Contents

Introduction

In the 2003/ 04 financial year London South LSC funded a number of Skills for Life Capacity Building projects.

Many of these projects attempted innovative approaches to current issues; others consolidated existing good practice, whilst some developed new, tailored resources.

This Good Practice Guide aims to share the experience of some of these projects. It is not a definitive resource. It is a snapshot of the approach taken by some of the partners.

We hope you find the Guide useful. It could give you a valuable contact for something you are currently developing; it might spark a similar development in your own organisation; perhaps you might think about a collaborative approach with one of the partners; or it may make you think again about embarking on something.

The themes contained within this document refer to some of those at the Skills for Life Conference (June 2004), with a number of them being covered at the Workshops. The Conference is a celebration of the successes achieved over the last year and we hope this Guide reflects that.

To maximise the usefulness of this resource we have also included the Skills for Life Learning Infrastructure and a list of useful literacy and numeracy resource websites.

Finally we would like to say a big thank you to everyone who made a contribution to this document.

Basic Skills Capacity Building: Online Testing

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Main aims of the Project

- To become an accredited on-line Basic skills Testing Centre for EDEXCEL.
- With testing facilities at 3 locations within the community and workplaces in the Orpington area.

Outline of Key Activity

- Arrange dedicated ASDL telephone lines at 3 specified sites.
- Install 3 Exam based web servers at sites.
- 1 IT Technician and 1 Admin person to attend 1 day training provided by EDEXCEL.
- Complete online testing registration procedures.
- Set up and provide facilities that meet the EDEXCEL instructions for the conduct of Onscreen Tests.
- Conduct Tests.

Key Outcomes

- Online Testing facilities set up in three centres in the community.
- 15 Students ready to take their on line Tests.

Key Lessons Learned

- Allow enough time if new ASDL lines need to be installed, not always as quick as some companies would have you believe.

- Ensure IT Support staff are 'on board' right from the beginning.

Good Practice Identified

- Ensure all students/beneficiaries undertake a practice test before attempting the real thing.

Care Start

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Main aims of the Project

- To raise awareness of basic skills in the care sector.
- To provide supporting basic skills/ESOL programmes.
- To enable care sector workers to gain the literacy skills required to achieve NVQ II in Care.
- To provide sector specific learning materials to support basic skills and NVQ II.

Outline of Key Activity

- Awareness raising of basic skills in the care sector.
- Development of basic skills/ESOL programmes that can be delivered on site.
- Delivery of basic skills programmes to 20 carers.
- Development of sector specific learning materials for ESOL/Basic skills.
- Development of sector specific learning materials in support of Care Induction Programme embedding basic skills.
- Development of Plain English NVQ II in Care (General) and for Domiciliary Care.
- Creation of dedicated website for learning materials.

Key Outcomes

- Awareness raised in the care sector. (Kingston PCT, St Heliers Hospital, St Georges Hospital, Wandsworth Health Authority, Sutton Health Authority, Mayday Healthcare NHS Trust, Supreme Care Services, Merton Health Authority).

- Delivery of basic skills programmes to 20 carers. (Courses at St Georges Hospital, Mushkil Aasaan Tooting, Atheldene Centre Wandsworth, Supreme Care Morden, Sutton Health Authority).

- Development of sector specific learning materials for ESOL/Basic skills. Development of sector specific learning materials in support of Care Induction Programme embedding basic skills.

- Development of Plain English NVQ II in Care General) and for Domiciliary Care.

- Creation of dedicated website for learning materials.

Key Lessons Learned

- It takes time to get a group together, from first meeting to setting up group.

- Marketing of courses changes with client.

- Marketing needs to be specific and sensitive, 'English lessons' rather than Basic Skills.

- Not always possible to get a group size of 10 together.

- Managers within the Care Sector have requested courses for themselves, recognising their need to develop their literacy skills.

- Profile of basic skills has been raised within contacts as courses are seen as English lessons; literacy lessons where clients can learn to write a good report and improve grammar.

Good Practice Identified

- Students were hugely motivated by BS course and wanted to move onto NVQ once finished.
- Good tutors make all the difference.
- Marketing specifically to groups.
- Breaking down the barriers to learning - Talking about English and Grammar, Reports and Letter Writing rather than basic skills.
- Materials had very positive evaluation. Students liked the materials relating to real work situations.
- Tutors gave positive feedback; very useful, nice to see how it relates to curriculum… It was easy to read, in plain English.

Issues to Consider

- There is very little in the way of learning materials for lower level students - need more pictorial exercises.
- Need to keep group size to 10 to make sustainable through lsc funding.
- Release time for staff is not always easy.

Other Comments

This has been a very successful project; the learning materials have benefited both students and tutors alike. Those attending the courses have been inspired and motivated to continue learning and have gained confidence. Employers have been pleased with the outcomes for their staff and asked for more courses.

Embedding Basic & Key Skills into Vocational Programmes

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Main aims of the Project

To promote the use of the Adult Literacy and Adult Numeracy core curriculum documents amongst vocational staff and to familiarise staff with the new (2004) key skills specifications.

Outline of Key Activity

8 Vocational staff working in partnership with 6 basic and key skills specialists (literacy and numeracy) to produce schemes of work and teaching resources mapped to core curricula and new key skills specifications.

Key Outcomes

- 8 vocational schemes of work from 5 curriculum areas plus examples of teaching resources mapped to basic and key skills curricula.
- Individual evaluation reports from project leader and participants.

Key Lessons Learned

- Staff need time to carry out mapping, e.g. for meetings.
- Probably more effective if vocational teachers produce schemes and resources in partnership with basic and key skills specialists at the outset, rather than map existing resources.
- It would have been helpful to issue guidelines so that tutors had a clearer understanding of their role within the project.

Good Practice Identified

- The exercise was a good way of raising awareness amongst vocational tutors of the literacy and numeracy demands of their unit/course.
- It was an opportunity for vocational and basic and key skills tutors to share expertise and as such a good staff development exercise.

Issues to Consider

- The role of the vocational tutor in relation to the delivery and assessment of basic and key skills within vocational lessons.
- The need for the training of vocational staff in basic and key skills teaching.
- The practicalities of vocational teachers meeting with basic and key skills specialists in order plan together.
- Embedding basic skills into vocational units of a practical nature was more challenging but encouraged creativity.

Other Comments

The project was seen as a positive experience by all those that participated and there was interest in developing the work in other areas. The possibility of using pilots on selected courses is currently under consideration.

Name:	Chris Jackson
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Main aims of the Project

- To set up embedded basic skills courses using a practical medium.

Outline of Key Activity

- To map some of the proposed courses to Core Curriculum for Literacy/Numeracy.
- To set up appropriate courses.

Key Outcomes

- To engage a wider range of learners, particularly those not previously engaged in basic skills learning.

- To provide wider, and perhaps more engaging , range of basics skills options for learners.

Key lessons learned

- Additional basic skills support to be built into course design.
- Embedded basic skills courses need 'designer' materials/resources.
- Marketing materials need reviewing.

Good Practice identified

- The most successful models were where the vocational tutor was able to supply the necessary support to basic skills learners.

- Tutor was sensitive enough and flexible enough to adapt to suit learners once course was started.

Issues to consider

- Marketing with a longer lead in time.

- Staff training to build up a larger team capable of delivering embedded basic skills.

- Plan and prepare in detail, and then be flexible to start all over again with yet more planning.

Other Comments

Improve the Initial assessment process to utilise information already available on clients and engage a wider range of individuals

Employer Links

Contact Name: Cheryl Dunn

Organisation: CETS

Telephone: 020 8656 6620

Email: cheryl.dunn@croydon.gov.uk

Main aims of the Project

Develop workplace learning in the transport sector.

Outline of Key Activity

Fund one to one workplace provision in South Central Trains.

Key Outcomes

One to one provision delivered to South Central Trains.

Key Lessons Learned

● Additional funding contributed to better quality provision through additional staffing, specialist support and additional resources.

● Funding allows training and development to build capacity, both in terms of delivery of provision and new initiatives.

Good Practice identified

- Provision of sufficient resources supports high quality provision.

- Additional funding provided learning in small groups and one to one provision, essential for employees in the work-place who have limited time and availability.

Issues to consider

- Greater lead in time is required to fully consider costs and implications of proposals.

- Better information on funds available and longer timescale for accessing funds would allow better planning, delivery and use of funds as well as greater coherence and longer term planning.

Employer Links: Sebons Bakery

Contact Name: Sarah Boodt

Organisation: Merton Adult Education

Telephone: 0208 408 8743

Email: sarah.boodt@merton.gov.uk

Main aims of the Project

- To work with 34 learners to improve their language skills and enable them to be more effective in their job.
- To increase workers' confidence and motivate them to continue their studies to a level where they can join a college course.
- To gain recognised qualifications.

Outline of Key Activity

- Assess learner' current level of English in all 4 skills.
- Run a 30 hour course for each level.
- Courses to run consecutively to each other, meeting once a week for 2 hours each time.

Key Outcomes

- 2 courses at the first 2 levels ran, extended to 60 hours.
- 2 courses running simultaneously.

Key Lessons Learned

- When a programme is dependent on a specific tutor there is an inherent risk. One tutor left and it took time to replace them. It would, therefore, be preferable to have fractional tutors teaching on work based programmes.

- Need to allow time to engage employees and work directly with them to negotiate possible courses to meet specific, short term needs.

- Need to raise employers' awareness of what is realistically achievable in a 30-hour programme.

- Need to establish employer priorities for the course, perhaps using a check list method so that 'quick-fix' targets can be swiftly met, encouraging employers to increase commitment to and involvement in the programme and to ensure that the programme is relevant to company needs.

- Need to be flexible with the approach to employers.

Good Practice Identified

- Regular updates of attendance so that employers could chase non-attenders.

- Developing materials using company documentation so they are directly relevant to learners.

- Small groups to focus on individual needs of learners and allow for maximum support of learners, especially at pre-entry level.

Issues to consider

- Long term funding is needed to provide continuity of provision.

- There is a need for more research into what employers need. It would be useful to have a summary of the needs of employers in the area and to know where and who they are.

Family Learning

Contact Name:	Cheryl Dunn
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Main aims of the Project

Build capacity to deliver Family Learning programme including ICT.

Outline of Key Activity

Build and resource Family Learning Resources room (accommodation, resources, equipment).

Key Outcomes

- Family Learning resources room established with IT and Family Learning resources; training delivered to staff on using ICT resources.
- Additional staffing to develop ICT resources and support staff with ICT

Key Lessons Learned

- Additional funding contributed to better quality provision through additional staffing, specialist support and additional resources.
- Additional funding allowed specialist staff to develop ICT resources and support staff

Good Practice identified

Provision of sufficient resources supports high quality provision.

Issues to consider

- Greater lead in time is required to fully consider costs and implications of proposals.

- Better information on funds available and longer timescale for accessing funds would allow better planning, delivery and use of funds as well as greater coherence and longer term planning.

ESOL Developments
(including Level 4 teacher training)

Contact Name:	Cheryl Dunn
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Main aims of the Project

- Develop Level 4 ESOL teacher training programme.
- Provide professional development for ESOL and Basic Skills in new initiatives.
- Develop ESOL and citizenship course materials.

Outline of Key Activity

- Train additional ESOL teacher trainer.
- Develop ESOL Level 4 teacher training programme through specialist consultancy (2), additional resources, additional staffing and additional administrative support.
- Provide in-service training for ESOL teachers in new initiatives and developments including dyslexia.
- Develop ESOL citizenship course.

Key Outcomes

- Additional ESOL teacher trainer qualified to deliver ESOL teacher training.
- Language and literacy assessment materials developed for Care, Holistic Massage, Teaching Assistants and Childcare courses.
- ESOL resources developed and mapped to the curriculum.
- Professional development programme delivered for ESOL and literacy teachers (12 sessions).
- ESOL Citizenship course developed and delivered in 04-5.
- Dyslexia course planned and developed.

Key Lessons Learned

- Additional funding contributed to better quality provision through additional staffing, specialist support and additional resources.
- Continuous training programme provides qualified teacher trainers to deliver ESOL teacher training programme.
- Funding allows training and development to build capacity, both in terms of delivery of provision and new initiatives but also in terms of teacher training.

Good Practice identified

Provision of sufficient resources supports high quality provision.

Issues to consider

● Greater lead in time is required to fully consider costs and implications of proposals.

● Better information on funds available and longer timescale for accessing funds would allow better planning, delivery and use of funds, as well as greater coherence and longer term planning.

● Some underspend meant diversion of resources.

Skills for Life – Building Excellence

Contact Name:	Charlotte Bibby
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Main aims of the Project

- To deliver C & G 9295 Certificate in Adult Learner Support to 20 candidates.
- To deliver C & G 9483 Certificate in Adult Literacy Subject Support to 10 candidates.

Outline of Key Activity

- Interview, recruit and assess candidates for both courses.
- Plan & design Level 2 to offer Unit 3 Literacy and Unit 5 ESOL.
- Plan and design Level 3 course (Literacy Subject Support).
- Create materials.
- Deliver courses.
- Arrange placements for candidates on Level 2 course.
- Identify additional staff to observe Level 3 candidates teaching/supporting.
- Identify basic skills classes that Level 3 candidates can observe.
- Check local and college libraries for teaching resources.
- Ensure adequate supply of ESOL/Literacy/Numeracy/Pre Entry curricula and Access for All.

Key Outcomes

- Comprehensive teaching materials for both levels.

- 24 candidates completed Level 2.

- 6 candidates have remained in Merton College as volunteers.

- One candidate is hoping to volunteer with Croydon College.

- 10 candidates currently on Level 3.

- A number of candidates on Level 3 course are already showing evidence of mapping and embedding basic skills into their vocational area.

Key Lessons Learned

- Vital that trainers are given adequate time together to prepare.

- Encourage candidates to complete Professional Development Journal before they leave at the end of each session.

- Some candidates found the number of tasks on Level 2 daunting.

- Level 3 needs additional basic skills specialist teachers to support candidates.

- Emphasise the importance of tutorials for Level 2 candidates to ensure they attend.

Good Practice Identified

- Rigorous assessment at the beginning of both courses is essential.

- Ensure adequate tutorial time is built in to C & G 9485.

- C & G 9295 needs one tutorial session towards the end of Unit 2 to guide and advise candidates as to whether they take the ESOL or Literacy unit.

- C & G 9295 needs some tutorial time during and at the end of the ESOL and Literacy units to support completion of Tasks.

- Stagger dissemination of Tasks (C & G 9295) and give deadlines for completion.

- Close team work is vital.

- Invite 'specialist' speakers e.g. Health and Safety to C&G 9295.

Issues to Consider

- Reduce the amount of paper handed out on C&G 9295.

- Increase the use of audio/visual teaching aids.

- Restructure scheme of work for ESOL unit (C&G 9295) to ensure a close fit between delivery and Task.

- Include a tutorial in the middles of ESOL unit (C&G 9295) as well as at the end to ensure candidates are on track and up to date with tasks.

- Reinforce importance of regular attendance on both courses.

- Use buddy system to collect missed work and explain what has been missed.

- Encourage candidates on Level 3 course to carry out a basic skills observation at the beginning of the course to allow them an idea of what goes on in a basic skills class!

- Adapt basic skills observation sheet for Level 3 to include reference to curriculum mapping so that candidates recognise the need to map their own delivery.

Training Programme for Distance Learning Vocational Tutors

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Main aims of the Project

To train Distance Learning vocational tutors/Assessors and give them a working knowledge of core curricula and to help them support students with basic skills needs.

Outline of Key Activity

- Background to core curriculum.
- Word focus and text focus.
- Dictionary skills.
- How we read.
- Skimming, scanning and reading for comprehension.
- Skills needed to read Distance Learning materials.
- Learning Styles.
- Initial Assessment.
- Giving Constructive feedback.
- Planning support.
- What makes text hard to read.
- Teaching spelling.
- Extending writing skills.
- Action planning.

Key Outcomes

- Tutors participated in two full days of training.
- Identified main aspects of the core curriculum.
- Identified needs at each level.
- Analysed the literacy content of their NVQ materials in the light of the core curricula.
- Identified strengths and weaknesses in candidates' work.
- Identified their own learning style and matched it to appropriate spelling strategies.
- Used a range of spelling strategies.
- Identified aspects of printed text that made it difficult to read.
- Planned how to support a candidate who had problems writing sufficient text to meet the needs of their award.
- Examined and learnt spelling strategies by working in pairs to develop a short teaching session which they disseminated to their colleagues.
- Participants valued the issue of certificates for their CPD files and as a result certificates were prepared.

Key Lessons Learned

- Not all tutors were able to come at short notice so more lead in time required.
- Fast track assessment didn't always work with their students.
- Further workshops on initial assessment needed.
- Follow up of core curriculum training needed.
- More teaching strategies for literacy would be valuable.
- Vocational tutors were very keen to support their students' needs.
- Many tutors were keen to continue training and achieve a qualification.

Good Practice Identified

- Tutors shared strategies for supporting their students' needs.

- Using their own distance learning materials made the examples more relevant.

- Keen to share experiences and knowledge with the rest of the group.

- NVQ and Key skills assessors should have the skills to coach or mentor their candidates with literacy problems.

Issues to Consider

Training courses should be planned well in advance to get the maximum number of participants and to make the course content appropriate.

The Skills for Life Learning Infrastructure: May 2004

1) Curricula

Interactive versions for all curricula are now available in website and CD-ROM format. Online versions of the Adult Literacy and Numeracy Core Curricula with Access for All, the Adult ESOL Core Curriculum and the Adult Pre-entry Curriculum Framework for Literacy and Numeracy can be accessed from the readwriteplus website, http://www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula, along with details for ordering CD-ROM copies.

2) Screening (Contact: Wendy Parker)

- ABSSU has completed work with BSA to update Fast Track, change some items and produce better, clearer handbooks.

- The roll-out of the new versions of Fast Track will be undertaken by BSA and should be underway shortly

- See paragraph 6 below for information on a new project to produce ESOL screening materials.

3) Initial assessment (Contact: Wendy Parker)

- The Basic Skills Agency's revised version of its initial assessment pack for literacy and numeracy is mapped to the national standards for adult literacy and numeracy.

- The pack offers paper-based initial assessment materials at Entry 1, 2 and 3 and Level 1 against the national standards for adult literacy and numeracy and enables providers to place learners in appropriate learning programmes; the data provides a basis for the detailed diagnostic assessment process which takes place once the learner is placed in a class. To order a copy of the new initial assessment pack, please telephone 0870 600 2400 and quote the reference IAR. The pack costs £17.00 and photocopying is permitted for educational purposes.

- Information on initial assessment, including the BSA and other initial assessment materials can be found at http://www.dfes.gov.uk/readwriteplus/LearningInfrastructureInitialAssessment

- See paragraph 5 below for information on new project to produce ESOL and workplace specific initial assessment materials.

4) Diagnostic assessment materials and learning materials
(Contact: Halim Abdul)

Orders can now be placed through the DfES Publications Team on 0845 60 222 60. Please quote the following reference codes:

Diagnostic Assessment materials

DAM1   Diagnostic Assessment Materials Pack for Literacy

DAM2   Diagnostic Assessment Materials Pack for Numeracy

DAM3   Diagnostic Assessment Materials Pack for ESOL

DAM4   Diagnostic Assessment Materials Pack for Dyslexia

DAM5   Diagnostic Assessment Training Manual
(1 copy required per organisation)

DAM6   DA Interactive CD-ROM

DAM7   Contains the Acrobat PDF learner booklets of the DA for all four subjects

The best and most efficient way to carry out the diagnostic assessment with the learner is to use the CD-ROM (DAM6). This is a fully interactive tool and is highly recommended.

Learning materials

SfL TPLM/L   Literacy Pack for Pre-Entry to Level 2

SfL TPLM/N   Numeracy Pack for Pre-Entry to Level 2

SfL TPLM/E   ESOL Pack for Pre-Entry to Level 2

The Department has introduced a limit of one copy per caller for literacy, numeracy and ESOL teacher packs. We have also placed a cap of 10 copies of the learner materials per caller. This is to ensure providers take every opportunity to photocopy the learner materials from the CD-ROMs that are enclosed in the teacher packs.

Website detail

The diagnostic assessment and the learning materials are also available on the Read Write Plus website. Please go to www.dfes.gov.uk/readwriteplus/teachingandlearning to access and download the materials.

5) Additional Skills for Life assessment tools project
(Contact: Wendy Parker)

This 18 month project will provide:
- ESOL screening and initial assessment tools.

- ESOL exemplification for writing, reading, speaking and listening.

- A pilot summative assessment for ESOL speaking and listening at E2.

- An explanatory leaflet for learners about the National Standards and Tests in several languages.

- A workplace version of initial assessment materials.

- Updated on-screen diagnostic assessment tool to reflect outcomes of PLRA project.

- On-screen interactive versions of screening and initial assessment tools.

- Guidance on good practice in screening and initial assessment.

- An item bank of practice test questions that can generate whole tests and also questions for specific subject areas.

For more details on all of these strands please contact Sonya McAnulla, sonyam@btl.com

6) Planning learning and recording achievements
(Contact: Halim Abdul)

- The DfES commissioned LSDA to deliver the Planning Learning and Reporting Achievement (PLRA) project. Its objective was to develop trial guidance and materials to support teachers and learners in the process of planning

learning, recording progress and reporting achievements in ESOL, literacy and numeracy.

- Pilot projects were set up to cover a range of settings, including Job Centre Plus, work-based, FE, family learning, community and voluntary as well as a range of delivery modes, including intensive courses, workshops, short courses and drop-in provision. A report on the research stage was produced in January 2003.

- The initial draft of a guide for practitioners including, models of good practice and advice for LSC on funding/audit implications of planning learning and reporting achievements is available on the ReadWritePlus website: http://www.dfes.gov.uk/readwriteplus/LearningInfrastructurePlanningLearning.

The final version of the guide and the Differentiation on ESOL video is available from the DfES Publications Team on 0845 60 222 60. Please quote PLRA1 and PLRA V1 respectively.

7) Family literacy, language and numeracy
(Contact: Mita Patel)

Family literacy, language and numeracy is now funded through the Learning and Skills Council. The Adult Basic Skills Strategy Unit transferred funding of £23 million to the National Learning and Skills Council for 2004-2005.

The aim of the programme is to offer learning opportunities to parents and children who are most in need so that they can improve their literacy, language and numeracy skills. The programme aims to reach parents/carers and enable 60,000 parents/carers to achieve qualifications which count towards the target.

Programmes on offer in 2004-05 included:

- Keeping up with the Children, which introduces parents to how their children are taught in the literacy hour and the daily maths lesson in schools, so they can be confident in supporting them.

- Family Literacy Courses, which aim to raise standards of literacy for both parents and children.

- Family Literacy Workshops.

- Family Numeracy Courses, which aim to raise standards of numeracy for both parents and children.

- Combined Family Literacy and/or Language and/or Numeracy Workshops.

- Early Start, including Baby Talk for parents of children 0-1 year old, Small Talk for parents of children 1-2 years old and Talk Together, aimed at parents of children 2-3 years old; all these courses aim to enhance language development from birth and also develop the language skills of the adults involved.

8) Skills for Families project
(Contact: Peter Gibb)

The Adult Basic Skills Strategy Unit and the Learning and Skills Council commissioned the Basic Skills Agency to develop a programme scheduled to last until March 2004 called Skills for Families. It has:

- piloted local infrastructures for planning and managing family literacy, language and numeracy

- developed and tested a range of delivery models, using LSC funding and based on the Skills for Life learning infrastructure and the national curriculum, to improve the literacy, language and numeracy skills of parents and children. The most successful models have been mainstreamed through the LSC for the new academic year

- tested approaches to teacher training and capacity building for schools and other organisations working with families. The training developed is now being mainstreamed through the Skills for Life Quality Initiative.

- disseminated effective practice to other LEAs, LLSCs, voluntary organisations and other relevant agencies.

Twelve local LEA/LSC pilot partnerships, at least one in each region, were appointed in March 2003 to take forward the work. The pilots have now been extended until July 2004. Regional dissemination events took place in March, and handbooks to disseminate findings to all LEAs/LLSCs are being published in May, available on the Skills for Families website. There was a Skills for Families National Conference on 18 May at the QE2 centre, London.

For more information on phase one of Skills for Families please contact Stuart Gibb at the Basic Skills Agency on 020 7440 6501, email stuartg@basic-skills.co.uk or visit www.skillsforfamilies.org

Phase two of Skills for Families will be managed by LSC and a preferred bidder has been appointed. From August 2004, it will continue to pilot local infrastructures and test delivery models in a range of settings. For more information please contact Sue Evans at the National LSC on 024 7682 3372, email Sue.Evans@lsc.gov.uk

9) Learning Styles Project
(Contact: Nichola Vasey)

- DfES commissioned The London Language and Literacy Unit (LLLU) to conduct a two year research and development project to assess the impact of a learning styles approach on attendance, retention and achievement among GNVQ students. The project finished early in 2003 and a summary of the final report is available on the ReadWritePlus website in the Teaching and Learning section. LLLU also developed a Learning Styles Toolkit prototype, which was presented at the project dissemination event in March 2003.

- ABSSU subsequently commissioned the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) to take forward research on learning styles during 2003-4. The first phase is now complete: refining the prototype toolkit in preparation for phase 2.

- Proposals for the second phase of research are currently being discussed.

- The last project advisory group took place on 11 February. For more information contact Olivia Sagan at NRDC: 020 7612 6469; O.Sagan@sta03.ioe.ac.uk

10) Dyslexia Project
(Contact: Mita Patel)

DfES commissioned LSDA and NIACE to deliver a project to run 2002-2004. A Framework for Understanding Dyslexia with information on theories and approaches to dyslexia and dyscalculia has been and published by the Adult Basic Skills Strategy Unit. The publication provides general information on the nature of dyslexia, a review of theories about dyslexia an overview of approaches and programmes used by specialists who support dyslexic learners and a resources section.

The guide is designed for teachers working in post-16 education or training. It is aimed particularly at those who teach literacy, language and Numeracy, either within discrete provision or embedded within another academic or vocational programme, but who are not specialist in the field of dyslexia. The guide provides useful information for both existing teachers and for teachers in training.

An online interactive version of the framework for understanding dyslexia with additional materials is currently at the final stages of development and will be available from early June 2004 on the website at www.dfes.gov.uk/readwriteplus/understandingdyslexia

A pdf version is currently available on the Adult Basic Skills Strategy Unit's website on www.dfes.gov.uk/readwriteplus/dyslexiaframework

You can also order a hardcopy of this publication; A Framework for Understanding Dyslexia from the DfES distributors on 0845 602 2260 by quoting ref AFDD2.

11) On-line mapping of adult literacy and numeracy standards to occupational standards
(Contact: Helen Kaczmarek, Workforce Basic Skills Policy Team Leader)

This DfES-funded project extends and enhances BSA's paper-based Getting the basics right in…. booklets, which map the adult literacy and numeracy standards to a range of occupational standards by working with a selection of National Training Organisations/Sector Skills Councils. The on-line maps are intended for use in training and development for staff within each sector. The web site is now live at http://www.dfes.gov.uk/readwriteplus/nosmapping/

Users simply choose a category and then select an NVQ to view its constituent units and elements. Subjects covered include:

- Tending animals, plants and land.
- Extracting and providing natural resources.
- Construction.
- Manufacturing.
- Providing goods and services.
- Providing health, social and protective services.
- Providing business services.
- Communicating.
- Cross Sector Skills.

12) Embedded teaching and learning approaches
(Contact: Peter Gibb)

- The DfES and the LSC commissioned NIACE to deliver a project on Embedded Literacy, Numeracy and ESOL. The project made recommendations about effective models of embedded literacy, numeracy and ESOL courses/provision. The project's final report, which outlined the findings of the 35 action research projects, was used in phase 3 of the project.

- Phase 3 was taken forward by the National Research and Development Centre and developed close links with the Skills for Life Materials for Embedded Learning project and the work of the DfES Standards Unit. Phase 3 will produce practical guidance related to the embedding of learning in a range of vocational and recreational/community contexts. The research for Phase 3 finished in March 2004.

- Case studies that form the basis of the project's ethnographic research are now being prepared for publication, along with guidance notes for teachers. For more information contact Helen Casey at NRDC: 020 7612 6574; h.casey@ioe.ac.uk

- ABSSU has now agreed a definition of embedded teaching and learning.

In the context of the Skills for Life Strategy:
Embedded teaching and learning combines the development of literacy, language and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to succeed in qualifications, in life and at work.

13) Skills for Life Materials for Embedded Learning
(Contact: Peter Gibb)

- ABSSU have commissioned a consortium led by CfBT to develop materials for embedded learning. The materials will motivate learners to improve their literacy, language or numeracy skills via the tasks and activities they undertake at work, in their leisure time or as part of vocational/occupational training programmes.

- The project runs from August 2003 - June 2006 and will deliver a bank of professionally produced materials in a variety of formats, including paper-based, audio and interactive. They will cover 20 occupational/ vocational and community/ recreational contexts. The first batch of materials is due in August 2004.

- The first year's batch of materials is currently being trialled. The 5 contexts covered are:
  - Trowel trades
  - Social care
  - Horticulture
  - Young parents' health projects
  - Nursing for internationally qualified nurses

The remaining 15 contexts for years 2 and 3 will shortly be chosen.

- For more information please contact the project co-ordinator at CfBT, Sarah Button: 0118 902 1229; sbutton@cfbt.com

14) Tests & Qualifications in Literacy and Numeracy
(Contact: Wendy Parker)

- Measurement of progress and the recognition of individual achievement are key dimensions of the new teaching and learning infrastructure for literacy, numeracy and ESOL.

- For many learners, progress will be measured through the achievement of national qualifications at Entry level, Level 1 and Level 2.

- If learners are not ready to take national qualifications, the Learning and Skills Council (LSC) also offers achievement funding for non-externally accredited learners providing their basic skills learning aims are mapped to the national standards and evidence of progress and achievements is retained (paragraph 74 of the LSC's Funding Guidance for Further Education in 2002/03).

- Since September 2002 only those literacy and numeracy qualifications that are accredited by QCA are recognised as basic skills qualifications by the Learning and Skills Council. This development signals a major change for adults in literacy and numeracy provision, and their teachers. Select qualifications from the list of approved literacy and numeracy qualifications on QCA's web site, www.qca.org.uk/nq/bs/adultlit_numqual.asp. These approved qualifications are mapped to the national stan-

dards for adult literacy and numeracy and will make progression pathways clearer for learners, teachers and educational providers.

- QCA is working with awarding bodies to ensure that the National Tests in literacy and numeracy at Levels 1 and 2 are more readily available and flexibly delivered on a monthly basis. Trials of weekly tests are also underway at selected secure test centres; online tests are being developed. For information please contact individual awarding bodies. Organisations or institutions who wish to become National Test centres should contact awarding bodies for further details.

- The National Open College Network has developed units of accreditation at Levels 1 and 2 to complement the National Tests. They provide coverage of the Level 1 and Level 2 curricula in Literacy and Numeracy. For further information, contact Helen Lyman at NOCN (tel. 01332 591 071, or email Helen.lyman@nocn.org.uk)

- An overview table of information on the QCA-accredited Entry level literacy and numeracy qualifications is available on the readwriteplus website at: http://www.dfes.gov.uk/readwriteplus/AdultLiteracyEntryLevelQualifications and http://www.dfes.gov.uk/readwriteplus/AdultNumeracyEntryLevelQualifications

- Leaflets providing information and answers to frequently asked questions about the National Tests for Literacy and Numeracy have been produced and can be ordered via DfES Publications, (0845 6022260, ref: DSFL/NT).

- An overview table of information comparing awarding body arrangements for the National Tests is now available on readwriteplus: http://www.dfes.gov.uk/readwriteplus/bank.cfm?section=523

- The National Test Toolkit is now available to order from DfES Publications (0845 60 222 60, ref: SFL NTT). It contains lots of useful information about the National Tests, including funding guidance, details of how to become a test centre and course outlines based on the Move On approach to preparing for the national tests which was successfully piloted in Somerset 2002-3. For

more information about Move On, see paragraph 16 below

- The toolkit also contains a mini-test, designed to help teachers decide whether a learner is ready for the tests as well as practice tests in both paper-based and on-screen versions for literacy and numeracy at levels 1 and 2.

- A new practice test CD-ROM will be available in February which will have 5 new tests at each level.

15) Tests & Qualifications in ESOL
(Contact: Wendy Parker)

- The process described for literacy and numeracy qualifications is now being applied to the complex range of ESOL qualifications. Adult literacy and ESOL are both underpinned by the National Standards for Adult Literacy.

- In 2001, QCA carried out the first stage of a mapping exercise to compare the relative language demands of the adult literacy standards, the Common European Qualifications Framework and the National Language Standards. At the same time, ESOL and EFL awarding bodies submitted their existing qualifications to QCA for accreditation and alignment against the National Qualifications Framework. QCA has required the awarding bodies to adopt a common titling system that includes the National Qualifications Framework (NQF) level and the generic term ESOL, as well as the awarding body's own specific title; this will appear on certificates awarded to candidates.

- The ESOL and EFL qualifications accredited in 2002 are broadly aligned to the levels in the National Standards for Adult Literacy but do not necessarily offer full coverage of all the skills and component skills in the literacy standards and the ESOL curriculum. The current range of qualifications is accredited for the academic years 2002-2004.

- QCA have confirmed that the National Open College Network's new ESOL qualifications at Entry levels 1-3 and Level 1 have now been accredited. These new qualifications are fully mapped to the national standards and referenced to the ESOL core curriculum.

- From September 2004, QCA expects a range of newly accredited ESOL qualifications to be available, fully referenced to the adult literacy standards and the ESOL curriculum.

- These new qualifications have been submitted to the QCA from awarding bodies and are currently going through the accreditation process. The qualifications at levels 1 and 2 will contain the National tests in literacy and may also contain a writing component and / or a speaking & listening component - these will vary between awarding bodies.

- A detailed list of all accredited ESOL qualifications and the awarding bodies' requirements for 2002-4 is now available on the teaching and learning section of the readwriteplus website. The URL is: http://www.dfes.gov.uk/readwriteplus/ESOL_Qualifications _Report

- The results of QCA's mapping report on the alignment of language proficiency scales for assessing competence in English Language have been produced in a new publication 'Pathways to Proficiency'. This includes tables comparing the equivalencies of the national standards with other languages scales. A PDF version is available via the website: http://www.dfes.gov.uk/readwriteplus/LearningInfrastructur eAccreditation and free copies can be ordered from Prolog (tel. 0845 6022260, email: dfes@prolog.uk.com, quote 'PTP').

- Leaflets providing information and answers to frequently asked questions about the National Tests for Literacy and Numeracy can be ordered via DfES Publications, (0845 6022260, ref: DSFL/NT).

- A new leaflet about the national test has been developed and has been specifically designed for learners. This can be ordered from DfES Publications, (0845 6022260, ref: DSFL/NTL)

16) The Move On Project - promoting the National Tests with free short courses
(Contact: Wendy Parker)

- This project began as a pilot in Somerset, aimed at introducing and promoting the new National Tests through short brush-up courses.

- Course outlines and materials have been developed for 'recruiters' briefing sessions, learner 3 hour tasters and a 30 hour short course. They were published as working documents in December 2002.

- Two working parties were held, one in Somerset on the 4th March and one in Yorkshire on the 6th March to evaluate the Move On projects. These sessions influenced the contents and design of a National Test Toolkit as well as the Move On approach to learning.

The national Move On project began in September 2003 and is spreading the move on approach across many organisations and sectors.

The move on approach has been described as:

'A practical approach offering effective solutions to meeting challenging targets without compromising quality'.

a. A positive 'sell' of the opportunity to gain a qualification in English or maths

b. Training people who are in touch with potential learners to use this positive approach to signpost, recruit and motivate people to take up learning opportunities

c. Preparing learners to pass the National Test alongside developing wider literacy/numeracy skills

d. Deliverable as stand-alone Move On courses or within other learning opportunities

Recruiter training sessions are being delivered within many organisations such as IAG networks, providers, Jobcentre Plus, Unions, NHSU, Pre-school Learning Alliance.

Other activities:

- LLSCs are including Move On activity within their plans and many of them have set targets for this.

- The improved website has been launched and it is now receiving a lot of interest from a wide range of agencies.

- 7 sets of practice tests are in development, 2 sets in different Awarding Body on-screen formats.

- 'Hot Topics' brush up modules are in development.

- The project has made contact with 1,057 different organisations

- Work on the ESOL toolkit has begun

The Move On team is now working with 645 organisations across the country to encourage and support wider adoption of the Move On approach.

In a questionnaire that was on the website for 2½ weeks in February, 311 organisations told us that last term 6165 learners had already benefited from the Move On approach and 1261 recruiters were trained and active.

To keep abreast of developments and gain access to useful materials visit: www.move-on.org.uk

Learner Achievements Team May 2004

Useful Basic Skills & ESOL Resource Websites

http://members.aol.com/skillsworkshop/

http://iteslj.org/links/TESL/Handouts_for_Clasroom_Use

www.adders.org/freeware/

www.onlinedictionary.com

www.dictionary.com

www.puzzlemaker.com

www.bbc.co.uk/skillswise/words/index.shtml

www.englishclub.net/quizzes

www.literacytrust.org.uk

www.nhsdirect.nhs.uk

www.nifl.gov/lincs/whats_new/flash_1_2000.html

www.paragraphpunch.com

www.sbu.ac.uk/lllu

www.postcards.com

www.cobuild.co.uk

http://webster.commnet.edu/grammar

Useful Numeracy Resource Websites

http://members.aol.com/skillsworkshop

www.bbc.co.uk/skillwise/numbers

www.cne.gmu.edu/modules/dau/algebra/basicarith - great for negative numbers

http://education.guardian.co.uk/netclass/schools/links/0,5607,8 1862,00.html

www.education-world.com/a_lesson/lesson045.shtml

www.quickmath.com/www02/pages/modules/numbers/percent-ages/basic/index.shtml

www.mathslessons.co.uk

http://members.aol.com/ukhostmths/mathson/maths/number/int eractive_tests

www.hellam.net/maths/mathfun1.htm

http://luna.spaceports.com/~sheilast/pcent10.htm

www.ex.ac.uk/trol/scol/

www.candyusa.org/stats/chocolateworld.shtml and look for numeracy links

www.puzzlemaker.com

www.funbrain.com

www.dfes.gov.uk/research/data/uploadfiles/77490.pdf - The Skills for Life survey. A national needs and impact survey of lit-eracy, numeracy and ICT skills.

www.talent.ac.uk - for teaching resources, jobs and courses.

www.dfes.gov.uk/readwriteplus - for access to trial National Tests, and many free publications.

www.basic-skills.co.uk - catalogue, newsletters and strategies