

Skills for Life:

The national strategy for improving adult literacy and numeracy skills

Person-centred approaches and adults with learning difficulties

department for

education and skills

creating opportunity, releasing potential, achieving excellence



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Skills for Life: The national strategy for improving adult literacy and numeracy skills

Skills for Life, the national strategy for improving adult literacy and numeracy skills, was launched by the Prime Minister in 2001 and sets out the government's plans to help 2.25 million learners improve their skills and gain a national qualification by 2010.

Since 2001, a massive 3.7 million adults across England have taken up 7.8 million courses in literacy, language and numeracy. 1,130,000 of these learners have gone on to achieve nationally recognised qualifications – and government is on track to meet the commitments made in the *Skills for Life* strategy.

Since the launch of *Skills for Life*, we have gained an even greater insight into the effect low levels of literacy and numeracy skills have on individuals, their families, on the economy and on society. For example, adults with poor literacy and numeracy skills could earn up to £50,000 less over their lifetime and are more likely to have health problems, to live in disadvantaged communities or to be unemployed. They and their children risk being cut off from the benefits of a world increasingly linked through information technology. Additionally, poor literacy, language and numeracy skills have been estimated to cost the country in excess of £10 billion a year.

Skills for Life is an ambitious strategy that is designed to address literacy, language and numeracy needs of adults and young people. It covers all post-16 learners on learning programmes at levels from pre-entry up to and including level 2. These programmes range from discrete to embedded courses, and from classroom and community provision to voluntary and work-based learning. Achievement and progress in *Skills for Life* is recognised through certification of Key Skills, GCSE Maths and English, and adult literacy and numeracy national qualifications. It is therefore crucial that the strategy supports and reflects the successful implementation of all other post-16 strategies.

Every organisation and individual has a contribution to make. We believe that the most important element for successful delivery of *Skills for Life* is partnership, together with the ownership of the strategy by all our key supporting and development partners.

Government departments, the Learning and Skills Council (LSC), Jobcentre Plus, the Prison and Probation Services, development and learning providers in the post-16 learning sector, businesses, the CBI, the TUC, Sector Skills Councils and many other organisations are working together to improve the literacy, language and numeracy skills of adults through:

- **learner and employer engagement**, to engage and increase participation of young people and adults from priority groups in literacy, language and numeracy learning, through targeted activities within and across government and its agencies, the work place and the community;
- **ensuring capacity**, to improve the planning and funding of literacy, language and numeracy provision so that learning provision is effective and well coordinated;
- **improving quality**, to improve standards and quality in teaching and learning in literacy, language and numeracy and to remodel and professionalise the *Skills for Life* workforce;
- **improving achievement and progression**, to improve outcomes in literacy, language and numeracy provision and progression onto further learning and assess impact on social inclusion and economic outcomes.

The work of the Learning for Living Consortium has made a valuable contribution to the strategy through producing these guidance documents for those working with adults with learning difficulties or disabilities.

We recognise their importance in providing opportunities to change the culture of learning, change for the learner, and change for their life chances. For this group of learners, tangible changes in their skills, their quality of life and their confidence in their abilities continues to be one of our priorities in creating an inclusive society.



Neil Robertson
Head of the Skills for Life Strategy Unit

Learning for Living

This document is one of a suite of guidance documents developed by the Learning for Living Consortium¹ for anyone working with adults who have learning difficulties or disabilities in the areas of literacy, language (ESOL) and numeracy, and also in the area of the Wider Key Skills.²

It has been accepted, after wide consultation, that it is impossible to find a terminology to suit everybody. The term learning difficulties or disabilities is used to include learners with:

- clearly identified learning difficulties;
- physical and sensory impairments – for example those with mobility difficulties or hearing or visual impairments;
- unseen disabilities such as health conditions, mental health difficulties and dyslexia;
- those whose disrupted learning experiences (for example those in offender establishments) and difficulties with learning have led them to work at a significantly lower level than the majority of their peers.

The guidance documents have been developed primarily as a response to requests from those in the field that more guidance is needed on working with learners with learning difficulties or disabilities. In producing these documents a number of pathfinder sites throughout the country have provided ideas and tested the materials.

Some of the documents provide practical material; others provide advice on general principles of organising learning effectively. You are encouraged to use them in different ways from skimming to get an overall idea, to detailed reading for examples of approaches and strategies or as a resource for professional development activities. Each document has a specific focus, as indicated in the diagram on the following page. However, what is common to all of the guidance documents is that they are:

- complementary (with cross references provided between them);
- underpinned by a common set of values and principles for effective learning;
- intended to encourage reflective practice, providing:
 - examples of practice, with which to compare and contrast your own
 - theories to help you in your analysis of ‘What works – and why?’, ‘What doesn’t work – and why not?’
 - advice on action planning – taking account of your learning from experience, to improve your future practice and provision.

The following symbols have been used to help you cross reference to other documents in this ‘family’ of materials:



Reference to a section within a guidance document.



Reference to material on CD-ROM.



Reference to another guidance document in the Learning for Living suite.



Reference to a useful Website.



Reference to a DVD clip.



Reference to the Appendices.

¹A group of key national organisations in the fields of literacy, language and numeracy and learning difficulty and disability, lead by NIACE: Basic Skills Agency, Big Picture Interactive, BILD, Birmingham Rathbone, Ufi learndirect, Learning and Skills Development Agency, LLU+ at London South Bank University, Skill, and University of Cambridge.

² Working with Others, Problem Solving, and Improving Own Learning and Performance.

It is hoped that they will help you to ensure that all your learners feel included in, and are able to succeed in, post-school learning. An extended version of this introduction to the whole suite of guidance documents – spelling out the background to the work and the underpinning values and principles in more detail – is obtainable, quoting ref: ITLFL, from:

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■ ■ These two modules contain the resources required to deliver training for staff – at Level 3 and at Level 4 – in adapting and creating learning materials to meet different learning needs. Each includes trainer notes along with participant information and activity sheets. Two DVDs are included with activities to exploit the learning within them. Both modules explain the principles that underpin effective learning – and how to put these into practice.

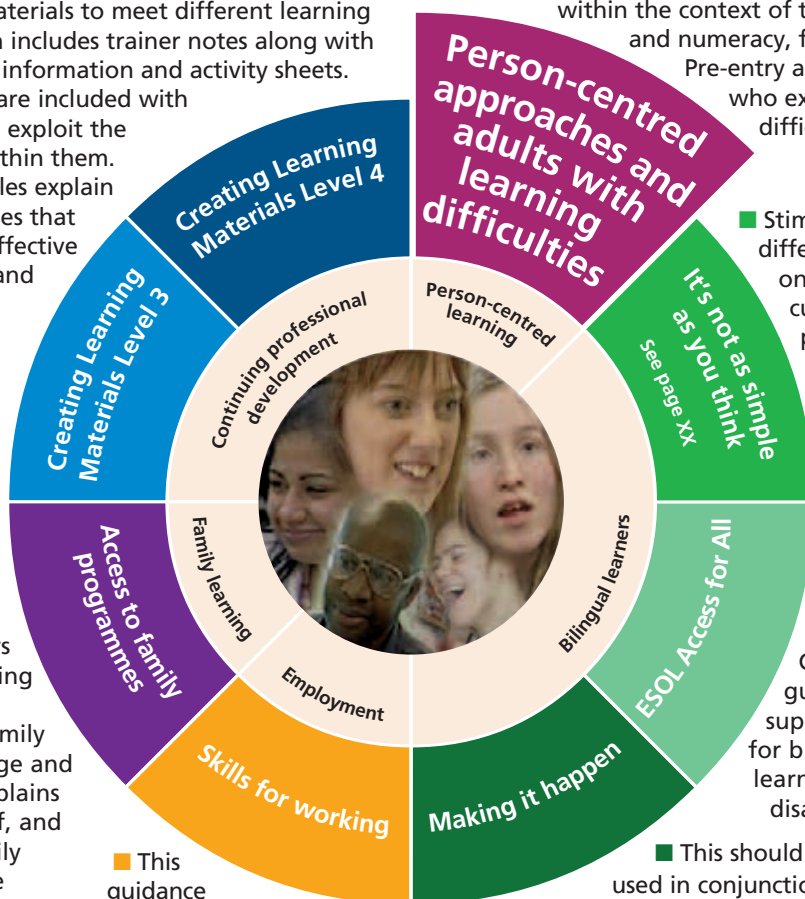
■ The purpose of this guidance is to support you in developing individualised programmes of learning, within the context of the literacy, language and numeracy, for adults working at Pre-entry and Entry levels and who experience learning difficulties.

■ Stimulating debate about different cultural viewpoints on disability and to support culturally sensitive provision. It includes a distillation of current understanding alongside action research case studies.

■ This document is aimed at those working with parents or carers who have learning difficulties or disabilities in family literacy, language and numeracy. It explains the principles of, and context to, family learning, before moving into advice on: working in partnership; recruitment; needs assessment; planning; implementation and review.

■ This guidance offers you ideas and suggestions on how to help those supporting learning literacy, language and numeracy in a vocational context. It provides advice for working both with learners and with employers; in voluntary and work experience placements as well as paid employment.

■ This should be used in conjunction with *ESOL Access for All* and provides advice for those working with people who have learning difficulties and ESOL needs. It reviews current issues in provision and in practice and includes four case studies which illustrate key points and provide exemplar activities for use with these learners.



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For a full list of those pathfinder sites involved in the Learning for Living project please see *Introduction to Learning for Living* available from Department for Education and Skills Publications, quoting ref. ITLFL (contact details on back cover).

1 Introduction

This guidance is written for practitioners who are working with people who experience a range of difficulties in learning.

- Some of their learning will focus on improving their literacy and numeracy skills.
- Some of their learning will develop skills for everyday life that do not rely wholly on literacy and numeracy skills.
- All of their learning will involve developing their communication skills.

Their difficulties in learning may arise from one or more congenital or acquired intellectual, physical or sensory impairments, emotional and behavioural difficulties, mental health difficulties or social disadvantages, combined with factors in the learning environment.

This guidance is for new and existing teachers and practitioners. New teachers will find the information and case studies invaluable in developing their knowledge and understanding of literacy, language and numeracy teaching with learners with learning difficulties or disabilities. Existing teachers will find that the guidance challenges their practices and indicates different, imaginative and effective approaches. All teachers should use the document and consider the issues and suggestions it raises.

This pack is not aimed solely at practitioners working in formal education settings. The diagram on p. 41 illustrates the range of learning opportunities and support that are available in different contexts, including community and work-related settings. To be consistent we have used the term 'learner' to describe the person who is at the centre of the process and who is learning and developing skills in any setting.

In relation to literacy and numeracy learners will be working at predominantly Pre-entry and Entry levels 1, 2 and 3 of the new Framework for Achievement (formerly known as the National Qualifications Framework). Those experiencing the greatest difficulties are likely to be working at the earliest levels. Some learners will have 'spiky profiles'. This means that in some aspects of learning they may operate at Level 1 or 2. For example, a literacy learner may have Level 1 speaking skills but Entry 1 reading. Teachers must recognise the individuality of each learner.

This guidance should be used in conjunction with the *Adult Pre-Entry Curriculum Framework for Literacy and Numeracy* (Department for Education and Skills, 2002) and the *Core Curriculum for Adult Literacy and Numeracy and Information and Communications Technology (ICT) at Entry Level* (Department for Education and Skills, 2005). The purpose



See *Making it Happen: An Inclusive Approach to Working with People with Learning Difficulties who have ESOL Needs*.

of this guide is to support you in securing individualised programmes of learning within the context of the shared skills for life curriculum.

Values and purposes

The following values and purposes underpin all literacy and numeracy learning but are essential for every form of adult learning. The core values and purposes are central to every part of this guidance, helping to shape the materials and procedures that are presented. You will find examples of what these values and purposes look like in practice in the section titled 'Values in practice' in DVD 4. You will also find opportunities for discussion and reflection in Section 4 of the pack, titled 'Staff development' (p. 137).

The values are expressed as promises to learners:

- **Respect** – we undertake to listen to you and to speak up for you when you want us to.
- **Self-determination** – we will support you to take charge of your own life.
- **Inclusion** – we will support you to take your place in society.
- **Interactions** – we will enable you to get to know different groups of people and to build friendships.

The purposes of learning in adulthood are to give learners the tools to:

- know who they are and who they want to become;
- experience new possibilities and opportunities;
- build on their strengths and develop new skills;
- adapt to change;
- be proactive.

What this pack contains

Skills for life

This section introduces the skills of literacy, numeracy and information and communication technology (ICT), as well as other important skills such as Problem Solving, Working with Others and Improving Own Learning and Performance.

Person-centred approaches to learning

In this section we describe how person-centred approaches can be used to incorporate communication, literacy, numeracy and ICT skills as well as other important priorities into individual learning plans (ILPs). The process, which keeps the learner at the centre, is cyclical and has five interlocking phases. Each phase is illustrated with examples drawn from work in different settings and with different learners. Some electronic person-centred learning plans have also been developed and you will find these on the CD-ROM.

Staff development

Four DVDs which can be used for staff development accompany this pack. This section provides some practical ideas for using the material individually, as part of a team or as the basis for staff training.

Personal accounts

These four accounts are based on interviews and diaries and reports written by practitioners about their everyday work. They provide insights into how they approach their work and their thoughts about some of the issues that they confront.

Additional useful information

In this section you will find:

- an overview of the content of the DVDs;
- an introduction to the content of the CD-ROM;
- Web-based sources of further information;
- text-based sources of further information.

How this pack was developed

The materials and ideas that you will find in this pack were developed in collaboration with practitioners. Extensive dialogue was conducted with professionals working in a range of different settings with many different learners about the relevance to their learners of the main ideas on which these materials are based, and how they might work in practice. The examples included here have been developed by practitioners, and thanks go to them for allowing the use of their work. It is hoped that you will find them useful as a stimulus to developing your own provision.

How to use this pack

You can use these materials in different ways. Each of the four main sections stand alone and so, for instance, you might want to:

- dip into relevant sections that interest you;
- use the case study examples, DVD clips and examples of materials to stimulate debate and generate your own ideas;
- plan formal staff development sessions.



2 Skills for life

The government's *Skills for Life* strategy sets out how it intends to improve adult literacy, language and numeracy among the general adult population; ICT has now become the fourth skill for life. The standards for each of these areas are described in a series of technical documents intended to be used as the basis for curriculum planning and assessment (Department for Education and Skills, 2002; 2005a, b, c) in formal education settings. The revised standards published in 2005 include standards in literacy, numeracy and ICT for Entry 1, 2 and 3 as well as Levels 1 and 2 of the *Framework for Achievement*. The *Adult Pre-Entry Curriculum Framework for Literacy and Numeracy* (Department for Education and Skills, 2002) specifies standards or milestones designed to support learners working below Entry level 1. Standards for ICT have not been developed at Pre-entry levels.

In this section you will find guidance on:

- using these standards to plan learning opportunities or programmes of learning;
- other important skills that can be developed through programmes of learning.

Although this particular section has mainly been written with formal curriculum planning in mind, the approaches can also be transferred to other settings where practitioners wish to plan and assess learning. There are two main topic areas:

- the importance of **beginning with people**, that is, devising person-centred learning programmes which tailor learning to individual needs, interest and aptitude, to allow learners to achieve their personal aims and aspirations;
- a discussion on **developing skills**, explaining the implications for each of the skill areas in turn for individuals who experience difficulties in learning.

Beginning with people

You can use the adult literacy, numeracy and ICT curricula to assist you in planning individual programmes and learning opportunities as well as for assessing progress and achievement in the light of learner's aspirations, needs and interests. This is sometimes referred to as personalised learning. The focus on involving learners in planning and directing their own learning means that these approaches would be valuable in any setting.



See:

[www.standards.dfes.gov.uk/
personalisedlearning](http://www.standards.dfes.gov.uk/personalisedlearning)

All practitioners are increasingly learning to work in person-centred ways. Adopting a person-centred approach to learning means:

- *helping people* to work out what they want, what support they require and how to get it;
- *listening to learners* in ways that genuinely respect their views, experiences, aspirations and interests;
- using *individual choices* as the basis for planning programmes;
- recognising that the learner *owns* the learning plan;
- reflecting and building on the strengths, interests and needs of the *whole person*;
- fostering *self-determination* through supporting learners to make changes in their lives;
- recognising that the purpose of education and learning is to prompt *change* in people's lives, no matter how small and incremental;
- being flexible and creative in our thinking and approaches so that barriers to *inclusion* and the realisation of learners' aspirations are minimised;
- recognising the *evolutionary* nature of the work, taking time to reflect on and evaluate the experiences of learners and practitioners in order to improve practice.

“ *We were reminded of the essential holistic nature of planning and that we should start with each learner's life goals and aspirations, not with a target which is subject specific.* ”

Essex Adult Community Learning

Each learner will have different reasons and purposes for acquiring different skills. These will need to be explored if their learning is to have meaning for them. Some learners will need considerable support in articulating these purposes as well as understanding and exploring their options. The skills learners need to participate in the process can often be built into the planned learning.

Opposite is an example of how a college of further education worked with a young woman over several months to help her identify her own targets.

Marianne

Marianne is 18 and a student at a further education college. She presented as a diffident and shy young woman who found it difficult to express her own views. During her first tutorial she said she had come to college to learn to read and write and improve her numeracy skills, particularly using money and telling the time. She found it difficult to write her own name, could recognise a few key words and was able to name coins but could not add them up. However, she was unable to articulate any other aspirations or describe what she was good at. So before the staff could begin to improve her basic skills they needed to develop her self-esteem and self-confidence and help her feel that her ideas and opinions were valued. Above all, they needed to help Marianne feel that learning was fun.

The staff who worked with Marianne to assess her strengths and needs:

- carefully observed her at work over several weeks on a series of activities, to ascertain not only her level of skill but what interested and motivated her;
- read her records and her school transition plan and discussed their observations with each other;
- assessed her level of skill, drawing on the *Adult Pre-entry Curriculum Framework*, using the indicators as a guide as to what to look for (but not as a checklist). They also used their own breakdown of the wider key skills at Pre-entry and Entry levels;
- drew up a plan that helped Marianne to develop her confidence and to be able to express her wishes.

Within a few weeks she was able to articulate her own aspirations. They were to:

- become more independent;
- make new friends;
- use the Internet to follow Arsenal [Football Club];
- be able to travel on my own;
- go to work when I leave college;
- learn about keeping safe;
- move away from home in a couple of years.

Similarly, it took some time to establish an effective plan for Ieva:

Ieva

Ieva is 22 years old and attends a full-time course for people with profound and multiple learning disabilities. She found it difficult to communicate with others, make choices and develop relationships; she had come to college to develop her communication, literacy and numeracy skills and to improve her interpersonal skills. Before the staff could begin to help her to develop these skills, she had to be allowed time and space to acclimatise to her new environment, her peers and the people who would be supporting her. This process in itself helped Ieva to become more confident, to feel better about herself and to begin to build key relationships with staff and students.

After some months she was able to initiate interaction with staff and other learners, to smile at them, to communicate her needs through eye-pointing and using objects of reference (where objects are used to refer to activities or tasks – for example, when a learner brings her support worker a towel, to tell her that she wishes to have a shower), to show affection to others by way of hugs and to maintain eye contact with people. She is now aware that she has friends who wish to interact with her and has begun to show signs of self-awareness.

3

More advice and information on planning personalised programmes is given in Section 3 (p. 25).

So personalising learning can take time. It requires a combination of reading past records, talking to learners and conducting skilful observation of practical activities. You can get broad guidance from the Pre-entry and Entry level curriculum framework of what to look for in terms of communication, literacy and numeracy skills to help you plan the next steps in learning.

Developing skills

In this next section you will find guidance on:

- developing communication, literacy, numeracy and ICT skills with people who experience difficulties in learning and who are working at Pre-entry and Entry levels 1, 2 and 3;
- the wider key skills of Improving Own Learning and Performance, Problem Solving and Working with Others. Although no national standards exist for these skill areas below Level 1, they are nevertheless important components of every individual's programme of learning.

Even if you do not work in a formal education setting you might find it useful to read through this information as elements could provide a useful framework for planning activities and learning opportunities.

You will find examples of how practitioners have used the milestones and standards to plan and implement related programmes of learning. Skills may be *embedded* and combined with vocational and other skills or they may be taught as discrete skill areas, but the skills are *contextualised* to make them more relevant to the learner.

In planning programmes for learning you will also want to develop other skill areas (sometimes described as wider key skills) that are equally important but which are not supported by national specifications at these levels. They are generally developed through how we work with learners and the methods that we use. These skills include:

- Improving Own Learning and Performance;
- Problem Solving;
- Working with Others.

These are not the only important skills that adults with learning difficulties may require. Others are described at the end of this section of the pack, and staff should prioritise the most relevant skills for individuals.

Continuing to learn to read and write may be appropriate for some learners but not others for whom it may be more appropriate to learn alternative strategies to compensate for their difficulties in this area. Below is an example of a young man who had apparently high levels of skills in literacy and numeracy, but needed to learn different strategies to help him to make better use of his skills.

Matthew

Matthew appeared to have good numeracy skills when he came to college as he had achieved a GCSE in Maths, but we soon discovered he could not go to the supermarket to buy food without a great deal of support. Matthew has Asperger syndrome and finds making choices very difficult; shopping made him so anxious that he could not stay within a budget, despite his numeracy skills. He felt his immediate goals were to develop his confidence and self-esteem (his own words), which he described as being low at present. It was clear that extending his numeracy skills would not help him to live a more independent life. Instead we worked with Matthew to find strategies such as shopping over the Internet to help him to make choices so that he could then use his numeracy skills more effectively when he was shopping for food.

3

You will find examples of embedded skills in Section 3, Phase 3 (p. 83).

Communication and literacy

Communication and literacy are the fundamental building blocks of society. They are the means by which people relate to each other, learn from each other, express their unique identities and become included in their families and their wider communities. Literacy skills may therefore be usefully seen as part of the continuum of communication skills and it is important to note that the aim of the adult literacy standards is to “specify the full range of skills required for an adult to communicate confidently, effectively and efficiently.” (Department for Education and Skills, 2005b).

The highest form of human communication is through the use of a common language – the ability to represent meaning symbolically through speech and the written word and to share that meaning with others. It is important that we know how we develop the ability to communicate if we are to understand the difficulties that many people with learning difficulties experience. You can read more about the development of early communication skills and people with learning difficulties in Coupe O’Kane and Goldbart (1999).

Communication is “a two way process in which a person imparts, reveals, demonstrates or conveys meaning or information to others” (Byers, Dee, Hayhoe and Maudslay, 2002). As an individual grows from childhood to adulthood and their experience widens into different environments, language normally develops to represent ever more complex, subtle and abstract concepts, initially through the spoken word and later through reading and writing.

People with learning difficulties or disabilities may find it difficult to achieve these standard forms of communication. They may make use of a wide range of strategies to communicate their ideas, feelings and thoughts, including:

- facial expression, gesture or eye-pointing;
- tactile communication or objects of reference;
- signing systems, including those based on British Sign Language (BSL), such as *Makaton* or *Signalong*;
- symbol systems, such as in *Writing with Symbols* (Widgit) and Picture Communication Systems (PCS);
- pictures, including everyday photographs or more formal systems such as Change picture bank or People First pictures;
- information and communication technology (ICT) using the Internet, e-mail, video, minicomms, text-to-speech software programs, and hardware solutions such as concept keyboards and touch screens, switches and communication aids;
- sounds and the spoken word;
- communication books and systems such as the Picture Exchange System;
- reading and writing.

Approaches like these may be used in addition to (or to augment) speech sounds or instead of (or as an alternative to) conventional speaking and listening. These approaches provide alternative ways of



See Appendix D: Text based sources of further information.

2



There is advice on meeting the needs of learners with particular learning difficulties or disabilities in section 2 of ESOL Access for All.

4

Section 4 of this guidance works through the ESOL Access for All curriculum, providing advice on teaching strategies for tackling particular learning outcomes in the areas of listening, speaking, reading and writing.



representing meaning symbolically, for example through signing or pictures. They offer a 'formal' language which allows people some control over their existence in which they are still largely dependent on others to give them the relevant vocabulary. Since language only works if it is commonly shared, everyone else in the person's environment(s) needs to share the meaning if the person is to be fully 'included'.

Finding the best way of communicating with an individual is fundamental to getting it right. Increasingly, practice is moving beyond the routine introduction of standardised communication systems (for example, using symbols for all learners) towards practice where an individual learner's communication preferences are acknowledged within environments that support a wide range of approaches to communication. Communication environments that enable a number of different strategies to be used (sometimes called multi-modal or total communication environments) are challenging for staff but allow responses to learners with communication difficulties to be highly personalised.

Given these kinds of opportunities, some learners will choose to use what may be thought of as literacy skills (sequencing images or symbols, spelling out words, or following a schedule of visual or tactile prompts, for example) alongside signing, vocalising or listening.

Communication and literacy skills may be taught separately as well as integrated or embedded into a range of other subjects or everyday activities.



More information about these different approaches can be found on a variety of Websites that you will find listed in Appendix C. You will also find many examples of such communication strategies being used throughout the sequences on the DVDs.



For an example of specific skills teaching, watch how the teachers from West Suffolk College work with learners to develop their signing skills (**DVD sections to view: DVD 4 > Embedding Skills > Communication 3, Communication 4**).



Our second example from the DVD shows how Ian who works at MacIntyre uses his literacy skills in his role as Editor for the MacIntyre magazine (DVD section to view: DVD 4 > Embedding Skills > Literacy 1).

Northallerton Youth Offending Institution

Northallerton Youth Offending Institution provides a further example of how skills for life can be embedded in a creative arts programme.

They created a three-week programme which succeeded in bridging the traditional divide between creative arts and literacy and numeracy programmes. The underlying principle of the course was that confidence building is an essential part of motivating learners to learn. The three partners in delivering the course were local creative artists, youth workers and skills for life teaching staff. Youth workers could find the culture of prison unfamiliar but received support in how to manage this new situation from established prison staff. Areas of work covered subjects that were likely to motivate learners, such as Graffiti Art, Performance Poetry and DJing. Skills for life tutors were able to integrate literacy and numeracy into course content while the youth workers provided pastoral support.

This interactive and creative approach resulted in skills for life teaching becoming relevant and motivating to learners. David, who was a member of the programme, was interested in DJ work and was supported by one of the visiting artists to achieve his post-release goal of working in Spain as a DJ. Another group of young men gained the confidence to sing and recite their poems in front of an audience.

Communication and literacy skills can also be developed through story telling. Learners may be part of a story-telling group helping people to reflect on their experiences together. The use of open questions or picture symbols, which can also be incorporated into talking mats, can support learners in telling their stories.

But literacy is much broader than just a set of skills. Here is an extract from an account written by a literacy tutor about her attempt to introduce a group of learners to new ways of thinking about literacy.

5

You can read a fuller account of Stephanie Wheeler's work in Section 5.

“I was guided by thinking of literacy as a social practice [from the work of David Barton and Mary Hamilton (1998)], thinking about the difference between an everyday use of literacy and literacy as per the core curriculum, and I wanted to see what the student's perception of literacy was. So in the first session I asked them 'What is literacy?' and they came up with all the answers I expected: classroom based, signs and symbols, finding information and so on. ... So then I wanted to explore how they really used literacy at home, through keeping a literacy journal. To try it out I kept a journal myself for a week. This proved an interesting process.

To start with I was thinking along the usual lines of functional literacy – looking up my sister's address in

Canada, printing off a route map and directions, but then began to include other, more creative varieties of literacy – my mother's favourite hymn, the words of an album track, notes from my grandchildren, pieces torn from a magazine. The journal gradually became more and more interesting. I showed it to the students, so they could see that they could stick things into their journals if they weren't keen on writing. That, I think, was the key because we were moving beyond having to write things down and it didn't have to be reading a book or writing a letter. It was interesting for me too, because I realised the literacy I valued wasn't 'literacy' in the conventional sense.

The students were really keen and I was overwhelmed by their response. At the same time as showing them my journal I also brought in a bagful of items that I had looked at or used during the week, including a theatre programme, a leaflet that my daughter had produced because she's just qualified as an aromatherapist, my address book that's falling to bits, and so on. I wanted them to be able to see, touch and talk about the various items and I found that they connected with a lot of the pieces in unexpected ways – for example, one of the students enjoys crafts and I'd got a craft magazine. There was a book of poetry and someone said 'Oh, I like that!'.

Stephanie Wheeler, College of West Anglia

While it is sometimes appropriate for the learner to develop their reading and writing skills, for other learners learning to read may not be appropriate and they may need to learn other strategies to overcome their difficulties with the written word. Here is Marianne again:

Marianne

At the beginning of the year when she was going shopping Marianne used a symbol list as a visual reminder, but as she became more confident in planning her own meals and what she needed to buy she had to remember what to get. She chose not to use symbol lists in her adult life beyond college. She needed to develop new strategies to help her to be independent, so she became an adviser on how to make written material more accessible for people who have reading difficulties and became our critical friend. She learned to approach safe people to find out information. When getting on a bus she would check with the driver where it was going or when she was shopping she would ask assistants if she couldn't find something she wanted. She developed other strategies too. She began to sit next to learners who could read and write and ask them to read information to her to comment on. When she went to meetings she would copy notes from another learner as they were writing and take them home to her parents to read to her.

She developed confidence and pride in herself and has become a successful and independent learner.



In DVD 4 you can see an example from Birmingham Rathbone E2E in which the horticulture teacher combines a classroom-based session with a practical session in the garden. **DVD section to view:** DVD4 >Embedding skills > Numeracy 2.

2



Other opportunities for developing numeracy skills can occur naturally through work-based activities. This is illustrated by watching Sarah as she prepares drinks for her workmates **DVD section to view:** 'DVD4 > Embedding skills > Numeracy 1.

Numeracy

Many learners have experienced failure in their schooling, particularly in numeracy, so it is important to contextualise numeracy skills by relating them to vocational or everyday activities. This enables learners to appreciate the contribution that numeracy makes to understanding information, solving problems and making decisions. Practical experiences can also offer more concrete and meaningful ways of learning.

Sometimes learners need support to apply their numeracy skills in everyday activities.

Mohammed

Mohammed learned his numeracy skills within the classroom but he had not practised his skills in real-life situations. In college, he had to buy ingredients for his lunch and stay within budget. He had no concept of how much foodstuffs cost and on his first couple of visits with us he overspent by large amounts. We talked this over with him and came up with the idea of giving him a calculator so he could add up the cost of his purchases as he went along.





Pia also improved her numeracy through working in a café:

Pia

Pia worked in a café that is run by people with learning difficulties. She has taken on a variety of jobs in the café, many of which involve practical numeracy. Staff used the Pre-entry curriculum to plan activities around milestone 6. When working as a waitress she was able to bring the right number of cold drinks from the fridge (usually between one and three were requested). When working on the till with a member of staff, she learnt to take the money from customers and put it into the correct sections. She reliably supervised the till and always made sure that it was not left unlocked. When the café closed, she learnt to sort and stack all the crockery and condiments correctly, with no help.

Most learners become more confident if they can learn and rehearse their number skills in everyday situations. They can develop survival strategies that can be applied in a variety of contexts as they gain confidence. This helps them to develop greater independence and autonomy in their lives, as well as helping them to develop their skills in applying numeracy.

Information and communication technology

The national standards for ICT set out the skills required at Entry level and Levels 1 and 2 for an adult to apply ICT skills efficiently and effectively. ICT is challenging what we think of as basic to living our



See Appendix C: Web-based sources of further information.

everyday lives as we make use of technology to obtain money, use mobile phones, and download information.

DVD

In Hereward College there is a strong emphasis on using technology to provide learners with a variety of learning opportunities. This is depicted in DVD 1 as we watch three learners shown using a range of communication aids in different ways to meet their learning needs (**DVD section to view:** DVD 1 > Hereward College: Using Technology).



The advances in ICT have brought enormous benefits to learners with learning difficulties and those with a range of sensory and physical disabilities.

ICT is a tool that can be used:

- as a source of information, for example Internet and e-mail
- for augmenting and enabling communication and literacy, for example speech synthesisers, visual access devices, voice recognition software
- to control the environment, for example the use of switches
- for recording and tracking achievements, for example video, digital camera, CD-ROMs. Technology enables learners to be involved in monitoring their own progress more easily.
- to support teaching, for example practicing literacy or numeracy skills, writing accounts or applying skills in simulated activities.

There may be linear development in ICT skills and competencies as specified by the standards but these skills will also be developed in combination with other skill areas, such as ICT and improving own learning and performance. Learners may be able to use what they learn in ICT to help them to communicate more effectively through using specific pieces of software that develop grammar or vocabulary. Some learners will progress their skills in ICT by using them in a range of

DVD

The integration of ICT in a teaching session is illustrated in DVD4 > Making learning happen > Using ICT.



See the person-centred learning plan on the CD-ROM.

DVD

For example, listen to how the staff at Hereward College worked with Tor to overcome her concerns (**DVD section to view:** DVD 4 > Values in Practice > Respect > Living Independently).



different contexts, for example for leisure or at work. Of course, not all learners will feel comfortable using enabling technology because they may feel that it identifies them as different.

The skills to use ICT may therefore be taught on an individual basis and for a specific purpose, but can also be developed through participation in a range of other activities.

Here are two examples of how the development of ICT skills enriched both Beryl's and Mark's lives beyond the classroom:

Beryl

Beryl learnt to access the Internet in the ICT centre run by her day services but she also wanted to e-mail from home. One of the staff from the centre went home with her and made sure that her home computer had the same programs and was set up in the same way as the one at the centre. The staff member then took photographs of the room, desk, chair and so on, and made prompt sheets using the photos and print screens so that they matched the similar prompt sheets that Beryl used in the centre.

Beryl now e-mails all her friends from home and surfs the 'net finding out about her favourite 'soaps'.



For example, Liz developed her computer skills and internet search skills as she researched her family tree (DVD section to view: DVD 4 > Values in Practice > Self-determination > Family History).

Mark

Mark had a history of failing in education but he attended college and did a short computer course where he learnt about PowerPoint. When he started to do his person-centred plan he decided to record this using PowerPoint and the local Person-Centred Planning implementation fund bought him the program for his home computer. He now uses digital photographs, clip art and symbols to explain different parts of his plan and has total control over any changes that are made and who sees his plan. He has set up an email circle/group to send information to people who cannot attend his meetings. He learnt new skills when he needed them and was supported by the Person-Centred Planning manager and his advocate who provided 'technical support' on the phone or by talking him through new tasks or activities.

Mark learnt a lot by 'trial and error' in the privacy of his own room and might not have been so adventurous had he been limited by the timing of sessions or his fear that others would see his mistakes.

Improving own learning and performance

These skills are sometimes termed thinking skills, learning how to learn or student-directed learning. They enable learners to become active partners in the learning process so that the learner and the staff member learn together. Technology has an essential part to play in facilitating the development of these skills. These skills include:

- goal-setting and self review, including recognising own strengths and weaknesses;
- self-regulation and developing attention and concentration, for example monitoring time spent on tasks, learning from own mistakes;
- persistence or 'stickability', for example keeping going on a task a student finds difficult;
- self-reinforcement, for example selecting their own rewards for completing a task;
- recognising when a task is complete;
- communicating and understanding own preferences, for example whether to work alone or with support.

Here Elaine demonstrates her active involvement in her own learning and her growing independence:

Elaine

Elaine gradually took ownership of setting her own targets. She found it frustrating to be pushed around a supermarket to get the ingredients that she wanted for lunch and had begun to get out of her wheelchair (which staff pushed behind her) to get her own shopping. Staff were struggling to balance their awareness of her acute health problems with her aspirations to be as independent as possible.

Gradually they stepped back and just shadowed her around the supermarket. She had a symbol shopping list and if she couldn't find what she wanted she would ask a shop assistant. Staff thought they had been very successful and discreet until they reached one of the final target-setting sessions of the term.

This is what she said:

“ I want to go shopping on my own. I want you to leave my wheelchair at the front of the shop and wait for me. I want to do it on my own and I don't want anyone watching me. ”

Working with others

The skills involved in working with others are important in both social and work situations. These skills include:

- interpersonal skills, such as accepting the proximity of others, making eye contact;
- working as part of a team, for example working with one other, active listening, sharing, resolving conflicts;
- taking on different roles, for example identifying different roles in working with others;
- planning to achieve a common goal;
- negotiating solutions;
- evaluating progress and suggesting improvements.

These skills are generally developed through working together either on a one-to-one basis or in a group on joint projects or schemes. Some aspects may be taught separately such as turn-taking, active listening or anger management.



You can see an example of this on DVD 4, as Victoria learns to have her personal carer do her hair (**DVD section to view:** Values in Practice > Fostering Relationships > Doing Victoria's Hair).



This emphasis on developing skills for working with others for a range of different purposes (from practical tasks like preparing vegetables for lunch to informal interactions such as passing the time with work mates) can be seen in Apple Tree Café (DVD section to view: DVD 1 > Apple Tree Café > Working with Others).



2

Problem-solving

You can help learners to develop their problem-solving skills through applying a systematic approach to solving problems across a range of situations. Through careful questioning and conversations based on real situations, learners can be encouraged to recognise and respond to a problem by making a plan, then using visual, written or oral prompts to work through the plan systematically. Open questions such as 'What happened?' and 'Can you think of another way?' enable learners to articulate the problem as they see it and to evaluate their solutions.

Problem-solving skills include:

- perceiving and recognising problems;
- analysing problems and identifying solutions;
- trying out and evaluating solutions;
- risk-taking and safety skills;
- choice-making and decision-making.

The following example shows how Elaine went on to solve problems that arose when she was shopping on her own, after she set her target described above.

Elaine

Elaine's target was written into the lesson plan and staff had to stand back and wait. Elaine knew her wheelchair couldn't be left unattended because she has an oxygen cylinder attached to the back. Staff waited at the front of the shop for 25 minutes and eventually she came through the checkout with her shopping. When she got back to college she showed what she had bought. She had one slice of ham carefully wrapped up and two rolls in a bag along with the other ingredients that she needed. She explained that she had looked at all the packets of ham but they were too big so she had gone to the delicatessen to buy one slice. She only wanted two rolls but couldn't find any loose ones so she asked a shop assistant to take two out of a packet. And what did she say? "I did it on my own." One of the other learners made her lunch for her because she was exhausted by the activity.

However, her pride in her own achievement was huge. Elaine had challenged staff assumptions, set her own targets and successfully managed problems as they arose.

2

Combining skill areas

We have already seen in Beryl's story, p. 17, how a learner's development of ICT skills can be linked to developments in communication and literacy skills. There is a complex relationship between the notional divisions between each of these six skill areas. Communication skills can be developed through the social skills of working together in a group; numeracy can be used to solve problems; self-regulation can be developed through using ICT.

The following example shows how all of these skills can be developed as part and parcel of the learner's programme. However, these skills will not develop without some degree of planning. You need to consider in advance how learning opportunities can be used to foster these skills for different people linked to their individual goals. Sometimes there will be incidental or unlooked-for outcomes. Here is Marianne, showing how a number of skill areas can be combined to help her realise her goals and live the kind of life that she wishes for.

Marianne

Marianne gradually began to show leadership qualities in practical activities but she also became an effective team member. Asking her to say what went well at the end of a session gradually helped her to recognise her own successes. She was also asked to say what she found difficult and she began to have ownership of her learning plan, setting realistic and achievable targets for herself.

The community skills programme, cooking and daily living skills took her out of the college and with her parents' (fearful) consent a travel-training programme was introduced. She lived too far away from the college to practise the route from home on her own but instead she practised shorter journeys that would begin to help her realise some of her aspirations. On Saturdays her father drove her to a sports session. This became the first route for her to travel on her own. She began to learn the route to the local supermarket to get her shopping for the cookery session and then she practised the route to her work experience placement due to begin after Christmas. This gave her the confidence to join a weekly social club, one of her aspirations. Finally she was asked to stay at her work experience placement for a year instead of a few weeks, and another of her aspirations was nearer fruition.

Other important skills

There are many other skills that adults with learning difficulties and disabilities may require. These will be developed through a range of everyday and subject or vocationally specific activities, as well as being taught specifically. Other skill areas that might be included are:

- physical, orientation and mobility skills;
- organisation and study skills;
- personal and social skills, which include personal care and health skills, managing own behaviour and emotions;
- decision and choice making;
- risk taking and safety skills;
- self advocacy.

This is not an exhaustive list, nor will all of these skill areas be relevant to all learners. It will depend on their individual goals and needs.

Finally, here are two examples of learners who developed a range of skills in real-life situations that made a genuine difference to their quality of lives.

Peter

Peter has a very specific interest in the weather and is reluctant to be diverted from the topic. Staff used his interest as the focus of a literacy programme, but one which encouraged him not only to access a wider range of information about his interest but also to build other key skills and to share his interests with others. As a non-reader, Peter began by buying a daily paper, finding the weather report and looking at the weather symbols, many of which he already knew. He then gave a daily bulletin to the others in his group. He learnt to access weather reports on the Internet, responding to requests from others to look for weather reports in other parts of the country or world, for example in relation to holiday plans or sports events.

Meanwhile, Peter worked on matching weather symbols with their words. He used Makaton symbols as a means of adding new words to his repertoire, so that he could match, pick out, copy and make up sentences he wanted to say. Initially, he used a Wigit (Makaton) program on the computer. In time, he learnt to write a weather report. While he was developing in his specific area of interest, he became more confident in other key areas. His social position in the group improved, as he had a clear role that involved responding to requests from others on a topic that he was interested in talking about. He learnt to travel by himself to the local shop. The new words that he had learnt were useful for other topics and he was able to use his skill at Internet searching for other purposes.

Pippa

Pippa joined a full-time pre-vocational course at her local FE college. As part of the course she worked for one day each week in two small businesses: a shop and a café. She tried work experience in a local nursery, a music shop and the staff café at a department store. Pippa decided to continue to develop her catering skills. When she completed the course she progressed onto a mainstream catering course, working part time on the most accessible parts of the course with one-to-one support to tackle the theory. While she attended the catering course she returned to the learning support café as a volunteer, working in a pair supporting others to learn the skills. She was also successful in gaining a part-time paid job in the department store.

Pippa's confidence soared during this year of mixed activities. She travelled confidently between sites, got to know a wide range of people and was admired for her skills in supporting others. Pippa made the decision to apply for a full-time training course in a

hotel in another part of the country. She was successful and is about to start the course. She plans to be away for two years and is already making plans for the future. She has told her care manager that she would like to live with friends in her own flat when she returns, and to work in the hotel industry locally. Everyone expects her to succeed in this ambition!

3 Person-centred approaches to learning

Introduction

The idea of 'person-centredness' is important across all phases and stages of education as well as in other sectors such as health and social care. For example the White Paper *Valuing People* (Department of Health, 2001), which sets out the government strategy for services for adults with learning disabilities, states that each person should have a person-centred plan. In essence person-centred planning means a shift in the balance of power between individuals and the services they receive by enabling individuals to have a greater say in the planning and design of services. Person-centred approaches can be used by anyone who wants them. In education this approach is sometimes called 'personalised learning'. The idea applies to *all* learners and emphasises that teaching and learning is most effective when it is based on a learner's own needs, interests and aspirations. In the care sector a person-centred approach to planning should underpin the support of adults with learning difficulties and is concerned with the whole of a person's life. Learning new skills and having new experiences may be part of this process, enabling an adult to act upon and realise their wishes.

In this section we

- begin by explaining the main ideas that underpin this guidance: person-centred approaches to learning; cultural diversity and person-centred learning; learning in different settings; assessment and formal reviews;
- provide guidance on each phase of a person-centred approach to learning; and
- give examples of what these ideas can mean in practice in different settings.

Person-centred learning

In the previous section on p. 5 we described what we mean by person-centred approaches. In this section we describe the implications of these ideas for planning, facilitating and assessing learning. We refer to three types of plan:

- person-centred plans;
- individual learning plans;
- person-centred learning plans.

Some learners will have a *person-centred plan* led by Social Services and which will have been drawn up by the learners with support from their family and friends and others who know them well. The plan will set

out what is important to them as a person, their hopes for the future, their capacities and what support they will require.

If learners attend college or adult education they will probably have an *individual learning plan* that staff will have negotiated with them and that sets out what programme they are following, their goals and targets and other relevant information about them as learners.

In this guidance we propose a link between these two types of plan: a *person-centred learning plan*. This identifies the contribution that learning can make to the achievement of the aspirations and hopes that are contained in the broader person-centred plan. Where individuals do not possess a person-centred plan providers will need to begin by exploring with the learner their aspirations and hopes before identifying more specific goals and targets. The plan will contain a small set of priorities for learning, negotiated and agreed between learners, supporters and providers. These priorities should relate directly to goals and aspirations and should facilitate progress towards these outcomes.

Figure 1 illustrates the processes involved in planning learning using a person-centred approach. Each of these phases and what they might look like in practice are explained in more detail later in this section.

There are five phases or stages in the planning and assessment process that can be summarised as follows:

- Phases 1 and 2 are concerned with planning and looking forward.
- Phase 3 looks at the process of learning itself.
- Phase 4 is concerned with reviewing and looking back at what has been learnt.
- Phase 5 is about summarising what has been learnt and using this to begin a new cycle.

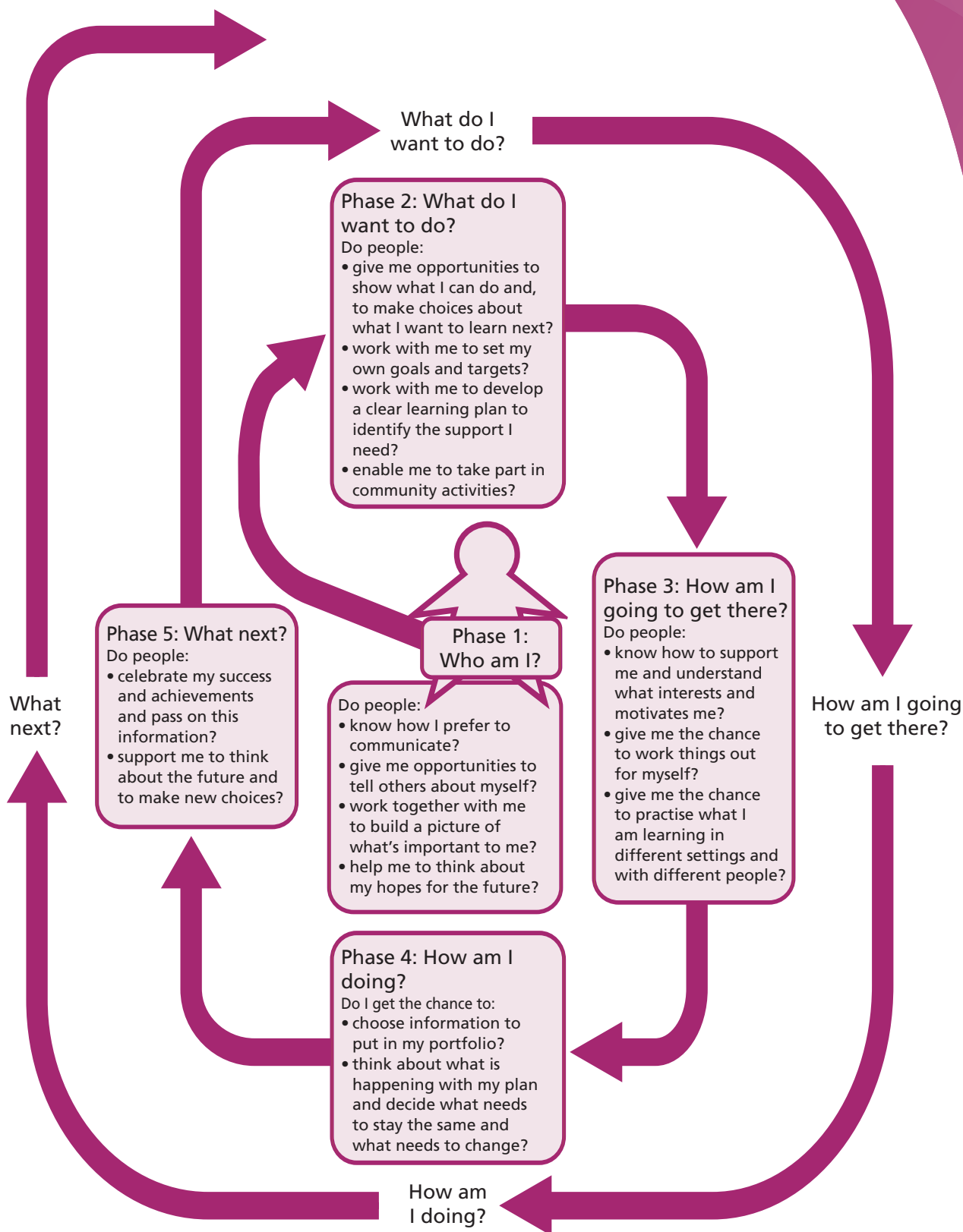
Included on the diagram are some of the questions that learners might be supported in asking at each stage of the process. You may find these helpful in thinking about how to work with individuals in more learner-centred ways. The responses to these and other questions can be recorded on a plan, which may be paper-based or electronic. Plans should be in a format that can be owned by the learner. Electronic versions of a plan can be found on the CD-ROM included in this pack, stored as a text document and as a PowerPoint presentation. Paper versions using text and symbols are also illustrated in each phase of this section. The same plan can be used across a number of settings and contexts. The learner and their family, friends and others who know them well can all contribute to:

- setting long-term goals and targets;
- making the most of opportunities for learning;
- recording information about a learner's progress.



See Appendix B:
'Introduction to the
CD-ROM'.

Figure 1. The Planning and Assessment Cycle



A good person-centred learning plan will involve the learner actively in a series of processes – for example:

- expressing preferences;
- identifying strengths, challenges and difficulties;
- setting targets;
- negotiating priorities;
- participating in activities;
- reviewing learning;
- assessing progress.

“ We were able to find out more about people and the things they wanted to change. It also showed the way people perceived things. For example, Service users did not know their surname or address (or which area they lived in). It also showed us how we still tend to think in terms of groups rather than individuals in many aspects of the day service. ”

Astley Day Centre in Bromley

3

If involvement is to be effective, many learners will need your support in developing the skills that are central to these processes. These skills include:

- choice making;
- negotiation;
- assertiveness;
- target setting;
- reflection;
- self-awareness and review.

Developing these skills will be part of an introductory phase leading towards learning, will remain significant throughout the person-centred learning cycle and will be an integral part of any planning, assessment and review activity. Where possible, the development of these skills should be made explicit so that learners become aware of ‘learning to learn’.

These skills can be developed in tutorial or guidance processes as well as through curriculum content. Of course, formal plans for activities involving groups of learners (for example, lesson plans, schemes of work) may be unnecessary in some contexts such as work-based training or in day service settings, but the basic processes that support person-centred learning will be useful in almost all settings.

Ideally, the learner will keep the learning plan, perhaps as a paper version or in an electronic version stored on a CD-ROM, memory stick or on a computer in the setting or at home. Some organisations manage their learning plans electronically so that learners, with the support of staff, can contribute to the document at different times. An electronic form can also provide a useful backup, so that if a learner should lose his/her plan it can be easily replaced.



See the CD-ROM for the Person-centred Learning Plan.

Essex Adult Community Learning

Essex Adult Community Learning covers the whole of the county, with a number of sites, including some provision in centres and residential settings. There are 47,000 students in all, including 3500 students with a learning difficulty in discrete provision plus others who are supported in 'mainstream' classes. Staff are now looking at ways of improving the consistency of their individual learning plans across the county. They have been developing an electronic person-centred learning plan. Examples include the use of the plan with residents in a residential home, in college with self-advocacy and communication groups and as a prompt in informal one-to-one discussion. They aim that the learning plans will fit with learners' person-centred plans (PCPs). Staff have used laptops when visiting learners in their homes and desktops, PowerPoint and data projectors in college. They have collected and shared information using the Internet, Polaroid and other cameras, on paper, using scanners, CDs and data sticks.

Staff at the service feel it is really important to build networks with the other people in a learner's life. Staff who interview potential students have built up good links with social work, residential and day centre teams and try to link with the learner's PCP. The social worker or someone from home often comes to the college interview with the person and can make sure that the college has information that will help them to support the person.

Table 1 is adapted from *Recognising and Recording Progress and Achievement in Non-accredited Learning* (RARPA) (Learning and Skills Council, 2005). The table sets the five phases of the person-centred learning cycle alongside those of RARPA, the person-centred planning processes recommended by Social Services and, finally, the aspects that refer to learning in Ofsted's Common Inspection Framework.

While there are obvious similarities each offers a slightly different perspective on the learning process. 'Who am I?' represents Phase 1 of the person-centred learning cycle and implies a period of exploration during which providers are finding out about the learner in order to plan programmes appropriate to the learners interests and requirements. In Phase 2 goals and targets are agreed upon through a process of assessment and negotiation that link to the learner's aims and aspirations. 'How am I going to get there?' concerns the practical steps that are taken to realise the plan. Phase 4 of the cycle, 'How am I doing?', concerns the ongoing review of progress that occurs throughout the learning process, while the final phase, 'What next?', summarises learner's achievements and plans their next steps. Evidence from each of these five phases can form the basis of the inspection process so that a clear path can be traced through from the learner's own aspirations and goals, the match between these and the provision that is made and finally to the progress made by the learner as measured against their starting point.

Table 1. A comparison of the person-centred learning cycle

Person-centred learning	RARPA	Person-centred planning	Common Inspection Framework
<i>Who am I?</i>	Aims appropriate to an individual learner or groups of learners.	A 'circle of support' works with the person to gather information about what is important to the person. The focus is on strengths and 'gifts'.	How well do programmes and activities meet the needs and interests of learners?
<i>What do I want to do?</i>	Initial assessment to establish the learner's starting point	Finding out about the person's 'dreams' or aspirations. Even if these seem impractical or unrealistic they are recorded and valued.	How well do learners achieve? How effective are teaching, training and learning? How well are learners guided and supported?
<i>How am I going to get there?</i>	Identification of appropriately challenging learning objectives: initial, renegotiated and revised.	What steps can the person take to get closer to their dream? The focus is on community and 'mainstream' activities and supports.	How well do learners achieve? How effective are teaching, training and learning? How well do programmes and activities meet the needs and interests of learners?
<i>How am I doing?</i>	Recognition and recording of progress and achievement during programme.	'A plan is not an outcome' – the plan should be constantly reviewed by the person and their 'circle of support'.	How well do learners achieve? How effective are teaching, training and learning?
<i>What next?</i>	End-of-programme learner self-assessment; review of overall progress and achievement.	Any changes or blocks are identified and new goals or actions identified if necessary.	How well do learners achieve? How effective are teaching, training and learning? How well are learners guided and supported?

Cultural diversity and person-centred approaches

When engaging with adults with learning difficulties it is important that we are aware of and sensitive to their particular cultural backgrounds and to the possible conflicts that may arise through different cultural values and expectations. Research (such as Maudslay, Rafique and Uddin, 2003) provides strong evidence that concerns of people belonging to a different cultural and ethnic background, such as those from South Asian communities, need to be addressed in a manner that responds to their cultural expectations and aspirations. An example here, illustrated in Abdul's story below, is the potential conflict that may arise through different understandings of the notion of 'independence'.

Abdul

Abdul is a young man who is described as having moderate learning difficulties and also as having Asperger syndrome. After leaving school he did various college courses. On one of these courses there was a strong emphasis on the importance of becoming independent and 'independent living'. Abdul's mother noticed that he was becoming increasingly anxious, often muttering about independent living. She felt that he was feeling confused by the implicit expectations of the college that he would move away from the family home to possibly live on his own. Abdul's anxiety grew to such an extent that it resulted in a breakdown from which he has now recovered.

Independence, for people with a learning difficulty in a Western context, primarily entails taking more responsibility for oneself and may include goals such as:

- living away from home;
- relying less on parents and family;
- developing greater autonomy expressed through individual choice.

Such an understanding is in keeping with the highly individualistic spirit of a Western society.

This does not hold true for South Asian adults living in more family-orientated, non-Western communities where:

- the identity of young adults is strongly linked to that of their family. In such a scenario adults may not wish to separate themselves from the family unit. For them, value is placed not on independence but on interdependence;
- there is a strong belief that each child has a right to a place in the family unit, which means that, in South Asian communities, many

parents of young adults with learning difficulties tend to have a high degree of acceptance of their role as a carer and supporter.

If person-centred approaches are adopted fully there may be no incongruity because although person-centred planning focuses upon the individual's aspirations, the plans are developed in the context of the family. However, there may be instances where family expectations and values do not completely concur with Western cultural values. While in most instances there will be agreement on these choices, at times the desires of family may not correspond with professionals' ideas of 'what is best' for the learner, or indeed with the wishes of the young person. You will need to handle these situations with sensitivity.

An essential element of transition from child to adult is greater independence in terms of making more choices and having more control over one's life. However, the way in which young people may wish to use their choice and control are likely to vary greatly according to different cultural contexts. It is imperative that you:

- are aware of the adult's ethnicity and the different ways in which it influences notions of independence and the goals that a learner might have;
- appreciate the important resource available in the learner's family; provide opportunities which enable families to engage as partners.

Confidentiality and consent

All learning activities should only take place with the consent of the learner, either personally or through their advocate. Practitioners must be confident that they have achieved consent and that they understand how each individual gives that consent. In the case of learners with advocates, practitioners need to be persuaded that this person has considered the best interest of the learner and has taken into account their usual preferences and aspirations before making a decision.

Learners should be giving consent about how the data (for example, electronic or paper learning plans or assessments) on them is used or shared. For LSC-funded courses a learner agreement is required to gather and store MIS (management information system) data that may include information on learning difficulties or impairments. This information should not be stored or used unless the learner or their advocate has agreed to this. The Data Protection Act provides the relevant levels of protection for everyone with regard to personal information and personal sensitive information. Every organisation that holds personal information must have a procedure that complies with this Act. (For further information see Learning and Skills Council, 2003.)

Although storing information electronically may appear to be more complex, the same issues of informed consent, security and protection of the data should apply. It is important that data should only be accessed by those who have express permission; this might be through a password, in much the same way as only giving the filing cabinet key to named people.



You can find more detailed guidance on cultural issues in *It's Not as Simple as You Think: Cultural Viewpoints around Disability*.



For an example of non-verbal consent see the DVD clip of Victoria showing that she would like another mouthful of food and a drink. Victoria is not made to eat and, what's more, she clearly indicates when she has finished. **DVD section to view:** DVD 4 > Values in practice > Respect > Victoria's Evening Meal).

Sharing of information should be in the best interests of the learner. Practitioners and learners should consider this before either distributing or restricting information. Preventing information from being shared may have a detrimental impact on the ways in which services are offered or delivered to individuals.

You may want to ensure that you have considered the following:

Learners

- Do they need the support of an advocate to give informed consent on complex issues?
- Do they understand that these documents can be restricted to agreed and named people, for example named practitioners or carers and the learner themselves?
- Do they understand that they should give informed consent before this information is shared with other people, including other members of staff?
- Do they know that they can request that details of their disability can be classified as confidential?

Practitioners

- Do you and your colleagues know that you can only pass on information about a learner's disability with their consent and that they can ask for this information to be confidential?
- Are you aware of your duties under the Data Protection Act with regard to the learner's personal information?
- Ensure that you know how each of your learners gives consent either in person or through their advocate.
- Have you discussed sharing and passing on information with the learner and their advocate?

Storing information electronically

- Have you investigated how learners' learning plans or other information can be stored so that only named people can access them? This might include password protection.
- Have you investigated how learners can transfer their learning plan documents onto a mobile storage device such as a CD-ROM, floppy disc or pen drive?
- Who will have 'write' access to documents? For example, the learner themselves and one designated practitioner.
- Do you have clear Data Protection Act procedures that protect information that learners may upload onto your IT system?

Learning in different settings

Opportunities for learning occur in all aspects of our everyday lives, not just in traditional classroom-style settings. If we start by thinking about the *learning* that can take place in various settings and contexts, rather than concentrating on the types of *provision* that are available, then planning for learning opportunities becomes a different, much richer experience.

The Organisation for Economic and Cultural Development (2003) has identified three types of learning:

- *informal learning* that occurs by chance or during everyday activities and encounters, for example watching television, reading the paper, having a conversation;
- *non-formal learning*, which includes organised activities not identified as learning activities, but which have an incidental learning component, for example youth and community activities. In this non-formal context, for example, a person may learn about working with others in the course of putting on a performance or how to take notes in a meeting;
- *formal learning*, which takes place in an organised, structured setting such as in schools, colleges, universities or work-based training, which for most people leads to some kind of certification and involves formal monitoring and record keeping.

Of course these settings are not mutually exclusive – opportunities for learning informally or incidentally can occur in formal education settings as well as through membership of groups or community-based activities. For example, people learn strategies for handling cash when they go shopping for the ingredients for lunch or how to chat and pass the time.

Equally, membership of a community-based group such as a self-advocacy group or an arts project can lead on to taking a formally taught programme and gaining a qualification in formal education.

These different contexts for learning are illustrated in Figure 2.

The diagram suggests that opportunities for learning occur in all aspects of a learner's life and that different people will be able to facilitate learning in different settings. Supporting learning is not the prerogative of teachers. A variety of people can support learning such as key workers, therapists, prison warders for instance as well as peers, family and friends.

There is no sense that any one of these contexts is superior to another. The real-life context can be the most powerful, although it may also be the least planned. Everyone, staff and family members, can move from identifying learning opportunities, through facilitation, to the conscious creation of new learning opportunities. Many of the activities in the 'Staff development' section (p. 137) will challenge you to identify such opportunities for learning across different contexts (as depicted on the DVDs) and reflect on the different strategies that will enable learners to learn.

Planning will always involve making choices and decisions and solving problems, as well as identifying resources. The diagram suggests, however, that planning can take different forms in different settings, for example:

- *informal, moment-by-moment ideas* ('plans') or opportunities for everyday activities with a purpose for individuals, supervised by



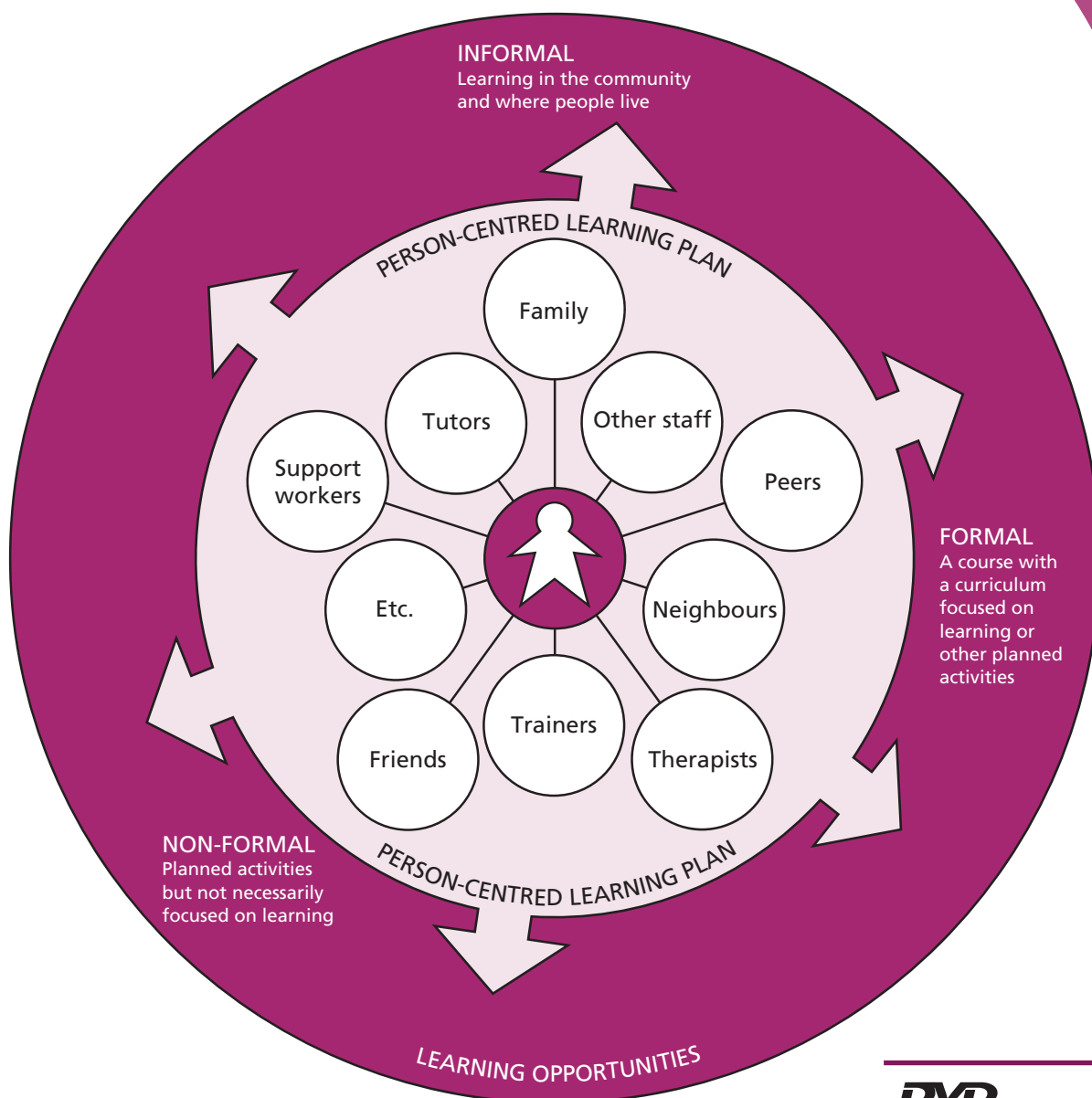
3

See, for example, the sequence in *Apple Tree Café*, where two learners David and Andrew are casually passing their time. (DVD section to view: DVD 1 > Working with Others > Passing the Time).



Such incidents are illustrated in DVD 2 in which we get a glimpse of the day-to-day activities of Victoria and Lisa (DVD section to view: Learning at Home: Victoria and Lisa).

Figure 2. Contexts and Support for Learning



'non-experts', perhaps a family member or a member of staff in the workplace.

- *planned activities in non-formal settings where the main focus may not be on learning*, by staff who are not necessarily teachers, for small groups of people whose members may come and go, in settings such as youth clubs, theatre groups, sports and leisure activities;
- *formal planning*, for example lesson plans, schemes of work, a curriculum, focused specifically on teaching and learning. These plans are developed by teachers and support staff in a formal place of learning such as a college or the education department in a prison, for whole cohorts of learners who are on a 'course' together.



This is clearly evident in the examples from HFT. In DVD 4 (DVD section to view: Inclusion > Community Project) you see Craig, who is a client of the Home Farm Trust involved in a recycling project. Other similar examples are illustrated in DVD 2.



Such formal settings are depicted in DVD 1, where we see three very different but formal contexts of learning.

The process of planning for learning means that all staff, wherever they work, need to see the people they work with as 'learners' and focus on:

- *identifying* and *becoming aware* of opportunities to learn, both in advance and as they occur;
- being aware of an individual's *learning targets* and what to look out for;
- *facilitating* learning in 'naturally occurring' contexts so that learners are given the opportunity to make mistakes and to work to solve the resulting problems;
- *creating* and *organising* activities specifically focused on opportunities for learning;
- *ensuring that opportunities* are also provided for learners to practise and maintain their skills;
- *assessing* whether learning is taking place and *adapting* plans accordingly.

As learners move between different settings, planning for learning in different contexts can be integrated into people's lives so that they can work towards their goals more effectively. You will find ideas for sharing information across settings in the materials later in this section. A good person-centred learning plan may involve family members and staff from more than one setting enabling learners to practise and develop particular skills; it may also include ideas for learning in a range of contexts. For example, if a learner has gaps in his or her home management skills, a family member may work with staff in the local college to incorporate the missing skills into a formally structured curriculum. An offender may wish to record a story tape to send to their children but before doing so may want help with their reading. Formal learning opportunities can also create opportunities for incidental learning to occur, such as making friends or learning to tolerate noise and bustle.

If learners already have a person-centred plan, the *learning* plan will identify the contribution that learning can make to the achievement of the aspirations and hopes that are contained in the broader person-centred plan. It will contain a small set of priorities for learning, negotiated and agreed between learners, supporters and providers. These priorities should relate directly to goals and aspirations identified in person-centred plans and should facilitate progress towards these outcomes.

Assessment

Assessment forms a key element during every phase of the learning cycle. Assessment enables practitioners to:

- identify a learner's level in order to select the right programme. This is called *initial assessment*;
- establish a starting point for learning. This is sometimes called *diagnostic assessment*;
- monitor progress and identify next steps in planning learning, termed *formative assessment*;
- recognise and record achievements, called *summative assessment*.



For more information on
the learning journey please
visit [www.dfes.gov.uk/
readwriteplus](http://www.dfes.gov.uk/readwriteplus)

You can find fuller definitions of these terms in the glossary that accompanies these materials.

As well as what they may be learning in terms of outcomes, assessment also enables you to find out *how* a person learns, for example:

- their affective responses, moods and emotions;
- preferences for working in certain settings or with certain people;
- their willingness to engage with new experiences.

Helping the learner to become aware of their own learning preferences and changes in those preferences will represent important areas of progress and achievement for some learners. This process is acknowledged in the wider key skills as “improving own learning and performance”.

The process of assessment should involve learners and be based on a dialogue between staff and learners, and also between learners and other learners. It should be ‘something we do together’ not ‘something I do to you’. By supporting learners to assess their own progress they see that they are learning and they become more aware of their achievements. They can also see that they are making progress towards the lives that they want to lead, helping to motivate them to make further progress. Learners will need to develop the skills that they require to be involved in their own assessment. These skills include:

- communication;
- reflecting on their own progress;
- setting goals.

Progress can take different forms. Learners may acquire new skills, knowledge or understanding. They may learn to use their existing skills with greater confidence with less support, in a wider range of contexts and situations – at college, at work, at home or with unfamiliar people. This sort of progress may not register as ‘new skills’, but it does represent a form of lateral progress and real achievement. The response framework given below has been adapted from materials available on the Department for Education and Skills and QCA Websites and can support the identification of different forms of progress and underpins the Pre-entry milestones. You can find a fuller version of this framework in *Enhancing Quality of Life* (Byers, Dee, Hayhoe and Maudslay, 2002). The framework acknowledges that there is a continuum of early achievement, building on the earliest forms of encounter and working towards the consolidation of skills, knowledge and understanding.

Table 2. The response framework

Encounter	characterised by presence and reflex responses
Early awareness	characterised by fleeting attention and inconsistent responses
Interest	characterised by more consistent and differentiated reactions
Supported participation	characterised by cooperation and engagement
Active involvement	characterised by recognition, anticipation and proactive responses
Development	characterised by remembered responses and intentional communication
Exploration	characterised by concentration, recall and observation
Initiation	characterised by established responses and emerging conventional communication
Consolidation	characterised by the formation of skills, knowledge, concepts and understandings

4

You will find further guidance on using observations as part of the assessment process in Section 4: 'Staff development', p. 137.

You will find specific examples of how practitioners approach the task of assessing learners throughout this section. As well as using tests you will need to gather information about learners through using careful *observation*. You may carry out general observations as part of your everyday interactions with the learner or you can use a systematic observation schedule. Observing learners as they undertake various tasks as part of the natural course of events will enable you to judge their initial level of attainment and approaches to learning as well as their on-going progress. By methodically comparing learners' behaviours and responses to their initial responses and descriptions of their achievements you can revise your plans and decide on the next steps in the learning process.

Formal reviews

Reviews of learners' progress and future planning will also be carried out at meetings. Reviews may involve:

- the learner and one other person, for instance, a tutor, an external assessor, a peer;
- small groups of people well known to the learner sometimes called Circles of Friends;
- a staff team from one organisation;
- a team of inter-disciplinary professionals.



In DVD 4, the section titled 'Reviewing' provides examples of four different ways in which a review may be facilitated by a teacher, an employment adviser, an assessor, or even a peer (DVD section to view: Reviewing > Teacher > Employment Advisor > Peer > Assessor > Parent).



3

In these two last types of meetings it is sometimes easy to forget the learner. Some ways to involve learners in formal meetings include:

- preparing them beforehand by familiarising them with who will be present;
- ensuring that learners bring with them accessible evidence of their progress which can be shared by everyone present;
- taking care to think about where the meeting is to be held and the room layout;
- ensuring that the purpose of the meeting is clear and that everyone gets a chance to contribute to the meeting;
- making sure that any decisions that are made are recorded in ways that can be understood by the learner.



For more information on
Circles of Friends and other
person centred planning
approaches see
[www.helensanderson
associates.co.uk](http://www.helensandersonassociates.co.uk)

As a way of preparing learners to participate in meetings Richmond upon Thames College encouraged their students to organise and run a student council to tackle issues of interest to its members, for example their lives outside college, improving college provision, rights and benefits. Here is a list of rules drawn up by the students themselves to enable them to run their meetings:

- One person speaks at a time.
- Everyone listens.
- We will make a drink at the meeting – no other drinks or sweets until then.
- Be nice and respect each other. This means making each other feel all right, taking what people say seriously and accepting new ideas. No being mean.
- If there has been a vote we will all agree to what has been decided.
- If someone tells something private we will not tell other people unless it is something dangerous.

Finally, here is some advice to herself from a tutor at City of Bristol College on how to make meetings more student-centred:

- Slow down. Have a sense of time and spaciousness. Make sure I haven't overbooked my time.
- Begin by getting everyone comfortable. Make drinks for the students and the keyworker, make them both feel welcome and relaxed. Use the student's familiar classroom if possible.
- Be clear about the agenda "we're going to start by looking back on everything you've done, you've done so well this year ... then we'll have a chat about what you might like to do next year", etc.
- Take resources the student will like and be able to access – a really cool photo blown up of a great moment.
- Keep talk that is mainly between me and keyworker to a minimum; keep re-involving the student even if the other staff don't. I know I don't always do this and it's not good enough.

Finally, it is important to recognise that it will not be appropriate for learners to attend every meeting that concerns them.

Planning person-centred learning

In this section we look at each of the five phases or stages in the planning and assessment cycle in more detail. For each phase of the teaching and learning cycle we have tried to answer two questions:

- What will practitioners need to do to support the teaching and learning process?
- What do learners require at different phases of the teaching and learning process?

A question is used as if spoken by the learner to sum up the focus of each phase. You will spend different periods of time on each phase of the cycle depending on the context in which you work and the learners with whom you are working.

Phase 1: 'Who am I?'

Practitioner processes	What this means for the learner
<ul style="list-style-type: none"> • Establishing readiness to learn 	Other people know exactly how I prefer to communicate.
<ul style="list-style-type: none"> • Getting to know the learners 	I have opportunities to tell people about myself.
<ul style="list-style-type: none"> • Conducting initial assessments 	People who know me well work together with me to build a picture of my history, what I like to do, my successes, interests, concerns, fears and support needs.
<ul style="list-style-type: none"> • Establishing relationships with other key people and sharing information 	I am helped to think about the future and what I want from my life.

The first two phases describe a process of guidance and support through which learners and practitioners get to know one another, explore what options are available and together negotiate a programme. This may be the first opportunity to focus on and promote the needs and interests of learners. Throughout your work during these two phases you will need to establish relationships to share information with key people in the learner's life.

Establishing readiness to learn

An important first step is to establish whether an individual is ready to learn. For some learners, engaging with the learning process is not easy. They may be reluctant, lack motivation or self-confidence or they may have physical or psychological reasons why they find it difficult to concentrate. They may therefore require input of a different nature, perhaps therapeutic, before they can engage with formal learning.



For learners whose first language is not English you can find a discussion of cultural issues in assessment in It's Not as Simple as You Think.

See example 1.1

For some vulnerable prisoners special approaches may be needed to enable them to emerge from their cycle of low esteem and self-harm.

HMP Brockhill

At HMP Brockhill, the Carousel Programme is designed to reduce self-harm in women prisoners, by focusing on helping the person to learn new ways of thinking and develop alternative coping strategies. Carousel is an eight-week rolling group-support programme, combined with one-to one counselling, physical exercise/relaxation activities in the gym, and sessions of educational and creative activity (art, music). The programme draws on cognitive-behavioural therapy and personal construct therapy. Topics covered in the group sessions include psychological education; drug and substance awareness; management of anger and impulsivity; behaviour regulation; development of social skills and personal protective factors; alternative constructs of self-harm.

Other learners may require an extended initial assessment to enable them to make contact with staff and with the activities on offer. Example 1.1 (p. 51) shows how a tutor at Blackburn with Darwen Education and Lifelong Learning worked over a period of six months to develop a relationship with a group of adults with profound and complex learning difficulties.

Linked to a readiness to learn is the need to adapt to change and some learners will require an extended and supportive period of adjustment. For many people change is exciting and full of possibilities. For others, though, changes to routines and coping with new people or situations can appear very daunting. This may be particularly so when learners have spent much of their lives in institutions of one sort or another. The special education and care systems which many learners will have experienced often emphasise routine and consistency that work against giving people the skills to cope with changes in their lives. Finally, some learners have deep-seated worries about even the smallest changes in their lives such as moving to another room or plans being changed at the last minute. By talking to the person themselves as well as people who know them well strategies can be developed to support them. For instance, video can be used to help prepare learners for new activities, helping them to review, recall and share information.

Paddington Arts

At Paddington Arts, working with Westminster Learning Disability Partnership (WLDP) at Lilestone Street, staff use video to help users prepare for change, for example transition to employment or new accommodation, or going into hospital. The learner and staff member go together to visit and video the new context, then come back to show the video and discuss the plans with peers. This process helps learners feel more comfortable once they have shared the information, which can promote a more confident, smoother transition.

Getting to know the learners – gathering information

In this first phase it will be important to gather information from other people who know the learner well and who may also have worked with them. In most settings learners and staff or families can prepare for initial visits and interviews by providing key information in advance.

As well as information on application forms, possible sources of information about younger learners will include:

- transition plans;
- section 140 assessments and Connexions Service Action Plans;
- person-centred plans;
- progress files or records of achievements.

Key people may accompany learners for interviews to help share information. Many learners will come to the learning situation with pre-existing person-centred plans. In these circumstances, broad goals and aspirations will already have been established. There is still a task, however, to determine how learning can contribute towards these outcomes.

Working together staff and learners can identify who knows them well and who will be able to support them in the future to achieve their goals (see example 1.2, p. 52).

Queen Elizabeth Foundation

At the Queen Elizabeth Foundation they ask learners to build a photographic 'circle of support' in which they show (in photographs) who are the important people in their lives. The process of compiling the circle provides a holistic focus for learners to share information and plan for the future within their network of support.

See examples 1.2, 1.3, 1.4, 1.5, 1.6

Birmingham Rathbone

Birmingham Rathbone has a learning preferences questionnaire which provides learners with the opportunity to explain how they would like to learn. Questions include size of group, type of activity, what helps concentration, support needs, and so on. The learner is given examples of possible responses.

Digital cameras are another useful way of sharing information between settings.

Manchester Adult Education Services

Manchester Adult Education Services gives all newly enrolled learners who have learning difficulties a throwaway camera at the start of the course to take home and out on projects, to help share information between home and college.

3

Phase 1

See example 1.7

Getting to know the learners – communication

Staff will need to find out how a learner prefers to communicate, especially if they rely on alternative or augmentative communication methods.

DVD

In DVD 1, the speech therapist at Hereward College discusses the need for staff to be aware of learners' preferences. This issue is further illustrated through the case of Tor (**DVD sections to view:** DVD 1 > Hereward College > Using Technology > Introduction and Tor).



Information on how a learner communicates will be built up through reading reports from other providers, talking to other people who know the learner well such as family or carers, and your own observations.

Some learners may be reluctant to communicate and it can therefore be challenging for staff to create a dialogue with them. Time will be required for learners to open up and again it will be essential to observe how the learner engages with a range of people and practical activities.

Red2Green

At Red2Green a learner, on the autistic spectrum, did not communicate with peers or the tutor. When the learner was working on the computer, the tutor wrote an encouraging note on the computer as he was working. The learner responded to this using Word. The tutor and learner then started a computer-based 'conversation' which turned into a verbal conversation and later gradually extended to verbal conversations with peers.

Other learners may have a communication passport or dictionary that they carry around and which can be used by everyone they encounter. For example, Victoria and Lisa both have communication books, which are maintained and used by everyone who interacts with them.

Here is an extract from Lisa's Speaking Book:

“ I know what I like and dislike. I know what I want. I like to be offered a choice and informed about what is going on around me. I think I prefer to stay in the background and observe things. I may need quite a bit of encouragement to socialize with others. I do not like crowds around me, appreciate my own space.

I do like things to be the way I like it and at times I may be a bit stubborn if I do not get what I want. I may not tell everyone how much I can do for myself – it is 'easier' and 'more fun for me' when other people do things for me. ”

Communication dictionaries and passports are particularly important for learners who rely on alternative or augmentative communication. *Communication dictionaries* provide detailed descriptions of how a person communicates and how other people can best communicate with them. They are built up by sharing knowledge and information gathered from everyone who knows the person, for example family members, professional staff, friends, and of course the person themselves.



Examples of their communication passports and their use can be seen through out the section 'Learning at home' in DVD 2.

See examples 3.9 and 3.11

“ We were even able to get the escorts to become involved ... as they provide the daily front line link between the learners home life and their centre life. ”

Blackburn with Darwen Education and Lifelong Learning

Communication passports summarise the information contained in the dictionary and are personalised to match the person's preferred mode of communication – thus they could contain information about the meaning of vocalisations or gestures, objects of reference, symbols as well as photographs. This enables the key people in the learner's life to have a shared understanding about how best to communicate with the learner without having to start from scratch each time the learner moves between settings. Increasingly practitioners are also using digital photographs, audio and video as ways of making the information more immediate.

Getting to know the learners – exploring choices

Using an individual's aspirations and dreams as a basis for planning during the guidance process has become synonymous with personalised learning and person-centred planning. But in practice the processes involved are complex and present practitioners with many dilemmas. Learners' aspirations will reflect all aspects of their lives, not just their education. You may feel that learners' aspirations are unrealistic and beyond their capabilities or not in their best interests. Learners may not understand the notion of time passing or they may be afraid to think about the future. They may not have any aspirations or they may change their minds very rapidly.

So for some learners, such as Darren, it will be necessary for them to accept that once a decision has been taken they will have to commit to a particular choice for an agreed period of time.



You may like to watch Victoria's mother telling her new support worker about Victoria's speaking book (DVD section to view: DVD 4 > Embedding Skills > Communication 2).



A noteworthy example is seen in DVD 4, of Darren, who finds it difficult to remain focused and live with the consequences of his decisions (DVD section to view: Getting started > Making Decisions).



“ *Several tutors commented that some learners found the answer to the questions ‘what don’t I like’ very difficult and in some cases learners refused to answer this question. Again, lack of opportunities and institutional care has taught individuals to be compliant rather than being perceived as being ‘awkward’ by asserting their choices. This surprised and saddened some tutors and made them aware of the need to develop this concept in future lessons.* ”

Tendring Adult Community College

It is important to be flexible in the early days because learners’ ideas and targets often change in a new context as learners have new experiences, make choices and then adapt to the consequences. Learners may have new ideas about their aspirations as they gain in confidence and they find that there are more things they want to be able to do to reach their goals. Gaps in learning are often identified over time, so a flexible approach to planning is likely to improve the quality of learning in each setting.

Above all in this early phase of planning it is important to keep an open mind about the possibilities and to be creative in responding to learners’ ideas. It’s worth remembering that many of us harbour unrealistic dreams and ambitions such as winning the lottery or climbing Mount Everest. But within some apparently unrealistic dreams can lie the seed of a possibility which, with creativity and opportunity, can become a reality. Here is an example of how tutors at Preston College worked with a young man with learning difficulties who wanted to become an airline pilot (Learning and Skills Development Agency, 2004):

Preston College

As part of our team discussions on person-centred planning we had a ‘light bulb moment’ related to students’ individual aspirations and our response to their sharing them with us. We are acutely aware of the need for sensitive handling of conversations – after all we are dealing with people’s dreams. The difference is summed up by the student who wanted to be an airline pilot. Staff took his wishes seriously and asked why. The student said that he loved aircraft and wanted to gain employment. Staff then arranged a visit to the local airport where the aspiring pilot was able to see all the jobs associated with aircraft. As a result he was offered work experience as a baggage handler and general assistant. He proved so reliable that this became a permanent post. The ex-student is now employed as a baggage handler and is in close proximity to his beloved planes – and he is developing his independence at an amazing rate.

See examples 1.8, 1.4, 1.1, 1.5, 1.7, 1.9



Listen to the Office Manager at MacIntyre talking about the importance of combining different sources of information about learners (DVD section to view: DVD 4 > Getting Started > Initial Assessment).

Conducting initial assessments

It will probably be most useful to gather a core of initial information, which is then reinforced by talking to, observing and working with learners.

Initial assessment will help identify a learner's skills against a level or levels within the national standards for literacy and numeracy. Learners may have different levels of communication, reading, writing, and numeracy skills. Initial assessment is often used to help place learners in appropriate learning programmes. Several initial assessment materials for literacy and numeracy are available (see 'Phase 2', p. 61, for references). These materials are intended to be used to complement, but not replace, the practical day-to-day observations and dialogue that will tell staff about the learner and his/her skills and aspirations.

The following four examples illustrate different ways of finding out about new learners.

Day service

At a day service in London, run by Westminster Learning Disability Partnership and working with Paddington Arts, staff use a data projector to display a wall of different activities. They observe the reactions of learners who communicate non-verbally, as a way of finding out about their interests and preferences. Previously the computer had been in an office and service users had to be invited in to look at their images. When it was moved to a communal area, some service users were able to indicate when and how often they wanted to look at images. But for many service users the traditional computer was not appropriate. It was only when the centre bought a data projector and service users could watch images from where they chose that it became accessible.

Projecting images taken of and by the service users themselves has had a huge impact as it has meant that they could be seen and shared by everyone. Rather than learning how to use a computer it has become learning about each other's likes, dislikes and experiences.

HMP Exeter

At HMP Exeter, a remand centre, there was felt a need to speed up the induction system to help inmates access education or employment more quickly. Representatives from the Prison Advice and Care Trust (PACT), wing staff, resettlement staff, volunteer inmates, education staff and other departments work together to provide an induction programme.

Within the first two days, new prisoners receive:

- peer support from existing prisoners;
- support for those who have health care needs, drug problems, or who need specific advice;
- literacy and numeracy assessments (initial and diagnostic);
- individual interviews to collect personal information, previous experience and aspirations.

This holistic approach has resulted in more effective planning for learning and support, leading to faster progression into education. It enables resettlement to be planned from the moment of arrival in prison, planning for progression within the prison and ultimately back into the community.

Interactive Development

Interactive Development plans custom-made programmes. Staff who work with learners who have non-verbal communication have designed a recording sheet to track responses to activities. The recording sheet is accompanied by simple guidelines about strategies to help a learner to engage with an activity. This process enables staff to understand how the learner communicates, and what he/she likes and dislikes. This initial assessment helps staff to plan learning targets and motivating activities, and can be updated throughout the programme of learning.

Richmond upon Thames College

At Richmond upon Thames College, part-time learners take part in a month-long induction course which has multiple purposes. Learners get to know the college (where to go, what is available, what support there is, how people work) and have the opportunity to share information about themselves. During this time, staff have the opportunity to observe how learners get on, and together staff and learners can agree on initial targets. Working in a group and individually, learners can begin to discuss what is important to learn.

These methods promote and support informed learner self-assessment, peer assessment and dialogue about learning and achievement between learners and staff.

You might find it useful to summarise all the information that you have gleaned during this first phase to share with other key people, making sure that the learner has access to the information as well. This can be paper-based or stored electronically and could combine photos, audio and even short video clips, as well as text.

Oaklands College

Oaklands College summarises all the information they have gathered about a learner on a summary sheet. Information from the learner's transition plan and Connexions service action plan is combined with a summary of learner aspirations, strengths, learning needs, interests and dislikes as well as their support requirements.

Richmond Upon Thames College

At Richmond Upon Thames College the information arising from interview is summarised in a personal profile (with permission from the learner) and shared with staff before the start of term, so that courses can be planned with learners in mind.

Queen Elizabeth Foundation (QEF)

At QEF the learner profile is illustrated with photographs, so that it is accessible to the learner. This enables the learner to 'own' the profile and makes it much easier for him or her to understand what information they are sharing.

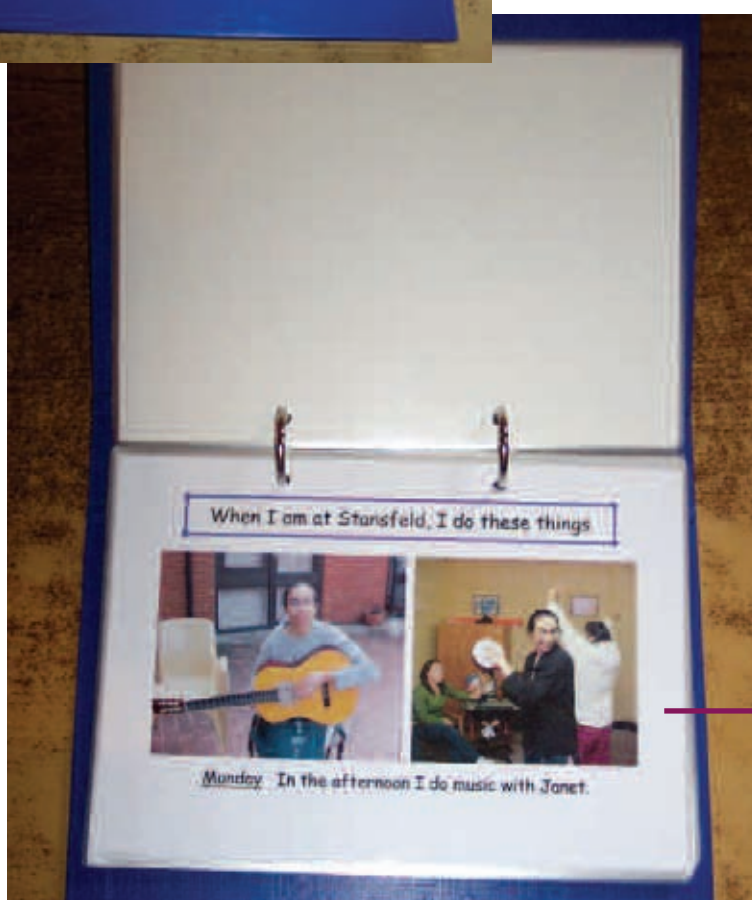
More detailed, diagnostic assessment takes place during the next phase, when learner's programmes become established, and more specific learning targets can be negotiated.

Examples for Phase 1

Establishing readiness to learn (example 1.1)



Staff developed ways of helping learners develop choices and a sense of self in relation to others. Sessions included activities designed to build concentration and eye contact (e.g. by throwing a ball to each other), build the idea of relationships with different people (e.g. by using photos of people and 'claiming' people learners know, by different responses and reactions), create an interest in self (by trying different hairstyles etc.), and relaxation to wind down (e.g. hand massage).



Digital photos were inserted into a Word document.

The team built up a collection of positive images for each person supplemented by written material for support workers. The photographs included preferences and people encountered in each context.

Staff and volunteers from the Education and Lifelong Learning team in Blackburn with Darwen worked with a small group of learners with profound and complex needs in the Stansfeld day centre. They ran a weekly programme over six months to look at ways of identifying and recording people, places and things that are important to each learner.

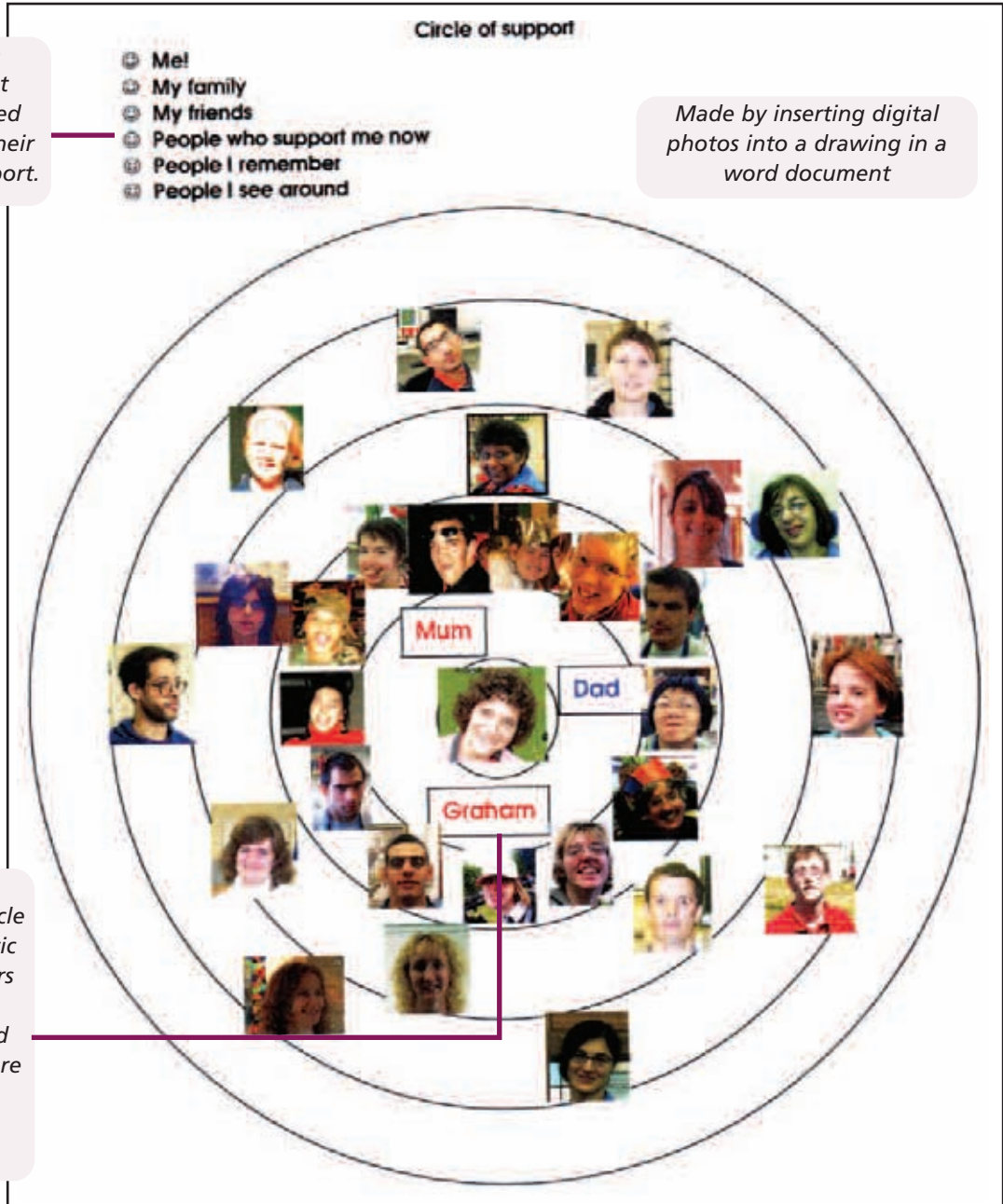
The end product was a robust A5 landscape file, with laminated, good quality photos. The finished files became a useful communication tool for learners, which linked their lives at home and centre. The completed files have been turned into PowerPoint presentations for use in different contexts. The information will feed into the ongoing process of developing activities at the centre.

Getting to know the learners: gathering information (example 1.2)

These are the categories that learners explored when building their networks of support.

- Me!
- My family
- My friends
- People who support me now
- People I remember
- People I see around

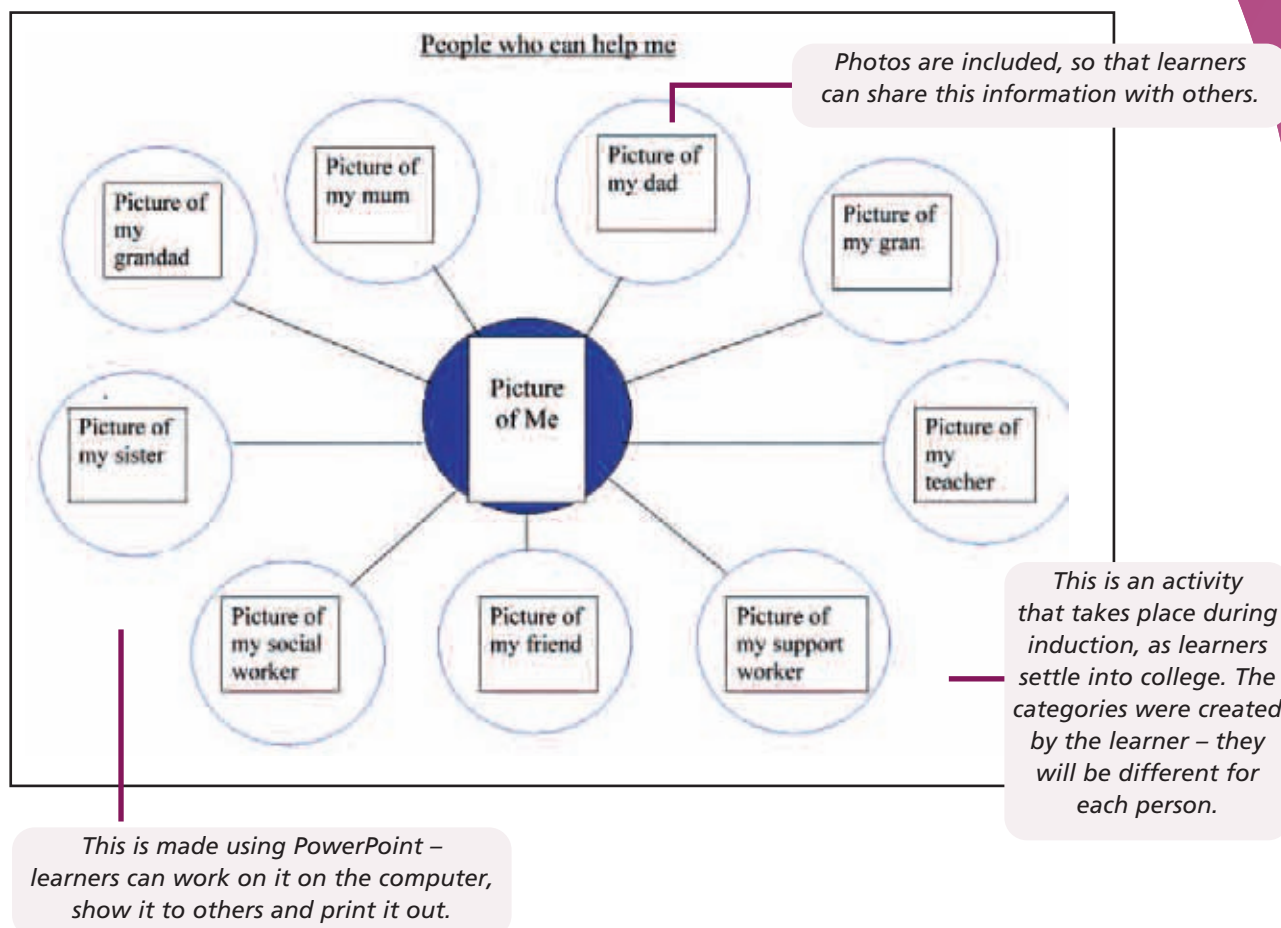
Made by inserting digital photos into a drawing in a word document



The process of compiling the circle provides a holistic focus for learners to share information and plan for the future within their network of support.

As part of their person-centred planning for learning, learners at Queen Elizabeth Foundation compile a 'circle of support' in which they show (in photographs) who are the important people in their lives.

Getting to know the learners: gathering information (example 1.3)



Learners at Exeter College have the opportunity to explain who the important people in their lives are, and who supports them. The process of identifying these links and collecting the photographs helps to strengthen the links between those concerned, helping to create a joint focus on learning.

Application forms and interviews (example 1.4)

Learners are invited to bring their person-centred plan or any other information they would like to show. It is important that the learner decides whether or not they wish to share this information.

Supported Learning at Richmond upon Thames College
ADULT COURSE APPLICATION FORM
Please complete and bring to your interview

Course(s) applied for _____ Date _____

1. STUDENT DETAILS

Name _____ Date of Birth _____

Address _____

Telephone _____ Emergency contact _____

I live with _____

Other important family or immediate support _____

School/College/Day Centres attended _____

2. INTERESTS AND EXPERIENCE
Please bring or send copies of any person centred plans, care plans or assessments that you would like to share with us.

Favourite activities _____

I don't like _____

Outside interests _____

This form goes on to include a 'skills snapshot', the learner's dreams or aspirations, additional support details including equipment and resources and people, potential risks and preferred ways of working. The learner is invited to give permission to share this information, and for the use of photographs for assessment and publicity purposes.

At Richmond upon Thames College learners are sent the application form in advance. They complete it with help, and also bring copies of any other information. The interview is a forum for discussion about what is written on the form.

Getting to know the learners: gathering information (example 1.5)

Tendring Adult Community College

INITIAL ASSESSMENT AND SUPPORT NEEDS

PLEASE COMPLETE ALL THE SECTIONS ON THIS FORM AND BRING TO YOUR AGREED INTERVIEW TIMES

<p>DETAILS</p> <p>PHONE NUMBER</p>	<p>DATE OF BIRTH.....</p> <p>OCCUPATION.....</p> <p>COMMUNITY BASE.....</p> <p>KEY WORKER.....</p>
<p>Please describe your communication skills. Please attach any Speech and Language Therapy assessments/reports</p>	
<p>Please describe your literacy skills e.g likes looking at books, recognises symbols etc.</p>	
<p>Please describe your numeracy skills e.g. knows colours, recognises coins, lays table for 4 people etc</p>	

This part provides information about literacy and numeracy.

The form goes on to cover support needs, risks, and the learner's initial ideas about what helshe would like to learn at college.

Tendring Adult Community College has developed an initial assessment form which learners complete with their staff and bring to interview. This means that the interview time can be used for discussion with the learner (in the light of the information) and not for form filling.

Getting to know the learners: gathering information (example 1.6)

The checklist includes examples to help the learner answer. However, it is important to ensure the learner does not simply repeat the first suggested answer each time and they understand they can give other answers.

BIRMINGHAM RATHBONE SOCIETY
LEARNING PREFERENCES CHECKLIST

QUESTION 5	What helps you to concentrate/disturbs your concentration?
EXAMPLES	Noise level • size of group • Distractions • Interruptions • Length of training session • personal problems • other issues
YOUR ANSWER	Noise level
QUESTION 6	What helps you to remember what you have learned?
EXAMPLES	Writing it down • explaining repeatedly • Finding things out for myself • Lots of practice • Doing things over and over again
YOUR ANSWER	Writing it down
QUESTION 7	What can annoy you in a group training session?
EXAMPLES	Time wasting • Teasing • Messing about • Being interrupted • Feeling bored • Feeling left out of the session • Getting left behind
YOUR ANSWER	Messing about
QUESTION 8	What do you do when you are annoyed?
EXAMPLES	Hit out • Threaten others • Keep your feelings to yourself • Sulk • Shout and swear • Walk out • Ignore the cause and try to keep calm
YOUR ANSWER	Ignore the cause and try to keep calm
QUESTION 9	Do you need any help with literacy?
EXAMPLES	I am/may be dyslexic • handwriting • reading • spelling • comprehension • Punctuation • Writing in sentences • English is not my first language
YOUR ANSWER	Spelling
QUESTION 10	Do you need any help with numeracy?
EXAMPLES	Addition • Subtraction • Multiplication • Division • Counting • Handling money • Recognising numbers •
YOUR ANSWER	I prefer handwriting Subtraction

LERNASS2 PAGE 2 OF 4

Other pages of the form invite responses about group size, learning atmosphere, type of activity and support needs.

Birmingham Rathbone Society asks learners to complete a learning preferences questionnaire. Examples of possible responses are provided as a prompt. The learner is reassured that none of the information will be disclosed to staff or outside agencies without his or her consent.

Other people know how I like to communicate (example 1.7)

Description of Activity	Support Communication Strategies	Learner Responses	Learner's Name
			Support Worker's Name
			Date
		Facial expression <input type="radio"/>	comments
		Eye contact <input type="radio"/>	
		Gesture <input type="radio"/>	
		Body Language <input type="radio"/>	
		Vocalisations <input type="radio"/>	
		Makaton <input type="radio"/>	
		Other <input type="radio"/>	
		Summary	
Additional Information (eg, learner unwell, unsettled etc.)			

Suggested strategies for supporting people with non verbal communication.

If a learner does not appear to be engaging with an activity, the following strategies can be employed to help to foster their interest.

- 1** Sit or stand with learners. Take care not to invade their personal space but try to make eye contact.
- 2** Talk directly to learner clearly and quietly.
- 3** Make the learner and their responses the focus and the activity secondary.
- 4** Mirroring. Discretely copy the actions of learner. This can sometimes help them to connect with another person and consequently an activity.
- 5** Sensitive hand over hand or hand under hand, respecting the learners wishes if they pull away.

The recording sheet provides a focus for observing and understanding learners' responses to activities, so that preferences can be known, and progress tracked.



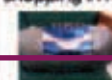



















Interactive Development plans custom-made programmes. They have developed a recording sheet so that staff who work with learners who have non-verbal communication can track responses to activities. The recording sheet is accompanied by simple guidelines about strategies to help a learner to engage with an activity.

Initial assessment: learner profile (example 1.8)

The previous page includes the learner's name, contact details and lists important people in her life.

By using personal photographs and images selected by the learner, the plan becomes relevant to her and the process 'owned' by her.

Learners do not always have a clear idea of where to go next – by using her likes and dislikes, her previous experience and the opportunity to try new ideas, this learner can be helped to share the process of planning the next step.

 Things that I like:	         
 Things that I don't like:	    
 I am good at:	  
 In the future I want to:	I don't know
 I will work on:	
 I will need support with:	
Alex Chislett Development Centre May 2005	

Staff at the Queen Elizabeth Foundation support learners to develop person-centred learning plans. These provide information in a graphical way about their likes, dislikes and aspirations. Sometimes learners are unsure what to do next and this figure shows how this learner's interests might be used to involve her in this planning.

Initial assessment: learner profile (example 1.9)

STUDENT PROFILE: Course – Independent Living Life Skills (HDOAB Tuesday)

CONFIDENTIAL INFORMATION Further information available from

Name: _____ **DOB:** _____

Address:

Tel:

Lives with: Alone

Other significant people: Engaged to P., now moved away. Supported by CSS services, KS (copy letters to her). Foster sisters and brothers. Little contact. Not allocated social worker.

Previous Experience: Previously attended PV course. Worked at Holland and Barrett (Power Employment).

Likes: Music, gardening, shopping, swimming.

Dislikes: People telling her what to do.

Qualifications: BC Life Skills, ESB, C&G Basic Catering Skills, C&G Adult Literacy (E1-writing, speaking & listening)

SKILL SNAPSHOT

Travel	Knows several bus routes. OK on roads. Dislikes trains.
Literacy E1 reading & writing	Can write and spell with help.
Money Pre Entry	Can make mixed amounts.
Time E2	Good.
Speaking	Good. Finds it hard to reply in groups.
Possessions	Very careful.
Personal independence	Independent.
Talents	Word search, knowing the words of songs. Helpful.

Initial learning targets:

Be healthy and lose weight. Make friends and keep them.
Keep a job. Be independent in living her own life.

Risk, health, personal care and safety issues:

Very anxious about stairs. Much prefers the ground floor. Needs to use lift or have help to go up. Implications for fire drills, etc. Has dizzy spells – feels better after a rest and has tissue salts to take if necessary. Needs to lose weight to stay mobile.

Ways of working:

M will say no to new experiences and will refuse to reply in class, looking grumpy. She fears being wrong or being unable to cope. She needs time to think and can then join in and give good answers when the 'heat' is off her. She thrives on responsibility and praise.

Staff use the profile to prepare for the start of the course, planning the course content to suit individuals and avoid risks.

This information helps staff to plan ways of working with this learner to make her feel confident at college.

This is an example of a profile of a new learner, summarising information gained at interview and from other documents such as the person-centred plan. This information will change as a result of formal and informal assessments in the new context, and new targets will be generated for a learning plan.



Phase 2 – ‘What do I want to do?’

Practitioner processes	What this means for the learner
<ul style="list-style-type: none"> • Presenting options 	I understand what choices I have.
<ul style="list-style-type: none"> • Undertaking initial and diagnostic assessments 	I have opportunities to make choices.
<ul style="list-style-type: none"> • Negotiating long-term goals and short-term targets 	There are opportunities for me to show what I can already do, what I need to learn next and how I like to be supported.
<ul style="list-style-type: none"> • Communicating information about plans for learning with other key people 	My goals and targets help me to get what I want out of life now and in the future.
<ul style="list-style-type: none"> • Looking for opportunities to learn in other settings and contexts 	I've been helped to think through what help and resources I need and what might stop me from learning.
<ul style="list-style-type: none"> • Assessing risks 	<p>I have a learning plan that is easy to follow.</p> <p>I know what I can expect to happen.</p> <p>Everyone who works with me knows what I am working towards and how best to support me.</p> <p>I am supported to participate in community activities in ways that are right for me and that keep me safe.</p>

Presenting options

The first task is to match what the learner wishes to learn and what can be provided for them. In real life, providers have to be proactive in identifying groups and individuals who may benefit from provision that is currently on offer, or they may have to develop new programmes within their organisation or in the community. Where possible, it is important to allow for the negotiation of the content and outcome of learning programmes, and personalisation within a programme to suit the individuals on it.

Learners will benefit from trying out experiences, learning how to make choices and then how to manage the consequences of those choices.



See CD-ROM > *Tending Adult Community College and examples 2.1, 2.2, 2.3, 2.4*



See for example how Alex is helped to choose the soup he wishes to have for lunch (**DVD section to view:** DVD 4 > Values in Practice > Self determination > Making Choices 1).



You will find other helpful information on Making choices in Appendix D: 'Text based sources of further information' (p. 179).

3

Phase 2

See for example how Victoria's mother interprets her wishes (**DVD section to view:** DVD 4 > Values in Practice > Respect > Victoria's evening meal).

This begins the process of encouraging learners to reflect on and recognise their learning. They will require:

- strategies for expressing their choices;
- knowledge of how to choose by considering alternatives;
- the chance to make real concrete choices relevant to their everyday lives;
- lots of success in making small choices before having to make major decisions;
- confidence that their choices will be listened to and respected;
- recognition that their choices may change with time.



In supporting learners to make choices practitioners need to:

- ensure that they can interpret learners' choices and preferences;
- take account of learners' diverse and sometimes multiple purposes in learning;
- provide the right amount of clear, accessible information;
- provide real choices with consequences that people can learn from;
- be creative and imaginative in responding to learners' choices as well as realistic about boundaries, resources and consequences;
- be honest about the fact that people cannot always have what they want and have strategies and ideas for explaining to learners why things can't happen;
- avoid making assumptions about what a learner likes and dislikes by collecting 'evidence' of their preferences;
- recognise that making choices for some learners can take time.

Some providers arrange opportunities for learners to try out activities. This is an ideal way for learners to really see what is on offer and for staff to begin to find out more about the learners.

Croydon Continuing Education and Training Service

Croydon Continuing Education and Training Service (CETS) organises a programme of 'taster' sessions at the end of the summer term. Learners have the opportunity to attend several classes, and are helped to choose what courses they would like to join for the next year. At the same time, staff can get to know learners and help them to make their decisions. Examples of the CETS learner and staff evaluation forms are at the end of this phase.

Posyganza

Posyganza at Lewisham College begins with a taster day when learners can sample the kind of activities that will be involved in running a flower selling enterprise. Staff have identified in advance which important skills will be required, and the day provides an opportunity for all to decide whether the course will suit the learner. This initial assessment is a good way of generating specific targets for the learner straight away. Examples of a completed assessment form are at the end of this phase. Posyganza also provides an opportunity for the learner to comment.

Initial and diagnostic assessments

During Phase 1, you will have established a starting point by gathering information. You will have talked to and observed the learner, read background information and their person-centred plan, if they have one. The Department for Education and Skills' *Skills for Life* strategy includes helpful guidance on all stages of assessment for literacy and numeracy. This includes guidance on screening (to find out whether someone has a literacy and/or numeracy need); initial assessment¹ (to help identify a learner's skills against a level or levels within the national standards), and diagnostic assessment³ (to provide a detailed assessment of a learner's skills and abilities against the requirements set

See examples 2.6, 2.7

²SfLSU does not recommend specific tools for initial screening and assessment. Rather they advise that providers use whichever initial screening and assessment materials best suit their learners, provided the tools result in a reliable assessment of a learner's level in relation to the national standards, to enable accurate placement into provision at a suitable level.

out in the national standards and national curriculum documents. The results can be used as the basis for the development of the learner's ILP and learning programme. This guidance is available in hard copy or on a CD-ROM.

Whether you are working within the national framework or not, initial assessment is very important. At each level of attainment, and especially at Pre-entry, staff need to find out about what learners know already and how they prefer to learn. Diagnostic, or more detailed assessment will tell you exactly what skills to work on next. This early assessment will enable staff to spot progress and record it as learning takes place. This can be achieved by observing how learners approach particular tasks and talking to them about it. You can find out:

- whether learners understand what they are being asked to do;
- whether learners can explain why they used a particular approach
- what they can do without support;
- what kinds of prompts they require, for example oral, physical;
- what kind of physical or environmental adjustments they prefer, for example seating arrangements, equipment;
- how long they can concentrate;
- whether they can complete a similar task in more than one context, for example paying for a snack in the college refectory as well as in a café in town;
- how they respond to different types of questions, for example: 'What would happen if...?', 'Can you think of another way of...?'

When learners rely on augmentative communication it is easy to overlook their true level of skill. The following example illustrates this well:

Paul

At a day centre in Northampton staff did not know the range of skills that Paul had, as he communicated non-verbally and had limited movement. Once his tutors had set him up with a switch and Clicker Plus, they realised that he knew the alphabet. Eventually he wrote a letter and posted it.

Learners may need to be supported in identifying areas where they might get stuck in their learning. Thought should be given to how learners can communicate problems and difficulties they encounter in their learning to others without feeling that they have failed. Practitioners should work with the learner to solve these difficulties using positive and supportive approaches.

³Delivering Skills for Life: The national strategy for improving adult literacy and numeracy skills. Diagnostic assessment materials. See: www.dfes.gov.uk/readwriteplus

In this phase, learners and staff will consider how learning can best be supported. Sometimes this will involve members of learning support staff, but other people, including other learners, can also provide effective support and make a positive contribution to learning. For example, learners may prefer to work with specific people or with particular friends. Working with preferred partners may in itself help to prevent or overcome difficulties and obstacles to progress. It is important to remember that one of the ways in which learners will demonstrate progress will be through reduced need for support. Staff should always be alert to the possibility that learners are ready to work more independently and may come to prefer to work alone.

Negotiating long-term goals and short-term targets

The long-term goals and short-term targets will reflect the learner's aspirations and hopes. You will find a range of examples of how practitioners approach this task throughout this section. A learner's goals and targets may relate to communication, literacy or numeracy as well as other important skills. The national curriculum on Pre-entry and Entry level literacy and numeracy can act as a reference point for identifying some of the learner's targets. Targets should be expressed positively rather than negatively and a clear distinction needs to be drawn between learning targets and targets that describe desirable behaviour. Avoid setting targets such as, 'Brian will not destroy his own work or that of others,' or 'Sarah will not behave inappropriately in the dining room.' Instead, include positive statements, such as 'Brian will show his work to others and allow it to be kept safely' or 'Sarah will point to indicate something she wants at lunchtime'. Plan guidance to provide strategies that learners and the staff who are working with them can use to develop positive alternatives to troublesome or troubling behaviour.

Communicating information to other key people

Once the information has been gathered and a learner's goals and targets identified this will need to be shared with everyone with whom the learner will be working. This may take several forms – it could be paper based or the learner can carry the information on a memory stick, or it could take the form of a CD-ROM (and could include photos and other media). There are many different examples in this pack. Systems for sharing information also need to be established. The example from Tendring Adult Community College shows how a diverse team of part-time staff were all supported to identify a learner's goals and targets.

See example 2.5

See examples 2.3, 3.10



See the CD-ROM with this pack > Tendring Adult Community College.

Tower Hamlets College

We have put Syhleti translations on some individual learners' PCLPs [person-centred learning plans]. We did not create a translation for the paper-based PCLPs but we are currently considering the option of providing Syhleti audio translation for partners, particularly for the care staff in these organisations, many of whom do not speak English.

See examples
2.8, 2.9

Looking for opportunities to learn

It is helpful to consider in advance the kinds of resources that will help a learner to achieve their goals. Resources do not always need to be expensive, specialised or technical. They can often be adapted and improvised from everyday materials. The environments in which learning takes place should also be considered as part of the resource planning. Some highly specialised environments can be effective contexts in which learning takes place, but on the other hand everyday settings can provide opportunities that are more realistic and authentic; an important feature in adult learning.

In many senses, everyday resources and environments can be more challenging and can therefore require a more considered approach to risk taking than specialised educational environments. It is important that adults with learning difficulties engage with these challenges and risks as they make various transitions throughout their adult lives. However, these challenges and risks will have to be very carefully managed. For some people risk will be implicit in everyday activities such as preparing food; crossing the road; using public transport; the accessibility of public buildings; and encounters with members of the public and staff in community settings. Staff will need to pursue a careful approach to engaging with these risks, balanced against the value of real-life experiences.

Learning in a prison or Youth Offender Institution generally means that access to community-based resources is very restricted. HMP Albany has expanded its available resources by training volunteer prisoners to act as peer tutors.

HMP Albany

The volunteers work towards a Level 2 Open College Network qualification (Supporting Basic Skills), and use their skills to work with offenders who have difficulty with literacy and numeracy. Both the content and the timing of the learning is negotiated between the peer tutor and the learner. The development of more informal methods of learning in which the learner experiences some control can be very positive for these learners in helping to address the emotional impact and loss of purpose commonly experienced at the start of a prison sentence. This flexibility has proved very attractive to learners who may be reluctant to attend formal learning; it can help to overcome learners' negative experiences of and disengagement with learning. Having a sense of control over their learning is a unique experience for prisoners who spend much of their time within a very controlled regime.

Individual learning plans

If you work in an education setting you will be expected to record the outcomes of these initial processes on an ILP for each of your learners. The plans enable staff and learners to review goals and targets together and to see how much progress is being made towards the learner's long-term goals. You will find examples of an ILP later in this phase. The examples were designed to be used in a college or training context but can be adapted for use in any context and could work, for example, to support a person-centred plan. In these examples staff and learners work together to identify targets that include literacy, numeracy and other important skills, for example speaking up in a group or learning to use lists to aid memory.

Learners may also be working on skills that are specific to subjects or modules, for example sowing seeds or washing hair. There may also be personal targets that are individual to one learner. Some of the example ILPs in this pack include key subject and personal targets, to create a global ILP for a learner's programme across several subjects or modules, or across several settings or contexts.

In formal contexts, staff will work with learners to generate additional, detailed targets within subjects that demonstrate progress towards course or qualification outcomes. In informal contexts, such as in the community, target setting may be less structured but staff will still find it useful to plan exactly which skills the learner needs to practise or develop in order to become more independent.

To create an ILP, a learner's targets will need to be prioritised. The learner should take the lead in this process, which could be carried out during a one-to-one tutorial or review time. This could also happen in a group tutorial, or at the start or end of a learning session. Targets should be agreed and then shared at a meeting of all who contribute to the learner's plan, including support staff. Targets that appear to have the most direct results for the learner can then be included in a global plan to be circulated throughout the staff team, if this is appropriate. The learner should own a copy of the plan, which could be stored in a prominent position at the front of his/her file or diary or in his/her home.

See examples
2.9, 2.10, 2.11,
2.12, 2.13



You can find an example of 'SMART' targets on p.33 of Skills for Working.

Liverpool Community College

Liverpool Community College uses The Picture Exchange Communications system (PECs) to involve learners in understanding and acting on their own targets. This helps learners to know what their targets are and share ownership of them.

Learning plans in formal contexts such as colleges often include curriculum references, to the *Adult Pre-entry Curriculum Framework for Literacy and Numeracy* and *Core Curriculum* frameworks, to qualification codes and to the wider key skills. It is important to see learning plans as working documents that are frequently updated and developed. Further examples of learning plans can be found in a recent publication in the *Delivering Skills for Life* series (Department for Education and Skills, 2003).

Key targets from individual learner assessments can be brought together and summarised on a single document, to help staff plan learning for a group. Ways of organising learning, and ideas about methods, are introduced in the third phase.

3

Phase 2

Examples for Phase 2

Trying out activities (example 2.1)

FURTHER OPTIONS (POSYGANZA)	
Entry Criteria and Methods of Assessment Application	
Course Entry Criteria	Me
<p>Motivation and Commitment</p> <p>To be motivated initially by what the student has heard, observed and/or experienced in a Posyganza Workshop prior to and at interview.</p>	<p>Re h c c</p>
<p>Confidence</p> <p>To have some degree of confidence about them that enables them to maintain a relationship with their peers and teachers.</p>	
<p>Reading /Writing Skills</p> <p>To have some basic reading and writing skills (an advantage but not an essential prerequisite).</p>	
<p>Manipulative Skills</p> <p>To have a reasonable level of practical ability in order to undertake a course which is predominantly practical in nature. Good hand co-ordination is important which ability to take on tasks which some physical strength would be useful</p>	
<p>Oral Skills</p> <p>To have a good level of s and an interest in initiating</p>	

Further Options (Posyganza)	
Entry Criteria and Assessment 2003	
Name: P M	
Entry Criteria	Assessment
<p>Motivation and Commitment</p>	<p>Peter demonstrates a shyness and natural hesitancy but talks positively about the course based on what he has heard and has now seen .He says he knows some of the other students applying and his special friend Raphael is one of them. This is thought to have influenced his decision to do the taster day although it has also been recommended by his tutor.</p>
<p>Confidence</p>	<p>Peter does not come over as being overly confident but this is partly to do with his autism. His previous tutor says he has made huge strides in this area and he responds to on task encouragement . This shyness does not extend to his peers with whom he is confident .</p>
<p>Reading / Writing Skills</p>	<p>Peter's listening, speaking and reading and writing skills indicate that he is operating at Entry Level 1 . He was able to</p> <ul style="list-style-type: none"> • write his name and address • write out a list of flowers with occasional prompting on spelling where spelling was unusual • read out and worked independently on worksheet • filled in evaluation form after the taster day
<p>Manipulative Skills</p>	<p>Fine motor skills were good eg. Cutting, writing , pouring and sellotaping Gross motor skills were good eg. Sweeping ,carrying ,filling buckets</p>
<p>Oral Skills</p>	<p>Peter is quite articulate . His interpersonal skills with peers is good although he is a little shyer with teachers . He listens well; is able to repeat back instructions, sometimes checking for comprehension .Seems to respond better when there is an actual demonstration to back up verbal account</p>

Staff had decided beforehand which were the important skills to learn for this work.

Peter made a simple bouquet as his taster activity. Staff commented on how he got on.

The Posyganza floristry course at Lewisham College has a planned introductory workshop which provides learners with the opportunity to find out about what is on offer and to demonstrate skills relevant to the proposed course. Learners are assessed in relation to specific criteria by staff who observe their progress. Staff also provide a format for learners to say how they got on (see Phase 4).

Presenting options – Trying out activities (example 2.2)

Staff observe learners during short 'taster' courses and comment on whether the course seems suitable.

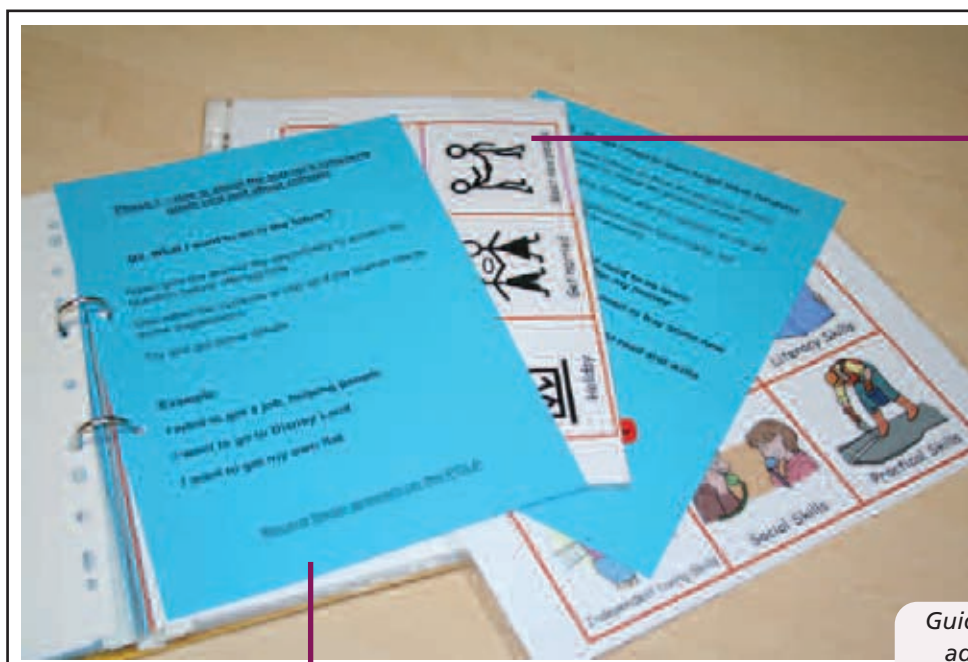
The image shows two forms. The top form is titled 'Learner Support Taster Session Notes—Summer 2005' and includes fields for 'Taster Course:', 'Student:', 'Tutor:', and 'Observer:'. It has sections for 'General Observations' and 'NOTES'. The bottom form is titled 'Introductory Course Summer Taster 2005' and includes fields for 'Course:' and 'Name:'. It contains two questions: '1. Have you enjoyed the course?' and '2. Would you like to join a longer course?'. Each question has a 'Tick the box below' instruction and three smiley face options: a happy face labeled 'Yes', a neutral face labeled 'Not Sure', and a sad face labeled 'No'. An arrow at the bottom of the second form says 'Please turn over'.

Learners are helped to decide whether they enjoyed the taster and would like to enrol on the course.

...the form continues with open questions for the learner to express views about the course and the college experience.

At the Croydon Continuing Education and Training Service (CETS), staff run a programme of 'taster' sessions for potential learners at the end of the summer term. During this time, any learner can attend a selection of new classes, to establish preferences for the following academic year. Decisions are made based on the completion of observation forms, staff discussion, and student self-assessment. Here we include the learner and the staff taster evaluation forms, showing how both share the process. Staff also support learners to learn how to express their opinions during the session in other ways, for example through the use of visual arts and performance. All of these methods help to ensure that the learner has the best chance of choosing a course that suits him/her.

Presenting options (example 2.3)



In liaison with the local speech and language therapist, staff at Tendring drew up an A4 folder of picture/symbols grids which contains images relating to the stages of the plan (see example 3.10 and the DVD). They agreed possible responses to each of the questions of the PCLP. These were presented to the staff team.

Guidance notes for staff were added explaining how the materials should be used, i.e. as a prompt to elicit responses to a range of focused questions at each stage.

Tendring Adult Community College organises an advice and guidance week during which learners make choices about courses and targets are expressed. This year a person-centred learning plan (PCLP) was at the heart of the week. Before the week itself, tutors worked with learners in lessons on the first parts of the PCLP. Learners were able to talk about their likes and dislikes. Staff became aware how context-specific learner's preferences were – for example, a learner would only express preferences about food when asked in the cookery class. Learners were also very reluctant to answer questions about what they don't like. This again has made staff aware how important it is to encourage learners to develop the concept of choice and the expression of preferences in future sessions.

Presenting options (example 2.4)

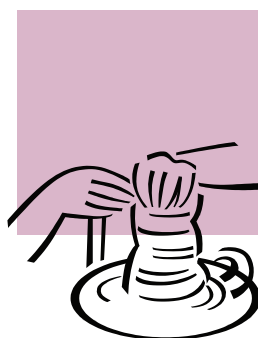
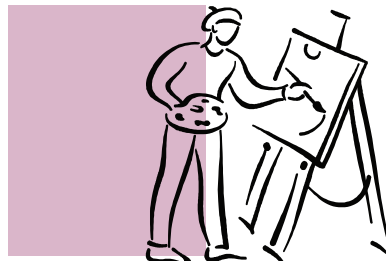
This is one page adapted from the accessible course handbook for The Skills for Living Course. The curriculum choices are illustrated with a range of clip art and with real photographs that show what learners can opt for.

Some of the options available



Make a cake in catering

Paint a picture in art



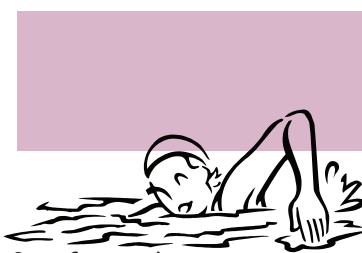
Make a pot to take home



Work in the garden



Surf on the internet



Get fit in the swimming pool

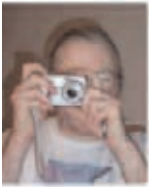



Work in a team in Business Enterprise



The Skills for Living course at Exeter College is designed carefully to allow learners to sample activities in advance (at the end of the summer term), which allows learners to try out activities and settle in, while staff can use the opportunity to assess their skills and plan for individual targets.

The process of making choices is in itself a learning opportunity, as learners manage the frustrations of clashes between choices, and the implications of what they have chosen. Staff also use discussion to explore what making decisions feels like and to compare choices and options. Learners come up with solutions (such as trying one option one term and the next option after that) and realise that decisions have consequences.

Presenting options – using labels to negotiate ILP goals (example 2.5)

	Take photographs with the digital camera
	Work on a laptop computer
	Write an article for the newsletter
	Take part in group discussions and decisions
	Interview people for the newsletter
	Choose a photograph for the newsletter

The learners could put the label of their choice onto the form themselves.

Obviously the concern here is that, by introducing a pre-selected menu, there is the risk of limiting choice to the learning outcomes identified by the tutor. However, the ILP then contains the section "Is there anything in particular you want to be included on this course" which allows the learners to identify their own outcomes.

"One strategy that I am developing to help adults with learning disabilities – particularly those at Pre-entry level – to independently select their learning outcomes on their ILP, is the use of pre-printed labels. The idea of using photographs with large print text was to assist the learners to make their selection independently – most have basic skills at Pre-entry level. I selected a menu of activities and suggested that learners selected the two/three they would most like to do. This also worked quite well and introduced the element of individualisation... the 'menu' assisted the ILP process: it speeded it up and if combined with a 'menu' of potential learning outcomes, it could encourage learners otherwise uncertain about what is required of them". (Pauline Murray, Blackburn with Darwen College)

Initial and diagnostic assessment (example 2.6)

Staff used all the information they had gathered to make a plan that suited P.

Diagnostic Assessment for a literacy plan

BACKGROUND INFORMATION ABOUT P from diagnostic assessment and getting to know him

Long term aims
 P is not able to comment on ideas for the future. His wishes revolve around his special interests (see below). P's teachers feel that he would benefit from being able to write about his interests. Literacy skills might enable him to do this. They feel that he would benefit from being able to communicate and the literacy skills of writing letters, telling stories.

IT skills
 P is able to use a keyboard. Word and Widget to write, special interests and is currently using the internet. He likes to use the internet to find the name of one person he likes.

Short term aims:

- To use his interest to write a weather news board for others to read
- To be able to identify weather words in the paper by their names as well as by their symbols
- Specifically, to use consonant blends, so that P is able to use the first two letters of a word to identify it: eg snow, sleet, showers
- To explain any worries by speaking

Screening results
 P is working at Entry 1 in speaking and listening. He is working towards E1 in literacy. I speaking and listening.

Hobbies and interests
 P has strong special interests. These include demonstrations, and the weather (especially mention the name of a significant person). He becomes very anxious when speaking about these interests and sometimes prevent him from engaging with others.

Learning Plan			
CC Ref	I need to work on	Target by next review	
Rw/E1	Linking words to symbols	Match weather symbols I know with the words	Rw/E1 Possess a limited meaningful sight vocab words, sign and symbols
Rw/E1	Use consonant blends to spot the difference between words	Differentiate between sleet, snow, showers	Rw/E1.2 Decode, simple, regular words
SLd/E1	To talk to another person, taking turns and listening	To avoid repeating the same phrase but to take turns at speaking so that a solution can be found	

See Phase 3 for a scheme to address this learning plan.

An individual learning plan should relate to the learner's needs and interests. Formal assessments, observation, taster activities and interviews can help the learner to express his/her learning goals, which staff can shape into specific outcomes for teaching.

Initial assessment (example 2.7)

Reading and writing		Works well with photos - these need to be fairly big - able to match various areas around the college to photos, garden tools to pictures. Can make a mark.	Continue matching a broader range of objects to photos.	PE 1.5.3
Working with Others		Wow! Last year George would only work with his 1-1 from school, often becoming distressed and needing his social story to get through the day. Now, he can work without social story. of college staff favoured student big difference up and happier) seen him take learner. He will follow	Continue working without the support of social story. Take part in a ... activity -	PE 1.2.6 PE 1.1.2 PE 1.1.3
Problem solving		No longer use every time Will not ask		
Improving own learning		Works well Works well		
Communication				

Initial Assessment - Personal Tutor Summary			
Name: DJ - returning learner			
Personal Tutor: DF			
Area of Learning		Initial Assessment Outcomes	Suggested Targets
Subject skills		Will now point and wave to people during greeting with minimal support - always needed prompting before. Will enter classroom with no prompting and will engage with people from the start. Before he would need a lot of prompting and reminding to 'think'. Will explore gardening utensils for short periods of time, happily working with college staff - wouldn't do this at end of last year. Doesn't seek out school support all day. Loves all practical aspects of gardening. Will change into overalls and walk some distance. Can match picture to object with verbal prompt. Will move from activity to activity with no fuss - amazing! Had a real problem with endings last year. Prefers practical based activities. Enjoys swimming - able to tread water and kick legs - needs help with dressing - always will. Gaining confidence - starting to take himself out of depth. Enjoys football, taking an active part. Will watch warm up rather than participate - can be prompted with physical support. Loves watching the others.	Continue working with college staff - accepting reduced presence of school staff. Explore a variety of objects for longer periods - demonstrate their use. Improve current swimming skills.
		Often needed prompting to communicate. Will now initiate interaction by pointing and waving and reaching out - in particular to Phillip. Phillip will tolerate this for a short time. George will need to respect others personal space. Uses a few key words - yes, no, tractor. Gives a definite yes/no. Can make a choice - but often needs prompting. Will now follow 2 step instructions. Need to look at sequencing and George taking an active part in reviewing what he has done.	Develop friendships with other learners whilst respecting personal space. Consolidate yes/no response with minimal prompts. Sequence morning and afternoon activities using three symbols
		George has experienced using the logs as a resource to look at 'bigger' and 'smaller' he enjoyed this activity and the practical aspect of it, but has no real concept. Will attempt to count to three - appears to realise a need to count one by one. Working at current milestones - indicates an awareness of low numbers / 1 and 2 - by counting out two pieces of equipment.	Sort items relating to activity by shape and size. Count familiar items - up to three.

New targets are generated as a result of this year's assessments. References are included to the Pre-Entry Curriculum Framework.

Current skills levels are described, as a result of previous records and of observation, assessment and discussions with the learner this year.

This learner has targets for a wide range of skills important to him - not just literacy and numeracy.

3 Phase 2

This is an example of an initial assessment of a learner returning for the second year of a course at Oaklands College. Much is already known, and can be passed on to new staff. Care is taken to check that this information is still correct, and that the learner's interests and ambitions are reviewed - staff acknowledge that skills and aspirations are fluid and can change with time.

Looking for opportunities to learn – assessing risk (example 2.8)

We all need to take risks in life, and much learning happens in new and potentially risky situations. Planning ahead can mean getting the balance right between taking a positive risk.

Staff assess the likelihood and severity of each of the risks associated with the various activities planned. This helps staff to decide whether the outing is viable as planned or is too risky. This decision is calculated on the basis of clear guidance from managers.

Nash College of Further Education Outings Risk Assessment

Group Name: **Group 4 Int +**

Date of Outing: **18 April 2002**

Destination: **Orpheus Centre**

Activity: **Learning for Living - Observation of facilities available and participation in activities.**

Group Leader: **Lesley and Katie**

Drivers: **Dave and Nicky**


Please consider the risk under each heading and assess a value for "Likelihood of happening" and "Severity" each according to a scale of 1–10. Multiply the numbers together. **If the result is 60 or more it is not acceptable.** Revise the control measure and reassess.







Heading	Risk	Likelihood/severity	Control measure	Comment
Students/care provision	2	2	Valium pack and other medication	
Journey: Vehicles Route	1 1	1 1	Break down - AA membership, mobile phone, drinks etc. Getting lost - have been there before. Take maps.	
Destination Parking Access Toilets Eating	1 1 1 1	1 1 1 1	Parking facilities good Access very good - centre caters for all Very good but Taking packed lunch for all	Take extra clothing and change before leaving
Activity	1	1	Tour of facilities, watching performance	

Form to be completed and submitted with trip proposal form for consideration well before trip date

The Shaftesbury Society has a well-developed risk management strategy which includes legislation and detailed guidance on the implication of generic and specific risk assessments. This is one example from their guidance, a risk assessment made in advance of a planned outing.

Looking for opportunities to learn (example 2.9)



LEARNING PLAN AND PROGRESS REPORT				
Resident:		Team Leader:		Key Worker:
	Wayne Arness		Kirsty Franklin	Marta Woodward
		Life Coach:		
			Alex Chislett	
Date:	April 2005			
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>I want to stay at the Development Centre</p> </div> <div style="width: 65%; text-align: right;">  </div> </div>				
Aims:	Targets:			
Daily Living Skills				
I want to keep my things safe	<p style="color: red;">I will lock my room when I am not in it</p>			
	<p style="color: green;">I will keep my key in my bum bag</p>			
Personal Care and Presentation				
I worry all the time	<p style="color: blue;">I will make a list of the things I worry about</p>			
	<p style="color: purple;">I will leave the list with Alex to see if that leaves the worries behind</p>			

Staff in this residential setting all work together with learners to set and review targets. Learners work on their targets in the most appropriate contexts – home, classroom or community.

Graphics are added at review to show whether progress has been made.

The plan continues with sections about Community and Leisure, and Practical and Vocational Skills.

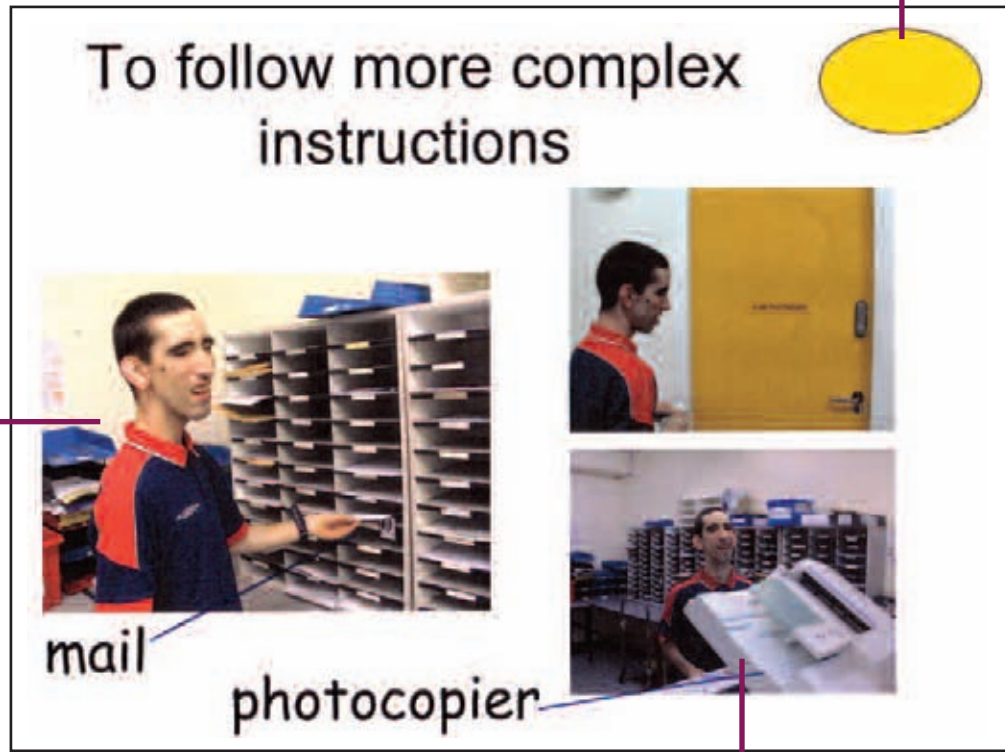
Staff and learners at QEF work together to make individual learning plans (ILPs). They are illustrated with clear digital photographs to make them accessible to learners, and show how the learners' own aims ('I want to keep my things safe') can be translated into targets (I will lock my room when I am not in it; I will keep my key in my bum bag').

A picture ILP (example 2.10)

Each colour relates to one of the essential skills. To reinforce the colour and skill, corresponding colours are placed in the areas where the activity takes place.

This learner is working on following more than one instruction at a time.

"having access to information gives people with learning difficulties more power ... choices can be made and they can have access to the same services as everyone else".



3

Phase 2

Liverpool Community College looked at ways of making the Essential Skills Award ILPs more accessible. They have developed a picture ILP.

In College the daily schedule strip (used within the Picture Exchange System) will indicate which target the learner is working towards that day. The learner knows which it is, and staff are available to prompt him. Evidence is gathered through pictures (taken by the learner when possible) and charted on individual sheets relating to that skill.

Each learner will have his/her own small colour coded diary, to encourage independence of learning.

This method can be backed up by an auditory method – the ILP put onto disc/tape and listened to via headphones. The College is also working towards a sensory/tactile method.

Individual learning plans (example 2.11)

INDIVIDUAL LEARNING PLAN

LEARNER'S NAME
KITTY RAYMOND

TUTOR
HH

START DATE
OCTOBER 2004

REVIEW DATE
DECEMBER 2004

SUBJECT	PRIORITIES UNTIL NEXT REVIEW	HOW THIS WILL HAPPEN	PROGRESS
PERSONAL SAFETY	Know more about how that you are not in danger. Show that you can walk confidently, to		
HEALTHY LIVING	Know more about what you should keep clean. products to use. Plan for a balanced		
APPLE TREE CAFE	To remember and cater for catering skills. To work in teams all the people. To learn how for baking and Bring money Thursdays.		
Literacy	Learn to say (and eventually write) your phone number. Say (and eventually write) your name and address. (Ww/E1.1) Understand what different kinds of writing are for. (Rw/Rt E1.2) Make a card with your personal information on it to show when you need to.	With H on Tues ams Plus option of worksheets from the LSW	
Numeracy	Add to 10 Know the seasons of the year. Practise signs and numbers on the calculator. Guess how much things are likely to cost (esp food on a menu)	With A and S Tues 3-4 and with all staff	
ICT	Use computers and equipment in your subjects, to get a job done (eg to look up information, make a personal details 'business card', maths equipment,	With H during induction & in all lessons where possible.	
Other Key Skills	K's own targets Bring your locker key to college and use the locker. Remember peoples' names – students and staff. Try to say what is on your mind. Try to sort out which problems are big ones that you need lots of help with, and which you can cope with yourself.	Link with home. K to make an appointment with counsellor (H will help)	

Signed
Student
Staff

KR ILP Autumn 2004

Key subject targets are also included so that the plan relates to all of the learner's programme.

This plan includes targets for literacy, numeracy and other important skills.

This ILP comes from Richmond upon Thames College. Targets are generated during induction activities and as a result of assessments. Learners and staff plan contexts for working on the targets and all staff are aware of what they are. They are reviewed regularly in one-to-one meetings, and are also discussed in the group. Learners keep their ILPs in their files and refer to them in taught sessions.



For more information on individualised learning plans see Access to Family Programmes.



Individual learning plans (example 2.12)





The learner's own priorities form the basis for the ILP.






The learner's aims are broken down into specific (SMART) targets which are tracked to the Skills for Life Pre-Entry Curriculum.





Tendring Adult Community College



INDIVIDUAL LEARNING PLAN

Name  John	Course  Everyday Living
Starting Point →  Milestone 5 Literacy	4 Numeracy
My Aims → 	<ol style="list-style-type: none"> 1. Buy Coke 2. Watch EastEnders

				
What	I	want to	learn	first
Code				Date achieved
MSS1/M5/1	By Christmas John will be able to;			
SLd/M6/2	1. Sort coins and other objects into big and small			
SLd/M6/3	2. Find EastEnders picture in TV magazine			
	3. Contribute once in a group discussion about EastEnders			


				Crossing roads safely, finding shops Using Makaton signs and symbols for communication Using Makaton symbols to help me make choices
I	want	help	with	

Signed 	Date 
---	---

This is an ILP used at Tendring Adult Community College. The ILP includes guidance for staff about how to support the learner to achieve the targets, and the use of Makaton and other symbols provides an opportunity for the learner to understand and share the process.

At the start of the new college year, all learners have a person-centred learning plan which they can pass on to other agencies they work with. Tutors have information about each learner in their class and their personal goals. These form the basis of the individual learning plan (ILP).

Individual learning plans (example 2.13)


LEWISHAM COLLEGE

INDIVIDUAL LEARNING PLAN for Peter McKeown Programme: Young Enterprise Team Programme

Specific Learning Target	Target Finish date	Resources and support to be used	Feedback	Assessment Evidence	Actual Finish date	Sign Tutor/ Student
Chair the first Posyganza Board meeting in his role as elected Chairperson	Oct. 1 2003	Needs help to understand the role of Chairperson and what his specific responsibilities are.	Prompting required to move Peter on through the agenda. Needed reminding to ask the group collectively and individually if they wanted to say /contribute something	Team Prog. Communication Red Zone Can listen and respond to spoken language/Can engage in discussion	Oct 1 2003	PM [Signature]
To word process the minutes taken at the meeting	Oct 14 2003	Keyboard skills are generally good but will require support to lay the minutes out in a suitable format	Ongoing support required re. punctuation, use of upper and lower case and spacing generally	Team Prog. Communication Red Zone Can write to communicate info.	Oct 20 2003	PM [Signature]
Write an introductory speech for the official launch of Posyganza 10	Nov. 2003	Questioning to come up with items for inclusion in his speech and support to extract ideas out of other students	Really struggled with ideas for what should be included in the speech, once some suggestions were made by others he could then expand on them	Team Prog. Communication Red Zone Can write to communicate info to intended audience	Nov 18 2003	PM [Signature]
Peter to read out his speech to the Launch guests	Dec 3 2003	Practise : To tutor To audience of students With microphone?	Lots of encouragement needed before hand to speak up and out and introduce a bit of variation in tone. using microphone helped hugely – fantastic on the day in front of audience.	Team Prog. Communication Red Zone Can read/Can speak to communicate basi info.	Dec 3 2003	PM [Signature]

Peter works on specific activities planned for him.

After the session the tutor notes Peter's progress towards his targets. This is discussed with him and helps with planning for next time.

Staff itemise the evidence towards Peter's qualification.

This is an example of an individual learning plan from The Young Enterprise Team Programme at Lewisham College. After Peter's initial assessment, which included a taster workshop, staff identified some specific targets for him in his training at the college's Posyganza florist business. The plan included target dates and support available.



Phase 3 – ‘How am I going to get there?’

Practitioner processes	What this means for the learner
<ul style="list-style-type: none"> • Planning learning opportunities. 	<p>People who support me know what motivates and interests me.</p>
<ul style="list-style-type: none"> • Developing schemes of work and session plans. 	<p>Everybody who works with me knows how best to support me to build on what I already know and can do.</p>
<ul style="list-style-type: none"> • Deciding on: <ul style="list-style-type: none"> – methods; – locations; – resources. 	<p>I have opportunities to work on my own as well as with other people.</p>
<ul style="list-style-type: none"> • Setting up individual programmes and group activities. 	<p>I get the chance to work things out for myself but can ask for help if I need it.</p>
<ul style="list-style-type: none"> • Agreeing content and opportunities for embedding skills. 	<p>I have opportunities to practice what I am learning in different settings and with different people.</p>

Phase 3 is concerned with the ongoing and continuous process of planning, implementation, learning and assessment. Working with learners involves using a range of different strategies depending on what is being learnt, where, what resources are available and how learners learn best.

Planning learning opportunities

Learners will require access to a range of learning opportunities in different contexts and settings. They will need to be offered a variety of activities and resources that match their interests, age and attainment. Literacy and numeracy and other important skills can either be integrated or taught as discrete subjects using a variety of methods and approaches. Learners are likely to require explicit teaching to acquire particular skills as well as opportunities to practice and transfer skills in everyday settings. In planning learning opportunities remember that learners will sometimes need also to build on the strategies they already have that do not rely on literacy and numeracy skills and which allow them to proceed in their everyday lives by using what they already know and can do. It may not be the best use of learners' time to spend time acquiring literacy or numeracy skills when alternative ways can be found to overcome their lack of skill in a particular area.

See examples 3.1, 3.6



Examples of such an approach in practice is illustrated when George talks about being person centred (DVD section to view: DVD 4 > Values in practice > Respect > Being person-centred) and when Terry, the bakery foreman, talks about the way in which there is always a way around any difficulty that an individual might be facing (DVD section to view: DVD 4 > Values in Practice > Inclusion > Working in a bakery).

Opportunities for learning will occur naturally during the course of daily activities.



For example in DVD 4 we see Lisa select what she wishes to eat for breakfast and the DVD she wishes to watch (DVD section to view: DVD 4 > Embedding Skills > Communication 1). Such opportunities for learning are also evident when a learner at West Suffolk College is trying to take a photograph of her peers (DVD section to view: Embedding Skills > Problem solving).

Here is an example of how education staff in a prison created an imaginative programme working within the limitations of prison life.

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HMP Wormwood Scrubs

At HMP Wormwood Scrubs, a Personal Development Course is available flexibly in-cell. The course was designed to build self-awareness and self-esteem. The flexible features of the course include:

- post boxes erected on selected wings so that learners can submit their work when they wish;
- learners work at their own pace;
- there is negotiation to meet learning needs;
- enrolment is ongoing.

Unlike other behaviour management programmes, this one enables individuals to assess their current life situation and consider how they can change themselves and their situation in realistic and practical ways. An important outcome is that they can take ownership of their own learning based upon assessment guidelines.

It is generally acknowledged that most of the learners who engage in the programme demonstrate some of the following:

- improved behaviour;
- taking greater responsibility;
- better control of their emotions.

Developing schemes of work and session planning

As well as planning individual targets, planning in formal settings such as a college, adult education or prison context involves planning for groups of learners. These plans need to take account of subject priorities, literacy, numeracy and other important skills as well as individual or personal targets. Opportunities for embedding the development and practise of skills can be identified and tracked across a range of activities using the pre-entry curriculum framework and entry level literacy and numeracy curricula as reference points. But planning also involves thinking about a range of other concerns and constraints including:

- the nature of the learners and their interests and requirements;
- the time you have available;
- the time of day;
- availability of resources including other staff members.

There will be several levels of planning dependent on the context and setting in which you work:

- course planning that involves mapping or tracking skills across several subject areas (example 3.2);
- schemes of work that relate to particular subjects spanning a term or more (example 3.3);
- individual session plans (example 3.4);

Embedding skills

Opportunities for developing skills can be embedded in everyday activities, in projects as well as in specific subject areas. Equally skills are often best developed in specific literacy, numeracy or ICT sessions using practical tasks and activities that are meaningful to learners and that relate to the purposes that they have for themselves.

On the next page is an example of how a Breakfast Club project enabled Stoke Heath Youth Offender Institution to develop young people's abilities to work together as well as their communication skills.

See examples 3.2, 3.3, 3.4

See example 3.5



See also 'Embedding literacy, language and numeracy' on pp. 22–5 of Skills for Working.



For example,
watch the
following clip: **DVD**
section to view:
DVD 4 > Embedding
Skills > Literacy 2.

Activities should be
interesting, relevant
and appropriate to the
learner's interests and
experiences.

Stoke Heath Youth Offender Institution

A group of six young people with a range of learning difficulties in a Youth Offenders Institution are able to take part in an eight-week programme in which they run their own Breakfast Club at the Institution's chaplaincy. They are often young people who have exhibited considerably challenging behaviour and spent time in the Segregation Unit. In the programme they are able to take control of what foods they choose to make and plan the cooking, presentation, who they will invite and so on. The group agree their own rules and draw up a rota of responsibilities. In this safe environment where learners are given the autonomy to establish their own way of working, group members exhibit far more trust both with staff and with each other and the coordinator has noted a marked change in self-esteem and confidence. These positive changes are fed back to other staff working with these young people. They are reiterated in learner's comments about the group:

“ *The Group was a good thing because, as a group, we learned to communicate with each other. We worked together as a group and shared manners at the table.* ”

“ *The good points was for the group to get to know each other and to get on without any silly behaviour.* ”

“ *The Group taught me how to cook and calm down by reinforcing good points and asking me to calm down.* ”

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See examples 3.4, 3.7, 3.8

Setting up individual programmes and group activities

One of the most challenging aspects of supporting learning is managing group activities while at the same time addressing individual targets and priorities.

“ *The tutor shown in the video talked about how David has individual goals that he's working towards, like all of the students in her gardening group. I turned to Sally and said, 'I'd like to see how she did that'. Sally grinned, knowing what I meant. HOW do tutors do student-centred goals with the students in their classes, as well as run a class? I mean, actually – how is it done?* ”

Tutor, City of Bristol College

Balancing the needs of the group with those of the individual requires careful planning and skilful practice. As well as having different aims for different learners you can:

- set different tasks for individuals or groups;
- specify different outcomes;
- set different criteria for assessing outcomes.

Remember that paying attention to individual needs does not mean planning individual activities but instead using a combination of:

- individual, small-group and whole-group teaching;
- using multimedia;
- tutorials;
- withdrawals from classes.

Example 3.8 (p. 101) shows part of a literacy scheme for one individual, arising from his diagnostic assessment. This includes detailed information for a learning support assistant to use when working towards specific targets. This example links with example 2.6 (p. 74). The example also provides some approaches for working with this individual. The example shows what is possible, but it must be acknowledged that staff will not always have the time to work in this detail!

It is important to distinguish between working *in* a group and working *as* a group. Working in a group may consist of a small group of learners sitting together around a table but working on individual tasks. Working cooperatively and collaboratively as a group means working on a common task where group members are interdependent and are each accountable for completing their part of the task. Individuals can be set tasks that match their individual learning targets but that still contribute to the completion of the common group task. In this way learning becomes a social activity providing opportunities for learners to refer to and talk to each other.

Planning also involves making decisions about:

- methods;
- locations;
- resources.

Methods

The methods or approaches that are used will be determined by what it is you wish the learners to learn. So it will be important to use a combination or blend of strategies. These might include:

- hands-on experiences;
- simulations and role plays;
- discussions;
- brainstorming;
- individualised learning using a series of graded tasks or software programs;
- demonstration;
- group projects and presentations.

While these strategies and approaches are used with all learners, those who experience difficulties in learning may require more:



The sessions underway at Apple Tree Café and at Drake Hall show many examples of this kind of interdependent working while still addressing individual targets and preferences (DVD section to view: DVD 1 > Apple Tree Café and Drake Hall).

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See example 3.9



Many of these strategies being practiced in real-life settings are seen in DVD 4 (DVD section to view: DVD 4 > Making learning Happen).

- practice to master skills;
- examples to develop concepts;
- experience in transferring skills to new settings;
- explicit teaching and reinforcement of learning strategies, for example how to sequence ideas or plan a piece of writing;
- time to solve problems;
- careful checking of their readiness to move on to the next stage of learning;
- frequent and detailed assessment of progress. (Lewis and Norwich, 2001).

Location

Opportunities for learning will occur in colleges, adult education and prison or youth offending settings as well as in the community and at home – each of DVDs 1, 2 and 3 focuses on these different locations: formal educational settings, learning at home and learning in the community.

Access to learning opportunities becomes easier where there are close relationships between settings so that what someone learns in one context can be supported and built on another. In example 3.6 (p. 99) Wayne was able to practice the skill of making a cup of tea in a range of different contexts although all under the umbrella of the same organisation. This involved careful planning and coordination on the part of the staff supporting him.

Opportunities for learning are created by the setting so the more diverse the environment and opportunities for social interaction, the richer the potential for learning. It is important to look beyond the confines of the formal learning environment, i.e. the classroom or workshop, to exploit what the community and other social settings have to offer, including the chance to widen the network of people with whom the learner has contact.

Resources

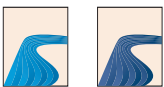
Resources include:

- materials (see examples 3.10 [p. 103], 3.11 [p. 104]);
- people (see examples 1.2, 1.3);
- equipment including technology (see example 3.12, p. 105).

It is important to remember that in preparing materials there is no 'one size fits all' solution. In preparing written materials you will need to consider the type size and font, pictures and symbols and match these to the learner's requirements. Here is some advice on the use of labels in preparing ILPs based on an account written by a tutor at Blackburn with Darwen Education and Lifelong Learning (see example 2.5, p. 73). Her approach could be adapted for preparing many different kinds of materials.



For example, in DVD 4 we see how a college fosters links with the home setting of a learner to help them develop their skills for signing and reinforces these links through their teaching of communication and literacy (**DVD section to view:** Making learning happen > Linking home and college. Also watch **DVD section:** Embedding Skills > Literacy 3).



Two modules, Creating Learning Materials: Level 3 and Level 4, are part of this suite of materials.

“ I think that smaller labels – with or without photos (after all, not everything lends itself to a photo) – could be useful for just about any subject. The presentation of the labels can be adapted to the nature of the course and the literacy level of the learners. In mixed groups where the ability levels of learners vary considerably, I would offer the labels to all learners. Those who wished to could use them – others could write in their own learning outcomes. This should help to avoid identifying those learners with difficulties to other group members. This should also help the service meet the requirements of the DDA Part 4. ”

Pauline Murray, Blackburn with
Darwen Education & Lifelong Learning

Here is an example of how the use of technology can help to make materials more accessible for deaf and hearing impaired learners.

Deaf First

At Deaf First, where for many learners English is their third or fourth language (after sign language, mother tongue and BSL), clip art and symbols (from Writing with Symbols) are used widely to support text. The text itself is kept simple, and the layout is clearly structured – with the help of headings and bullet points, for example, and the use of bold to highlight key words and phrases.

A second important resource will be other people. In examples 1.2 and 1.3 (p. 52–53) you will find examples of formats for building a picture of the learner’s support networks – family, friends, community members as well as professionals – who can all act as a potential resource. It will be important for professionals to share information and plan together if they are to support individuals in making progress towards their goals. Peterborough Adult College have produced guidance for all the staff who come into contact with their learners, including transport workers, care workers, learning support workers as well as tutors.

Finally here is an example of how the Queen Elizabeth Foundation reorganised itself to ensure that teams of staff work in person-centred ways to support individual learners.



You will find other helpful advice on preparing materials on a number of Websites – these are listed in Appendix C, ‘Web-based sources of information’, p. 175.



On the DVD Learning in Formal Settings (DVD 1) you can hear how the speech and language therapist and teaching staff at Hereward College work closely together to ensure that learners have full access to the curriculum (DVD section to view: Hereward College > Using technology). On DVD 2, Learning at Home and in the Community, you can also hear how Victoria’s network of support which involves care workers, key workers, advocates and Circle of Friends all work together (DVD section to view: Learning at home > Support network).

Queen Elizabeth Foundation

The Queen Elizabeth Foundation has taken the brave step of revising their whole organisation in a person-centred way. Education and care staff now work together to support learners to achieve their aspirations. One year ago, the centre was structured around a large staff team divided into departments – education, leisure, care and personal assistants. Each resident had a key worker from the Care team and a personal tutor from the Education team and a Leisure Link worker. Residents had a full timetable of courses at the centre.

Now, residents are divided into four 'teams'. Each team has a life coach, a team leader, support workers and volunteers. Each resident has a key worker from the Support Worker team. There are still subject specialists, but many classes (including the communication courses) have been dropped in favour of learning through experience rather than in the classroom.

Each resident has a learning plan, and can work towards targets in or out of the centre. Staff from around the centre record progress towards personal targets daily, using tracking software held on computers throughout the site. Targets are revised each week.

The intention is that each resident will have fewer 'different' people involved in their support needs, resulting in improved continuity and communication. Rather than classroom sessions, there is a strong emphasis on one-to-one work with life coaches, exploring life opportunities. Work is person-centred and aims to introduce the concept that individuals do not have to be limited by their disabilities.

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Phase 3



Multimedia approaches to teaching have opened up learning opportunities for many people who experience difficulties in learning or for whom access to real-life settings may be restricted.

As a support for literacy teaching ICT enables learners to communicate ideas more effectively and multimedia systems help learners to understand the links between sounds, pictures and text. There are also particular pieces of software that can support the development of literacy skills and numeracy skills. Voice recognition software, talking books and mobile phone technology that enables learners to download talking books from the Internet can support blind and visually impaired learners as well as other learners who may experience difficulties in reading. For learners who are deaf and who are developing their reading skills, the use of images, diagrams and symbols to support text can be crucial – but again this can also be helpful to a wide range of learners. Here are six examples of how access to learning has been facilitated through the use of multimedia.

Portland College

At Portland College, a learner with wide fingers found a standard keyboard very difficult to use, so the college acquired a keyboard with more space between the keys. They identified funding which was available because they were able to show that the learner has 'a physical ... impairment that that has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

HMP Pentonville

At HMP Pentonville, one learner who was identified as dyslexic regularly used a 'Touch-type, Read and Spell' software program that takes a multisensory approach. From starting out as a non-reader unable to recognise letters, his reading improved significantly over time, as did his confidence, and he went on to develop an interest in poetry. His long-term goal was to run his own music studio. This illustrates how technology can sometimes provide a means to take the next small step. By re-engaging with the difficult business of reading and writing, this learner was able to work towards his much longer term aspiration.

5

You can read an account of the work of an assistive technology engineer in section 5.



An example of the potential of using ICT in a session is seen in an excerpt on DVD 4 (**DVD section to view: Making learning happen > Using ICT**).



Sections 1 and 2 of ESOL Access for All also provide advice on the use of technology. Section 1 provides general advice, while section 2 tailors the advice to the needs of learners with specific learning difficulties or disabilities.

RNIB

Some learners at the Royal National College for the Blind use mp3 players to record lessons. They can then go over the content in their own time. This is an example of the way in which ICT can be used to support learners outside the classroom, to improve their own learning.

SEN/LDD Network

The SEN/LDD Network, which is part of the South London Learning Partnership, is developing protocols for Integrating Community Equipment Services (ICES), a health initiative which can supply equipment to individuals to help them to develop their full potential and maintain their health and independence. Their aim is to work with Health authorities to enable equipment to be available to individuals wherever they are learning – in local colleges or the community. It is hoped that this will mean that more learners will be able to access local facilities.

HMP Norwich and YOI Norwich

At HMP Norwich and YOI Norwich another solution to making provision more flexible involves the use of videos in cells. This can address problems of access caused by segregation, impairments, health conditions, lack of confidence or an unwillingness to disclose language and/or learning difficulties. The videos and accompanying workbooks focused on communication and numeracy.

City of Bristol College

Developing literacy, communication and numeracy skills can happen in many different contexts. At City of Bristol College there is an example of an arts-based course with literacy and wider skills embedded where the tutor liaises with the college media department for a course designed to encourage students to express themselves through different media. This year the 'Expressing Yourself' course focused on making animations. Students visited Aardman studios, created characters, looked for information on the Internet, made their own storyboards, used the digital camera to take stills, and chose music and sound effects to go with their animation.

Examples for Phase 3

Planning learning opportunities (example 3.1)



Learners run a working café at the centre. They gain a catering qualification, and can build literacy and numeracy skills in the work environment.

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.....as agreed with the tutor at the Centre, Tanya also did some work at home with her family's support.





Software used – digital photographs and Internet images inserted into table.

.....'s Performance at home

Tutor Name: Thelma Soremekun Date:.....

Tick (✓) the correct box **every time** you do any of these at home and Write the name/s of the person/s who helped you, here:.....

Return it to the tutor on

	Count out up to 5 Potatoes (NI/M6.1)
	Count or break up to 5 eggs (NI/M6.1)
	Count out or chop up to 5 peppers (NI/M6.1)
	Shop or handle money (MSS1/M6.3)
Assessor's Comments:	

Learning Curve is a social services provision offering vocational training to adults. They follow a range of practical vocational programmes and also work on basic skills on one day each week. Staff there have developed resources to help learners extend and generalise their learning between basic skills lessons, vocational work and home. The basic skills teacher helps learners to identify targets and an illustrated record sheet is produced. Skills are developed in the workplace, and family or keyworkers support the learner to practice the skills at home. Progress can be recorded in all settings. Note: All recognise that it is also important that learners do have leisure time without being assessed!

Developing schemes of work: embedding skills (example 3.2)

SKILL	ASSIGNMENT	Weeks 1–4		Week 5 onward			
		College intro	Healthy eating	Leisure management	Safety	First aid	Home management
Literacy	<i>S & L</i> <i>Reading</i> <i>Writing</i>	Group rules College contract Own rules	Plan menus Follow recipe Shopping list	Express prefs. Leaflets & info List ideas	Discuss safety Read info Emergency list	Phone doctor First aid guides Prescription	Discuss reasons Products Shopping list
Numeracy	<i>Number</i> <i>MSS</i> <i>Data</i>	Shared interests Timetable/diary Canteen menu	Table laying Weight/money Price lists, recipe	Positional vocab Diary planning Timetables, costs	Phone numbers 24-hour plan Safety info	Dosage Select dressing Stock first aid box	Sorting items Cleaning schedule
ICT	<i>Find info</i> <i>Enter info</i> <i>Save & print</i>	Map website Address cards Address cards	Online shopping? Make up recipe Print	Online searches Emails Print	Use interactive software, e.g. Out and About	NHS direct	Product website? Enquiries
Working with others	<i>Confirm</i> <i>Work towards</i> <i>See progress</i>	Group rules Follow contract Review	Plan group meal Share tasks Review	Negotiate activity Team member Review	Share experience Group activity Review	Role play Pair-work Review	Cleaning team Share tasks Review
Improving own learning	<i>Confirm targets</i> <i>Follow plan</i> <i>Review</i>	ILP ILP ILP	ILP ILP ILP	ILP ILP ILP	ILP ILP ILP	ILP ILP ILP	ILP ILP ILP
Problem-solving	<i>Confirm prob</i> <i>Try out options</i> <i>Review</i>	Problems activity Problems activity Review	Safety & hygiene Practical tasks Review	Contingency plan Act on plan	Identify risks Plan solutions	Spot emergencies Know what to do	Choose method Try out

This example tracks opportunities for embedding basic and wider skills into a range of topics within an Independent Living course.

LITERACY			INTRODUCTION TO COLLEGE: <i>Aim:</i> For learners to settle into college, including group-building, personal organisation, problem solving, use of canteen and snack machines, use of timetable and diary and involvement in initial assessment of learning targets.	APPLICATION OF NUMBER		
<i>Speaking and listening</i>	<i>Reading</i>	<i>Writing</i>		<i>Number</i>	<i>Measures, shape and space</i>	<i>Handling data</i>
Discuss group rules.	Read college contract (text or symbols).	Write/draw own group rules.		Team-building: find out how many in the group have shared interests.	Use a timetable and diary to plan activities. Use correct coins for the drinks and snack machines.	Use canteen menu to identify prices. Show group interests as a bar chart.
ICT				IMPROVING OWN LEARNING AND PERFORMANCE		
<i>Find information</i> Using a map website to generate a map of where you live, to show others.	<i>Enter information</i> Make a card with own contact details on it.	<i>Save and print work</i> Print and laminate cards and keep for emergencies.	<i>Confirm targets</i>	<i>Follow plan</i>	<i>Review progress</i>	
			Identify learning targets for induction.	Work towards becoming familiar with college.	Self-review after three days.	
WORKING WITH OTHERS			PROBLEM-SOLVING			
<i>Confirm what to do</i>	<i>Work towards objectives</i>	<i>Identify progress</i>	<i>Confirm problem</i>	<i>Plan and try out options</i>	<i>Check and describe results</i>	
Draw up group rules.	Follow group rules.	Self- and peer review after three days.	Identify common problems that might occur at college.	Find out what to do in each case.	Review after induction period and give feedback.	

This example takes one topic – Introduction to College – and tracks opportunities for embedding basic and wider skills within it.

Here are two examples of ways of embedding important skills into a scheme of work. They are adapted from the Key Skills Support Programme *Good Practice Guide to Writing Assignments*.

Developing schemes of work (example 3.3)

Reg. of SEW permission given.

MERSTHAM-LEARNING IN THE COMMUNITY SCHEME OF WORK

COURSE Come Learn Excel
COURSE LEADER Barbara Bennett
COURSE LENGTH 10 weeks
STARTING DATE 1st October 2003
DAY & TIME Wednesday 9.30am – 11.30am
VENUE Merstham Youth & Community Centre, Radstock Way, Merstham

AIM: To familiarise learners with basic skills in computing and numeracy and to perform basic tasks within an Excel Spreadsheet programme that will be useful in their daily lives and encourage them to undertake further training.

Week No	TOPIC	HANDOUTS & RESOURCES	Curriculum Reference
Week 1 1.10.03	Introduction to group. Mental starter-circular money questions. Introduce (recap) terminology, hardware, start & shutdown a computer. Target Skills & interview. Contact list.	Mental starter-circular money questions. H/O to recap hardware (Mouse, Printer, Keyboard) & essential operations Target Skills record forms.	Mental starter(MS) MSS1/E3.1 & MSS1/L1.1
Week 2 8.10.03	MS-add & subtract money. Introduce Excel spreadsheet screen, terminology, cell addresses, fill colour, print out	Mental Starter money questions. Focus CD Rom, handouts-1.the worksheet& shortcuts from mouse 2.bars in application window 3.cloze ex to assess learning 4.cell address exercise 5. glossary	MS: MSS1/E3.1 & MSS1/L1.1
Week 3 15.10.03	MS-number in 100. Basic workbook skills-creating new workbook, locating with keyboard & mouse, entering	MS-flip chart. Focus CD Rom, handouts-1. moving around using the mouse & keyboard, 2.saving your documents. Disks	MS: N1/E2.2 HD1/E3.4

Sixth Form Scheme of Work 16/3 Evening Post Spring 2002: Feb/March

General Aims	<ul style="list-style-type: none"> To provide an authentic and motivating focus for the development of Key Skills To develop communication and negotiation skills through the sharing of knowledge and opinions To develop interest in local (and national) news, and to reinforce the Comenius citizenship project To develop familiarisation with format, layout and different sections of the newspaper To develop reading skills (matching eg weather map, photographs and symbols, section headings, key words) To develop numeracy skills (page nos, phone nos, weather, ages, dates, prices mentioned in articles, etc) To develop writing skills (annotation of selected photographs and articles, grid filling) To develop ICT skills (exploration of web-site) To continue to develop a shared responsibility for planning and evaluation To enhance fine motor skill aims, where appropriate 		
Week 1	Learning Objectives: students will learn <ul style="list-style-type: none"> about the sources of news to recognise the <i>Evening Post</i> and its general layout 	Main activity <ul style="list-style-type: none"> Initial brainstorm of sources of news Guided exploration of the newspaper 	Resources <ul style="list-style-type: none"> News flashcards <i>Evening Post</i> (8 copies) Pictorial flashcards - weather map, crossword etc
	Possible differentiation activities <ul style="list-style-type: none"> Small group reinforcement of news source elements using sign/symbols Matching task - differentiated support Extension task - key word articles 	Learning outcomes: students <ul style="list-style-type: none"> Select symbol /find info required Ask and answer questions (eg price, location of map, gist) 	Assessment/Recording ALL file and IEP
Week 2	Learning Objectives: students will learn <ul style="list-style-type: none"> to recognise and locate further sections of the newspaper to explore the newspaper with guided focus 	Main activity <ul style="list-style-type: none"> Matching photographs, symbols and words to different sections of the newspaper 	Resources <ul style="list-style-type: none"> Photographs, symbols and word flashcards <i>Evening Post</i> (8 copies) Overview grid to fill in
	Possible differentiation activities <ul style="list-style-type: none"> Small group reinforcement of sections using sign/symbols Differentiated matching and exploration tasks - initial exploration of website if time at end? 	Learning outcomes: students <ul style="list-style-type: none"> Select and match symbol /info required Find different sections of the newspaper Ask and answer questions about content Cut out/annotate items of interest 	Assessment/Recording ALL file and IEP

References to the core curriculum (numeracy) are tracked.

The tutor plans ways of adapting activities to suit individuals.

Here are two examples of schemes of work, from Merstham Learning in the Community and Shepherd School Sixth Form. Schemes can include course aims, planned learning objectives, activities, methods, resources, assessments and examples of ways of differentiating to include individuals. Important skills can be tracked within the activities.

Developing schemes of work and session planning (example 3.4)

LEARNER NAME	PRIORITIES FOR TODAY	PROGRESS																																	
	GROUP TARGETS : listen to each other and respond. Spot when someone is trying to speak. Spot when you are taking over the lesson or changing the subject!																																		
SIMONE CARVINI	Make sure what you say is about the topic. Just use 1 file (your daily one). Choose healthy snacks and drinks																																		
LUCY CARVER	<table border="1"> <thead> <tr> <th colspan="3">INDEPENDENT LIVING COURSE SESSION PLAN</th> </tr> <tr> <th>SUBJECT</th> <th>DATE</th> <th>STAFF</th> </tr> </thead> <tbody> <tr> <td>INDUCTION ROOM E23</td> <td>Tues 12th April 2005 TIME 10-1</td> <td>HH, MN and NR</td> </tr> <tr> <td colspan="3"> AIMS OF SESSION By the end of the session students will: <ul style="list-style-type: none"> • Have completed self assessment activities in relation to household management. • Know more about when jobs need to be done • Identify some personal interests and targets in relation to the topic </td> </tr> <tr> <td>TIME</td> <td colspan="2">ACTIVITIES</td> </tr> <tr> <td>10am</td> <td colspan="2"> News and views. How clean is your house? Introduce topic. Chore chart – sort out sets of jobs into annual, monthly, weekly and daily chores (recap on what these time intervals mean). Check answers and discuss reasons. Give out a copy of the complete list </td> </tr> <tr> <td>11.15(ish)</td> <td colspan="2">BREAK</td> </tr> <tr> <td>11.30</td> <td colspan="2"> Practical tasks : organise room to do a circuit of 7 different tasks. Staff to assess and help set targets. Look at the chart of jobs for each room - make a note of any you would like to work on. Look at the lists people have made, and agree on some topics for this term. Make some plans for visits to peoples' homes and the reasons for the visits. ILPs – add your personal targets in relation to the topic, to your ILP. </td> </tr> <tr> <td>1.00 end</td> <td colspan="2"></td> </tr> <tr> <td colspan="3"> RESOURCES including staffing worksheets, ILPs equipment for tasks – iron/board & clothes, duvet, cleaning products, washing up items, laundry to sort, table to clean,. </td> </tr> <tr> <td colspan="3">EVALUATION/NEXT STEP</td> </tr> </tbody> </table>		INDEPENDENT LIVING COURSE SESSION PLAN			SUBJECT	DATE	STAFF	INDUCTION ROOM E23	Tues 12 th April 2005 TIME 10-1	HH, MN and NR	AIMS OF SESSION By the end of the session students will: <ul style="list-style-type: none"> • Have completed self assessment activities in relation to household management. • Know more about when jobs need to be done • Identify some personal interests and targets in relation to the topic 			TIME	ACTIVITIES		10am	News and views. How clean is your house? Introduce topic. Chore chart – sort out sets of jobs into annual, monthly, weekly and daily chores (recap on what these time intervals mean). Check answers and discuss reasons. Give out a copy of the complete list		11.15(ish)	BREAK		11.30	Practical tasks : organise room to do a circuit of 7 different tasks. Staff to assess and help set targets. Look at the chart of jobs for each room - make a note of any you would like to work on. Look at the lists people have made, and agree on some topics for this term. Make some plans for visits to peoples' homes and the reasons for the visits. ILPs – add your personal targets in relation to the topic, to your ILP.		1.00 end			RESOURCES including staffing worksheets, ILPs equipment for tasks – iron/board & clothes, duvet, cleaning products, washing up items, laundry to sort, table to clean,.			EVALUATION/NEXT STEP		
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SIMON GILLARD																																			
JEROME FRASER																																			
TAMARA O'RILEY																																			
KITTY RAYMOND																																			
CINDY TOWNEND																																			
22/12/2005																																			

Learners have personal targets which are addressed within all relevant subjects.

The plan includes aims, activities and timings, resources needed and so on, and has a space for evaluation afterwards.

This is an example of a session plan. The learners live independently (or would like to) and are aiming to improve their domestic skills. The plan works as a guide for the tutor and support staff so that all know what to do. The plan is shared with learners at the beginning of the session.

Deciding on methods and resources (example 3.5)

Skills For Life Across the curriculum

Area: Cookery

Element; numeracy (1 of 2)

Skills For Life Across the curriculum

Area: Cookery

Element; communication

Skills For Life Across the curriculum

Area: Cookery

Element; Literacy



















Can do independently	Curriculum Level	Date / Staff initial
<input type="checkbox"/>	E1	<input type="checkbox"/>
<input type="checkbox"/>	E2	<input type="checkbox"/>
<input type="checkbox"/>	E1	<input type="checkbox"/>
<input type="checkbox"/>	E1	<input type="checkbox"/>
<input type="checkbox"/>	E1	<input type="checkbox"/>
<input type="checkbox"/>	E1	<input type="checkbox"/>
<input type="checkbox"/>	E1	<input type="checkbox"/>
<input type="checkbox"/>	E2	<input type="checkbox"/>
<input type="checkbox"/>	M8	<input type="checkbox"/>
<input type="checkbox"/>	E1	<input type="checkbox"/>
<input type="checkbox"/>	E2	<input type="checkbox"/>
<input type="checkbox"/>	E1	<input type="checkbox"/>
<input type="checkbox"/>	M8	<input type="checkbox"/>

The skills have been tracked to the core curriculum for literacy and numeracy.

Learners can see the practical value of what they are learning.

At Lindeth College staff have identified opportunities for learning important skills within many different subjects. In this example, communication, literacy and numeracy skills have been identified within a practical cookery session. Staff are able to support learners to build these skills through the activity, and can make a note when they have been achieved. Individual targets are generated and reviewed this way.

Setting up individual programmes and group activities (example 3.6)

Wayne's Work Experience				Date:
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				

Wayne's tutor says
"The main success was in his pride in himself. He has told everyone who will stand still long enough about his 'job'. His feelings of self worth have escalated beyond belief. He has remembered the time and place for each 'work experience'. He has managed to feel more ambitious about himself and his future".

Wayne now helps to make the drinks, learning what he could do safely by himself. He encounters many numeracy opportunities to improve his numeracy skills along the way – but without the fear of failing he may experience in a more formal maths situation.

Wayne is a 25-year-old man with physical and learning difficulties who lives in the residential Queen Elizabeth Foundation Development Centre. He was not considered to be ready for employment yet, but staff wanted to find a work-like situation where he could feel important and valued as an initial step towards any work placement. Wayne was interested in helping to make drinks for staff. He helped to create a document on the computer to show photographs of the people working in the different offices of the centre. Staff helped him to make this into a table with columns for drinks. He learnt to understand the table well, and developed the social skills and language required to ask people what they would like and to ask them to fill in the boxes.

Setting up individual programmes and group activities (example 3.7)

INDEPENDENT LIVING COURSE
 Key targets: see Individual Learning Plans for full details
 Name: _____ Targets for summer 2003

- Use the cane to be more independent round college.
- Be more tolerant of other students.
- Use self-advocacy skills to make things happen for yourself and support others to do the same.
- Don't push past people but say excuse me.

INDEPENDENT LIVING COURSE
 Key targets: see Individual Learning Plans for full details
 Name: _____ Targets: For summer 2003

<u>Individual Learning Targets</u>		
Learner's name: Annie Fletcher Targets:	Comments on performance (including achievement of subject specific skills)	Continue/ Achieved Amend
* To display positive behaviour in class rather than negative		
* To leave on time for breaks with other students		
* Add single digits (a) up to 5, (b) with support up to 10		
* Speak to communicate ideas, choices, events and experiences		
* Join in discussions, contribute to simple oral interactions		
Learner's name: Anthony Lees Targets:	Comments on performance (including achievement of subject specific skills)	Continue/ Achieved Amend
* To ask for help/ support with tasks		
* To ask members of staff before starting		

Tutors can comment on progress made today – both in subject skills and in literacy, numeracy and other important skills. New targets can be added.

Summaries of learners' main targets are used by tutors so that they can plan for individuals within a group activity.

Literacy scheme of work for one learner (example 3.8)

MATERIAL		
SCHEME OF WORK FOR STUDENT P:		
	SKILL	ACTIVITY/STRATEGIES
1	Rw/E.1 Rw/E.1.2 SLd/E1.1	P to show the weather forecast in his paper. Talk about what the symbols show. Negotiate plan to learn some of the words described by the symbols. Photocopy and enlarge the forecast - make several copies. Use highlighter pens to match the words in the text with the symbols on the weather map. Cut out several sets of the words and symbols. Make a game to match them. Talk about ways of spotting the differences (letters, size, shape of words). Stick one set of the words by the symbols and read them. Take a set of the words and highlight the initial letters. Sort into sets, by initial letter. If some are the same, highlight the second letter. Try to see/remember the difference between them. Speak to the other person about favourite weather, and listen when he/she replies. If necessary, use a bean bag to show whose turn it is to speak. Don't force the conversation to be longer than is natural. Pick out the words for his/her weather.
2		Revise last session's words. Can P match the words and symbols? P to try, then check his own answers with last week's set. Repeat the activity with today's forecast. Discuss meaning, check whether the weather words are the same as last session's. Discuss ways of spotting differences. Match with symbols. Sort words by first letter/blend. Look at words that begin with the same letter (snow, sleet, showers, sun). Cut them up and put back together in sound units. Look at shape of words - draw boxes round the word. When shown a box shape, try to recognise which words would fit into it. Check what is working. Identify other words - 'I like... I don't like...'; and 'today it will be...', 'yesterday it was...' to make sentences. P to arrange, rearrange and read the words. P put sentences with symbols on a weather chart and display for others to see (paste, write, or use widget). Talk to the other person about what weather each would like to see tomorrow. Focus on looking at each other and listening. Play a game in which one person says a weather word and the other makes a face to show whether they like that weather. Guess what they are trying to convey.
3		...continued

This links to a literacy learning plan which is shown in Phase 2.

APPROACHES FOR P

- Use his interests
- Be specific
- Allow enough time
- Do not expect group interaction
- Establish a routine for the lesson (group news/one-to-one input/individual work/learning check/lead)
- Have the same staff member working with P for set number of sessions, (if possible)
- Respond quickly to P's concerns: notice if he is anxious and address the issue.

This is a literacy scheme for P. He has a high level of anxiety associated with specific issues and subjects. He is very clear about what he is and is not interested in and will say no to proposals to work on some practical life skills work, preferring his own topics. Given a free choice about a focus for literacy, P will choose to repeat known activities, without developing new skills.

Staff try to draw on P's interests as a focus for work, where possible. He is socially quite isolated and does not often interact with others. The attempts he makes to have a conversation do not appeal to his peers. This seems to contribute to his anxiety.

The literacy scheme for P is intended to give him skills both to access his special interests and to give him a shared focus for communicating with others. He can use these communication skills for other purposes.

Making learning happen (example 3.9)

Staff use their observations to build a communication passport for the learner. This summarises what is important to her, and shares knowledge about the best ways of responding to her particular ways of communicating.

Learner Observation

Lancashire Adult Learning

Please could you take a few minutes to complete this form. I understand that more than one person may have supported the learner in this class – so it may be beneficial if more than one person has input.

Name of Learner: Learner Name Date: _____
 Class: _____

1. Has the learner expressed positive communication before coming to sessions over the course? e.g. doesn't look upset; goes to get coat etc.

Definitely	Yes	Can't Say	Sometimes	No
------------	-----	-----------	-----------	----

How does **Learner Name** show this: _____

2. Did the learner enjoy the session?

Definitely	Yes	Can't say	Sometimes	No
------------	-----	-----------	-----------	----

How does **Learner Name** show this: _____

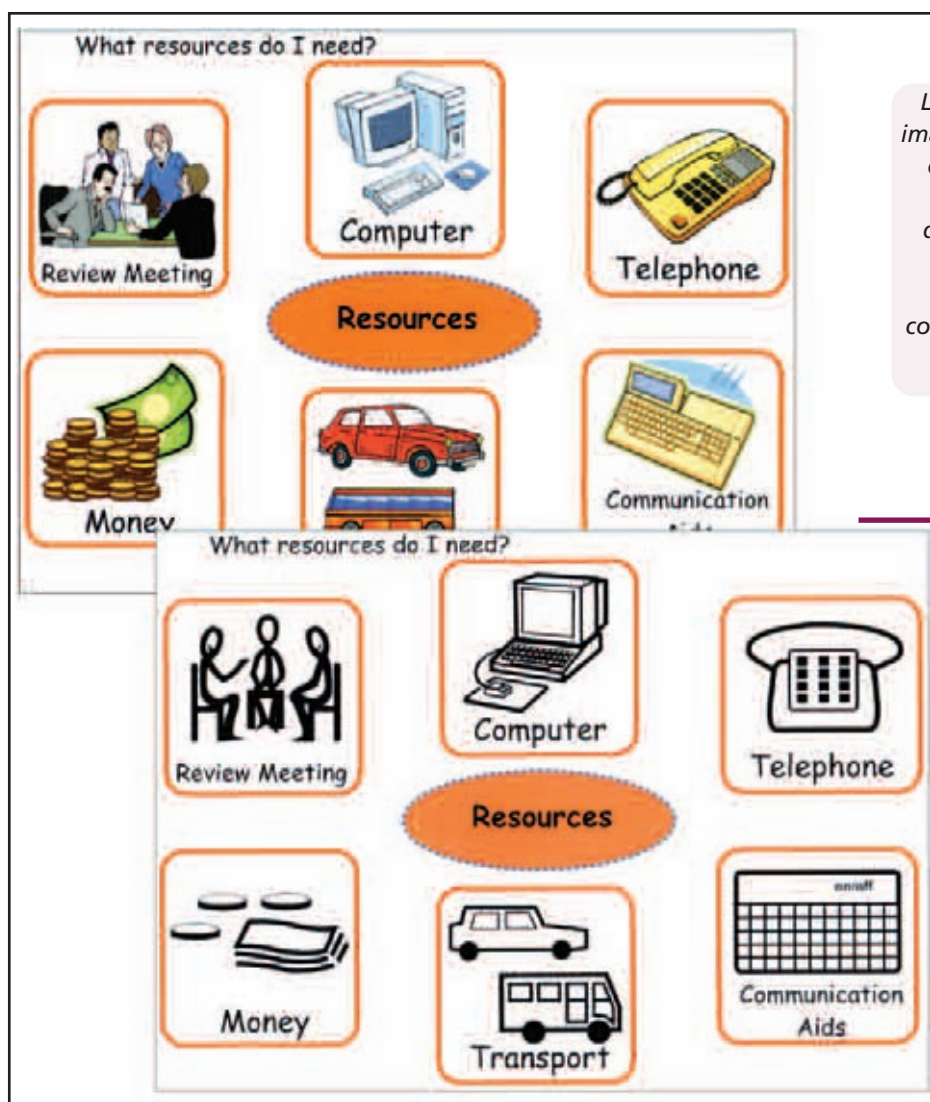
When/Time of Day/Place	When S does this	We think that it means	And we should
Any time / any place.	Quiet, looks happy, appears to be giving you eye contact - sometimes accompanied by deep throaty noises.	S is happy and relaxed.	Continue the activity, return eye contact and interactions with S. We should also record the activity in her notes afterwards.
Any time / any place.	Constantly vocalising.	S is extremely agitated and may be in pain. Sometimes acts as a warning to an epileptic seizure. Often associated with post epileptic seizure.	Change S's position and check and change pad if required. If vocalising continues report to senior, who will check medication records and if appropriate administer paracetamol. After administration record administration on MARS sheet and later record the effect of the paracetamol in S's notes.
Any time / any place.	Puts her thumbs up or her index finger and thumb of her right hand.	That S is in agreement with what you are doing.	Continue with whatever you are doing. Let S know that you understand. Maintain eye contact. Record activity in S's notes afterwards.

p.t.o

Other questions on the form provide the opportunity for observers to comment on ways in which the learning impacts on the learner's life outside college.

Staff at the Adult College in Lancaster work carefully with learners who have complex learning difficulties to capture their preferred means of communication, so that all work consistently together. College staff work with keyworkers, support staff from the learner's home or family members to identify and interpret responses. This means that motivating activities and choices can be presented during taught sessions at college. Learner observation by staff is used to evaluate the success or otherwise of college courses, and provides evidence of learner responses that help build both the individual's communication passport and inform the planning and development of provision.


Use of materials (example 3.10)



Learners were invited to select images associated with a range of opportunities and choices. At each stage, the resource was differentiated so that learners were able to choose their preferred means of communication: symbols, clip art, photographs and text.

A simpler version was constructed as a Talking Mat. This was done using a doormat and single pictures with vecro. Learners would have a positive and negative symbol or image on the mat and have one image presented at a time. The learner would place the picture, or indicate for it to be placed, underneath the positive or negative symbol.

In liaison with the local speech and language therapist, staff at Tendring Adult and Community College drew up an A4 folder of picture/symbols grids which contains images relating to the stages of their person-centred learning plan (PCLP). They agreed some possible options at each stage of the plan. Guidance notes for staff were added explaining how the materials should be used, i.e. as a prompt to elicit responses to a range of focused questions at each stage. These were presented to the staff team. Every effort is made to make sure that the voice of the learner is heard. Where this is difficult, suggested responses made by staff are recorded as such.

 The whole of this resource is available on the CD-ROM.

Use of resources – materials (example 3.11)

The choice of symbols is led by learners' interests and the books are used interactively, so that learners can initiate communication as well as using the symbols to indicate preferences.



These resources were made using Boardmaker software.

At Lindeth College, the speech and language therapist has supported college staff to produce symbol communication passports with learners.

Resources – multimedia approaches to teaching
(example 3.12)



"It was so interesting (at the studios) you can't believe. On the computer they animate characters, like in comics."



From starting the course believing she was not good at art, B is now moving on to OCN Level 1 Art next year.

"She has become much more independent and confident ... and she goes home now and writes stories ... And in the group, her listening and communication skills have really improved."

Developing literacy, communication and numeracy skills can happen in many different contexts. At Bristol City College there is an example of an arts-based course with literacy and wider skills embedded where the tutor liaises with the college media department for a course designed to encourage students to express themselves through different media. This year the 'Expressing Yourself' course focused on animation. Students visited Aardman studios, created characters, looked for information on the Internet, made their own storyboards, used the digital camera to take stills, and chose music and sound effects to go with the animation.

All learners have goals linked to the Pre-entry / Entry curricula. For example, for one learner who initially lacked confidence and found it difficult to stay focused in a group situation, one of her key goals was to work on listening and speaking skills.

One of the main problems is resources – it can be difficult to get access in the college Media Department to the animation software and to find time to learn how to use it. However, the tutor feels the course has been very effective for all the learners in the group who get so involved in the creative activities that they develop skills almost without realising it.



Phase 4 – ‘How am I doing?’

Practitioner processes	What this means for the learner
<ul style="list-style-type: none"> • Carrying out formative assessment. 	I can choose what information to put into my portfolio.
<ul style="list-style-type: none"> • Gathering evidence of progress. 	There are chances for me to think about what is happening and whether I want anything to change.
<ul style="list-style-type: none"> • Reviewing learning and providing feedback. 	There are opportunities for me to say how I think I am doing, if I am getting stuck and if so what help I need.
<ul style="list-style-type: none"> • Facilitating reflection. 	I can change my mind about the choices I have made.
<ul style="list-style-type: none"> • Adjusting the learners’ plans. 	My plan identifies what needs to stay the same and what needs to change.
<ul style="list-style-type: none"> • Evaluating provision. 	

Phase 4 describes the process of *formative assessment* – that is monitoring and assessing the learner’s progress throughout the learning process.

Gathering evidence of progress

As learning occurs, staff and learners will work together to make a record of what happened, including experiences, events and responses. This will include progress towards planned learning targets, but also progress and responses that are new or different. There is no need to make a record of everything that happens, but it is important also to recognise and value achievements that were unexpected. The record may take a number of different forms, for example:

- photographs or video clips;
- audio;
- artefacts or samples of work;
- notes made by members of staff or by family members;
- comments recorded by learners.

These records may include items that are gathered in the learning situation as it unfolds. It will also be important, however, for staff and learners to work together soon after the event or response to negotiate a shared account of the event and to annotate any photographs or pieces of work to give their meaning or significance. This will ensure that new responses are related to previous learning and linked to plans

See examples 4.1, 4.2, 4.3, 4.4

for the future and that learners are constantly involved in the process of reflecting on their own learning. Reflecting on ways to improve their own learning and performance may be another wider skill that is the subject of targets in the person-centred learning plans. It is important to encourage learners to reflect on and recognise their own progress and achievement, thus increasing their confidence.

Tower Hamlets College

At Tower Hamlets College, learners use digital cameras to record visits and project work. When they return they download the photos and show them to the rest of the group on the Smartboard. This is both immediate and motivating and provides a focus for reviewing learning that does not rely on memory. It can also provide evidence of progress.

HMP Pentonville

In HMP Pentonville, video is used, as a learning resource, for recording progress and for presenting evidence. For example, learners took part in role play about body language and communication skills and videoed each other. They were then able to watch themselves, review their performance critically and make plans for change. When demonstrating good practice in health and safety as part of another course, the video served as evidence for accreditation.

3

Phase 4

See examples 4.3, 4.5, 4.6,
4.7, 4.8

Reviewing learning and providing feedback

The record of events and responses can also be built up when a regular time is set aside for staff and learners to review what has happened over, say, a week. These regular review meetings can be used to manage, edit and update the record of learning that builds up over time and to ensure that learning remains focused on relevant goals and targets. One of the characteristics of this phase is a constant process of review and adjustment to maintain the effectiveness of the person-centred learning plan in moving learners towards their goals. Staff and learners should work together, frequently reviewing the plan and the learning opportunities to ensure that progress towards goals and targets is maintained. They are, after all, the learner's personal targets, so learners should have responsibility for reviewing their own progress. It is important to promote and support learner self-assessment, peer assessment as well as between learners and tutors or trainers.

East Surrey College

East Surrey College has a review format that asks the learner to reflect on achievements, provides space for the learner's feelings about his/her progress and the opportunity to identify ways in which the new skills have been used outside the course. Next steps are identified and new targets set, with core curriculum targets.

To ensure that the plan always remains 'person-centred', staff and learners should also revisit and monitor the learning process so that learner's preferences, which may be changing, are respected and acted upon. Preferences established in one phase of a learner's experience should not be regarded as permanent features. For some learners, moving away from previous preferences and learning to enjoy working in new ways may in itself represent an important form of progress. For example, a learner may prefer usually to work with a familiar member of support staff. It may be important, over time, to challenge this preference and to encourage this learner to broaden their social network by coming to enjoy working with peers and other adults in the community.

As we noted in the guidance on Phase 2, working in new settings with different resources and with unfamiliar people can lead to new risks. Practitioners and learners will want to use review meetings to consider these challenges and to develop together agreed strategies for balancing safety concerns and familiarity with acceptable risks and fresh experience.

A Chance to Work

Merseyside's A Chance to Work has a development record. It focuses on one aim, for example 'confidence', and provides a record of varied contexts in which the aim has been addressed, such as in using the lift, in the town.

Part of this process will entail supporting learners in working to solve their own problems. By working together to resolve the difficulties that arise in learning situations, staff and learners can make it more likely that learners will reach their goals. Learning to solve problems, developing coping strategies and managing their own responses to setbacks and difficulties can be an important end in itself for adults with learning difficulties. Indeed, problem solving is one of the wider skills that may be the focus of targets in person-centred learning plans where this is a priority for the individual.

See example
4.9



Examples of these are given
in DVD 4 (DVD section to
view: Reviewing).

3

Phase 4



Facilitating reflection

The process will involve looking back through the person-centred learning plan, looking at pictures and video clips or written records and reflecting upon what has been learned. These activities will show learners that they are making progress and will also help them begin to identify new targets for the future. At this time learners can be supported to consider:

- what or who helped them to improve;
- who might help them to improve further;
- how these experiences can be used in the future.

Assessing whether goals and targets have been met will be very much a shared, collaborative process. Discussions with the learner, with other professionals and, where appropriate, with peers, family members or friends will provide deeper insights into what has been achieved and may also help to clarify the learner's attitudes and feelings about their achievements. These feelings and attitudes will in turn inform and support planning for future learning. Depending on the context, this review process may be facilitated by various individuals, such as a teacher, an employment adviser, a peer, a parent and so on, in a learner's life.

Collecting evidence of the learner's progress is important, not only to show what they have learned, but also to be able to see their progress in concrete terms. The processes of recalling significant events by looking at pictures and video clips, talking about what happened and relating these events to past learning and future plans are important for the learner's growing idea of themselves as capable learners who are making positive choices about their own lives. Taking account of unexpected successes will also help the learner to gain confidence and share involvement in shaping the next step.

Here are two quotes from the tutor at the City of Bristol College who developed the interactive person-centred learning plan that you can find on the CD-ROM:

“ It's the first time my learners really understood progression – they could see where they'd come from. ”

“ For a learner, tapping on your key worker's arm and handing them a CD showing what you can do they didn't know you could do ... it's incredibly powerful. ”

Tutor, City of Bristol College

Adjusting the learner's plan

The final task for this phase is to consider how the plan needs to change in order to help the learner to reach their goals more easily. Many of the examples that are included in this section include spaces for new targets to be recorded. Learning is characterised by a constant

process of adjusting practice to make it more likely that people will reach their goals. This is not to say that goals and targets should be abandoned if there appears to be little progress at first. Important goals should not be abandoned simply because they are not achieved immediately. Instead, adjusting the plan may, in the first instance, involve trying different approaches and new ways of working.

Evaluating provision

Evaluation has two main purposes: the first is to help improve the quality of learning in your setting or context and the second, more strategic, purpose is to identify areas of strength in your setting that can be built upon, to identify areas for development, which might include training and staff development, and to build up a body of professional knowledge that can support and sustain high quality provision in the future. Both learners and professionals will contribute in equal measure to the evaluation process.

Learners should be asked periodically to complete the kind of evaluation that suits them or fits in with your context. Perhaps you could ask a sample group of learners to evaluate their learning from time to time, so that everyone gets the chance to express their opinions a couple of times a year, or as often as you would like. Completing the evaluation gives both learners and practitioners the opportunity to reflect on what has been learnt and also to highlight the progress that has been made. Of course, there is also the opportunity to review the things that have gone wrong or to identify barriers to learning and progress. The process also allows practitioners to reinforce their commitment to the core values, and to identify strengths and weaknesses in their provision. Learners may complete the evaluations independently or with support, but it is important that their views and opinions are reflected as accurately as possible. Another way of involving learners in the evaluation of your provision is to ask them to focus on a particular aspect. For example, you could ask them to evaluate how effective you are being in fostering new relationships, inclusion and opportunities for new experiences through:

- giving learners disposable cameras and asking them to take photographs of their friends, the people who support them and/or other important people. You could ask learners to take these photographs periodically to check whether their circle of relationships is expanding;
- using photographs of familiar places or parts of your provision as a basis for discussing learner's access to new experiences and activities, or any barriers they have encountered.

On the CD-ROM that accompanies this pack, there is an example of learner materials relating to evaluation. These guided the learners who helped with this project, and could be adapted for other purposes.



See CD-ROM: 'Learner materials', and examples 4.10, 4.11, 4.12



The Creating Learning Materials: Level 3 and Level 4 modules provide examples of effective questions to ask to extend a learner's thinking. See, for example Level 4, Session 3, Activity B: 'Effective questioning'.



See the CD-ROM.

Examples for Phase 4

Gathering evidence of process – involving learners (example 4.1)

John is learning to travel on the bus. Photographs are taken to remind him about each stage.

John can say how he gets on, and can help to plan targets for what to work on next time.

CONFIDENTIAL
THANET COLLEGE

INITIAL ASSESMENT FORMATIVE ASSESMENT SUMMATIVE ASSESMENT

STUDENT J. Stokes COURSE Towards Ind PROGRAMME AREA Travel Training LEARNING PERIOD Spring 05

DATE	Target 1	Target 2	Target 3	Target 4	Target 5	Target 6	Target 7	Target 8
28.1.05	✓	✓	✓	✓	✓	✓	✓	✓
4.2.05	✓	✓	✓	✓	✓	✓	✓	✓
11.2.05	✓	✓	✓	✓	✓	✓	✓	✓

COMMENTS

Dir/paws/l/tying does assessment sheet

Digital photos of real people and contexts have been inserted into a table in a Word document.

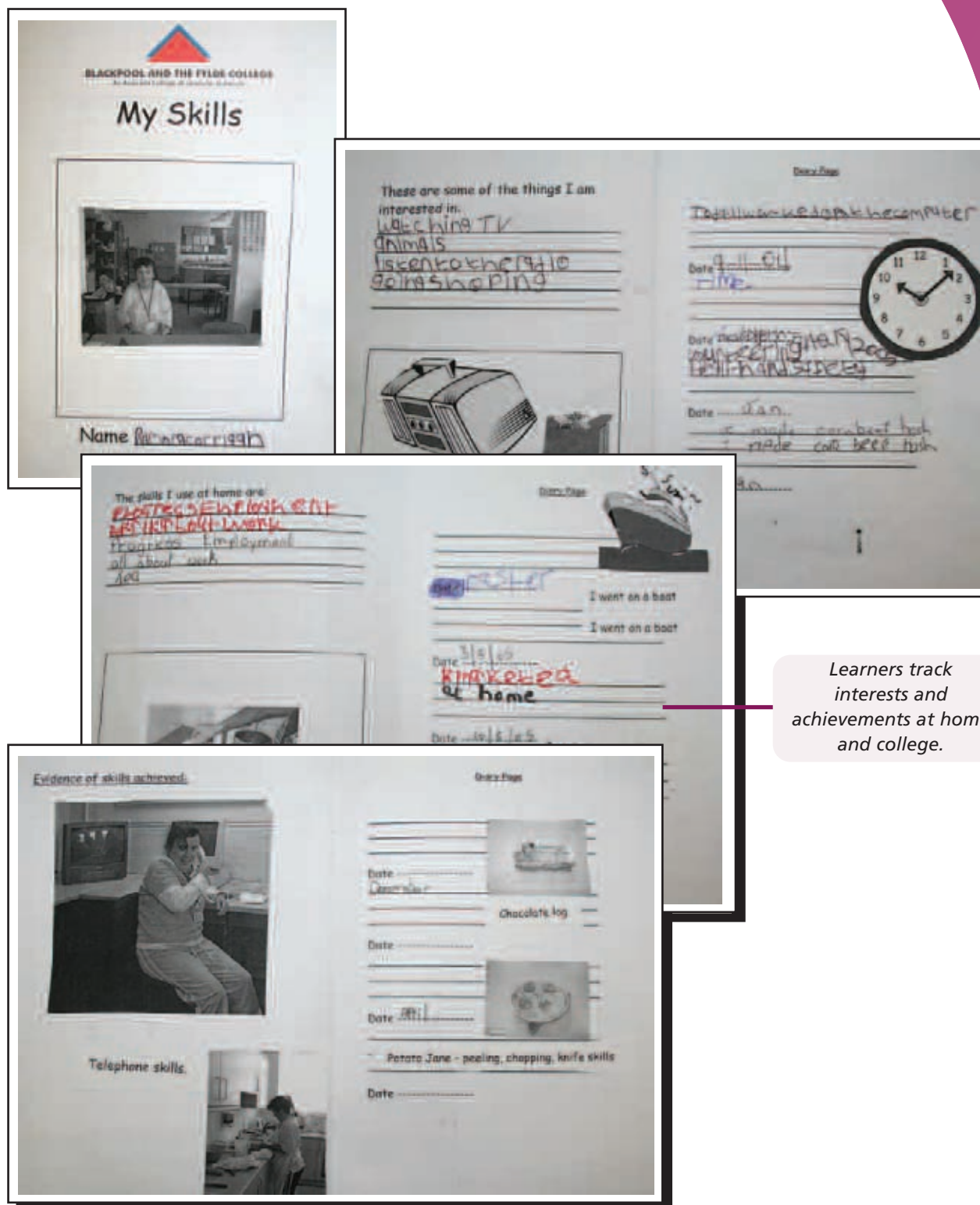
See example 4.5 for an example of a review document.

3

Phase 4

At Thanet College, learners are involved in keeping track of their own progress towards targets. For each target, photos are taken of the steps towards completion. Each learner has an assessment sheet on which their achievements are noted on each occasion they are able to practice the skill. The learner can see whether they have achieved their targets, and the evidence is available for accreditation.

Gathering evidence of process (example 4.2)



Learners track interests and achievements at home and college.

Learners at Blackpool and The Fylde College maintain 'My Skills' booklets that are shared between home and college to make a link between contexts, so that learning targets are consistent and achievement that takes place in either context is celebrated. The process is owned by the learner, and people in either context can use the booklet for activity planning and shared communication with the learner and with each other.

Gathering evidence of process (example 4.3)






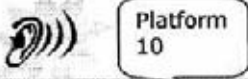

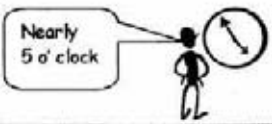

Staff comments indicate precisely what the learner was able to do. Later, the learner can comment, and file this record with the photograph taken on the day. He won't need to complete laborious paperwork but can get on with the next practical task.

This slip can be used, for example, with a recipe or bowling score card, to highlight relevant learning, including unexpected outcomes.

WITNESS STATEMENT : ABC LIFE SKILLS																																	
Name of learner Y M																																	
Name of Witness	Signature																																
Date																																	
ABC LIFE SKILLS UNIT																																	
Context																																	
Visit to Kingston on the bus																																	
Activity or skill witnessed																																	
Y showed that he could follow the appropriate routine to find the bus stop, hold his hand out for the bus to stop, show his pass & with guidance because of his partial sight, find a seat. With prompting, he was able to ring the bell and get off the bus at the right place. He behaved appropriately throughout the trip.																																	
Assessment decision	<table border="1"> <thead> <tr> <th colspan="2">INDEPENDENT LIVING COURSE progress record</th> </tr> <tr> <td colspan="2"><i>To be attached to work or work products</i></td> </tr> <tr> <td>NAME</td> <td>DATE</td> </tr> <tr> <td colspan="2">CURRICULUM TARGET(S)</td> </tr> <tr> <td colspan="2">ACTIVITY</td> </tr> <tr> <td colspan="2">COMMENT/NEXT STEP</td> </tr> <tr> <td colspan="2">LEVEL OF SUPPORT (circle) NH, VH, GH, PH, ER.</td> </tr> <tr> <td>Signed (teacher)</td> <td>Signed (parent)</td> </tr> </thead> <tbody> <tr> <td>Working to</td> <td></td> </tr> <tr> <td>Witness comment</td> <td></td> </tr> <tr> <td>He has a</td> <td></td> </tr> <tr> <td>well with h</td> <td></td> </tr> <tr> <td>would benef</td> <td></td> </tr> <tr> <td>eg to work</td> <td></td> </tr> <tr> <td>Student comment</td> <td></td> </tr> <tr> <td>Y. M.</td> <td></td> </tr> </tbody> </table>	INDEPENDENT LIVING COURSE progress record		<i>To be attached to work or work products</i>		NAME	DATE	CURRICULUM TARGET(S)		ACTIVITY		COMMENT/NEXT STEP		LEVEL OF SUPPORT (circle) NH, VH, GH, PH, ER.		Signed (teacher)	Signed (parent)	Working to		Witness comment		He has a		well with h		would benef		eg to work		Student comment		Y. M.	
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At Richmond upon Thames College staff use witness statements and progress records as evidence to accompany photographs and other artefacts. This means that achievements in all contexts can be recognised.

Gathering information (example 4.4)

Record				
Skill	Speaking: Speak to Communicate	Can't do yet	Can do with help	Can do
Sc1a Sc1b	Speak clearly 			
Sc 2a Sc 2b Sc 3a Sc 3b Sc 3c Sc 3d	Ask for different things 			
Sc4a Sc4b Sc4c Sc4d Sc4e	Give information 			
Sd1a Sd1b Sd1c	Talk to people socially and formally 			
Lr1a Lr1b Lr1c Lr1d	Listen and understand 			
Lr2a Lr2b Lr2c/d Lr2e	Listen for detail 			
Lr3a Lr3b	Listen and follow instructions and directions 			
Lr4a Lr4b	Listen and respond to requests for action and information 			
Lr5a Lr5b Lr5c Lr5d	Speak and listen in different situations 			

Staff can easily track the learner's progress by recording achievement in each column. The graphics help learners to understand what each skill is about.

Clip art images have been inserted into a table in a Word document.

At Tower Hamlets College, staff have devised a tracking sheet that helps learners to understand the references of the Adult Core Curriculum (ESOL). Staff use it to collect evidence of achievement.

Reviewing learning and providing feedback (example 4.5)

This works well for learners, who can reflect on their achievements 'in the moment' rather than having to remember later.



Patterns of success or possible problems can be easily spotted.

Essential Skills Tracking Sheet		Week commencing: 6 th June 2005		
Susanna Hollingdale				
		To ask questions of other people	To arrive at courses on time	To identify what to do when plans change
Monday	Art HH	Absent		
	Email/reading AC			
	Art HH	Y asked for help	A bit late said she had forgotten to come this morning	N/A
	Shopping			
Tuesday	Shopping			
	Music RP			
	Art HH	Y asked how I was	Y on time	N/A
	Ceramics NA			
Wednesday	Gardening			
	Mural JA			
	Computing SD			
	Early Lunch			
Thursday	Swimming Leisure			
	Swimming Leisure			
	Tapstry NA			
	Numeracy LG	Y asked how I was and what we were going to do	N - nearly 10 mins	Y - first time in this session and knew we were doing number games
Friday	Care Support			
	Tapstry NA			
	Tapstry NA			
	Art HH AC	N	N 10 minutes late	N/A
Free time AC		Y Asked Louise if she could help her	Y	Y Played games and listened to a story CD - knew what to do
6.30 Nail painting				
Scenario / Person		Extra Comments		
On away/ill		Y - asked how I was today & when would we meet to do some work!		

Information is stored on the intranet system and maintained by one key member of the learner's staff team.

At Queen Elizabeth Foundation, each learner's targets are entered into an intranet system for the centre, together with a timetable of his or her activities for the week. Staff can log into any computer to record progress which can be tracked and celebrated in both formal and informal or social sessions. New targets and strategies can then be generated and shared.

Reviewing learning and providing feedback (example 4.6)

Learner: Joe Stokes Learning Style: Kinesthetic Course: Towards Independence Learning Term: Spring 05 Programme Area: Road Safety	 
Subject Target: For Joe: to become a safer and more independent pedestrian. Island Crossing	<p><i>Realistic, measurable targets are set so that all will know when they have been achieved.</i></p>
Basic Skill Target: Say own Address Recognise numbers	
Generic Target: Ask for help.	
Subject SMART: Joe should be able to say Look and listen when crossing Name 'Island Crossing' Prior to 18 th March.	
Comments: Joe stood too near the kerb he did not look and listen name 'Island Crossing'	
Comments: Joe was able to meet a	
Comments: Unable to stand on kerb Joe was able to name Island Crossing	
Comments: Joe was unable to look and listen He was able to stand on kerb Island Crossing	
Inclusive Individual Learning Plan REVIEW of Learning Outcomes	
Comments: Forgot to look and listen!	Sign & Date:
Comments: Well done!	
Comments:	Sign & Date:
Was your Learning Outcome achieved?	
"Standing on kerb-Yes Naming the crossing-Yes Look and listen when crossing-No"	
What did you have most success with?	
"Naming crossing."	
What do you need to improve?	
"Look and listen."	
How will you maintain this skill?	
"With college staff in town, and when I'm out with Mum and Dad."	
What would you like your next Learning Outcome to be?	
"We want to work on Pedestrian Crossings next."	
Student: _____	Course Leader: _____
	Date: _____

Digital photos of real people and contexts have been inserted into a table in a Word document.

This is the outcome of a review meeting at Thanet College. Joe and his tutor discuss his progress towards meeting his objectives, and agree what to work on next.

Reviewing learning and providing feedback (example 4.7)

Date	Which learning goal are you working towards?	Activities	Tutor Assessment	Student Assessment		Student initials
				What I felt happy with	What next?	
11/11/05	reading/writing	Talked about ourselves completed ILPs. wrote about Christmas	Phillip loosened but completed the work.			B
19/05/05	reading writing money hearing	money The Parliament				
25/11/05	reading letter recognition writing	Letters act to begin with Burn's Night We wrote about f				
17/13/05	writing letter sounds	Recipe Playing words				
10/5/05	writing letter sounds opinions	Easter Animal Quiz				
24/10/05	discussion writing letter sounds	Emotions				
14/10/05	letter sounds opinions	Wordsearch. Royal Wedding				
24/4/05	letter sounds recognizing words opinions	Opposites music				
31/5/05	letters, writing word recognition handwriting	The Election				

East Essex Adult Community College
 Essex County Council

Individual Learning Plan (ILP) ALDD

Name: Phillip	Date: 11/11/2005
Tutor: Alex Trask	Course: Enjoying Reading and Writing Code: ML4205

Long term aims

to enjoy reading and writing

Learner's interests

reading boring binge

Preferred learning style

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
-------------------------------------	-------------------------------------	-------------------------------------

Agreed learning goals (linked to curriculum)	Core curriculum ref(s)	Date achieved
To work on and improve my writing	Wt mb	14/10/05
To work on and improve my reading	Rw m	14/10/05
To work as a group	Sld mb	
To listen to one another	Slr mb	14/10/05
To work on nois time and money via literacy work pack half term		14/10/05
Review dates: (minimum once per term) 22/3/05 4/10/05	% of agreed learning goals achieved	80%

Student signature Phillip Tutor signature Alex

Phillip is reminded of his target at the start of the session. The tutor sets appropriate activities and notes his progress. Phillip adds his own comments at the end.

In their one-to-one meeting, Phillip and his tutor review targets and set new ones.

Tables in Word document with some symbols used.

This example, from Essex College, illustrates the relationship between the learning plan and the activities of the teaching session. The tutor and the learner have one-to-one meetings during which targets are set. Staff can then address the targets and review learning during every session. The next one-to-one meeting provides the opportunity for review and update in the light of these records, which can also help the learner to remember what he did and how he got on.

Reviewing learning and providing feedback (example 4.8)

INDEPENDENT LIVING COURSE at Richmond upon Thames College		
END OF TERM REPORT		
Student name LUCY CARVER	Date 1 ST DECEMBER 2004	
SUBJECT INDEPENDENT LIVING SKILLS		
Lecturer, SSAs HH, NR, MN		
Attendance 10/11	Lateness none	
DESCRIPTION OF THE TERM'S WORK (what students did)		
<p>Students began the term with an introduction to all aspects of the college. Initial assessment were made of students' literacy and numeracy, and targets were included on an individual learning plan. All students have a copy of this at the front of their file. We then worked on a project about personal safety, in and out of the home. We used materials from the Suzy Lamplugh trust, and worked with the local crime support officer and community liason officer. Students learnt about what to do to feel safe, practised skills, and gave presentations about what they had learnt. Students all took a test at the end of the course, to check what they knew.</p>		
Assessed Literacy Level	Assessed Numeracy level	End of module test score
Entry level 1	Pre Entry milestone 8	21 ½ /26
ACHIEVEMENTS (specific gains made)		
<ul style="list-style-type: none"> o Lucy has really improved over the term in her ability to keep on going for the whole lesson. o She has contributed well to the discussion and completed work set. o She knows a lot about the subject now. o She gets on well with everyone in the group. 		
ACTION POINTS (next targets for the ILP)		
<ul style="list-style-type: none"> o Put all your things away and look after them. o Don't wait for other people to do things for you - take charge. o Help others in the group. 		
SIGNATURE/COMMENT		
Student	Staff	

Describing the content of the course helps Lucy to let others know what she has been working on. Her support worker will reinforce learning at home.

The learner will have a report for each subject, each term. These build up to show progress over time.

This example, from Richmond upon Thames College, is an end of term report. It is intended to provide information between college and home (and/or other agencies) about both content and progress on the course each term. Previous targets are reviewed, and new targets set. Targets from each subject report are collected to form the learner's next ILP. These reports help to provide information for the final end of course review report.

Facilitating reflection (example 4.9)

After two weeks they meet again to reflect on how he is getting on. Indicators are identified ('How can I tell?') so that the learner knows how to evaluate his progress.

Staff help the learner to identify specific targets that he wants to work towards.

Tutorial 3 21.1.05 TBW.

How am I doing? coming along quite well, I'm better at taking turns
How can I tell? I feel more confident
Are there any problems? bullying & intimidation
How can I solve them? talk to staff staff to address

Tutorial 4 11.2.05

How am I doing? I feel its getting easier for me. I'm still thinking out loud.
How can I tell? I feel more confident. People can tell me. I dont notice it myself.
Are there any problems? Timekeeping - late for lessons. Insufficient clothing.
How can I solve them? Look at my watch regularly. Come back when the others come back. Wear more, warmer clothes.

My Plans for Moving On

Where? Rodbaston

Doing..... Premier Horticulture.

What do I need to do to make it happen? Interview 13th May.

Who can help me? Staff

How? Attend interview.

ts think in my head rather at loud and structure what I say so clearly ke some plans for next year help me? - prompting, modelling speech	By when? Easter 05 " "
at home	How? Info about other courses. Discuss all the options.

Digital photos of real people and contexts have been inserted into a table in a Word document

This is one page taken from a person-centred learning plan at Rodbaston College. Staff invite the learner to reflect on his progress and plan new targets. Between them, staff and learner identify and agree how they will work towards the targets.

Evaluating provision
(example 4.10)

Received from Katy 16.10.01

Why I am so happy
with my life

It started in a place called Rathbone Society in
Mosley, eromer road. When I decided to
take up Adult care because I have always
wanted to work willingly with old people
because I care for the community and
the Elderly to help them to get their
Independence. When I first doing work
in a home I thought it would be hard
work but it thanks to the staff at the
home and differentley the teachers at
the Rathbone for helping me to get where
I am today. I know work in, but
day centres and the Atmosphere is brillent
just what I was looking for. The name
of one of the day centres Birmingham
Settlement. The people and the staff
there are lovely and my work there
enjoyable. The other one is called Bramford
Cristen day centre. The Elderley and
the staff made my life is brillent and
I do everything for them because I care
about my work and as long as there are
happy I am happy. That is my motto in
life and I live by it and that is why
I am so happy with my life

Yours sincerely
Katy

Katy reflects
on the support
that has made
her dream of
working as a
carer come true.

This uplifting account from the Rathbone Society illustrates the value of encouraging learners to provide direct feedback on their experience. Here, Katy describes the busy life that she enjoys. She feels able to reflect on her experience, and it is hoped that she would also be able to ask for changes to her activities and support network if it became necessary.

Evaluating provision (example 4.11)

Lancashire County Council Learning Support Evaluation
(Learning Support Tutor)

This form can be requested in large print, audio tape, electronic format and different languages.
We would like to know if you are happy with the learning support tutor who is working with you at The Adult College. Please answer the following questions about your support and return this form to the Learning Support Team in the pre-paid envelope attached. You do not need a stamp!

Are you happy with the Learning Support Tutor who has been working with you?

☺☺	☺	☹	☹☹
very happy	happy	unhappy	very unhappy

Please comment...

Are you happy with the Course Tutor who has been teaching you?

☺☺	☺	☹	☹☹
very happy	happy	unhappy	very unhappy

Please comment...

How would you rate the Learning Support Team who arranged your assessment and support?

☺☺☺	☺☺	☺	☹☹
excellent	good	poor	very poor

Please comment...

p.f.o

How would you rate the amount of support that you received from us?

☺	☹	☹☹
just right	too much	not enough

Please comment...

Who would you tell if you were unhappy with anything about your learning support?

How has Learning Support helped you (please apply)

- To build confidence to attend college
- To get back into learning after a break
- To understand the subject better
- To improve my study skills
- With a physical need e.g. special needs

Would you have stayed on if you had not had Learning Support?

☺ Yes

Please comment...

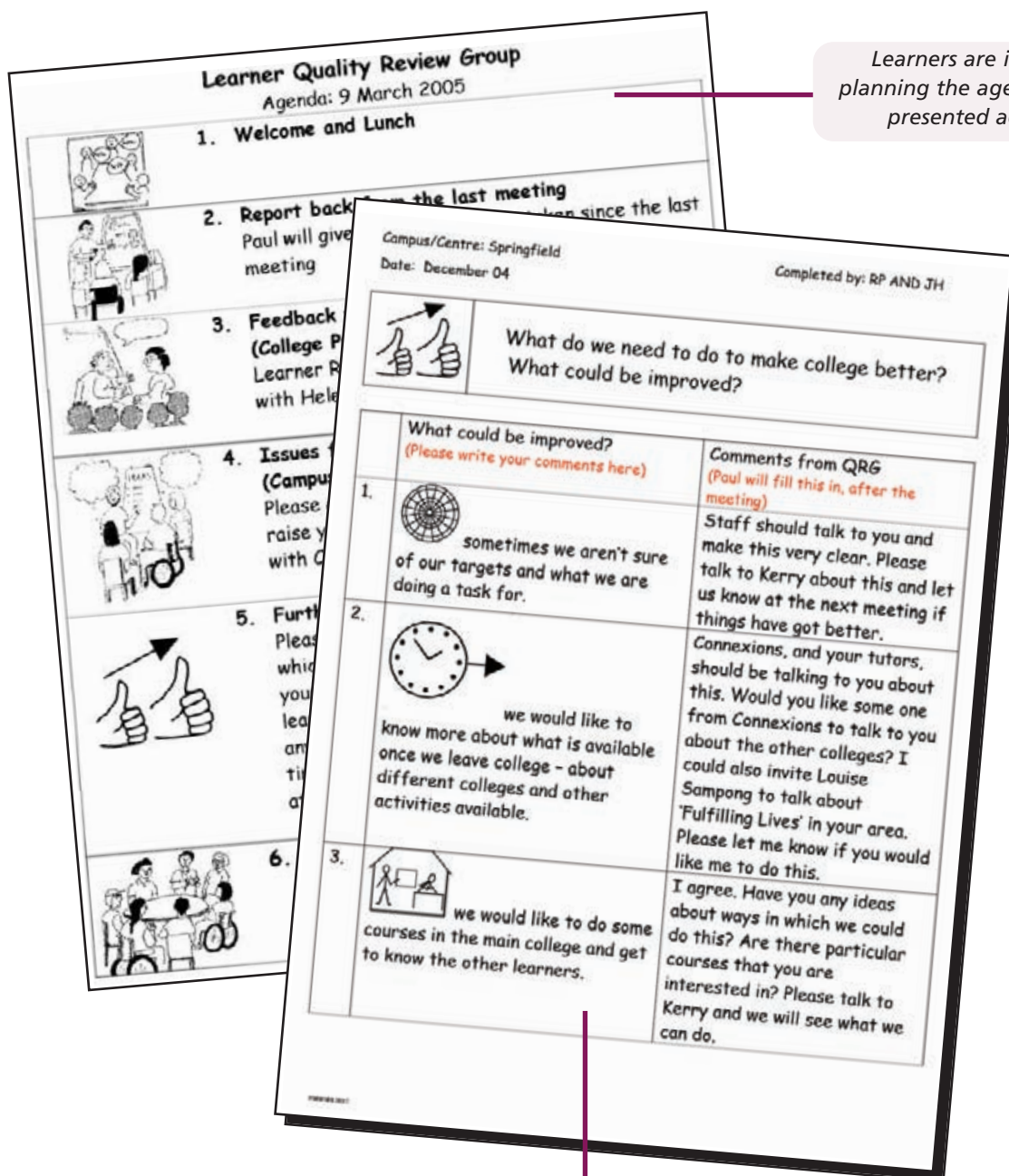
Thank you for filling in this form. Your comments will help us to improve our service to you. Please do not write your name on this form.

It can be difficult to collect information from adult learners across different sites. The Adult College has made it as accessible and easy to gather as possible.

This was constructed using tables in a Word document with Wingdings symbols.

The Adult College, Lancashire, invites learners to evaluate the support they have received. Learners also comment on the ways in which they have used the support, so that the outcomes of the provision can be evaluated.

Learner evaluation (example 4.12)



Learners are involved in planning the agenda, which is presented accessibly.

The issues raised result in action for the relevant people. This creates a dialogue between staff and learners, with shared responsibility and ownership of the provision.

At Oaklands College (Springfield Site) learners are part of a Quality Review Group. Representatives have a regular opportunity to talk about provision at the college and to make suggestions for change. These action points are monitored to make sure they happen.



Phase 5 – ‘What next?’

Practitioner processes	What this means for the learner
Completing summative assessment.	My successes and achievements are recognised and celebrated by other people.
Providing accreditation.	I am helped to think about the future and how best to build on what I have achieved.
Identifying next steps.	I am supported in making new choices.
Passing on information to other professionals.	Information about what I have achieved is passed on.
Personalising the transition process.	There are key people in the next phase of my life who know what support I will need to cope with the changes.



Summative assessment

This phase, described as summative assessment, presents the opportunity to gauge how far the learner has progressed towards their long-term aims as well as reviewing learning as steps towards them.

See example 5.1

This phase also represents the completion of one cycle of planning and assessment, and the beginning of the next. At what point to carry out a formal review of the person-centred learning plan will depend on the context and the learners. For instance, a formal review of progress may be necessary for some learners after two or three months – for others a year will be adequate. The purpose however is the same: to review progress and to enable significant changes to be made to the learner's programme in consultation between staff, learners and, where appropriate, friends, enablers and family members.

As we have emphasised all the way through this guidance, person-centred learning plans are dynamic in that they can be changed, adapted and developed to match the learner's own growth, development and learning. In many ways, the guidance for this phase relates closely to that given for Phases 1 and 2, in that plans must be based upon the learner's aspirations and desires for the future, that the plans are realistic and achievable and that targets are communicated to others who play a significant role in the life of the learner. In Phase 5, however, the learner has made progress and so their plans will almost certainly be qualitatively different from their original plans in Phase 1.

See examples 5.2, 5.3

Accreditation



Some learners will have their progress recognised through accreditation. Many learners take external assessments in numeracy and literacy. These can be assessed via coursework, building up a portfolio of work that demonstrates achievement, or by tests that take place at strategic intervals. Many other qualifications are available, and learners can achieve accreditation in a wide range of subject areas. While accreditation may be important for funding purposes, achieving a

certificate is equally important to many learners. It provides the learner with valuable evidence of his or her hard work, and provides information to others about content and levels of achievement. It prevents replication and drives learning forward towards new challenges.

Accreditation is only of value, however, when it provides a framework for learning that is relevant to the learner, accurately reflects achievement, and does not include assessment methods that present barriers to the learner. Failure to pass a test may prevent a learner from progressing to a level that he or she may be ready for. Conversely, passing a literacy assessment may actually prevent a learner from further study within a level that requires further consolidation, because of the pressure for learners to progress to the next level.

It is important to remember that the best learning takes place through practical, experiential methods, and not by the completion of multiple worksheets for the sake of evidence! Learning should be consolidated and generalised so that the learner can really use the new skills in his or her own life. The best accreditation reflects this, and requires evidence in the form of repeated records of observation, video, and negotiated writing rather than copied writing or records that the learner cannot access.

Many learners follow programmes that do not lead to accreditation. Non-accredited learning can be tailored more closely to the needs of the individual and can change quickly in response to progress and in negotiation with learners. It is possible to plan high quality non-accredited learning in which staff plan carefully to recognise and record achievement. RARPA* evolved from an action research base and is a helpful guide to ensuring quality in non-accredited learning.

The skills of literacy and numeracy, or other important skills, can be tracked, measured and evidenced in both accredited and non-accredited learning.

Identifying next steps

It is important in this final phase of the cycle to draw the learner's attention once more to the journey they have undertaken through the work they have done on their person-centred learning plan. Opportunities for new experiences and for engaging with more challenging situations should be discussed with the learners and, where possible, included in the new plan so that learning does not 'stop' at the end of the planning and assessment cycle. Other significant people in the learner's life, those who can help the learner to achieve their further goals and targets, should be included in the planning process, but the learner's aspirations and wishes should be paramount.

Passing on information to other professionals

Information that has been gathered about the learner and their achievements will need to be passed on to the learner's subsequent destination. This might include formal plans such as care plans, health plans or Connexions Service Action plans. Information can also be



See examples 5.4, 5.5.
DVD section to view: DVD
4 > Reviewing > Peer
review.

See example 5.4

*RARPA – Recognising And Recording Progress and Achievement in non-accredited learning (see Greenwood and Wilson, 2004)



There are examples of different formats on the Department for Education and Skills Website. Multimedia forms of evidence allow learners to show others what they have achieved. See: www.dfes.gov.uk/progressfiles

See examples 5.5, 5.6

recorded and passed on through a Progress File (formerly National Record of Achievement). Progress Files can help learners in any setting, for example at home, in a youth club or adult community centre. The working file is useful for keeping records of personal or career plans, CVs, certificates and examples of activities, skills and achievements.

“ *The Powerpoint presentations have been shown to parents and outside agencies at annual reviews. The Connexions advisor for the area has said they are invaluable to help her to have an overview of the students: their likes and dislikes and what their goals are.* ”

Lindeth College

Lilestone Street

At Lilestone Street, a day centre in London working with Paddington Arts, multimedia is now part of many progress reviews. Often learners take the lead and give a presentation about themselves and what they have been doing – this may be projected on to the wall of a meeting room. In this way learners can celebrate successes and feel empowered through taking ownership of their own care plans. For those who do not want to remain in the room for the review meeting, staff may project that person's image onto the wall, and leave the door ajar so that the learner knows that they are the focus of the meeting; an example of multimedia supporting differentiation.

Personalising the transition process

Many of the ideas that were discussed in Phase 1 of the teaching, learning and assessing cycle will hold true at this point also. Some people will require longer periods to prepare for moving on than others. They may need to go on preliminary visits accompanied by staff who are familiar to them. Families and carers may also need to be reassured about the next location. Some learners will have 'life books' which tell the new staff and other people who they will meet about themselves or they may have communication passports or dictionaries to take with them. Everyone is likely to need some preparation and support to accommodate these changes in their lives. Here are two very different examples of how learners can be supported to prepare for moving on.

Lilestone Street

At the Lilestone Street Day Service in London staff use video to help learners prepare for new situations such as a new college, travel arrangements, accommodation and people. The learners and the staff visit the new context and film there, later showing the video to peers, describing what happened and responding to questions, so that by the time of the move the 'new' situation is already more familiar and learners feel more confident. Video is also used with service users who have high support needs, to record key information that needs to be passed on to other agencies. For example, the video might show a learner's preferred means of communication, or how he/she likes to be supported. These things are often difficult to capture in writing.

Stoke Heath YOI

Stoke Heath YOI developed and used person-centred learning plans (PCLPs). Their purpose was to identify and share information about learner's targets, and provide opportunities for learners to demonstrate progress which could be used as evidence – for merits within the institution and to present to others. Learners reviewed the process after six months and commented on their value:

“ if I went to a review I could tell them what I did and take it with me when I go ”

“ to make progress in becoming a good citizen with an education, and this is proof ”

“ to show what we have done in prison, to show the judge and for merits and so we don't do the same stuff all the time ”

Learners had lots of suggestions about the presentation of the learning plans – the discussion provided an opportunity to plan for choice and decision making.

As learners reach the end of this phase of their learning, the cycle may well begin again perhaps in the same setting or in a new one. The question for learners once more becomes 'Who am I now?', while the task for practitioners is to support them in exploring their new goals and targets and making learning meaningful.

Examples for Phase 5

Summative assessment: end of year report (example 5.1)

The first page provides a summary of general progress, with examples of the difference his learning has made to his interactions with others and to his life outside college.

This page summarises achievements in each skill area and sets out future priorities.

Here is a summary of the qualifications he has achieved.

INITIAL ASSESSMENT **PROGRESS PROFILE** **END OF YEAR REPORT** (Please ✓)

To be completed and circulated within 6 weeks of start, and at the end of each trimester/year

TD 4

OAKLANDS COLLEGE

Learner Name: M _____ W _____

Completed by: D _____ W _____ Date: July 2005

This form should be completed by Personal Tutors to provide information on the outcomes of Initial Assessment and an updated profile of the individual learner's progress at the end of each Trimester i.e. outlining progress, achievement and distance travelled against targets. Comments should relate to TARGETS SET. Have we made a difference? Is learning relevant? Will the learning have an impact on learner's lives outside college? Will the learning enable learners to realise their hopes and wishes? This form will be completed using information on completed assessment/review sheets, from all Subject Tutors, and circulated to all staff involved in direct delivery. The outcomes should be used to inform review meetings, the development, and modification, of the individual's Learning Plan and subject targets, together with summarising information for future providers.

When M_____ returned to college for his second year on the Full Time Programme he had been through a traumatic period in hospital. This resulted in a risk assessment being put into place because he was having panic attacks and periods of collapse, which prevented him from working towards greater independence and autonomy. He had also purchased a professional kit for dealing with his panic attacks, which he kept in his bag and accompanied him everywhere. He became very focussed on himself and found it very difficult to recognise the effect he was having on the other learners within his friendship circle. Gradually he began to develop a set of strategies to help him deal with his anxieties and work towards his key outcomes, which he set out in his learning plan.

Now the risk assessment is redundant and he has become an independent traveller, which has been one of his key targets. He can walk to the town without support and use public transport independently. M_____ was not able to do this before and he wants to build on these skills. He has built on his daily living skills from a position of high anxiety and continuous support and encouragement to a competent and manageable level, which he was able to use on his recent self-catering residential and is beginning to transfer the skills he is learning in college into other settings.

M_____ wanted to improve his qualifications, which was included in his first learning plan. He did not have the confidence to make a decision and did not meet this outcome in his 1st year. He was still hesitant at the beginning of this year but now he has built on his mathematical skills and is following a GCSE course and has passed 3 modules in ICT.

Friendships are important to M_____ but he did find it difficult to develop the skills of negotiation and to recognise the powerful effect he had on other learners when expressing his own anxieties. He can now consider the cause and effect of his actions and willingly accepts the guidance and advice on managing friendships and relations with others. As a consequence M_____ has been able to advocate on his own behalf and for other learners in disability awareness and he is now able to represent their views with greater sensitivity. This work contributed to him winning the learner of the year award within his Curriculum area. He has maintained a relationship with one of his peers on the course who uses BSL as her main communication tool. When they first started going out he needed the support from a member of the staff team as an interpreter, which did present difficulties for him but now he has learned sign language to a competent level which has dispensed of our services. He now needs to extend his interests, which include referring and first response training outside of college and find courses that will meet his needs. This will be an important step for M_____ because he needs to recognise that learning is life long and does not only occur within a college setting. He will have to make clear choices about his future curriculum offer, ensuring that he can continue building on his achievements to date.

M_____s greatest achievements are set out below. When he started at college a year and a half ago, considering the future filled him with anxiety and he dwelled on his past experiences of difficulty and bullying. He could not conceive a future that would present greater independence and autonomy and could not recognise distance travelled. He has set out his achievements below and his own priorities for the coming year.

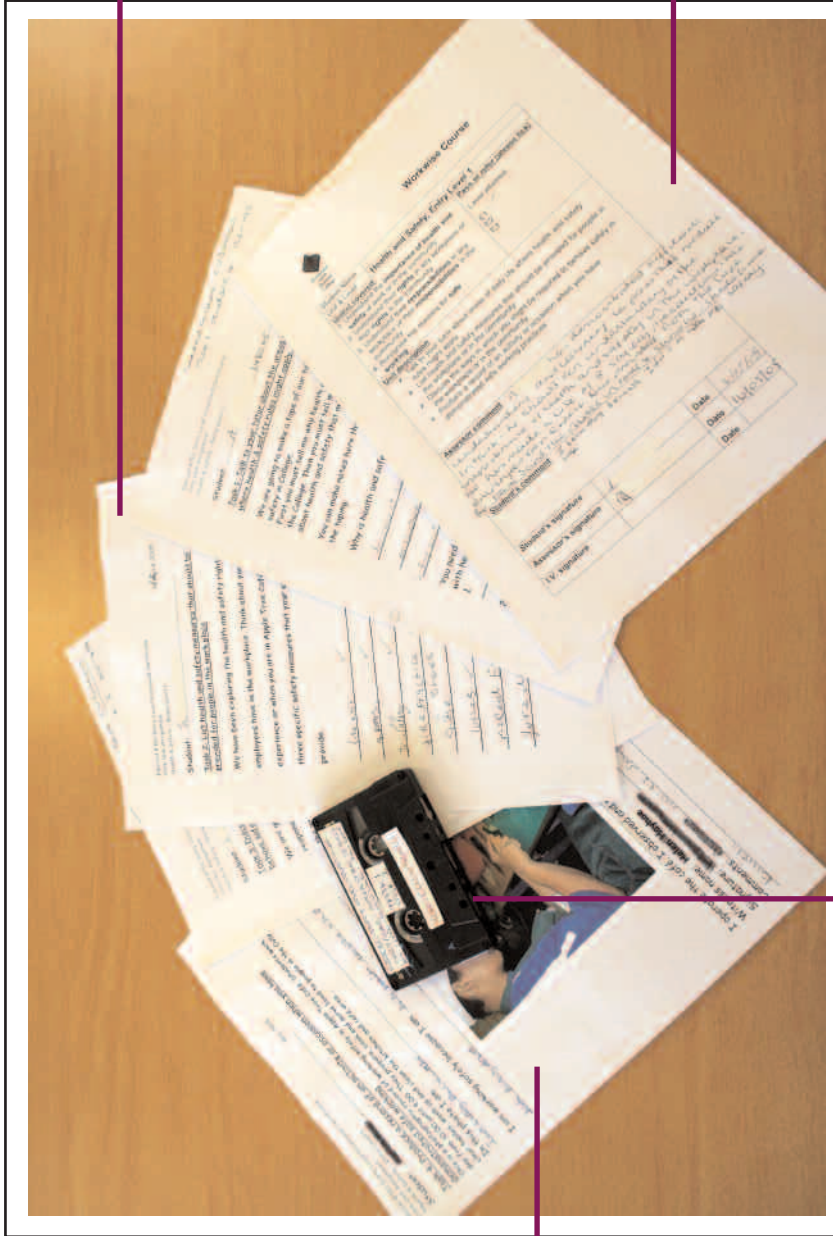
1 May 2004

Subjects/Units/			
Module Title	Full (F) Partial (P) or Nil (N)	Module Title	Full (F) Partial (P) or Nil (N)
Performing Arts - music	F	Extended Living Skills	F
Numeracy	F	Communication through Sport	F
ECDL and creative media	F	Community Skills	F

Qualification Achievement; Examining Body, Code and Qualification Title(s)	Level (E1, E2, E3 etc.)	Achieved (Y/N)
ECDL: Modules 1, 2 and 3	L1	Y

This is an end of year report. It looks back at the initial assessment and updated profiles of progress and provides a summary of achievements to date. Priority targets for the future are outlined. This information can be shared (with the learner's permission) for a 'seamless transition' so that the learner can continue to work towards his/her life goals.

Accreditation (example 5.2)



Tasks are designed by staff to prompt the learner to explore the issues and to provide evidence of achievement. The learner gives examples from his own experience.

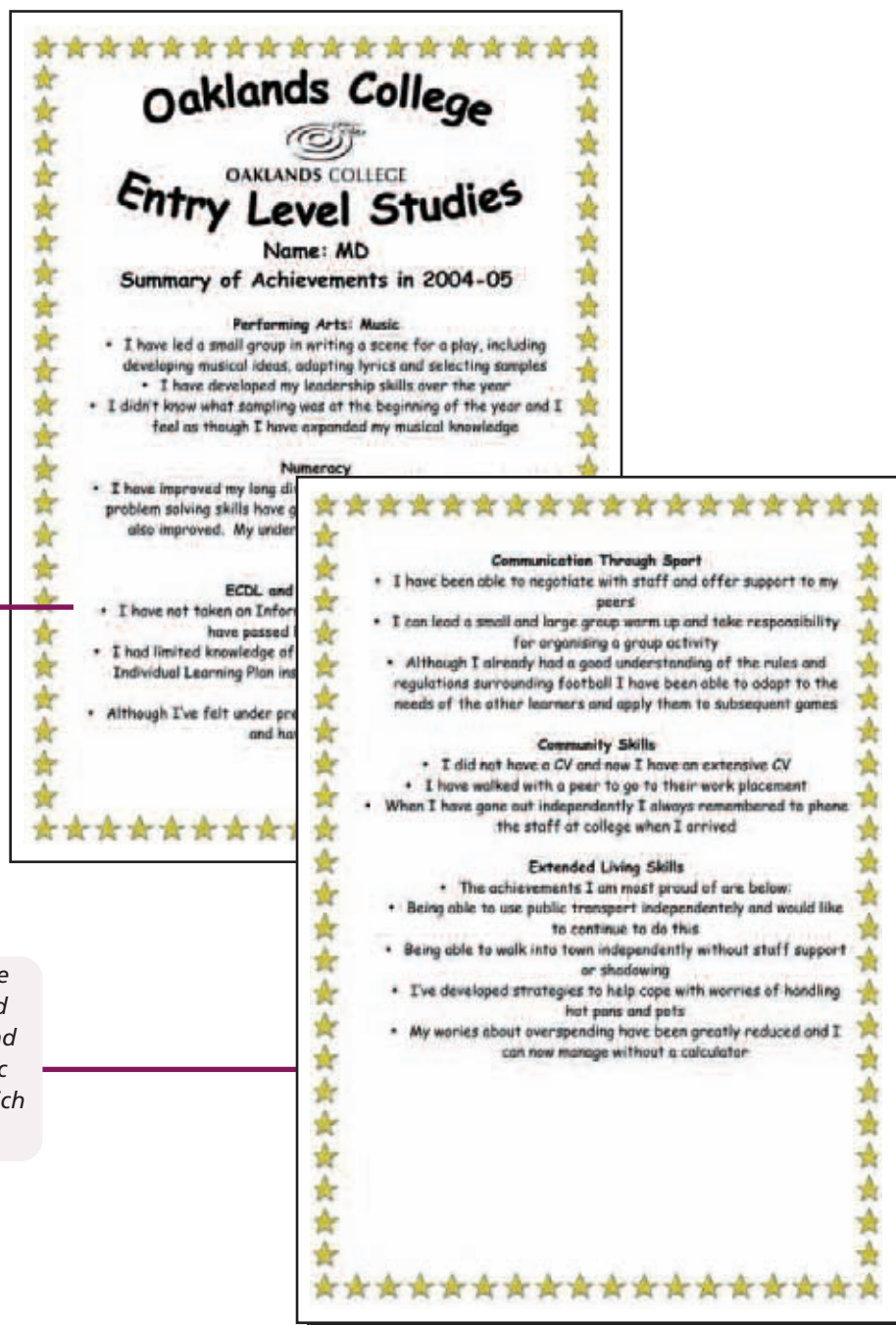
When the task is complete the assessor completes the cover sheet to summarise the learner's achievements and to state the level attained.

The learner demonstrates his safety skills in a practical task. An observer completes a witness statement and provides a photo while the learner writes his own explanation (with help).

On the tape, the learner explains in his own words. This also provides practice for his speaking and listening skills.

This is an example of work prepared for accreditation, in this case the Edexcel BTEC Entry Level Vocational Certificate. This health and safety unit has been assessed using multiple methods which involve the learner. This will be checked by the External Verifier when she visits the college.

End of year certificate (example 5.3)



MD can show this, with examples of his work, to others such as employers, college staff, peers and family.

The wording on the certificate is agreed with the learner, and sets out the specific achievements of which he is most proud.

This is a certificate presented to a learner as part of a progress file. It summarises his achievements over the whole of his college course. He will receive the certificate at a special event to which he can invite friends and the people he lives with.

Identifying next steps and passing on information (example 5.4)

Information about achievements is summarised.

The learner says what he would like to do next.

Plans are made for achieving the next steps.

Staff at Richmond upon Thames College prepare a report for the leaver's review, with information that can be passed on to others. The report, written in collaboration with the learner, describes the course he/she is completing and summarises any qualifications received. Risks and health and safety information are included, and preferred ways of working. A skill snapshot includes basic skills levels and other skill areas important to the learner. Ongoing targets generated from the current course are listed. Finally, the learner's wishes for the next stage are presented, and a plan made for them to be realised. The review is attended by key people who can help to take the plan forward, and specific arrangements taken on by named individuals. The report can be used, with the learner's permission, by a future provider. A Record of Achievement portfolio is made during the last weeks of the course, in which the learner chooses visual information, certificates and any examples that he/she wishes to include to remind him/her about the people and achievements of the course, and to share with others.

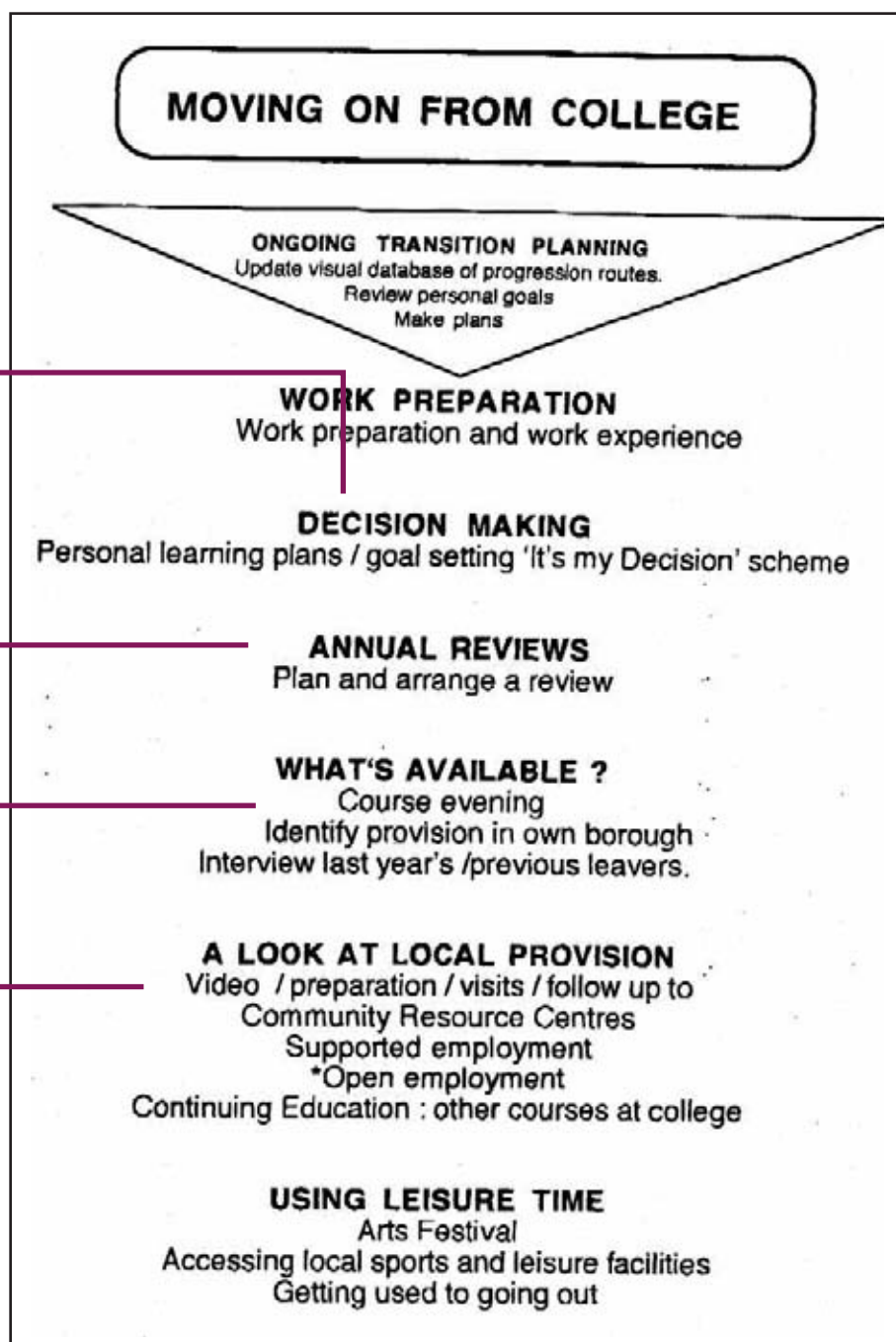
Identifying next steps (example 5.5)

Learners plan what to say at their reviews. They make a case for what they want – not just what is available. This informs services

Learners follow a decision-making course which provides support and practise in reflecting on real decisions people want to make.

Previous students visit to describe their experience and offer advice.

Learners visit, consult and discuss options for the future. They collect information in photos, video, symbolled interview transcripts, and so on



This is a scheme of work that takes place over the final year of a three-year course. It has been planned collaboratively between a college tutor and a care manager from a social services Community Team for People with Learning Disabilities. The scheme aims to support learners to make informed decisions about what they would like to do next, by finding out information and spending time considering the implications of possible choices. The activities above form part of a course and can happen consecutively or concurrently to suit the learners and the providers.

Identifying next steps (example 5.5)

Year 2/3

I envisage this part of the course would begin in 2nd year PSE during the last ½ term and continue to either 3rd year PSE or Leavers Programme. It is intended to lead up to the review and then could be discussed further in tutorials.

Where to next?

Term 6 and 7		
Where am I now?	What have I achieved at college over my three years?	Qualifications? Skills? Friendships? Confidence? Self advocacy?
Who else needs to know?	Who should I tell and why?	Parents? Key worker? Personal tutor? Social worker? Connexions? Workplace provider?
Where or how can I practice what I've learned?	How can I show people my new skills? What help would I need?	In a job? In my house? At home?
What do I want to do next?	Where do I want to live? What do I want to do?	Where will I go after college? Who do I want to live with? What do I want to do with my time? Who could help me?
What are my new goals	What do I want to achieve post Lindeth College	Where do I want to be post Lindeth? What are realistic goals? Where do I want to work? Who will look after my money? Who will help me?

This part of the course could take place during PSE sessions. It would begin at the end of the second year and continue to the third year. It is intended to lead up to the leavers review and could then be discussed further in tutorials.

Lindeth College has identified detailed steps throughout their person-centred learning plan. In this final phase, they have developed questions to guide learners towards decisions about the next step when they leave college.



4 Staff development

Introduction

This section of the pack focuses on the DVDs and their accompanying guidance notes. These are an integral part of the larger set of planning and assessment materials designed for use by practitioners who support learners working at Pre-entry and Entry levels 1, 2 and 3 of the literacy and numeracy curricula.

There are four different DVDs accompanying this pack.

- **DVD 1** *Learning in formal settings*
- **DVD 2** *Learning at home and in the community*
- **DVD 3** *Learning on work-based programmes*
- **DVD 4** *Thematic clips*

DVDs 1, 2 and 3 provide in-depth case studies of learners participating in a range of different activities.

DVD 4 has clips from across various contexts arranged under thematic headings. This DVD has been referenced throughout the pack. The clips provide real-life illustrations of the various issues we discuss in the pack. For example, on p. 15 we discuss the importance of developing numeracy skills through relating them to vocational and everyday activities. We illustrate this by asking you to watch an excerpt on DVD 4 (*DVD section to view: Embedding skills > Numeracy 2*), which shows how a horticulture teacher at Birmingham Rathbone combines a classroom-based session on measuring the area to be laid with turf with a practical session in the garden.

This section on staff development is based on DVDs 1, 2 and 3. The examples of practice captured in these DVDs illustrate the range of opportunities that are available for developing learners' communication, literacy, numeracy, ICT and other skills. Figure 2 (p. 35) summarises these opportunities and is the starting point for all the materials in this pack.

- **DVD 1** illustrates the kind of planned formal learning that takes place in a specialist college environment, a prison setting and a further education college.
- **DVD 2** demonstrates practices that are evident in a home setting and opportunities for learning available in the community.
- **DVD 3** provides evidence of how opportunities for formal, non-formal and informal learning arise in the work place.



In Appendix A you will find an overview of the context and running times of each DVD.



Two further DVDs focusing on the workplace can be found in the Skills for Working document, and two accompany the Creating Learning Materials guidance.

The *purpose* of these DVDs is to help you identify ways in which communication, literacy, numeracy and other important skills can be embedded and developed through a range of activities. These DVDs encompass a wider range of contexts and highlight the relationship between opportunities to develop these skills and the contexts in which learning takes place.

It is of fundamental importance that everyone who works with adults with learning difficulties and disabilities should be able to talk about the values and beliefs that underpin their work. In looking at the various examples on these DVDs you will see how values can influence practice. They are listed on p. 171 and are adapted from the QCA guidance on planning the 16–24 curriculum and the *Valuing People* principles. These DVDs will help you to explore and reflect on how your values shape the work you undertake with your learners.



QCA guidance on planning the 16–24 curriculum:
www.qca.org.uk/299.html

Here are some ideas about what to look for:

Respect

- Ways in which staff and learners communicate with each other; listen to each other and talk about each other.
- Acknowledging the importance of people's feelings.
- Speaking up for people when necessary.

Self-determination

- Making sure people have choices and opportunities for decision making.
- Guiding learning in ways that encourage independence.
- Providing opportunities to express personal preferences.

Inclusion

- Participating in learning activities that involve working with a range of people.
- Playing a role in economic life.
- Using person-centred planning approaches.

Fostering relationships

- Being with different groups of people.
- Building and sustaining friendships.
- Providing personal care and support where the needs of the learner are fully acknowledged.

Who are these DVDs for?

These DVDs may be used by:

- teachers and tutors working in both mainstream and specialist further and adult education settings;
- education staff working in prisons and youth offending institutions;
- residential support staff;
- learning support staff;
- co-workers, for example in employment training;
- advocates;
- interdisciplinary teams;
- supported employment services;

- work-based learning staff;
- anyone who supports people who are working at Pre-entry and Entry levels 1, 2 and 3.

How might the DVDs be used?

These DVDs are best used in conjunction with these guidance notes and the other materials that make up this pack. These guidance notes provide suggestions for activities and ways in which the three DVDs can be used. The DVDs and the suggested activities can be used for:

- *individual reflection*, using the prompts for reflection as part of your personal and professional review and development;
- *team development*, inviting your colleagues to work with you on professional development activities; and
- *staff development*, contributing to professional development programmes for others.

Using observation

Practitioners and support workers who work with adults with learning difficulties and disabilities spend a lot of time watching and listening. We watch to see whether people have understood what has been said to them, or to see whether they are comfortable and secure. We watch and listen to understand them and to communicate with each other. Using the DVD material effectively also involves being able to observe carefully.

Observation is a systematic way of watching and listening, so it is a powerful way of helping us to understand what people want to do in their lives, the learning that people are doing and the progress they are making. For example, if you want to know if a learner has understood how to put money in a till, it may be enough just to watch what they do. It is important, however, to make sure that the learner has time and space to complete the task in his or her own way. On DVD 1 in the Apple Tree Café you will see David putting money into the Café till. He begins the task, sees that he has put some notes in the wrong slot so he moves them into the right slot and begins the task over again. Our observation shows us that he can work out the problem for himself. If the support worker had helped David when he first put the money in the wrong slot, we would not be able to judge whether he was able to solve the problem on his own. In a different context, another approach may be better. For example, if you watch the clip of Victoria on DVD 4, it will be possible for you to see the ways in which Victoria makes choices and expresses her needs and desires. This can be done by making a note of her interactions with others, what happens in each of these interactions and how others respond to her.

Thus, while there are many different ways to observe learners, the most effective way depends upon the context, the learner and what you want to find out. Here two commonly used approaches to observation are discussed, *unstructured* and *structured*, and two activities for you to undertake are suggested. Carrying out effective observation is a useful skill not only for the tasks you will undertake here but also for your



(DVD section to view:
DVD 1 > Problem solving >
Putting the float in the till).



QCA guidance on planning
the 16–24 curriculum:
www.qca.org.uk/299.html

professional practice. Both types of observation have their place and serve different purposes – you might use unstructured observation to get a general feel or overview of how a group is operating while structured observation enables you to focus on specific aspects of practice or on individuals.

Practising observation: Unstructured observation

Watch the section titled 'Fostering learner autonomy' in Apple Tree Café (DVD 1) and make brief notes on what you observe. Try not to make judgments but merely write down what is happening. Then stop and discuss what you have observed with your colleagues.

- Discuss what you have written down and the reasons for your choices.
- Compare your observations with your partner and identify the similarities and differences between your two lists.
- Now watch the DVD again. Can you identify any additional points that you did not observe in the first instance?
- As a whole group now discuss how you might use an unstructured approach.

Practising observation: Structured observation

Undertaking a structured observation involves focusing on a specific set of pre-determined behaviours and/or responses. These observations are best used to help gather information on specific issues concerning an individual or an activity.

Watch the section titled 'Leisure' in the film 'Victoria and Lisa' (DVD 2) and find examples where Victoria is demonstrating responses at any of these levels:

Encounter

characterised by presence and reflex responses.

Early awareness

characterised by fleeting attention and inconsistent responses.

Interest

characterised by more consistent and differentiated reactions.

Supported participation

characterised by cooperation and engagement.

Active involvement

characterised by recognition, anticipation and proactive responses.

Having made your own list, use the following prompts for discussion with the rest of the group:

- Compare the items that you recorded under each of the five headings.
- Discuss what you have written down and the reasons for making your choices. Are there more similarities in the kinds of things that you have recorded this time?
- Watch the DVD again. Discuss what you think about your initial written observations. Do you want to change what you have recorded in any ways and if so, why?

DVD 1: Learning in formal settings

This DVD shows learners involved in a range of formal settings, namely two colleges and a prison setting. You will find a brief overview of the content in section 6. Even though it would be useful to go through the whole DVD and engage with the various tasks outlined below, each of the sequences can also be viewed on its own. The focus across the three settings is very contextualised and varied in the kind of approaches to learners and learning that is adopted.



Apple Tree Café

This DVD focuses on the day in the life of a small café run as a business based in Richmond upon Thames College. The café offers a range of different learners vocational training at Pre-entry and Entry levels 1 and 2. The course which has been accredited by the TRAC Open College Network lasts one year and is divided into six modules:

- Food preparation
- Room preparation
- Using the till
- Food service
- Cleaning up
- Work skills

The session

The session we watch on the DVD is the last day of the course. The students are divided into three teams and each team has a particular task to fulfil. There is a plan for the term, which is discussed with the students and is shown in Figure 3.

Alongside this learners work towards 'daily targets'. These are shown in Figure 4.

Task 1: Embedding skills for life

As you watch the DVD, each person in the group should focus on one of the following skill areas:

- Communication
- Literacy
- Numeracy
- Working with others
- Problem solving
- Improving own learning and performance

Individually, list:

- the skills in your specific area that are being developed;
- the activities through which the skills are being developed;
- any strategies and interventions by teaching and support staff that help with the development of these skills.

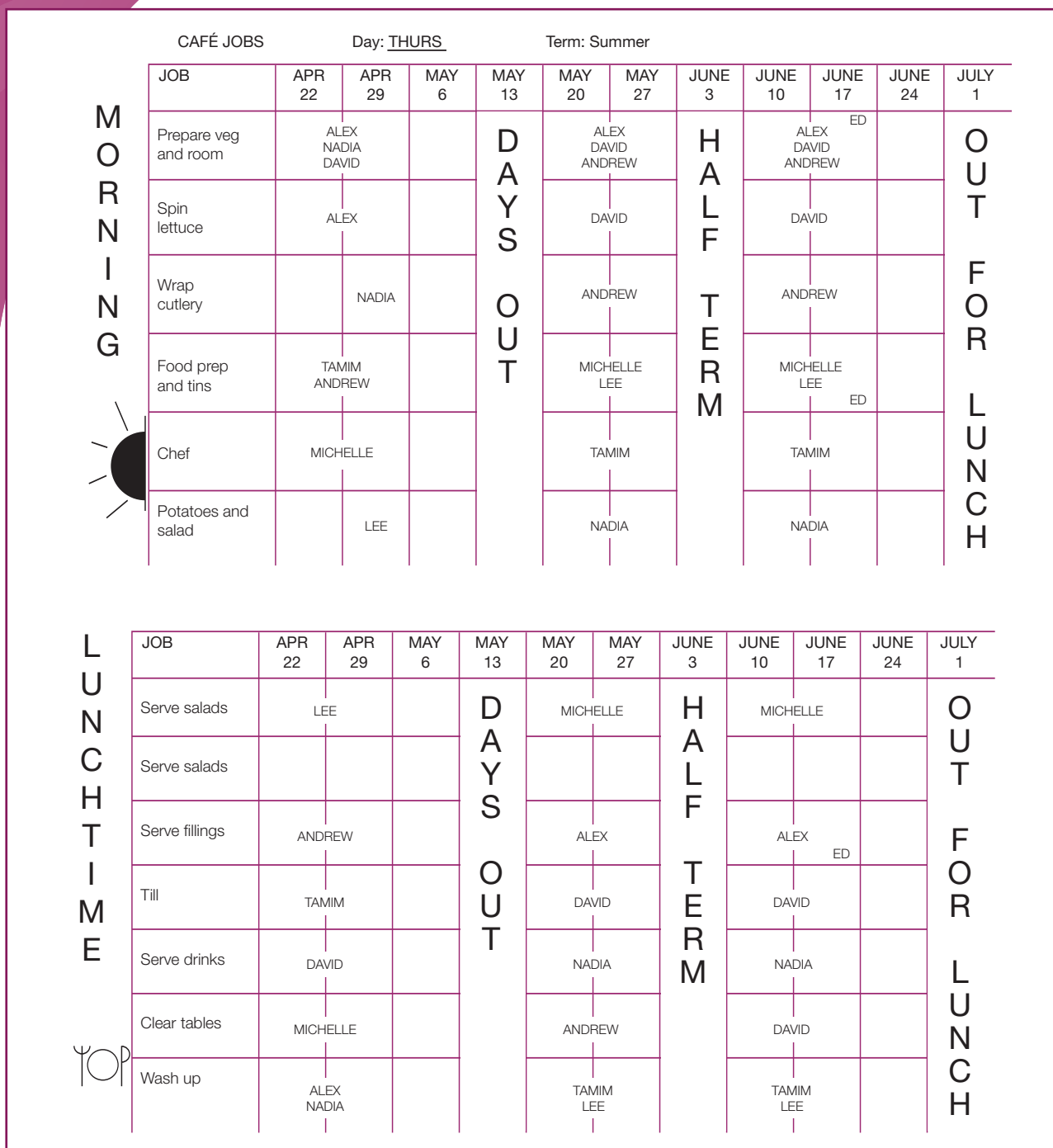
When you have finished making your observations, share them with the rest of the group. As a group you may wish to make a list of all the skills being developed, particularly noting any overlaps between them. For example, communications and problem solving, numeracy and working with others.

The following questions can be used as prompts for discussion:

- What can you say about the ways that the skills are being developed in the setting you watched?



DVD sections to view:
DVD 1 > Introduction and
The Café.



4

Figure 3. Term plans for Apple Tree Café

- Were there any strategies or interventions by teaching or support staff that you particularly noticed? Why did you notice these incidents?
- Do you have any examples of embedding skills from your own practice?
- How could you adapt any of the interesting interventions, strategies or approaches that you observed to suit the learners in your setting or context?

Task 2: Core values

The purpose of this task is to look for evidence of the core values in practice. What examples can you observe of these values being put into practice? The core values and examples of the kinds of evidence you could look for are given on p. 70. You could focus on one or two values each and then compare your observations with the rest of the group.

- Compare your list of evidence with the rest of the group.
- What you do in your setting or context to put each of these values into practice?
- Is there anything you could use and adapt from the DVD to make your setting even more respectful and inclusive, and to foster self-determination and relationships?

Task 3: Assessment, accreditation, progression

There are seven different learners working in the café. Figure 4 provides a list of the learners and their daily targets. Choose one of the learners to observe and then read their daily targets.

Watch the DVD and make notes of any evidence you observe of the learners' progress in relation to their individual targets. Discuss your observations with a partner. Use these questions to help start your discussion:

- What evidence of progress did you observe?
- How are learners involved in setting and reviewing their own targets?
- How could you support the learner to progress further? What would you do next?
- What methods could you use to record your learners' progress?
- How do you involve the learners in your context in reviewing their experiences and what they have learnt?

Task 4: Fostering learner autonomy

One of the aims of the course undertaken at Apple Tree Café is to help learners to work on their own to complete tasks with a minimum of support. As well as fostering self-determination and independence this is important if they want to move on to a catering course or get a job in the catering trade. Sometimes students may follow the course for a second year to give them more practise in completing tasks unaided.

This sequence shows three learners: Tamim, Alex and Andrew working on various tasks where different strategies are being adopted to support autonomous learning. While watching this sequence, observe and identify these different strategies.

Discuss your observations with a partner or the rest of the group. The following questions can be used as prompts to facilitate your discussion:

- What does 'autonomy' mean to you?
- What strategies did you observe that helped to make learners more autonomous?



DVD section to view: DVD 1 > The Café.



DVD section to view: DVD 1 > The Café.



DVD section to view: DVD 1 > Fostering learner autonomy.

APPLE TREE CAFÉ DAILY TARGETS See daily/termly plans for session details		
GROUP	DATE	REVIEW DATE
WEDNESDAYS	24th June 2004	Last assessment day today!
LEARNER NAME	PRIORITIES FOR TODAY	PROGRESS
LEE	When washing up, put dishes upside down to drain. When using the food processor, watch for when the bowl gets full.	
ANDREW	Come back from break at the right time. Read the list to see what vegetables to chop.	
TAMIM	Speak to us: Ask a question when you need to know something. Ask the other students what drink they would like at break time, make the drinks and give them out.	
ALEX	Be willing to try something different to eat. Add up the money we took – let the others in the group check with you to see if they are right.	
MICHELLE	Take in the other students' lunch money and give them their change. Follow the recipe to make garlic bread, working with James (the volunteer).	
NADIA	Serve customers with hot and cold drinks (be independent with the cafetiere).	
DAVID	Put the money in the float with no help. As deputy manager, solve any problems that come up (with help if you need it).	

Figure 4. Learners and daily targets

- Think of a learner in your own setting. What strategies and approaches would you use with that person to help them to become more autonomous? (Your strategies could be in any area. It doesn't have to be in catering or a café.)

Task 5: Working with others

In this extract you see students working with a range of other people. Observe and compile a list of the skills that these students are developing.

- Compare your list with a partner or with the rest of the group.
- Think of a learner in your setting. Can you adapt any of the strategies shown to develop the skills needed to work with others for the learners in your setting?



- Write out a plan for one of your learners, setting out the skills that the learner wishes to develop and how you would help them to develop those skills.

Task 6: Problem solving

Problems arise throughout the day as part of the natural course of events. Watch the short extract on problem solving and make notes on how the students solve the problems they encounter.

- Compare your notes with a partner or the rest of the group.
- Can you think of other strategies that you might use with the learners on the film to help them to develop better problem-solving skills?
- Think of a learner in your setting. How would you plan for that learner to develop their problem-solving skills?



DVD section to view:
DVD 1 > Problem solving.

Drake Hall (HMP)

This film is set in a prison and shows the educational opportunities and learning experiences available to individuals. It shows a literacy class for learners at Entry level 2/3 and although not all learners in the group would consider themselves to have a learning difficulty, many experience some difficulties in learning.

Task 1: Core Values

The following extracts highlight two different perspectives. The first, a publication titled *Welcome to Prison Education* notes the benefits of prison education as articulated in a Drake Hall document; and the second, an *Interim Report* published by the Department for Education and Skills, quotes a prisoner's perspective on education in prison.



See Introduction to Learning for Living, 'What do we mean by the terms "learning difficulties" and "learning disabilities" used in this guidance?'



DVD section to view: DVD 1
> Classroom Assistant.

Working in prison education can be a rewarding and stimulating experience, providing an important service to students, many of whom have not previously fulfilled their potential and have had negative educational experiences.

You will play a vital role in enabling prisoners to achieve goals set in their sentence plans. If they achieve these goals you have helped increase their chance of living a positive life style on their release. You may also have helped them raise their self-confidence.

Many young people had negative feelings about school and also demonstrated these when observed in classrooms. One in three students complained about the requirement to study English and maths: 'I'm in f***ing prison, not primary school'.

Interim report, 'Improving the literacy and numeracy of disaffected young people in custody and in the community' (Hurry *et al.*, 2005).

Introduction to the publication *Welcome to Prison Education – Drake Hall*.



DVD sections to view: DVD 1 > Basic Skills lesson and Basic Skills learner.

Now watch the DVD and then use the following prompts for discussion.

- How have Alicia's skills been enhanced through her time in prison?
- How can you as a professional reconcile the two different perspectives articulated in the Drake Hall report and views expressed by a prisoner in the Interim Report?
- How might communication, literacy and numeracy skills be made relevant to inmates in YOIs and prisons?

Task 2: Embedding skills for life

This clip shows an excerpt from a literacy class for learners working at Entry level 3. The teacher is using the Highway Code.

Watch the sequence, bearing the following questions in mind:

- What teaching strategies does the tutor use to engage learners in the literacy session?
- How does she cater for the different levels of attainment within the group? Try to identify different methods and resources that she uses.

Now compare your responses and as a group suggest other relevant topics that could be used to contextualise skills for life in a prison setting.

Task 3: Supporting learning

Watch the DVD and then as a group consider the following:

- Make a list of the kind of support(s) available to individuals who wish to pursue some kind of educational qualifications within your own setting.
- Is there a system of formal or informal peer support present in your setting?
- If yes, how is it being used and how might it be extended?
- If no, what is the feasibility of developing such support systems?

Hereward College

This section of the DVD shows learners in a specialist college setting. In the College there is a strong emphasis on using technology to provide access to a range of learning opportunities. In this section we see three different learners involved in various tasks and hear a speech and language therapist describing her role in supporting them. You might also want to refer to the description in section 5 of the work of the College's Assistive Technology Engineer, Paul Doyle.

Task 1: Core values

In this instance the college was presented with a dilemma: Tor's wish not to appear disabled and her need to be able to communicate. Now watch the DVD and discuss this question:

- How do you negotiate between the potentially conflicting needs of some learners?



DVD section to view: DVD 1 > Peer advice session.

Task 2: Access to the curriculum

This clip illustrates the role of the speech and language therapist in supporting Hannah's access to the curriculum.

What internal communication systems will be necessary to ensure that all staff are aware of:

- how Hannah likes to communicate?
- her progress in expanding her communication and ICT skills?

Task 3: Progression

Technology can also facilitate a learner's participation in assessing and reflecting on their own progress. The speech and language therapist identifies a range of different areas in which progress is evident for learners.

- As you watch Robert's presentation make a note of the skills that he is demonstrating. Then match the skills you have identified to the milestones and standards in the *Adult Pre-Entry Curriculum Framework for Literacy and Numeracy* and the *Literacy Core Curriculum Framework*.
- What different forms of progress does the speech and language therapist identify? Discuss how these different forms of progress could be collected and recorded.
- Discuss the different methods through which progress that is made by an individual can be communicated to others when a learner moves to a new setting.

Task 4: Opportunities and barriers in using ICT

The purpose of this task is to discuss the range of opportunities that technology provides to learners, and also reflect on the barriers that it might impose. While watching the film, make a list of the range of augmentative communication devices that are being used by the learners. Then discuss the following questions:

- What are the advantages in using communication aids? Discuss the factors that assist in making the use of technology more effective.
- What are the barriers to the effective use of technology? How can these barriers be minimised?



DVD section to view: DVD 1 > Hannah.



DVD sections to view: DVD 1 > Robert and Measuring progress.



DVD sections to watch: DVD 1 > Introduction, Tor, Hannah and Robert.

DVD 2: Learning at home and in the community

Learning at home: Victoria and Lisa

This DVD focuses on the daily lives of Victoria and Lisa, two women with profound and complex learning difficulties (high support needs). It provides us with an opportunity to see and reflect on the interactions between them and members of their support staff and families, and the opportunities available to them to assert choices in their day-to-day activities.



Task 1: Core values

The focus of this task is to discuss evidence in the DVD of Victoria and Lisa of the core values underpinning this guidance. Under each of the values, a few points for discussion are identified as useful prompts for discussion.

Respect

- List the many ways in which various staff members acknowledge the importance of Victoria and Lisa's feelings.

Fostering relationships

- Do an audit of the different relationships that are fostered between Victoria and Lisa and others.
- List the range of interactions that Victoria and Lisa have with other people.

Inclusion

- What evidence is there of Victoria and Lisa's inclusion into the community?
- Think of ways in which you could increase the opportunities that Victoria and Lisa have for being part of the community.

Self-determination

- In the film look for evidence of staff facilitating opportunities for self-determination.
- Note instances where Victoria and Lisa are being facilitated to act autonomously.
- Think of an individual in your setting and how you would take forward such an approach with her/him.

Task 2: Communication

Victoria and Lisa both have highly idiosyncratic and personalised communication styles, which are not conventional.

- Look at the DVD and identify the variety of ways in which Victoria and Lisa communicate. List all the different communication possibilities that you can identify.
- Now compare your list with others.

You may have noticed that Victoria and Lisa express a range of pre-intentional and intentional communication. Look at your list and see if you can identify both these types of communication patterns.

Use the following prompts for discussion:

- As you may have noticed the staff associate a range of involuntary actions or responses by Victoria and Lisa as intent to communicate. Can you think of such examples of learners' communicative intentions in your own setting?
- Use the 'Response framework' (section 3, p. 34) to help you systematise and formalise these responses by Victoria and Lisa.



DVD sections to view: DVD 2 > Routines, Leisure, Meal times and Support network.



DVD sections to view: DVD 2 > Routines, Leisure and Meal times.



*DVD section to
view: DVD 2 >
Support network.*

Task 3: Fostering a positive environment

In this section you hear two members of the support staff, Shirley and Clare, who work with Victoria and Lisa, talk about them. You also hear Victoria's advocate talk about her.

- Watch the DVD and while listening make a note of how they each describe the two learners. Focus on the language and descriptors that they use.
- As a group discuss the descriptors you identified when listening to the three support staff. Note the balance that was struck between focusing on problems/negatives and the discussion on issues such as opportunities, achievement, happiness and so on.

In Victoria's interaction with her advocate:

- Discuss the kind of things that Victoria is learning from this interaction.
- What do you think the advocate is learning from this interaction with Victoria?
- How does such an interaction make the advocate better at advocating for Victoria?

Task 4: Moving forward

This excerpt shows Victoria with her mother, enjoying an evening meal. This excerpt encompasses all the things that we have talked about above. As a group discuss the many merits of this interaction between Victoria and her mother. You may wish to build on the following issues:

- aspects of self-determination fostered by the mother in her interaction with Victoria;
- the mother's focus on perceiving Victoria's behavioural responses as attempts towards communication.

Learning in the community: HFT

HFT provides a range of community-based support for people with learning disabilities. This film captures the learning opportunities made available to three different learners.

Task 1: Opportunities for learning in community-based services

Watch the film clip. You hear George the manager describe the range of community provisions that HFT uses.

- George describes one of their main priorities as to enable learners to develop skills for everyday living that do not wholly rely on literacy and numeracy skills. Can you think of examples from your own experience where you have worked with learners in similar ways?
- One of the important issues that practitioners (especially those working in care and educational settings) are dealing with is the relationship between person-centred planning and its implications



*DVD section to view: DVD 2
> Meal times > Evening
meal.*



*DVD section to view: DVD 2
> Introduction.*

for learning. If your learners have person-centred plans, how do you negotiate the learning they require to achieve their aspirations?

Task 2: Inter-agency working

In this section we meet David, on whose behalf HFT acts as a broker to develop a programme shaped by his interest in horticulture. David is working towards an NVQ in horticulture at a college, works part-time in the gardens of a hotel, and also looks after the HFT allotment.

When watching the DVD, work in pairs with one of you focusing on vocationally specific skills and the other focusing on important skills for life that David is developing. Also note the kind of activities that are supporting this.

After watching the DVD compare your lists.

- Is there a preponderance of one type of learning over the other? If so, can some activities be enhanced to create a more balanced approach?
- If you are working in a group, divide into four smaller groups. Each group should adopt one of the following roles:
 - David (the learner);
 - George (HFT coordinator);
 - Arthur (Garden Manager); or
 - Kath (College tutor).
- Having adopted a role use the relevant prompts below as a starting point for your discussion. Make a list of your points.
 - As George, what would you say to Arthur and Kath in order to help them support David's work as a gardener?
 - As Arthur, what would you tell Kath and George that would help them support David's learning?
 - As Kath, what would you like to tell George and Arthur about David's learning at College?
 - As David, what would you like to tell George, Arthur and Kath to support your learning and work as a gardener?
- Now tell the other groups what you have written. Are there any implications for inter-agency working?

Task 3: Skills for life

As you watch this clip, make a list of:

- the specific skills that are being developed;
- the activities through which they are being developed.

When you finish observing, share your list with others in the group. As a group discuss the following questions:

- What were the different skills that were being developed?
- What relevance do the activities have for Liz?
- Can you think of similar instances in your own setting where you have built on the interests of an individual learner? While sharing your work with others emphasise the underlying literacy,



DVD section to view: DVD 2 > David.



DVD section to view: DVD 2 > Liz.

numeracy, communication and other important skills for life that you were incorporating.



DVD section to view:
DVD 2 > Gordon.

Task 4: Transition

In this clip you see Gordon at work in the Tesco store and then enjoying his evening in the pub with George. During their conversation George asks Gordon about his plans for retirement.

- As a group think of ways in which you could help Gordon plan for his future.
- What barriers are evident when helping individuals, such as Gordon, plan for their future? As a group, discuss ways in which some of these barriers can be overcome.

DVD 3: Learning on work-based programmes

MacIntyre

This DVD shows a day in the life of a working office. Learners with a range of difficulties in learning are carrying out a series of activities, alongside other office staff, as part of everyday life in the workplace. The background to the project is described by the office manager and then you will see a series of film clips showing three different learners: Sarah, Mary and Ian, undertaking and completing different tasks and participating in the general life of the office.





**DVD sections
to view:** DVD 3 >
Background, Sarah
and Mary.

Task 1: Embedding skills for life and other important skills

Watch this section, making a list of the range of skills that are being developed in the different activities undertaken by Sarah and Mary. Having made your observations:

- Discuss your list with others.
- Were there any strategies or interventions by the staff that you particularly noticed? What other strategies could have been used to give Sarah and Mary more autonomy?
- Do you have any examples where you have focused on embedding literacy, numeracy, communication and other important skills for life among learners within the daily routine of your work place?



DVD section to view: DVD 3
> Ian.

Task 2: Progression

In this section you hear how Ian is being supported to make progress with his business administration skills. As you watch, identify the areas in which Ian has made progress and the different strategies the staff are using to support his progression.

- In what areas has Ian made progress?
- Compare your list and then combine to make a single list.
- Discuss what skills Ian is developing in working with others. How might his skills be extended?

Ian says that he has done three work experience placements. Many young people with learning difficulties or disabilities encounter a glass ceiling when they try to enter the labour market.

- Based on your own experience, how would you help Ian to gain a post in open employment?
- What are the advantages and disadvantages of nationally recognised accreditation?



DVD section to view: DVD 3
> Sarah, Mary and Ian.

Task 3: Opportunities and dilemmas in real-life settings

Watch the DVD and make notes of the different activities that learners are engaged in and the skills that they are using.

- Now share your observations with other group members. You may wish to make a joint list of particular skills that are being developed, for example in relation to numeracy skills, communication skills and working with others.
- What kind of skills and qualities have the office staff developed to support learners in this setting?
- What advice would you give to a new member of the administrative staff on how to work with these learners in the workplace?
- Now think about your own workplace. What work opportunities exist that could be developed in your setting?

Reflecting on what you have seen in the film, discuss the following:

- What are the advantages and disadvantages for the learner of work-based training in this kind of setting in contrast to attending a college or adult education course, for example in office skills or retail?
- What dilemmas do staff in work settings face in trying to meet their own work deadlines while supporting learners?

Birmingham Rathbone

The focus at Birmingham Rathbone is on providing access to education and training opportunities for young people that are tailored specifically to their learning and social support needs. This film includes three vocational training sessions (two in horticulture and one in child care) and concludes with a case study of one learner making choices. The clip begins however with the senior tutor describing how literacy, numeracy and vocational tutors work together.

Task 1: Collaboration

Having watched the introduction:

- Discuss the strategies that the tutors have developed to complement each other's work in the vocational and skills for life areas.
- What approaches do you use in your workplace? How might these be extended?



DVD section to view: DVD 3
> Introduction.

Task 2: Horticulture

- Having listened to the garden centre manager, draw up a table like the one below to summarise the strategies that tutors can use for embedding literacy and numeracy. Don't forget to include the ideas that you generated in Task 1 above.



DVD sections to view: DVD 3
> Garden centre manager;
Transplanting seedlings;
Laying turf.

<i>What literacy and numeracy tutors can do</i>	<i>What vocational tutors can do</i>	<i>What they both need to do</i>
<i>For example:</i> <ul style="list-style-type: none"> • Review vocational tutors' session plans. 	<i>For example:</i> <ul style="list-style-type: none"> • Inform literacy tutors which technical terms to reinforce. 	<i>For example:</i> <ul style="list-style-type: none"> • Meet regularly.

- In your own setting what structures are in place to allow literacy and numeracy tutors and vocational tutors to collaborate? Can you think of any changes that could be made to improve collaboration?
- Figure 5 is an example of a job sheet that learners were required to complete at the end of the session on transplanting seedlings. The job sheet has been differentiated according to each learner's level of literacy.
- Are there other ways that learners could record what they have done that do not rely on the written word?

Candidate jobsheet		
NVQ unit/element no/Title	Task description	Candidate name
		Li/Num skills involved
Cross ref to other units/elements		
Date:	Location:	
Details of task		
Today I		
Then I		
After that I		
Finally I		
Tools/machinery used.		
Today I felt I worked.....		
Supervisor/ Assessor comments		
Supervisor/Assessor signature:		
Candidate signature:		

Candidate jobsheet		
NVQ unit/element no/Title	Task description	Candidate name
611	Potting	
		Li/Num skills involved
Cross ref to other units/elements		
Date:	Location: garden centre.	
Details of task		
<p>Today I potted up some plants, then I had to find some 1litres pots, then I had to reported that I haven't got anymore pots. then I found them in the bags, then I watered them</p>		
Tools/machinery used.		Plants involved.
none		
Candidate comments.		
Supervisor/ Assessor comments		
Supervisor/Assessor signature.	Name:	Date:

Figure 5. Job sheet

- In both these sessions the tutors and learners use a range of equipment, such as a thermometer, tape measure, and scales. These are sometimes hard to read, particularly for learners with literacy difficulties. What strategies can you suggest for adapting equipment to make it accessible?
- What approaches does the tutor use to give meaning to the numeracy required to lay the turf for the learners? What other strategies might he have used to teach the concept of area?
- There is a wide level of literacy and numeracy among the learners in both these groups. How do the tutors take account of these different levels of attainment?

Task 3: Child care

Listen to the senior tutor describing the importance of literacy and numeracy skills in childcare training. Add any new ideas and strategies to the table that you developed in Task 2 showing how tutors collaborate together.

As you watch the lesson on storytelling make a note of the questions the childcare tutor uses to engage the learners in the lesson. Then compare your lists with a partner and try to group the different types of questions that she uses. You might want to compare your ideas to those included in this table.

- Encouraging thought and understanding
- Checking understanding
- Gaining learner's attention
- Review, recall and reinforcement
- Management of the group
- Giving everyone a chance to answer
- Prompting more articulate learners to encourage others
- Drawing in shy individuals
- Probing answers
- Allowing expressions of feelings and views

(Adapted from: Kyriacou, 1992)

- What range of teaching methods did the childcare tutor use?
- How effective do you think these were in engaging the learners?

Task 4: Liaising with the work place

Jackie is a childcare trainee on the Birmingham Rathbone course. You will hear her discussing her aspirations and her hearing impairment. You will then see her on her work placement, followed by a discussion of her progress between her workplace supervisor and her placement officer and assessor.



DVD section to view: DVD 3
> Senior tutor.



DVD section to view: DVD 3
> Lesson on story telling.



DVD section to view: DVD 3
> Jackie's story.

As you watch Jackie telling the story to the children, make some notes that could form the basis of some feedback to be given to her.

- Having watched the film, now compare your observations with a partner. Agree on at least three positive points as well as one or two areas that she could work on.
- Then compare your observations with those of the workplace supervisor and Jackie's placement officer.

The vocational tutor, the literacy and numeracy tutors, the work-based supervisor and Jackie's placement officer are all involved in monitoring Jackie's progress.

- What are some of the issues in maintaining a consistent approach to monitoring progress?

Task 5: Making choices

This section is split into two parts. Begin by listening to Darren in his first week at Birmingham Rathbone.

- On watching the clip, what do you learn about Darren?
- What impression do you gain about the choices that he has made? Where do you anticipate that he will require support?

Now watch Darren in his third week.

- Imagine that you are Darren's tutor. How would you respond to his feelings about horticulture? What support do you think he now requires?
- To support young people like Darren, Birmingham Rathbone have introduced taster sessions of various vocational courses. What other strategies could you use to enable Darren to remain focused on an option for a sustained period of time?
- What are the opportunities and constraints entailed in time- and funding-bound programmes, such as E2E, in supporting learners like Darren, who may find living with the consequences of their decisions rather difficult?



DVD section to view: DVD 3
> Darren: E2E – week 1.



DVD section to view: DVD 3
> Darren: E2E – week 3.

5 Personal accounts

The following three extended accounts are based on diaries and accounts of four practitioners' practice, as well as some interview data. They help to bring the guidance alive through providing valuable insights into the work and dilemmas faced by practitioners who are working with learners in a range of settings.

Using technology

Paul Doyle is an assistive technology engineer at Hereward College. His role is to identify barriers to learning that can be overcome through the use of technology. For example, if someone cannot type using a standard keyboard then he will provide an alternative keyboard that the person can use.

Paul

Paul's approach to his work with students is increasingly person-centred. Students have interviews, including one with Paul lasting about 45 minutes. He does not conduct formal assessments to judge students' disabilities. Instead he reads through notes, talks to students about what they want to do and what they have used in the past so that he can look for ways to help them to participate more in the learning environment of the College. When Paul first began working with assistive technology he focused upon the technology rather than on the person, but he has changed his approach:

“ *Over time I realised that the person is the issue and the technologies are there to help them.* ”

This distinction is quite subtle, because the earlier approach means seeing a deficit in the learner and using technology to overcome it, whereas the latter approach means asking the learner “What do you want to do? What does it *mean* to you to be able to do that?” There is also a balance to be struck between the benefit to be gained by using the technology, and the effort the student has to put in to learn how to use the technology. Sometimes using a particular piece of technology means being identified in the wider community as having an impairment, which may be a big issue for some people, particularly when they are young and are struggling with self-image and identity.

Sometimes students who come to Hereward for an initial interview say 'yes' to everything, because they feel that they have to give the 'right' answers to get a place in the College. Then later when they actually start using it, they find that they don't want to use the technology because it identifies them as a person with an impairment. Hereward College offers a mixture of human and technological support, and some people prefer human support.

There are, however, very many people for whom the technology works very well and helps them to achieve what they want.

It is important to foster informal communication between staff in the residential settings, enablers and the technology staff. They have valuable insights and opinions. Sometimes they can see something that's not working, or maybe they can suggest something that may work, and it's very helpful.

Principles for assistive technology

- Technology can free an individual from the fear of being dependent.
- Assistive technology does not have to be hi-tech. Paul's crowning achievement was to fit a bracket to a ballet shoe so that a learner could use her left foot to paint pictures with a range of media.
- Technology should be fit for purpose. Something as simple as a well-laid-out communication board written by hand and laminated can be ideal – it doesn't break if you drop it, and the lamination means that if it rains then the ink doesn't run.
- Assistive technology should be a human experience rather than a technological one.
- Supporting assistive technology should not just belong to the domain of the technologist. Often enablers and carers have developed a fear of technology and feel unable to deal with it while technicians do not help by pointing out all the things carers have done wrong rather than supporting them to support the learner.
- Introduce new technology gradually, phasing it in and making sure that the learner is happy with what s/he is doing. It's important also that people around the learner are clear about what s/he wants to achieve through the technology.
- The benchmark for whether assistive technology is working is whether the students use it in the refectory, in the pub or when they are with their friends.
- People should be allowed to decide not to use technology.



You can find further case study materials – for learners who also have ESOL needs – in Section 3 of ESOL Access for All.

There are

- five case studies on an individual learner level: one who is blind; one who has dyslexia; one who has speech impairments; one who has learning difficulties; and one with traits associated with Asperger syndrome.
- four organisational case studies describing provision in: a large college of FE; a small community-based training provider; a small adult education centre; and discrete provision for people with mental health difficulties.

Teaching literacy in a college of further education

Background

Stephanie Wheeler is a *Skills for Life* literacy tutor at the College of West Anglia in King's Lynn. Stephanie's research ('Whose Literacy is it, anyway?') was based around a special vocational programme for learners aged 16+ working between Entry level 1 and Level 1 that runs in the same way as any other college programme, but with extra support built in.

Literacy and numeracy are taught as discrete subjects within the course as opposed to learners receiving additional support either in-class or on a one-to-one basis. The literacy sessions Stephanie runs are designed to support learners in the main area of vocational education in which they are engaged, as well as working towards the City & Guilds 3792 Certificate in Adult Literacy. If they need particular skills, such as confidence in discussion, asking questions, understanding sentences, handwriting or keeping records, then they can work on these skills in Stephanie's literacy classes. Stephanie thinks it is valuable to have discrete literacy sessions because the sessions allow the tutor the scope to develop literacy in whatever way is right for the learners. Furthermore, if literacy is always embedded some essential quality is lost. Learners need to have the literacy skills necessary to meet the literacy demands of their course, but literacy is also creative and exciting, and it is the realm of the imagination that can be lost when literacy is only covered through embedding. Learners should be able to express their own personalities through their literacy.

Here are extracts from an account of her work with these learners written by Stephanie.

Stephanie

Students in the group are working at levels between Entry level 1 and Level 1. I usually start with some free writing that the students have done, to identify areas for development that we can work on. The present group have been writing about themselves for a magazine they are producing. Their free writing shows that they all have difficulty with understanding sentences boundaries and organising their ideas – they have a lot to say but have difficulty constructing manageable sentences.

To help with this, I encourage the students to literally take their work apart and put it back together. We do lots of things like highlighting on the page, cutting the work up and sticking it back together. Taking a page of writing about themselves, the students can find and highlight all the sentences or parts of sentences that go together as a topic – for example about the family, or their pets

and so on. They can then cut up and organise the pieces and perhaps re-write and improve sentences. They are familiar with the 'cut and paste' feature on the computer, and here they can actually see how it works. They've also seen that you can change what you've written, that it's not permanent. It's important to get over to the students that they don't have to get it right first time – a lot of them are anxious about this, which inhibits their expression. I'm trying to encourage the freedom to make mistakes.

I use examples from their writing to model how to put sentences together, and to talk about the features of a sentence, using the language of the core curriculum, verbs and so on. I use the 'so what?' factor: Why identify the verbs? What job are they doing in the sentence? Can you use a more powerful verb to help with what you want to say? We go backwards and forwards, working at different text levels, from sentences to paragraphs, then we might go back and look at each word they've used – is that the best word? Does that sentence say what I want it to say? The students have skills at a range of levels – they have extra skills with some things and limited skills with others, so linear progression doesn't work for them.

The proofreading becomes not just about the punctuation and spellings but also the meaning and the impact, getting beyond the surface. I tell them that it's important to get the final page looking neat, but also that the depth and meaning are also important, because I want them to look beneath the surface. We'll have the stages on display, with their own comments about changes, so they can see how they made progress, and so that they are proud of the *process* as well as the finished piece.

Literacy and reflective journals

I was guided by thinking of literacy as a social practice (from the work of David Barton and Mary Hamilton), thinking about the difference between an everyday use of literacy and literacy as per the core curriculum, and I wanted to see what the students' perception of literacy was. So in the first session I asked them "What is literacy?" and they came up with all the answers I expected: classroom-based, signs and symbols, finding information and so on. ... So then I wanted to explore how they really used literacy at home. ...

The students were really thrilled to have the actual journal. They were small, hard-backed journals, either blue or silver, shiny, so they looked attractive although they only cost £1 each. The students had a tremendous sense of ownership – these were their journals and they could use them in whatever way they wanted. And they all used them differently. Some used them as a diary, writing down everything they did each day. Others took on the idea of different types of literacy and stuck all sorts of items into the journal. Moreover, they stuck things in and then wrote about them. It was interesting that the students, having seen my

examples, then branched off and created their own journals rather than following what I had done. They included all kinds of things that I hadn't imagined, and they wanted to share them with everyone else. It became a regular thing at the beginning of each session that they'd bring their journals in, and they would stand up and read bits out to the group. One young man, who appeared very quiet in class and didn't contribute much, turned out to be involved in a drama group. In his journal he would write about his drama group, and his favourite show *Phantom of the Opera*. He was very keen to read this out to the group, and one day he even sang a song from the show. His confidence has increased ever since. It was the enthusiasm of the whole group that was really striking. I'm really struck by the enthusiasm and interest of this group; it's grown and developed over the last year. As I've responded more to their work they've become more involved and engaged.

Now the students are doing presentations on topics that they have chosen and that are based on their own interests. This was an idea that they had and it came entirely from them. They are doing the research and preparation at home in their own time without any input from me.

... The presentations are going to be used to write articles for the magazine they are producing, and I use what they've written as the basis for other sessions – presenting information or writing points such as paragraphs. They are also using computers to e-mail their writing to me, which has led to a session on e-mail etiquette – some people don't expect their spelling to be correct in an e-mail, whereas I would. Also, IT housekeeping is an important aspect and so we've had sessions on how to save work in an organised way so you can find it again.

The whole programme has taken on a life of its own. My scheme of work tends to be rather organic; it changes in response to what they're doing.

This work has helped them prepare for the City & Guilds 3792 Assignment by giving them confidence in their use of literacy.

Stephanie Wheeler, College of West Anglia

Developing person-centred learning plans

Background

Kate Fielding is a part-time lecturer at City of Bristol College. Kate works with a group of learners with high support needs, severe learning difficulties, autism and challenging behaviour. The following extracts are taken from a diary that she kept throughout the period that the materials in this pack were being developed and they provide insights into her feelings and thoughts as she began to be more person-centred in her planning.

Kate

December 8th 2004

My reaction from glancing through the pack and hearing the speakers was that "this is nothing new", I am already doing person-centred planning, and I involve my students as much as possible in their learning goals at college. From glancing through the person-centred planning I imagine trying to do this with my students (non-verbal, high degree of communication difficulties). The system we use at City of Bristol is simpler and more accessible.

Come away from the day a bit depressed.

January – Reading the pack

I spend 2 hours shut in a room with a highlighter pen and the Pathfinders pack. Initial highlights from pages 6–9 interest me. (*But how? Who? When? Will anyone ensure it does happen, or make it possible to do? Will my team leader have the time and resources to make any changes here?*)

I find my initial concepts at the introductory meeting are now challenged. I am not working in a truly person-centred way. My students don't own their learning plans. I need to rethink. What interests me is making it real for students and for staff.

I talk to a few people and ask their honest opinions about our college learning goals for students. My conclusion:

lack of students' ownership of plan

lack of students' interest in plan

lack of tutor interest in plan

So this is it! Rather than get depressed about it I find it inspiring. Feel like I've reached the bottom low point about learning plans and from here I can only go up!

.....lack of interest from staff and students in their learning goals – what do I mean by that? What are the staff and students interested in instead?

“learning goals aren’t as interesting or important as a funky music session”

.....a funky music session HAS embedded skills in it, e.g. interaction, animation, BUT

the goals I write on my learning plans are generally not owned by the students as they are my intellectualised goals, e.g. *making eye contact, turning your body towards someone, answering questions....*

The students are more focused on the activity, e.g. *dancing, listening to music, being with a friend, being in college.*

April 2005

I’ve spent time getting sidetracked on the Internet. There are some really interesting sites out there, especially American ones. The Person-Centered Planning Education Site is interesting and I followed lots of links. It made me feel I’d got a better overview on what Person-Centred Planning is It’s hard to get this overview/insight just from the Pathfinders pack. I’d like to attend training in it ... but all the training and resources are more to do with social services than education ... it’s too in depth for college purposes. Ideally students would come to college with a PCP, whether its ELP or MAPS or whatever tools they used ... so we need to determine where in college we can fit into that plan ... but wouldn’t training in PCP help us as tutors get our heads round what it is really all about? There’s no point in us changing our paperwork and talking about making it person-centred if some staff don’t know what this means, really. At least our managers should go on a training session?

These PCPs are great and in depth, they’re not something that I as a college tutor would do here for a part-time student. I can address some of the things on the plan; hopefully, college life will fit in with the PCP. I need a college PCLP that is much shorter and simpler than the examples on the web or in Pathfinders.

One problem is that so far, few, if any students come to us with a PCP, whether its been left at home or doesn’t exist ... I need to work out what I do in my initial meetings with the students.

One problem I foresee is that on some people’s plans, “going to college” is listed as a goal in itself. This is why keyworkers get stuck at the college interview when asked to think about college goals. How many goals does this person need? Coming to college is a huge goal! It can be hard to break it down further. Tutors, keyworkers and learners are struggling at times to “think of these

goals".... It's becoming a chore, hard work, ... if that happens then there's no point in doing them.

How, by who and when could college plans be done? It isn't possible in a group situation. If I leave my group to do a 1:1 with a student it unsettles the whole group who have to get used to a cover tutor – if one is available. We don't have enough cover tutors to do this for everyone's lessons. Getting students in to college with a keyworker is problematic. I can't see any way of doing it apart from having 1:1 time with a student and their keyworker/someone who knows them well. Who will do this? Who will pay for someone to do this? Could we have a PCLP tutor who had a day a week to do this, to make home visits etc?

18th May 2005

I do my first meeting and it doesn't go to plan! The keyworker doesn't want a drink; I think he's pressed for time. I have to do our old paperwork as well, and though I leave lots of it blank to fill in later, it distracts me. I try to introduce the new plan and get muddled explaining why and what I'm trying to do. He doesn't have the information I wanted from the student's IPP meeting as it was postponed and they only have last year's, and that wasn't brought today. He offers to fill in the first page at home and I agree, but realise I then have no control over the student's involvement with that.

After Pathfinders Bristol meeting, 19th May 2005

My memory of the Pathfinders days and other national training days have been the almost desperate need for meeting with others in this field – we all seemed starved of a forum to share ideas and experiences, everyone reports feeling isolated.

May 24th

I do another end of term interview and use the front page of the PCLP I'm working on. It's a really good meeting and I felt inspired afterwards. It *worked!*

What did I do differently, what helped this meeting be more successful?

Held the meeting in Roger's home and allowed an hour for it.

Set a relaxed tone.

Began with a coffee, Roger, Sally and I sat around the dining table with drinks and biscuits, having a gentle chat, making them both feel relaxed and not in a "lets get on with it" frame of mind.

What did we do exactly?

Next we looked at photos from Roger's Drama class, we all enjoyed seeing these, this was accessible to Roger. I gave lots of positive feedback.

Focusing on Roger as much as was comfortable for him – I asked Roger about what he was working towards and what he liked, asking if it was OK to ask Sally too, thanking him for contributing nods and smiles to this conversation. Going at a slow pace, stopping when Roger got up and walked out. We did this for the “What do I like?” questions. When information was offered from Sally, asking Roger if it was ok to put this in his college plan. I took symbols of the classes on offer to help Roger make a choice of classes for next year. He found it hard to do this, pointing to all of the symbols all the time. I reflected that it was hard to do. I told Roger what I remembered him really enjoying in classes; “you laughed and smiled when we did...”, etc. Roger copied my sign for cooking and looked animated about this, it also fits with what he’s doing at home, so we put “cookery” as a choice.

Sally felt that Roger had enjoyed physical movement classes; we signed about this and Roger smiled. It felt as if Sally and I were making suggestions and looking for positive responses from Roger, bearing in mind we knew Roger can smile and nod to any suggestion in this situation. We agreed to put two other classes down from my feedback about Roger’s enjoyment and participation in these in the past. Roger seemed to be happy with this, copying signs and nodding. He got up straight away afterwards – this felt like Roger letting me know he’d had enough of being asked questions. I thanked him for concentrating hard with us for such a long period.

I scribbled any essential information I needed down after Roger had left, e.g. full address, timetable choices and slots, then went to find Roger in the TV room to thank him and say goodbye.

At college I typed up the plan and tried to add symbols and photos (we need a full-time photographer on site). My plan would be to laminate this and refer to it throughout the year with Roger, also to make a duplicate for Roger to take home or to other places he goes.

Kate Fielding, City of Bristol College



6 Appendices: additional useful information

Appendix A: Overview of the DVDs

Title	Contents	Duration	Summary
DVD 1: <i>Learning in Formal Settings</i>	Apple Tree Café (FE)	32.13	This film shows how communication, literacy, numeracy and other important skills are embedded in the tasks involved in running a small café as a commercial enterprise. It encapsulates the entire process from food and room preparation to clearing up and evaluation of the tasks by group members.
	Drake Hall HMP	35.00	This film highlights the learning opportunities available in a prison. It shows a literacy class based on the highway code for learners at Entry level 2/3. We also hear from a classroom assistant and an open learning adviser, both of whom are prisoners themselves but actively support the learning needs of fellow prisoners. Clear links are drawn between prison education and life after prison.
	Hereward College (FE)	20.00	Throughout this film there is a strong emphasis on using technology to provide learners with a variety of learning opportunities. Three learners are shown using a range of communication aids that have been customised to meet their individual needs. We also hear from a speech and language therapist involved in assisting these learners. She discusses attitudes to technology, liaising with teaching staff and measuring progress.

Title	Contents	Duration	Summary
DVD 2: <i>Learning at Home and in the Community</i>	Victoria and Lisa	57.34	In this film we get an insight into the daily lives of Victoria and Lisa, two women with high support needs (profound and complex learning difficulties). We see them making choices in their day-to-day activities, their interactions with members of support staff and their families. We also hear from their mothers, care staff, circle of friends and an advocate.
	HFT	23.55	In this film we see three very different learners being supported by a community-based service. It shows how learning opportunities are created in the community and how learning is embedded in a range of different contexts, such as a supermarket, a hotel garden and a charity shop.
DVD 3: <i>Learning on Work-Based Programmes</i>	MacIntyre	25.20	This film shows a day in the life of a working office. Learners with a range of difficulties in learning are carrying out a series of tasks, alongside office staff, as part of everyday life in the work place. It captures the interactions learners have with members of the office staff and illustrates the tasks they carry out both individually and together. One learner discusses his work and the progress he is making.
	Birmingham Rathbone	56.00	This film looks at how literacy, numeracy and other important key skills are embedded in entry to employment (E2E) training courses. We see horticulture and childcare sessions in progress and also hear from the curriculum managers. There is a strong emphasis on linking the acquisition of skills for life and the vocational interests of the learner. The film ends with a reflection on issues relating to choices, and the dilemmas of one learner.
DVD 4: <i>Thematic Clips</i>			This DVD contains brief practical examples of some of the main ideas contained in the pack. They help to illustrate what is meant by the values that underpin the materials as well as the processes involved in person-centred learning.

Appendix B: Introduction to the CD-ROM

Producing learning plans

The CD-ROM is not intended as a handbook or instruction manual for producing learning plans. To get more detailed and specific instructions, it is best to talk to colleagues or request specific training.

The aim here is to pull together some examples of ideas for learning plans that were developed in the pathfinder stage of this project. These include:

- some hints and tips on using Microsoft Word™, plus:
 - a scanned example of a completed plan;
 - a blank plan in Word which could be adapted for your learners.
- some hints and tips on using Microsoft PowerPoint™, plus:
 - an example of a completed plan using PowerPoint in one way and integrating photos and video clips ('Sandy's learning plan.ppt');
 - a blank plan, using PowerPoint in a different way, which could be adapted for your learners, plus some notes on how to use it.

It is important to stress that these are just examples of how this might be done. To be truly person centred, the learning plan:

- should be produced with the learners;
- should be in a format that means the learners can be involved in updating and reviewing the plan.

The main guidance part of the pack gives suggestions on how to work with the learners to collect information for person-centred learning plans. The ideas suggested are not just limited to use as learning plans – the formats could also be used for a progress review, evaluation or a diary of what the learner has done.

Thanks go to the tutors and learners who have allowed us to include their plans as examples on the CD-ROM and in this pack, but please don't feel that you have to be restricted to the ideas presented here. It might be worth getting together with colleagues for additional training or support in how to use different software or programs to create plans that work for your learners. However, if the necessary technology is not easy to access then a paper plan can also be effective. It is better to have something you can use every day than something that is only available when you can access a computer or the support you need to work on it.

Producing learner materials

As part of the pilot stage of the pathfinder project, work was undertaken with a group of learners to produce materials to explain the project to other learners.

Although these materials are specific to the Pathfinder project, they provide examples of the things that need to be considered. For example, although the pages are colour coded, it was realised that many tutors would be photocopying them so symbols were also used to show the different topics.

There is also some information about making materials 'accessible' in this section and some suggestions for resources or contacts for further information. The guidance pack with this CD-ROM is part of a whole suite of materials and the guidance focusing on professional development has other useful information about producing learning materials.

Appendix C: Web-based sources of further information

The following list of Web-based resources is not comprehensive, and should be seen as just a starting point. There are many other organisations not mentioned here, who also give useful advice, information and resources.

Site	Web address	Short description
AbilityNet	www.abilitynet.org.uk	A wide range of information and advice on assistive technologies – both hardware (such as switches) and software (such as screen readers and educational software). Free downloadable <i>Factsheets</i> and <i>Skillsheets</i> about making computers more accessible; also ideas on getting the most out of what's already on your computer.
Acting up	www.acting-up.org.uk	Has developed a training package, <i>Multimedia Profiling</i> , to enable service users (and involving family, friends, support workers and others) to create multimedia profiles of their daily lives and personal history using photos, videos, sounds, graphics and text. The aim is to empower service users to exercise greater control over the planning of their lives.
Becta	www.becta.org.uk www.becta.org.uk/learningandskills www.becta.org.uk/teachers	A substantial amount of practical information for tutors: <ul style="list-style-type: none"> • The 'Learning and skills' section has information about using ICT in further education (including many ideas for using multimedia with learners working at Pre-entry level) and the adult and community learning sector. • The 'Schools' section has lots of useful information about 'ICT in inclusion and SEN', which, though aimed at teachers of younger learners, may be also be useful for those working with adults.
Change	www.changepeople.co.uk	A campaigning organisation for adults with learning difficulties. It also offers advice on how to make information accessible, training courses and workshops, and has a range of products available on CD (such as Change graphics) and in print (such as booklets on parenting).

Site	Web address	Short description
Check the map	www.checkthemap.org	A Website set up to "make it easy for everyone to find out what services there are for people with Learning Disabilities/Difficulties (LD) in their local area, or any area." Has a section on LD resources (which you can add to).
Crick Software	www.cricksoft.com/uk	Developers of a range of reading and writing software (such as <i>Clicker</i> – effectively a multisensory word processor) for special needs. Though aimed at young people, it can also be a useful tool for older learners.
Dynavox	www.dynavox.co.uk	A provider of a range of communication aids, resources, information and links.
FERL First	http://ferl.becta.org.uk/display.cfm?page=8	Practical information for further education tutors, including articles and case studies explaining how ICT and multimedia (including using video, music and photos with adults with severe learning difficulties) has been embedded within classroom practice, plus a resource bank created by practitioners comprising ideas, Websites and downloadable resources.
Find a voice	www.findavoice.org.uk	An organisation working to help adults with communication difficulties to 'Find A Voice'. They provide "on-line information to everyone and personal support to individuals, their carers and professionals in Kent and Medway."
Granada Learning/ SEMERC	www.semerc.com/resources/resources.asp	Publishes a wide range of ICT information and resources for learners of all ages with special needs. For adults, there is a range of multimedia resources including the <i>Out and About</i> series (focusing on life skills at home and in the community), <i>Assessability</i> and <i>Signs and Symbols</i> .
HFT / Karten CTEC Centres	www.hftctecentre.org.uk	Online multimedia case studies by learners and tutors about how multimedia and ICT have been used for person-centred planning and to create life stories. Also information about workshops and training.

Site	Web address	Short description
Inclusive Technology	www.inclusive.co.uk	Distribute their own SEN software and hardware, as well as that of other suppliers. Though the main focus is schools, they have some resources suitable for older learners. Also useful articles on using ICT with learners with different requirements, plus some free downloads.
Liberator	www.liberator.co.uk	Has a range of assistive technologies and resources available. The resources section includes practical teaching ideas.
Mencap	www.mencap.org.uk/html/accessibility/accessibility_guides.htm www.trans-active.org.uk	Mencap has produced guides on how to make your information and services more accessible for people with a learning disability, for example <i>Jargonbuster</i> . Also links to Trans-active, a set of resources for teenagers with and without learning disabilities working together, using multimedia to explore and communicate.
Mental Health Media	www.mhmedia.com/about.html	Runs a range of media projects; they also work with journalists and broadcasters to inform their coverage of mental health issues. Now developing a dedicated project, <i>MEdia</i> , to help people with learning difficulties get the most out of the media.
Read Write Plus, Department for Education and Skills	www.dfes.gov.uk/readwriteplus	The main source of information and advice on all aspects of implementing <i>Skills for Life</i> . The place to go to find the latest information on the strategy, including free publications.
Scope	www.scope.org.uk/publications/communication.shtml	Scope have a series of publications and good practice guides for staff working with people with communication difficulties focusing on communication, for example <i>A Lot to Say</i> .

Site	Web address	Short description
Speaking up	www.speakingup.org	Advocacy organisation. Also has a link to the <i>OneforUs</i> Website, developed by and for adults with learning difficulties, with accessible information on issues such as health, housing, and relationships.
TALENT	www.talent.ac.uk	Describes itself as a “one-stop shop for Skills for Life teachers”. Lots of resources for both teachers and teacher trainers to use in their teaching and learning (including learning difficulties and disabilities), as well as information about professional development and projects.
The British Institute of Learning Disabilities (BILD)	www.bild.org.uk/advocacy/index.htm	An organisation that aims to influence policy makers and encourage good practice among practitioners working with adults with a learning disability. The advocacy section provides information and resources.
Widgit	www.widgit.com	Widgit has a range of products that use symbols and audio to support reading and writing, such as the well-known <i>Writing with Symbols</i> . It also hosts <i>SymbolWorld</i> , a free Website for symbol readers, and has developed <i>Webwide</i> , a tool for converting Web pages into symbols and text, with audio support.

These Websites are recommended as useful sources of further information and are not necessarily endorsed by NIAACE, the Department for Education and Skills, or any of the Learning for Living consortium members.

Appendix D: Text-based sources of further information

This section lists some key texts with annotations that locate their relevance and usefulness to particular settings or sectors.

Allen, C. (ed.) (2001) *A Framework for Learning: For Adults with Profound and Complex Learning Difficulties*. London: David Fulton Publishers.

The staff at Orchard Hill College of Further Education have put together this book based on their own evolving experiences of planning and teaching adults with profound and complex learning difficulties. The underlying philosophy is based on providing a broad and balanced curriculum embedded in a strong learner focus. The book is comprehensive and discusses issues relating to developing common organisational values as well as providing guidance on the curriculum. Particularly useful are the large number of case studies provided as examples and a rich set of activities. While the book is largely anchored in an educational setting, attempts have been made to appeal to other contexts – home, community facilities and work.

Beamer, S. and Brookes, M. (2001) *Making Decisions. Best Practices and New Ideas for Supporting People with High Support Needs to Make Decisions*. London: Values Into Action.

A useful workbook accompanies this book to help those involved in giving support to people with learning difficulties to know how they can be supported to make choices. With the use of ten real cases, the book provides some powerful insights into factors that may help or hinder choice and control. The authors point out how, at times, people supporting young adults with learning difficulties are unable to realise when they are making a choice, arguing that staff need to be aware of and respectful of different ways of communicating. They emphasise that 'choice' involves making available a range of meaningful and appropriate options for individuals to choose from as well as practical help to make that choice happen. Based on this the authors offer a useful model of supported decision making. The basic premise is that the individual is at the centre of decision making, which is seen as a process carried out with the help of other people.

Byers, R., Dee, L., Hayhoe, H. and Maudslay, L. (2002) *Enhancing Quality of Life*. London: Skill and University of Cambridge.

As the title suggests, this pack focuses on the concept of quality of life and identifies five key quality of life domains, namely respect, choices, change, feelings and relationships. Shaped by the outcomes of a three-year action research project, this resource

pack is an invaluable guide for all staff in different types of organisations working or wishing to work with people with profound and complex learning difficulties during periods of transition. The pack includes a briefing paper aimed at policy makers, a guide to support managers setting up new provision or developing existing ones; a guide for staff development; a video; and a quality of life manual that can be used as a means of evaluating and improving services. Accompanying all this is a comprehensive literature review, which provides a detailed discussion of the underlying theoretical and practical ideas represented in the pack.

Coupe O’Kane, J.C. and Goldbart, J. (1998) *Communication Before Speech: Development and Assessment* (2nd edn). London: David Fulton Publishers.

Written by two specialists in the field, this is a key text on early communication. Through an extensive review of the literature it provides a very comprehensive and clear understanding of pre-intentional and intentional communication. It also provides methods of teaching early meanings to children and adults with severe communication delay. One of the most practical aspects of this book is the two detailed assessment schedules with extensive notes about their use. It is an invaluable resource for anyone working with people with profound and complex learning difficulties.

Department for Education and Skills (2003) *Reaching All: An Inclusive Learning Handbook for Prisons and Young Offenders Institutions*. London: Offenders Learning and Skills Unit, Department for Education and Skills.

Aimed at staff working with young offenders in prison settings, this handbook acknowledges that many prisoners are likely to experience some kind of learning difficulty or disability although these may have not been formally recognised. It recognises that learning does not take place only in an educational setting, rather that all staff need to be involved in supporting the learning process. Taking this as a starting point, the first section of the book covers the range of learning difficulties that an individual might be faced with (through a discussion of terminologies and categories), how to recognise them, and what can be done to help these learners benefit from the education sessions undertaken by them. The second part of the book focuses on more general issues of learning and how approaches can be developed to include the full range of learners.

Department for Education and Skills (2004) *Improving Initial Assessment of Personal and Social Skills in Entry to Employment: Tackling Barriers and Helping Learners Progress in E2E*. London: Standards Unit, Department for Education and Skills.

This pack of resources is designed for tutors supporting learning in E2E programmes, to help them in developing and assessing their learner's personal and social skills during the initial assessment period of the programme. The pack includes a range of activities that can be adapted and used with learners as part of their programme to help them develop their personal and social skills. The pack is accompanied by a CD-ROM, which provides examples of how six different providers adapted the core activities in the pack, and implemented the initial assessment process.

Foundation for People with Learning Difficulties (2002) *Count Us In: The Report of the Committee of Inquiry into Meeting the Mental Health Needs of Young People with Learning Disabilities*. London: The Mental Health Foundation.

The mental health of young adults with learning difficulties, it is argued, has been overlooked even though they face a particularly high risk of emotional difficulties. This report is an enquiry into this area of emerging concern. It addresses mental health issues facing 13–25 year olds, encompassing the important transition periods of teenage and young adulthood. In addition to exploring the concept of mental health and the current policy framework, the report discusses how these adults, in a range of different settings, can be supported to be mentally healthy. The chapter on the educational and social context comes alive with case studies of individuals and their own perspectives.

Griffiths, M., Reader, M. and Tennyson, C. (2002) *Teaching Pre-entry Level Communication, Literacy and Numeracy through the Essential Skills Award*. London: MENCAP.

This guidance is designed for staff involved in teaching Pre-entry level communication, literacy and numeracy skills through the framework of the Essential Skills Award to learners who have learning difficulties. It can be used by staff working in a range of different settings such as adult and further education classes, provisions made by social services, or those working within employment training schemes. It is based on practical activities to promote learning in natural settings through the four curriculum strands of the Essential Skills Award (daily living skills, personal care and presentation, community and leisure activities, practical activities) plus other activities that staff may find useful when working with learners.

Lacey, P. and Ouvry, C (eds) (1998) *People with Profound and Multiple Learning Disabilities: A Collaborative Approach to Meeting Complex Needs*. London: David Fulton Publishers.

This book brings together writings by a range of professionals who explore different aspects of the lives of adults with profound and complex learning difficulties. The first section covers personal issues such as health, physical, sensory and personal needs and discusses ways of meeting them. The section commenting on social aspects relates to issues around building social relationships and developing communication, while the section on community focuses on families and the need for advocacy. A relevant feature of the book is its emphasis on the need for multidisciplinary collaborations.

Maudslay, L. and Nightingale, C. (2004) *Achievement in Non-accredited Learning for Adults with Learning Difficulties*. Leicester: NIACE.

This report comprehensively addresses the issue of achievement in non-accredited learning for adults with learning difficulties. It discusses the literature on assessment and achievement across a range of contexts, such as education and health and social care. The report also presents the findings of a survey on current practices in identifying and recording learners' aspirations and achievements. The report places emphasis on finding ways of listening to learner's aspirations when planning a learning programme. It provides interesting examples of some of these methods as noted in the literature and used in practice. The report successfully makes a strong case for recognising and placing value on areas of learning that are not formally accredited.

Maudslay, L. with Rafique, A. and Uddin, A. (2003) *Aasha: Working with Young People with a Learning Difficulty from a South Asian Background*. London: Skill.

This report explores the post-school learning experiences of young people with learning difficulties and their families from a minority ethnic community, primarily those belonging to the Bangladeshi and Pakistani communities. Through the voices of many of these young people and their family members it highlights the many differences in cultural understanding of concepts such as independence and learning difficulty, their priorities and concerns regarding the present and their plans for the future. Written in a clear manner it provides a lucid overview of the problems faced by young adults from these communities in a context where policy and provision are primarily shaped by a rather different cultural underpinning. The report makes some noteworthy recommendations.

Mencap (n.d.) *Trans-active: Introducing Transition to Young People with Learning Disabilities*. London: Mencap.

The *Trans-active* project run by Mencap provides a good practice model that facilitates peer support between young people with and without a learning disability. Using an interactive online mini-Website it allows learners to develop individual Web-based passports. These passports are reflective of the choices that young people make about their transition and can be used at transition review meetings. The Website – www.trans-active.org.uk – is comprehensive and provides information for young people, their parents and carers.

Nind, M. and Hewett, D. (2001) *A Practical Guide to Intensive Interaction*. Kidderminster: British Institute of Learning Disabilities.

Written in a very accessible style, this book maps out the intensive interaction approach in great detail. It engages with issues such as how and for whom it can be used, the principles underlying the approach, examples from practices and professional issues including teamwork, accountability and safe practices. With a range of suggested further readings, succinct summary points at the end of each chapter and examples of record forms in the appendices, this book contains a wealth of useful information.

References

Department for Education and Skills publications

All Department for Education and Skills *Skills for Life* publications are available free at www.dfes.gov.uk/readwriteplus and can be obtained in print format, by quoting the reference code provided, from:

Department for Education and Skills Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ

Tel: 0845 60 222 60
Fax: 0845 60333 60
Textphone: 0845 60 555 60
E-mail: dfes@prolog.uk.com

(2002) *Adult Pre-Entry Curriculum Framework: Guidance on Making the Adult Literacy and Numeracy Core Curricula Accessible*

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Hurry, J., Brazier, L., Snapes, K. and Wilson, A. (2005) *Improving the Literacy and Numeracy of Disaffected Young People in Custody and in the Community: Summary Interim Report*. London: NRDC.

Kyriacou, C. (1992) *Effective Teaching in Schools*. Hemel Hempstead: Simon and Schuster.

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Learning and Skills Development Agency (2004) *DDA: Taking the Work Forward*. At: www.lsc.gov.uk/programmes/dda/index/project10

Lewis, A. and Norwich, B. (2001) 'A critical review of systematic evidence concerning distinctive pedagogies for pupils with difficulties in learning', *Journal of Research in Special Educational Needs*, Vol. 1 No 1.

Organisation for Economic and Cultural Development (2003) *Beyond Rhetoric: Adult Learning Policies and Practice*. Paris: OECD.

Appendix E: Glossary

Aims or aspirations

Long-term ambitions which may or may not be achieved, but which provide personal motivation and direction. These are often expressed as a dream, wish or vision of what a person wants to become or what they want to do.

Assessment

A process designed to gather evidence in a planned and systematic way in order to make decisions about an individual's learning using a variety of methods.

CD-ROM

An acronym for 'compact disc read only memory'

Common Inspection Framework

Document setting out the principles and requirements applicable to the inspections of post-16, non-higher education and training carried out by the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI).

Core curricula

The documents that detail the skills, knowledge and understanding that adult learners need in order to reach national standards in literacy, numeracy and ESOL.

Course

An externally accredited programme of study which can lead to a qualification.

Curriculum

The totality of the experiences the learner has as a result of the provision made.

Curriculum framework

The planned curriculum which sets out the entitlement to learning against which clear and small steps of progress can be planned and monitored.

Diagnostic assessment

An evaluation of a learner's skills, strengths and weaknesses. This is carried out with the tutor in either an individual or group setting. It gives a thorough indication of not only which level an individual needs to be placed within for each subject but also which specific areas of work they need to improve on.

Disability

The Disability Discrimination Act 1995 defines a disabled person as someone who has a physical or mental impairment that has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Embedded/integrated and contextualised literacy, language and numeracy learning

- Embedded (integrated) learning is where the host subject is the primary or equal learning goal, along with literacy, language or numeracy, but where the literacy, language or numeracy is identified, taught and learned within the host subject and supports achievement of it. The way in which the skills development can be embedded can vary, but there are three main recognised models. These are the fully embedded model, the sandwich model and the overlapping circles model.
- Contextualised literacy, language and numeracy is where the primary learning goal is associated with literacy, language and numeracy and where tutors draw into their learning programmes, contexts, topics and issues which are relevant to the identified interests, purposes and needs of individuals or groups. (Eldred, 2005)

Embedding teaching and learning combines the development of literacy, language and numeracy with vocational skills and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to progress, gain qualifications and to succeed in life and at work. (*Research Summary: Embedded Teaching and Learning Adult Literacy, Numeracy and ESOL*, NRDC)

Formative assessment

Ongoing assessment that gathers information for use in making decisions about how best to support learners' progress towards their goals and targets. Judgements are made based on where learners are in their learning and take into account effort as well as progress.

Goals

Medium-term intentions linked to personal aims or aspirations which give direction for individuals and which may be achieved over the course of a year or more.

ICT (Information and Communications technology)

ICT, including the use of computers, the Internet, mobile phones, scanners, technology for supporting communication, adaptive technology, digital cameras, videos, DVDs, and so on.

Initial assessment

Helps to identify a learner's skills against a level or levels within the national standards or milestones. Learners may have different levels of communication, reading, writing and numeracy skill. It is usually followed by a detailed diagnostic assessment.

Intentional communication

When a person uses words, signs, symbols or other means deliberately to send a message to another person.

Learner

In the context of this guidance a learner is any individual participating in a range of activities that may be planned or unplanned but which present opportunities for learning.

Learning difficulty and/or disability / learning disability

Term used in post-school education and defined as a person who a) has a significantly greater difficulty in learning than the majority of people of his/her age, or b) has a disability that either prevents or hinders him or her from making use of facilities of a kind generally provided by institutions providing post-16 education or training.

Learning disability is a term used by adult health and social services. Learning disability includes the presence of a significantly reduced ability to understand new or complex information, to learn new skills (impaired intelligence), with a reduced ability to cope independently (impaired social functioning) which started before adulthood, with a lasting effect on development. This definition encompasses people with a broad range of disabilities. 'Learning disability' does not include all those who have a 'learning difficulty', which is more broadly defined in education legislation (*Valuing People*, 2001).

Person-centred approaches

Approaches that enable individuals with learning difficulties to have a greater say in the design and delivery of services. *Valuing People* said that services should use person-centred approaches to planning for everyone who needs services.

Person-centred plan

A plan that is developed together with an individual that records what is important to and for the person, what others are expected to know and do to help the person, and who will do what by when.

PMLD

Profound and multiple learning difficulties. A term used for people with multiple needs.

Pre-intentional communication

When a person reacts or does something without intending to transmit a message to those around them

Progress file

A set of materials that support planning, achieving and reviewing. A progress file can serve as a tool to help individuals plan their own learning and career development, recognise the knowledge, understanding and skills they are acquiring and record achievements.

Progression

Next step for learners when their present programme is finished. The term is also used to mean the progress that learners make towards their aims or goals supported through the structured sequencing of experiences.

Schemes of work

Medium-term plans used mainly in education settings that identify, among other things the aims, activities, and learning outcomes for a particular subject area.

Section 140 assessments

Carried out by Connexions Service Personal Advisors, Section 140 assessments are a written report of a young person's educational and training needs and the provision required to meet them.

Self-advocacy

People with learning difficulties and other people advocating for their own needs rather than having their needs represented by others – for example, by parents, teachers, social workers, or doctors.

Summative assessment

Assessment which describes in summary form the learning that has been achieved at a certain point in time for purposes of reporting to others.

Targets

Short term and medium term, achievable and tangible learning outcomes that are likely to be achieved over a few weeks or months. They give direction to a programme and support individuals in achieving their goals.

Transition plan

At age 14, children with a statement of special needs must have a transition plan for post-compulsory education.

Widgit

Widgit Rebus Symbols have developed over the past 20 years. The symbols are clean, concise and suitable for all ages. They have been carefully designed to illustrate a single concept without adding unnecessary information such as gender. There are over 7000 images in both colour and black and white covering a vocabulary of over 20,000 words.



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