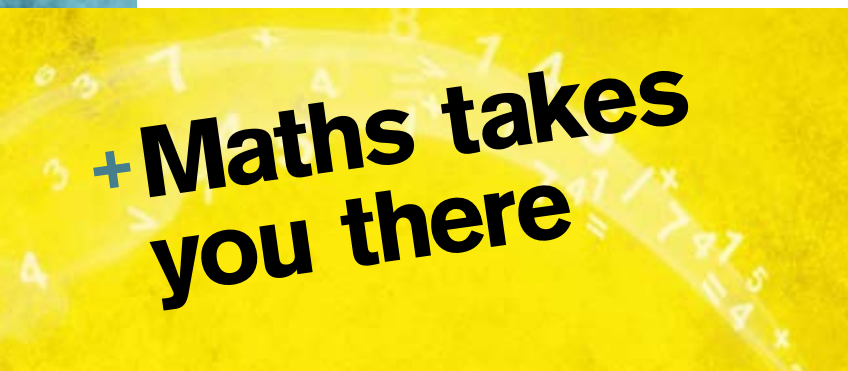
- What difference does numeracy make to individuals, to society and to the economy?
- How strong are adults' numeracy skills in England?
- What targets have been set for England?
- What's being done to improve adults' numeracy skills?
- What motivates adults to improve their skills?
- What numeracy provision is on offer?
- What qualifications are available?
- How can you help?
- Where can you find out more?

**In fact, it's all about Working With Maths!**

**+** What  
difference  
does  
numeracy  
make  
in the  
workplace?



Unfortunately the negative effects are sometimes easier to spot than the positives. Mathematical errors at work can have catastrophic implications:



The Mars Climate Orbiter was one of two spacecraft in the Mars Surveyor '98 Programme. Its mission was to study the atmospheric conditions on Mars. It was destroyed when a navigation error caused the spacecraft to miss its entry point into the Martian atmosphere. The 125 million dollar spacecraft was destroyed by atmospheric stresses and friction as it tried to land on Mars.

Following an official investigation, “findings indicate that one team used English units (e.g., inches, feet and pounds) while the other used metric units for a key spacecraft operation. This information was critical to the maneuvers required to place the spacecraft in the proper Mars orbit.”

“Our inability to recognize and correct this simple error has had major implications,” said Dr. Edward Stone, director of the Jet Propulsion Laboratory.”

<http://mars.jpl.nasa.gov/msp98/news/mco990930.html>

Usually, the results of poor numeracy skills in the workplace will be slightly less dramatic – not usually involving the loss of multi-million dollar spacecraft – but serious nonetheless.

The *Skills for Life* series, published by Unionlearn with the TUC (2007) gives some great down-to-earth, practical examples of where numeracy is critical in a range of industry sectors:

#### Food industry

Task: Weighing ingredients

##### Skills needed:

- estimating how much to put on the scales
- reading the figures on the display or dial, which might include understanding decimals (digital scale) or fractions (dial)
- deciding whether the amount on the scales is under- or over-weight
- working to permitted tolerance

##### Consequences of errors

- product having to be withdrawn from sale
- over-weight items result in loss to the company
- under-weight items could lead to the company being taken to court

#### Manufacturing industry

Task: Cutting fabric

##### Skills needed:

- accurate measurement including reading fractions or decimals

##### Consequences of errors

- wastage of materials
- under or over-sized products, which might have to be sold as seconds

(Unionlearn and TUC, 2007)

## There's a Personal Story Too...

Poor numeracy skills are not just about overall economic considerations for the UK though, however important they may be. There is a personal dimension:

A 1997 study (BSA, 1997) showed that:

*"people with poor numeracy tended to leave full-time education at the earliest opportunity and usually without qualifications, followed by patchy employment with periods of casual work and unemployment. Most of their jobs were low skilled and poorly paid and offered few chances of training or promotion."*

*The impact of having poor literacy and numeracy skills has become greater as the number of unskilled manual jobs has declined and more and more jobs, such as those in the service sector and administrative work, require higher levels of skill, including ICT skills. These changes have particularly affected women."*

## Does Numeracy Matter More?

A more recent NRDC report describes a research study undertaken to test whether the commonly held assumption that while poor literacy skills can make it difficult to function effectively in adult life, having adequate numeracy skills is less important.

The findings were surprising to many people:

For men, there is no real difference between the effect of poor literacy and poor numeracy together, and poor numeracy alone.

For women, while the impact of low literacy and numeracy skills is substantial, low numeracy has the greater negative effect, even when it is combined with competent literacy.

Changes in the nature of employment are at the heart of the problem of numeracy for women. Modern jobs of the kind that appeal to young women, e.g. managing accounts or using ICT for administration, demand considerable numeracy skills.

(Parsons and Bynner, 2005)

So much for the negative effects, which often show up dramatically. But the positive effects of improved numeracy are even more striking:

*"It's made me see myself very differently, it's made me see my potential very differently, it's made me see my having a potential [...] I've always just assumed that these are my limits and that's it, there's no... that's what those maths lessons have done; they've changed the whole ball game really of the rest of my life. And at the same time that I've completely changed my career, I've completely changed my view of myself in terms of what I can learn."*

(Baker et al., 2005)



**+** How strong  
are adults'  
numeracy  
skills in  
England?



The *Skills for Life* Strategy for improving adult literacy and numeracy skills for England was launched in 2001.

The 2003 *Skills for Life* survey (DfES, 2003) identified both the scale of the numeracy skills issue in England and the fact that many people with poor numeracy felt that their skills were strong:

- 47% (15m) of the UK's working age population with numeracy skills at Entry Level 3 or below – Entry Level 3 being the definition of 'functional' numeracy (for more information on Levels, see pages 13 and 14)
- 25% (8.1m) at Entry Level 3
- 16% (5.1m) at Entry Level 2
- 5% (1.7m) at Entry Level 1 or below
- 67% of those with Entry Level 1 or lower numeracy skills felt they were very or fairly good at number work!

(DfES, 2003)

This represents an enormous challenge to all those engaged in either delivering numeracy or influencing the take-up of numeracy provision.

**But the world moves on...  
and the challenge grows!**



**“Employers are absolutely fundamental if we want to improve the skills base of the UK and maintain our competitiveness and prosperity. Two thirds of the 2020 workforce have already left compulsory education so businesses, Union Learning Reps and advice & guidance staff have a crucial role to play in unlocking the talent of our people. Driving up numeracy skills is one of our biggest challenges, and the partnership between Government, colleges and employers is absolutely key in this agenda.”**

David Lammy MP – Minister for Skills

The Leitch Review of Skills was published in December 2006.

This was an independent review, commissioned by the government, of the UK's long-term skills needs.

Again, the results do not make encouraging reading:

- Out of 30 OECD countries, the UK lies 17th on low skills, 20th on intermediate skills and 11th on high skills
- 17 million adults in the UK have difficulty with numbers (approximately 3 in every 10 adults)
- More than one in six young people leave school unable to read, write or add up properly.

(Leitch, 2006)

The government's response has been to set ambitious targets for improvement:

- 81% of the working age population to have numeracy skills at or above Entry Level 3 by 2011
- 95% of the working age population to have numeracy skills at or above Entry Level 3 by 2020.

And to achieve this target, the government recognises the absolute requirement to improve the skills of existing and potential employees.

**+ What action  
is being  
taken to  
improve  
adults'  
skills?**

## Promoting Numeracy

In its report *World Class Skills* (2007) the government accepted the challenging targets recommended by the Leitch report (2006) and set out its agenda for raising skills levels.

To support this agenda the National Centre for Excellence in the Teaching of Mathematics (NCETM) has been commissioned by the Department for Innovation, Universities and Skills (DIUS), to work with key partners to develop a National Numeracy for Employability Plan.

## The Skills Pledge

The government, working with employers, launched The Skills Pledge in 2007. The Skills Pledge is a voluntary, public commitment by the leadership of a company or organisation to support all its employees to develop their basic skills, including literacy and numeracy, and work towards relevant, valuable qualifications to at least Level 2 (equivalent to 5 good GCSEs). The purpose is to ensure that all staff are skilled, competent and able to make a full contribution to the success of the company/organisation. (LSC, 2008)

The Skills Pledge is open to employers of all sizes in the private, public and voluntary sectors. To date almost 4000 employers have made the Skills Pledge. For more details see <http://inourhands.lsc.gov.uk/employers.html>.

## Train to Gain

The Learning and Skills Council's Train to Gain service provides impartial, independent advice on training to businesses across England. By August 2008 the Learning and Skills Council (LSC) reported that more than 88,000 employers had benefitted from the service. From 2008, Train to Gain is increasing the emphasis on *Skills for Life* at all levels.'

For more details see <http://www.traintogain.gov.uk>.

The LSC, working with DIUS, has launched the Get On, Get Confident campaign, see page 16 for more information.



**“There is a lot of complexity out there, but I think there’s a lot of goodwill towards the government’s intention to implement Leitch and to try and work at a practical level to do the things that are necessary to make the workforces more productive and to skill them.”**

Sir Mike Rake – Chairman  
UK Commission for Employment and Skills

Source: <http://www.skillstories.org>



# Signs of improvement



LSC data shows that adult numeracy participation and achievement rose substantially between 2000/1 and 2004/5. When looking at enrolments counting towards the *Skills for Life* target, enrolments were above those for ESOL (English for Speakers of Other Languages) and close to those for literacy.

Over the five year period, enrolments showed

- an increase of 89%, from roughly 360,000 to nearly 690,000
- achievements nearly trebling from 120,000 to 345,000
- the highest enrolment increases were at Level 1 and Level 2

Achievements for the combined Entry Levels 1-3 were much lower, however, rising from 14,400 to 55,000.

There will need to be further step changes in participation and achievement if the targets for Entry Level 3 numeracy are to be achieved by 2011.

(Carpentieri, 2008)



### **Paul Buswell** **Adult Learners' Week 2008 Regional Winner**

**Paul Buswell's learning journey started at school – his 7-year-old son's junior school. The 32-year-old was not a good student as a child and says that he never passed an exam in his life, but he joined a numeracy programme because he was determined to help his little boy with his homework.**

**"The first few weeks were hell: scared to talk, hands sweating, people looking – I just didn't want to make a fool of myself," he says. After a few weeks he started to talk to others in the group. "Then the unthinkable happened. I started to enjoy maths and understand it. There's no stopping me now, I thought."**

**Elated at passing the national Level 1 maths exam (he dropped the phone and started dancing when he got the news), he enrolled in a literacy programme and again passed. By now his appetite for learning was growing rapidly and he took on creative writing. Nine months later, with a string of stories and poems under his belt, he returned to the school and recruited 25 other parents to the programme.**

**Learning has improved his confidence and changed his life for the better. "You can have a laugh and meet new friends. You don't have to let your past experiences, the little demons in your head, get to you. Give it a go. You never know what's around the corner."**

Source: [www.alw.org.uk](http://www.alw.org.uk)



**+ What's  
on offer  
to adults?**

## The Adult Numeracy Core Curriculum and Pre-Entry Curriculum

The Adult Numeracy Core Curriculum has been developed specifically for adults and consists of Entry Levels 1, 2 and 3, and Levels 1 and 2.

The Adult Pre-entry Curriculum Framework for Literacy and Numeracy specifies standards or milestones designed to support learning below Entry Level 1. For more details see [http://www.dcsf.gov.uk/curriculum\\_preentry/progressionxcrr/2/](http://www.dcsf.gov.uk/curriculum_preentry/progressionxcrr/2/)

Within each level, the curriculum is divided into three topics:

- number
- measures, shape and space
- handling data

Learners start at the level that best suits their existing skills. A qualification is achieved at the end of each level and each level builds on the knowledge gained from the previous one.

### But What Do The Levels Mean?

The National Qualifications Framework (NQF) groups together qualifications that place similar demands on the learner. Qualifications grouped together are 'equivalent' in the sense that the skill and knowledge level involved are roughly the same. For more details see <http://www.direct.gov.uk/en/EducationAndLearning/index.htm>.

A *Skills for Life* Entry Level 3 qualification is 'equivalent' to other Entry Level Certificates and gives the learner:

- basic knowledge and skills
- ability to apply learning in everyday situations

It is not geared towards specific occupations.

And, in a work setting, skills at Entry Level 3 can help you for example to:

- check the deductions on your wage slip
- do a simple stock check
- get information from a price list

### What Type of Learning is Best?

Unsurprisingly, it depends... People's learning objectives and their preferred method of learning will vary but there is a range of options:

- IT and paper based methods of delivery
- Stand-alone numeracy courses
- Numeracy embedded within a vocational course or family learning
- Learning 'on the job'

And there is an increasing emphasis on active, collaborative learning.

### The National Numeracy Test

The word 'test' can give rise to panic but the National Numeracy Test is designed to make the process as learner-friendly as possible. It tests understanding and interpretation of numerical information and calculating and measuring skills.

The multiple choice test:

- can be done online or on paper
- lasts for one hour fifteen minutes
- can be taken when the learner feels that he/she is ready
- is available at Level 1 and Level 2

If the learner doesn't pass on the first occasion, no problem! The test can be taken again – indeed there isn't a limit on the number of times the test can be taken, although obviously the questions will be different on each occasion.

**"Give it a go – you've got nothing to lose. It's broadened my horizons and given me more self-confidence. I know now that I'm as good as anybody and I can do anything I want. It's for everybody."**

Source: [www.move-on.org.uk](http://www.move-on.org.uk)

### Entry Level Certificate in Adult Numeracy

The Entry Level Certificate in Adult Numeracy recognises achievement at Entry Levels 1-3.

There is a range of awarding bodies with a range of differing assessment methods. Talk to your local learning provider about what they can offer.



**+** How can  
you help  
motivate  
adults to  
improve  
their  
skills?



NRDC research shows that the proportion of participants acknowledging problems with numeracy is consistently only 3-5%. More encouraging, though, was the finding that of those who reported difficulties with numeracy, more than one-third of men (35%) and nearly half of women (45%) wanted to improve their skills.

This response compares very favourably with attitudes to literacy improvement, where only around one in four men and one in five women reporting difficulties said they wanted to improve (Parsons and Bynner 2006).

The nature of the solution would seem to be clear:

- clear identification of numeracy skills levels
- awareness of the consequences that result from improvement in skills
- motivation on the part of adults with poor numeracy skills to access provision.

This is especially so when numeracy learners say they had more negative compulsory school experiences than ESOL and literacy learners, and are more likely to perceive as demotivating, learning environments that are reminiscent of school.

Research also indicates that numeracy learners are more likely to persist when class work is meaningful in the context of their interests and preoccupations.

And new research by DIUS contradicts the 'traditional' view that it is complacency that keeps individuals from participating in numeracy courses, finding rather that it is fear and lack of confidence that are the principal barriers.

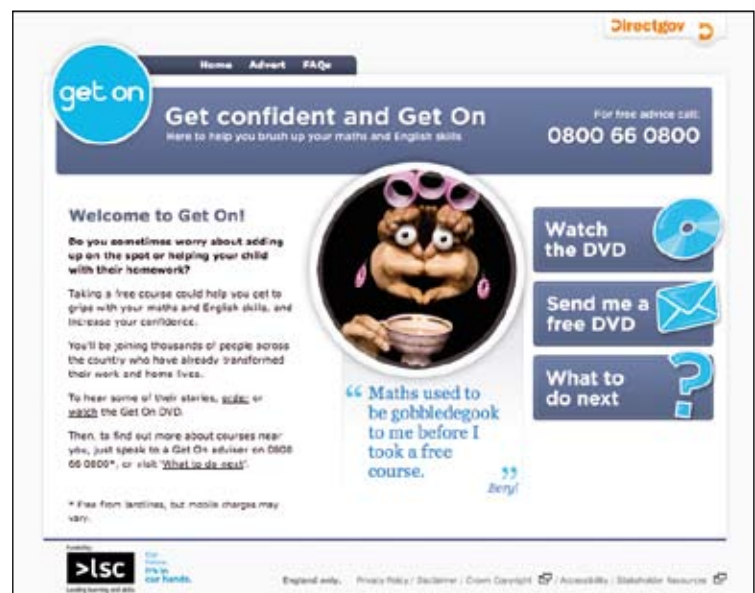
## Get On – Get Confident and Get On

The Get On campaign is the result of a partnership between the LSC and DIUS, aimed at helping achieve the government's numeracy targets.

What can the web site do for you and your potential learners?

- Get a free DVD to help inspire potential learners
- Find out about the qualifications available
- Find out about learning in the workplace
- Find out about financial support for learners
- Test your numeracy skills using the Move On web site Mini-test
- Find a course located conveniently for you
- Talk to an advisor by phone or face-to-face

<http://geton.direct.gov.uk>



# The future



**Improving adult numeracy skills in the UK over the coming years, to the demanding standards set by the Leitch Report (2006), will call for an enormous effort by all those involved in both the delivery of numeracy provision and in enabling adults to access the numeracy provision they need.**



**“I was looking to buy a new house. I’m doing OK at the shop but to be there for 25 years and to struggle to pay a mortgage... I couldn’t really afford it. I have plans to be a social worker. So I thought if I go back to college now to get on to the courses I need for a degree and do better for me and my children”**

Source: <http://geton.direct.gov.uk/>



**“School for me was a scary place. Maths was really a bad point for me. I couldn’t do mental arithmetic to save my life. My children would come home from school, asking for help with their homework, and seeing them get really upset brought back all those alarm bells ringing. So that’s when I really started to think I’ve got to do something about my education.”**

Source: <http://geton.direct.gov.uk/>

And, there can be little doubt that Information, Advice and Guidance workers, Union Learning Representatives and Train to Gain Brokers will be absolutely critical in this process!

# **Notes**

You may wish to use the following pages to make notes of key points, to create an action plan, or to record any continuing professional development needs.



# My action plan

Step 1...	Target date for this step is:
Step 2...	Target date for this step is:
Step 3...	Target date for this step is:
Step 4...	Target date for this step is:

People I could work with to achieve my overall aim...

Sources of support I can call on....

# My action plan

Objective	Steps towards this objective	Who could I work with on this?	Sources of support I can use	When might I take this step?
Objective 1:				
Objective 2:				
Objective 3:				
Objective 4:				

# My personal CPD action plan

To achieve my aims I would like some professional development in relation to the following issues:

# Useful Web Sites

<b>Get On</b>	The Get On campaign is the result of a partnership between the LSC and DIUS, aimed at helping achieve the government's numeracy targets.	<a href="http://geton.direct.gov.uk">http://geton.direct.gov.uk</a>
<b>Unionlearn</b>	Unionlearn's mission is to spread the lifelong learning message to even more members	<a href="http://www.unionlearn.org.uk">www.unionlearn.org.uk</a>
<b>Skill Stories</b>	Skillstories purpose is to inspire and support the work of employers and partners on skills.	<a href="http://www.skillstories.org">www.skillstories.org</a>
<b>Move On</b>	Move On is a national project aimed at helping adults to brush up their skills and gain the National Certificate in Adult Literacy or Numeracy.	<a href="http://www.move-on.org.uk">www.move-on.org.uk</a>
<b>National Centre for Excellence in Teaching Mathematics (NCETM)</b>	Supports and promotes professional development in the teaching of mathematics, across schools, colleges and other providers.	<a href="http://www.ncetm.org.uk">www.ncetm.org.uk</a>
<b>DIUS Adult Skills for Life Strategy Unit</b>	The <i>Skills for Life</i> Strategy Unit is based in the Department for Innovation, Universities and Skills and has been operational since November 2000.	<a href="http://www.dfes.gov.uk/readwriteplus">www.dfes.gov.uk/readwriteplus</a>
<b>Learning and Skills Council</b>	The Learning and Skills Council has a single goal: to improve the skills of England's young people and adults to ensure we have a workforce of world-class standard.	<a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a>
<b>Learndirect</b>	Learndirect is the largest supplier of e learning courses of its kind in the world.	<a href="http://www.learndirect.co.uk">www.learndirect.co.uk</a>
<b>Quality Improvement Agency</b>	The Quality Improvement Agency (QIA) was set up to spark fresh enthusiasm for innovation and excellence in the Further Education and skills sector.	<a href="http://www.qia.org.uk">www.qia.org.uk</a>
<b>Tribal CTAD</b>	Tribal provides consultancy, support and delivery services focused on improving the delivery of public services. They have a strong focus on literacy, language and numeracy provision.	<a href="http://www.ctad.co.uk">www.ctad.co.uk</a>
<b>Train to Gain</b>	Train to Gain offers expert advice from skills brokers to employers on how they can invest in the skills of their workforce, and improve their business.	<a href="http://www.traintogain.gov.uk">www.traintogain.gov.uk</a>
<b>The Network</b>	Resource for stakeholders involved in workplace learning.	<a href="http://www.thenetwork.co.uk">www.thenetwork.co.uk</a>
<b>Lifelong Learning UK</b>	Sector Skills Council responsible for the professional development of all those working in community learning and development, further education, libraries, archives and information services and work-based learning.	<a href="http://www.lifelonglearninguk.org">www.lifelonglearninguk.org</a>
<b>BBC Skillswise</b>	Factsheets, worksheets, quizzes and games to help improve your skills.	<a href="http://www.bbc.co.uk/skillswise">www.bbc.co.uk/skillswise</a>
<b>NIACE</b>	Promotes learning for 'more and different' learners. Advocacy, conferences, publications, research and development, consultancy.	<a href="http://www.niace.org.uk">www.niace.org.uk</a>



### Skills for Life – Changing Lives

Refreshed Skills for Life strategy from DIUS – March 2009<sup>1</sup>

#### Executive summary

1. We have set ourselves the ambition to become a world leader in skills by 2020, benchmarked against the upper quartile of OECD countries. For Skills for Life, this means ensuring that 95 per cent of the working-age population possesses at least functional levels of literacy at level 1 and numeracy at entry level 3. We want to make real progress towards that ambition by 2011, and have set a Public Service Agreement (PSA) target that between 2008 and 2011 we want:
  - a. 597,000 people of working age to achieve a first level 1 or above literacy<sup>2</sup> qualification; and
  - b. 390,000 to achieve a first entry level 3 or above numeracy qualification.
2. These 2011 targets differ from previous Skills for Life targets in that they are focused on helping adults to reach a minimum 'threshold' level of literacy and numeracy, rather than on moving up a level and achieving a first qualification.
3. The Government has also established separate measures for literacy and numeracy for the first time, recognising the importance of each discipline in its own right – and the particular importance of making progress on numeracy.
4. Although it is too early to report formally on progress against the 2011 PSA target, the number of adults obtaining their first functional literacy and numeracy qualifications is increasing year on year:
  - a. 215,000 adults achieved their first level 1 or above literacy or English for Speakers of Other Languages (ESOL) qualification in 2006/07, compared to 42,000 in 2002/03; and
  - b. 84,000 adults achieved their first entry level 3 or above numeracy qualification in 2006/07, compared to 3,000 in 2002/03.
5. The huge progress we have made since 2001 has been achieved through the commitment and hard work of a wide range of teachers, partners and providers across the further education (FE) and skills sector. It is to their tremendous credit that we have so dramatically improved Skills for Life in this country since 2001. And it is because of their commitment and contributions that we can look forward with such high ambition.
6. To deliver our world-class ambition, we need to focus our collective efforts and support on the following priority learner groups:
  - a. people who are unemployed and on benefits;
  - b. low-skilled adults in employment;
  - c. prisoners and those supervised in the community; and
  - d. other groups at risk of social exclusion, including some ethnic minorities and those living in the most disadvantaged areas of the country.

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<sup>1</sup> *Skills for Life – Changing lives*, March 2009, DIUS – [www.dius.gov.uk](http://www.dius.gov.uk)

<sup>2</sup> Learners who achieve their first ESOL qualification at level 1 or above will count towards the new literacy target.

## Skills for Life Support Programme

7. These are the groups who need particular encouragement and support to improve their Skills for Life so that they are not left behind.

8. While supporting adults to reach functional levels, we will continue to invest in provision to support those adults with lower levels of literacy, language and numeracy to help them progress towards functional levels in manageable stages. Equally, we will support those who are able to progress to levels beyond the functional levels.

9. In recognition of the challenge ahead, the Government is significantly increasing its investment in Skills for Life. It is expected that the LSC spend on Skills for Life provision will exceed £1 billion in 2009–10 for post-16 learning.

## Focusing Skills for Life on employability

10. In delivering our Skills for Life ambitions, it is important that individuals are equipped with the literacy, language and numeracy skills that will help them find and progress in work.

11. To ensure that Skills for Life provision is focused on employability:

- a. The Learning and Skills Council (LSC) and Jobcentre Plus will continue to integrate employment and skills services so that Jobcentre Plus clients can access the literacy, language and numeracy support they need.
- b. For 2009/10, the LSC is giving colleges and providers more freedom over the delivery of provision below level 2 so that they are able to respond flexibly to local needs, while continuing to deliver our priorities.
- c. In 2009, the LSC will pilot the use of performance incentives linked to the delivery of employment outcomes. This will include colleges and providers delivering Skills for Life provision. Our aim is that, by 2011, the majority of Skills for Life provision will include performance incentives for providers based on employment outcomes.
- d. From 2010/11, the LSC will open up a proportion of Adult Learner Responsive spend on Skills for Life to enable a wider range of high quality providers able to cater to the needs of Skills for Life learners to help them gain employment and progress once in employment.
- e. The LSC will introduce a new core curriculum for offender learning in August 2009, focused on employability and delivering literacy, language and numeracy preparation for work and vocational training.
- f. The Learning and Skills Improvement Service (LSIS) will review the Skills for Life literacy, numeracy and ESOL curricula, by October 2009, to ensure that they support employability.
- g. LSIS will work with providers to share best practice and build capacity so that, by 2011, we can expect all LSC-funded providers to offer embedded Skills for Life provision where appropriate, as well as stand-alone Skills for Life courses.
- h. LSIS will support providers in 2009/10 to help them develop provision that is more responsive to learner and employer needs, including developing 'roll-on roll-off' provision so that individuals can enrol at any time of the year and increasing the amount of provision delivered on employers' premises.

### Raising demand for literacy and particularly numeracy skills

12. Particularly during tough economic times, we need to raise employer and individual awareness of and demand for Skills for Life learning, and continue changing the culture that prevents people from improving their grasp of the basics. To do this:

- a. The Department for Innovation, Universities and Skills (DIUS) will work with partners to launch a marketing campaign in 2009 to raise awareness of workplace literacy and numeracy issues and challenge employers to address them. At the same time, it will renew and extend the Get On campaign during 2009 with a particular focus on raising the demand for numeracy.
- b. In 2008/09, as the wider Train to Gain service continues to grow, the LSC will expand and improve the delivery of Skills for Life through the service.
- c. The LSC and a wide range of partners will continue to encourage and support employers to make the Skills Pledge so that, by 2010, 8 million employees are covered by the Pledge.
- d. Business Link and the LSC's National Employer Service will ensure that employers can access expert advice in identifying and sourcing Skills for Life provision through the new integrated brokerage service.
- e. The LSC will continue to trial and roll out skills accounts and the new adult advancement and careers service.

### Flexible and responsive Skills for Life provision

13. Colleges and training providers are the key to delivering our Skills for Life ambitions and we want to ensure they have the support they need to develop and deliver flexible, responsive Skills for Life learning which meets the needs of individuals and employers.

- a. LSIS will work with providers to share best practice and build capacity so that by 2011 we can expect all LSC-funded providers to offer embedded Skills for Life provision where appropriate, in addition to discrete Skills for Life courses.
- b. LSIS, through its National Support Programme, will support providers during 2009/10 to increase their capacity to deliver high quality numeracy provision.
- c. During 2009/10, LSIS, in partnership with Becta, will support providers to help them develop more flexible delivery models which allow individuals to learn when and where it suits them.
- d. Lifelong Learning UK (LLUK) is reviewing current teacher numbers and assessing what more is needed in terms of quality and capacity to deliver our ambitions; this will inform actions to implement the FE workforce strategy. The Year 2 plan for implementing the workforce strategy will be published in April 2009.
- e. For 2009/10, the LSC will publish guidance on initial assessment for literacy, numeracy and language which will include best practice and set out the expectation that Skills for Life initial assessments are offered to all learners on training programmes at level 2 and below, including numeracy assessments for learners on literacy and ESOL courses. Initial assessment is the process for identifying an individual's current level of skills.
- f. The Qualifications and Curriculum Authority (QCA) will continue to pilot new Functional Skills qualifications as part of a move towards rationalising the current provision on offer to learners and employers. It is planned that functional English, Mathematics and ICT qualifications will be available nationally in 2010.

## **Skills for Life Support Programme**