

Improving Adult Literacy, Numeracy and Language

- The Learning and Skills Council's Delivery Plan



Learning+Skills Council

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Summary of Contents

In its Corporate Plan, the Learning and Skills Council (the Council) makes clear the priority it will give to improving the literacy, numeracy and language skills of the nation. This delivery plan outlines how the Council will set about meeting this challenging target in the initial years of its operation and how, with its partners, it will build the foundations for long term, successful action in improving literacy, numeracy and language skills in the future.

Seven million people have poor literacy and numeracy skills, including around half a million or more who struggle with English because it is not their first language. *Skills for Life* is the Government's strategy for improving adult literacy and numeracy skills. This strategy also identifies priority groups who must be involved in learning if their needs are to be met.

The improvement of literacy, numeracy and language skills is a key to economic regeneration and social inclusion. The strategy sets a target of improving the literacy and numeracy skills of 750,000 adults by 2004. The Council is a primary player in ensuring that this target is met. The delivery plan outlines how the Council will meet this challenging target through its 47 local Learning and Skills Councils (local Councils).

Adult basic skills provision is defined as that provision which caters for the literacy, numeracy and language¹ needs of post-16² learners, including those with learning difficulties or disabilities, from pre-Entry level to Level 2, and covers the Key Skills of Communication and Application of Number up to Level 2, whether delivered as stand alone provision or as part of a vocational programme or bolt-on course, and whether delivered full-time, part-time or through self-study or ICT. In this context, literacy and numeracy is the generic term for all related activity. The Key Skills qualifications of Communication and Application of Number are included in the definition because they require learners to pass the new national test before they can be awarded. The generic definition extends to GCSE Maths and GCSE English because they provide learners with qualifications in literacy and numeracy up to level 2.

The delivery plan begins with an introductory section that gives some background to *Skills for Life*. Nine further sections follow with each section dedicated to a particular aspect of the delivery plan.

¹ In the context of adult basic skills provision, language provision is defined as English for Speakers of Other Languages (ESOL).

² In the context of adult basic skills provision, post-16 is defined as any learner over the age of 16(i.e. no longer in compulsory education). There is no upper age limit.

Foreword

Dear Colleague

Never before has the Government given adult basic skills such a high priority. This is reflected in the Secretary of State's remit letter to the Learning and Skills Council, which charges the Council with the task of reaching the most disadvantaged people in our society and placing their interests and concerns at the heart of our provision.

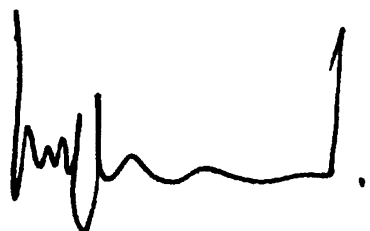
This delivery plan sets the Council's role in context against the Government's adult literacy and numeracy strategy. It reflects the involvement and contribution of the Adult Learning Committee, the Executive Directors' Adult Learning Strategy Group, the Adult Basic Skills Strategy Unit and many others. It outlines how the Council will work through its 47 local arms to expand and improve the quality of provision for literacy, numeracy and language, and meet the national target.

The delivery plan sets minimum achievement ranges that focus on the priority groups identified in *Skills for Life*. It highlights the importance of working closely with partners and providers in order to deliver the expansion of provision that is needed to meet the targets.

The delivery plan represents the starting point of one of the most pressing and visible challenges the Council faces. It will be regularly reviewed and upgraded and any changes clearly communicated.

Local Learning and Skills Councils have already formed close working relationships with providers and they are listening to practitioners and consulting learners. We need to build on this good practice and share this amongst ourselves and with others, including new providers.

Raising the literacy, numeracy and language skills of 750,000 adults is one of our key objectives and targets for 2004 and we cannot afford to fail.

A handwritten signature in black ink, appearing to read 'John Harwood', with a stylized flourish at the end.

John Harwood

Working with partners

This section shows how the Council will work with a wide variety of partners to deliver the expansion of literacy, numeracy and language provision needed to meet the target. A primary partner will be the Department for Education and Skills' (DfES) Adult Basic Skills Strategy Unit (the Unit). Effective communication with the Unit will provide a secure platform from which to monitor progress towards the achievement of targets and to review the delivery plan. The Council will also work with a range of other agencies and organisations including the Basic Skills Agency (BSA) and the National Organisation for Adult Learning (NIACE).

Funding for basic skills

This section deals with the funding of literacy, numeracy and language skills provision within the proposed national framework. The Council will ensure that this priority area is funded in an effective and flexible way, which incentivises the provision of literacy, numeracy and language and delivers the Government's commitment that basic skills is 'free to the learner'.

Planning and target setting

This section explains how the Council has set minimum achievement targets for each local Council for the provision of literacy, numeracy and language, focusing on the priority groups highlighted in *Skills for Life*. Local Councils will be expected to set their own challenging targets and milestones in order to produce measurable increases over the 3 year period 2001/02 to 2003/04.

Performance monitoring

This section looks at how the Council will monitor performance in achieving the targets for literacy and numeracy provision. Performance indicators and milestones will measure participation, retention, achievement and progression.

Quality

This section explains that, in the process of increasing the participation, retention and achievement of learners in basic skills, the Council's highest priority will be given to identifying, supplying and meeting the needs of learners. As part of this process, the Council will develop and employ strategies to help providers improve their provision.

Building capacity to support expansion

This section explains how, in order to achieve the targets, capacity in the sector will have to be increased. With existing providers delivering provision that is more attractive to learners, those with good quality provision will be

encouraged to expand. In addition, in order to ensure a greater diversity of learners and providers, it is expected that community and voluntary organisations are engaged in partnership activity and employers are supported in building a skilled workforce.

In supporting expansion, the Council will develop expertise amongst its own staff in this area as well as working with providers to promote staff expertise.

Communications and promotion

This section highlights the importance of good communication in enabling the implementation of the delivery plan. The Council will disseminate information to its 47 arms via a monthly Basic Skills Newsletter, a presence on the Council's website, the development of an e-mail group and through a series of regular seminars and workshops.

Risk/sensitivity analysis and evaluation

These final sections explain how the Council will implement the delivery plan in a reflective and evaluative way. Local Councils will build evaluation into their policies and practices to help develop a process of improving quality and effectiveness in relation to literacy, numeracy and language provision.

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1 BACKGROUND

"The establishment of the Learning and Skills Council has been welcomed in all quarters. There are high expectations of our work and we must rise to the challenges we have been set" – *John Harwood, Learning and Skills Council Business Plan 2001/02*

1.1 In its Corporate Plan, the Learning and Skills Council (the Council) makes clear the priority it will give to improving the literacy, numeracy and language skills of the nation. The Council's commitment is shown in the outcome targets for 2004, which include the reduction of the numbers of adults with poor literacy, numeracy and language from the current 20%.

1.2 It is estimated that as many as one in five of the adult population experiences some difficulty with literacy and numeracy. The Council, working with partners and through the providers it funds, has a key role in reducing this figure. Such a reduction is essential to enable us to compete better in a global economy and to empower those who find their lives and earning capacity restricted because they lack the literacy, numeracy or language skills necessary for the world of today and tomorrow.

1.3 For the purpose of this plan adult basic skills covers the literacy, numeracy and language needs of post-16 learners including those with learning difficulties or disabilities, from pre-entry level to level 2, and covers the Key Skills of Communication and Application of Number, whether delivered as stand-alone provision or as part of a vocational programme or bolt-on course, and whether delivered full-time, part-time, or through self-study or ICT. In this context, literacy and numeracy is the generic term for all related activity. The Key Skills qualifications of Communication and Application of Number are included in the definition because they require learners to pass the new national test before they can be awarded. The generic definition extends to GCSE Maths and GCSE English because they provide learners with qualifications in literacy and numeracy up to level 2.

1.4 The Government has set a target of improving the literacy, numeracy and language skills of 750,000 adults by 2004. The Council will be a primary player in ensuring that this target is met.

1.5 *Skills for Life* identifies priority groups who must be involved in learning if their needs are to be met. In addition, the report on skills by the Government's Policy Action Team has shown that those living in the most deprived areas of the country are likely to have poor or very poor literacy and numeracy skills. The improvement of such skills is a key to economic regeneration and social inclusion. The Council is engaged in strategies to

increase participation in learning by those who have hitherto been hard to recruit and to drive up the quality of the learning experience offered to all learners. Provision of accessible help with literacy, numeracy and language is a critical part of such engagement.

1.6 This delivery plan outlines how the Council will set about meeting this challenging target in the initial years of its operation and how, with its partners, it will build the foundations for long term, successful action in improving literacy, numeracy and language skills in the future. It should be read in conjunction with the guidance on local strategic planning issued during Autumn 2001.

1.7 The Council expects that this plan will be implemented in the spirit and active pursuit of equality of opportunity. This includes practices in recruitment, employment and support for staff, promoting provision and reaching and teaching learners. Partnerships, fora and consultations should reflect the positive management of diversity.

1.8 An authoritative source of relevant publications relating to literacy, numeracy and language is included at Annex 1.

2 WORKING WITH PARTNERS

“...the implementation of what is needed will demand commitment and involvement from everyone, local authorities and institutions, business and industry, voluntary organisations, colleges and the media. All have a part to play in what must be a national and ongoing crusade.” *Improving literacy and numeracy, A Fresh Start, DfEE.*

2.1 The Council is responsible for the planning and funding of literacy, numeracy and language provision for young people and adults. However, it is impossible to achieve our aims in isolation. The Council will work with a wide variety of partners to deliver the expansion that is needed.

The Adult Basic Skills Strategy Unit

2.2 A primary partner will be the Government’s own Strategy Unit which has been charged with developing and implementing the literacy, numeracy and language strategy. The Unit has appointed Regional Co-ordinators to support local Councils in their development of plans for literacy, numeracy and language provision. The Unit will also be instrumental in ensuring appropriate training and development is available for staff involved in delivering literacy, numeracy and language. It will advise the Council on best practice and new and successful ways of working that can be implemented in the field. The Unit’s national promotional strategy will support the promotion work carried out by local Councils.

2.3 The Council’s national office has recruited a dedicated Basic Skills Team located in the Adult Learning Division of the Policy and Development

Directorate. Senior managers from the Division and the team meet regularly with senior managers from the Unit. Decisions made at these meetings are recorded together with agreed actions and deadlines.

2.4 These regular meetings ensure effective communication between the Council and the Unit, providing a secure platform from which to monitor progress towards the achievement of target and to review the delivery plan.

Provider partners

2.5 The Council will work through its 47 local arms and its provider partners to expand and improve the quality of provision of literacy, numeracy and language and to meet the targets set in the Council's Corporate Plan. In doing so it will build on the progress already made by the wide variety of partners currently engaged in provision. Numbers engaged in literacy, numeracy and language provision have already risen from 250,000 in 1997 to 400,000 in 2000¹. However, further increases are essential and the range of providers funded by the Council will each have a particular contribution to make towards achieving this increase.

2.6 The capacity of providers to respond to the diverse needs of learners will be built in a number of ways: through increased funding, by raising the awareness of managers and strategic decision makers of the challenge presented by the targets in *Skills for Life*, by training and developing existing staff and by recruiting new, well qualified teachers.

2.7 **Further Education (FE) colleges** are the largest providers of literacy, numeracy and language and currently deliver to 400,000² learners who are defined as engaging in literacy, numeracy and language programmes. However colleges will also be actively encouraged to examine and increase ways in which literacy, numeracy and language can be made integral to other provision and can be embedded in vocational programmes wherever possible. Reluctant learners are more likely to be attracted to courses that promise skills for life and employment than those to address basic skills alone. The Council will build on the success of the non-Schedule 2 Pilot Programme, which engaged 28,500 new learners in 1999-2000, to encourage innovative and new programmes with a strong emphasis on literacy, numeracy and language.

2.8 **Work-Based Learning (WBL)** has a critical part to play in delivering expansion. Those young people and adults engaged in work-based training are most likely to seek to improve their literacy, numeracy and language skills as part of their ambitions to secure a place in the workforce. It is important that rigorous and effective programmes to enhance literacy, numeracy and language skills are built into the provision made in this area and that they are embedded in the parts of programmes likely to be most motivating to learners and not merely "added on" to vocational training.

¹ Source: Projected figures for 2000-01 are based on ISR 20 (July 2001; 2001-01) data where available or ISR19 (December 2000; 1999-2000) data.

² Source: ISR20 (July 2001, 2000-01) data

2.9 **Adult Education services** are particularly well placed to deliver literacy, numeracy and language within the communities they serve. The work of former External Institutions, as well as colleges, has already shown that organisations that engage in active outreach and work closely with communities are able to recruit hard-to-reach adults. Local Education Authority Adult Learning Plans in 2002/3 will be expected to indicate how local authorities will support literacy, numeracy and language delivery through their work. When budgets for Adult and Community Learning are integrated fully into the Council's funding systems in 2003/4, the development of connectivity between non-vocational learning and literacy, numeracy and language through integrated and embedded programmes will be actively encouraged, as will be a focus on targeting disadvantage. Diverse delivery mechanisms, building on such work as family learning and family literacy and numeracy, will be encouraged and supported.

2.10 An important and developing area for the Council will be the engagement of new players from the **Voluntary Sector**. The voluntary sector providers in adult education in particular have demonstrated their ability to engage with disadvantaged learners and will be a key to reaching groups who would not contemplate taking a first step into learning through a college or adult education centre. The work of the non-Schedule 2 projects, the Basic Skills and ESOL in Local Communities projects, and the Adult and Community Learning Fund has demonstrated that, by working with and building capacity in small community-based voluntary organisations, new learners can be engaged. Those organisations working in disadvantaged communities, who touch prospective learners' lives in relation to housing, health and other issues, as well as supporting families, all have the potential to deliver learning if supported by providers willing to develop links, provide training and offer progression. Partnerships with such organisations will be encouraged through shared goals and activities.

2.11 In the context of the Special Educational Needs Disability Act, the Department of Health Learning Disability Strategy and the publication of *Freedom to Learn*, partnerships with voluntary and statutory organisations and groups will be encouraged to promote and develop literacy, numeracy and language opportunities, at a local level, amongst people with learning difficulties and/or disabilities.

2.12 The development of on-line learning and the potential for information technology (IT), whether in learners' own homes or in neighbourhood learning centres to inspire interest and link IT skills with literacy, numeracy and language, will make **Ufi** (formerly the **University for Industry**) a critical ally in expanding opportunity and engagement. The Council will work with Ufi and providers in exploiting the potential of the new technologies to best advantage and to link such provision with adequate support for learners.

2.13 Ufi establishes targets annually in consultation with the Council and its sponsor in the DfES. Ufi's overall target in the academic year 2001-02 is 329,000 learners, of which 37,500 (14%) are basic skills learners. Ufi has recently extensively redeveloped its basic skills products addressing literacy

and numeracy, although information on participation rates is not yet available. Ufi has appointed a Director for Basic Skills and launched a Skills for Life project in mid-October 2001, which included a marketing campaign aimed at the public and a number of events directed at providers.

A number of **Higher Education** (HE) institutions have shown themselves expert in the area of literacy, numeracy and language through their community education and development activities. These contributions will be maintained and built on by the Council.

2.14 In addition, the **Employment Service** now assesses the literacy and numeracy skills of all jobseekers at 26 weeks' unemployment. Referral to further independent assessment and literacy, numeracy and language provision is made, as appropriate. Many of those assessed will move into provision planned for and funded by the Council. Local Councils will work in partnership with their colleagues in the Employment Service to ensure that provision meets the specific needs of those who are unemployed.

2.15 **Trades Unions** have shown themselves to be excellent at involving their members in learning activities as illustrated by the Union Learning Fund and by the pioneering work done with the public sector through Unison. In particular, the development of trade union learning representatives in the work place has had a significant impact on the take-up of literacy, numeracy and language provision by people at work. For example, the Steel Training Partnership has trained Learning Advocates, with special emphasis on literacy, numeracy and language, who have guided and supported colleagues into local or work-place provision. The Council will continue to support and encourage such good practice.

2.16 **Employers** will be critical partners in the delivery of literacy, numeracy and language and should be encouraged to allow their employees to participate. We have little chance of delivering this plan by relying entirely on off-the-job training providers and, for many working adults, the workplace is a natural location for learning - they may not have the time, inclination or opportunity to travel elsewhere to study. In this respect, the workplace has the potential to become a primary site of literacy, numeracy and language delivery.

2.17 At present we estimate that a relatively small proportion of literacy, numeracy and language learning opportunities occur in the workplace, whereas at higher levels such as craft and technician skills, the proportion can be very much higher. It is essential to the success of this strategy that we secure an enhanced number of workplace basic skills learning opportunities in 2004.

2.18 To achieve this we shall therefore need to engage employers, large and small and across all sectors, to deliver a significant proportion of the adult literacy, numeracy and language targets in or near the workplace, during or abutting onto employees' working hours. The challenge is not only to demonstrate to employers that this is in their own interests, since it will make

their employees more effective and productive, but to provide them with the financial incentives and active support which they will need in order to facilitate delivery of high quality literacy, numeracy and language provision in and near the workplace.

2.19 The National Training Organisations and the new Sector Skills Partnerships, with their close relationships with employer organisations, will have important roles to play in helping to determine the successful engagement of employers in workplace basic skills activity.

Local and national partnership organisations

2.20 The Council, in expanding provision, will seek the support of other organisations with an interest in the development of literacy, numeracy and language skills.

2.21 At both regional and local level, support will be sought from Regional Development Agencies, Government Offices, Local Authorities and Connexions partnerships.

2.22 The Basic Skills Agency will provide advice and support to the local Councils about the development of basic skills learning opportunities and innovation and development. This advice will complement the support provided by the Adult Basic Skills Strategy Unit and its Regional Coordinators. The Agency's advice will focus on the likely effectiveness of learning opportunities supported by the local Councils, effective teaching and learning programmes, the development of innovative new opportunities and the dissemination of effective practice within the areas covered by the local Councils. The Agency expects to allocate an average of two days a month to providing advice and support for each local Council.

2.23 Other national agencies such as NIACE (The National Organisation for Adult Learning), and the Learning and Skills Development Agency (LSDA) also have a critical role in working with providers to support and improve high quality provision, developing new approaches and disseminating good practice. Government departments, primarily but by no means exclusively, the Department for Education and Skills (DfES) and the Department for Work and Pensions (DWP), will have a vital and creative support role.

2.24 The work of the Inspectorates, both the Office for Standards in Education (OFSTED) and the Adult Learning Inspectorate (ALI), will be crucial in identifying and supporting the development of high quality provision across the post 16 sector. Their reporting on good practice and identification of developmental needs will underpin the raising of standards at local, regional and national levels.

3 FUNDING FOR BASIC SKILLS

“Every adult who is improving his or her literacy or numeracy skills will be given support. Education and training provision will be entirely free, no matter where it is or who provides it.” – *Skills for Life: The national strategy for improving adult literacy and numeracy skills*

3.1 Literacy, numeracy and language skills provision will be funded within the proposed national framework. However, the Council is seeking to ensure that this priority area is funded in an effective and flexible way. For funding purposes for 2001-02, in addition to the new qualifications, the Council will continue to recognise and fund the learning aims that were eligible in 2000-01. Although the Council will be funding all activity that falls within the generic definition of literacy and numeracy, not all of this activity will be funded as basic skills provision. The provision that will count for funding purposes will be adult literacy, numeracy and language, and key skills for those aged 19 and above and those aged 16-18 on part-time programmes. It is not anticipated that key skills for those aged 16-18 on full-time programmes, or GCSE's in Maths and English for any age group, will be funded as basic skills provision.

3.2 The Council is the agency that will provide funding for the major expansion of literacy, numeracy and language provision. The funding system must motivate providers to expand this part of their provision and enable learners to access provision and support for their learning easily. The key aspects of funding literacy, numeracy and language in 2001-02 are outlined below:

- All literacy, numeracy and language provision is free to learners
- The FE cost weighting factor is applied to all literacy, numeracy and language provision at 1.5 to reflect the higher costs of such provision
- In FE a widening participation uplift of 10% is applied to all basic skills provision
- Literacy, numeracy and language provision leading to the National Tests, and other literacy, numeracy and language qualifications, will receive achievement funding.

3.3 Further clarification of the current funding methodology can be found in *Guidance on Further Education Funding Eligibility and Rates 2001/02*.

3.4 For 2002/03, the first objective in developing the funding arrangements for basic skills has been to ensure that funding rates at least match the amounts assigned to basic skills programmes in 2001/02. This has required a special adjustment to the rates assigned to loadbanded provision. So the elements carried forward from 2001/02 are:

- National base rate – at least matching the funding level assigned in 2001/02
- Automatic fee remission for all basic skills learning aims
- Programme weighting factor of 1.4 (compared with other former cost weighting factor C programmes which will be 1.3) to reflect the higher entry element previously assigned to basic skills

- All learners on basic skills learning aims attract a disadvantage uplift of 10%
- Achievement funding to be made available for achieving a 'primary learning goal' linked to the national standards
- 3/6 hour short courses to continue to be available for extended diagnostic assessment and intensive tuition (see paragraph 290, *Guidance on Further Education Funding Eligibility and Rates 2001/02*).

3.5 The Strategy Unit has asked that the Government's commitment that basic skills should be 'free to the learner' should be emphasised by the Council. Free is interpreted as no administration or registration fees, examination fees, or charges for materials for basic skills learners. Employers are also not expected to contribute to these aspects of basic skills learning.

3.6 Further work is currently taking place to explore a range of funding issues for 2002/03, in particular around embedded provision, key skills for adults, national tests and outreach development work. Details will be available in the funding guidance for FE published in January 2002.

4 PLANNING AND TARGET SETTING

"The lack of basic skills is closely correlated with social exclusion and limited employability, and is therefore a key target for us." *Strategic Framework to 2004: Corporate Plan, Learning and Skills Council.*

4.1 The Council has set a minimum achievement target range for each local Council for the provision of literacy, numeracy and language. The targets are based on local adult population, migration factors and the current achievement of adults on basic skills provision and are included at annex 2. These will focus on the specific groups identified in *Skills for Life*.

The groups are:

- Young adults in the workforce
- Those living in disadvantaged communities
- Parents
- Workers in low-skilled jobs
- Unemployed people
- Benefits claimants

- Prisoners and those on probation
- Groups at high risk of social exclusion
- Public sector employees.

4.2 However, whilst the Council may ultimately fund learners from most, if not all of the above categories (depending on referrals from Employment Service and employers to local Council funded providers), it is likely that local Councils, working in partnership with their providers and other local agencies, will directly identify and target the following priority groups:

- Those living in disadvantaged communities, including homeless people
- Refugees
- Successful asylum seekers and other speakers of English as an additional language
- Parents with poor literacy, numeracy and language skills, including lone parents with no qualifications.

4.3 The processes for local and national planning are contained in the Council's draft Corporate Plan. In essence these involve:

- The review by the Council of responses to its draft Corporate Plan and the setting of budgets and a range for local targets, for local Councils
- The preparation by local Councils of local skills, participation and learning strategies
- Consultation by local Councils with local and regional partners on outline strategic plans
- Draft local strategic plans produced by local Councils for consultation
- The Council reviews local plans and progress towards targets.

4.4 Local strategic plans will be particularly designed to meet local economic and social needs. Local Councils will set local targets for 2004 to reflect the national context and local priorities, and include these in their local strategic plans for the three years 2002-05, to be published in March 2002.

4.5 Local Councils will set targets for participation and achievement in literacy, numeracy and language provision to reflect the minimum baseline targets provided. It is expected that these targets will be challenging and set to produce measurable increases over time. Longer-term targets and objectives will be set and processes for reviewing objectives put in place, as

knowledge of, and focus on, literacy, numeracy and language provision improves.

4.6 While it is envisaged that, in future years, literacy, numeracy and language plans will be subsumed within local Councils' overall strategic plans, in this transition year local Councils are required to produce a separate delivery plan for literacy, numeracy and language, cross-referenced to their local strategic plan. The process by which local Councils will establish their delivery plan and set their literacy, numeracy and language targets is as follows:

- August – November 2001: local Councils map literacy, numeracy and language provision in the local area and consult with local and regional partners on outline delivery plans and targets
- January 2002: draft local delivery plans produced and a copy submitted to the national office.
- February – March 2002: national office reviews and evaluates local plans and targets and provides feedback to local Councils.

4.7 Many local Councils have already begun the task of producing their local literacy, numeracy and language delivery plans. To support the planning process, guidelines for producing local delivery plans are included at Annex 3.

5 PERFORMANCE MONITORING

“The Learning and Skills Council accepts the lead accountability for achieving these targets.” *Strategic Framework to 2004 : Corporate Plan, Learning and Skills Council.*

5.1 The Council will monitor performance in achieving the targets for literacy, numeracy and language provision. Such monitoring should involve not only performance indicators that relate to participation, retention, achievement and progression but will also seek to develop indicators relating to quality of provision and capacity.

5.2 Initial indicators will be in the following areas:

- Participation – each local Council will be required to set targets in terms of work with employers, as well as increases in participation generally, and to report on such targets. The Council will have an overview of local targets and progress towards their achievement. It will seek to encourage all local Councils to set targets that reflect the priority given to this area of work
- Sensitive interpretation of retention and achievement figures gives an indication of the quality of provision. The Council will develop

performance indicators in this area that allow for the different aims of adult learners and focus on learners achieving their outcomes

- The capacity of the post-16 sector to develop literacy, numeracy and language provision rests on the quality of the teachers employed to enable learners to achieve their aims. Performance indicators will be developed that show the progress local Councils and national initiatives are making towards improvement in the qualifications and status of literacy, numeracy and language staff employed in provider institutions.

5.3 The sensitive and appropriate use of performance indicators will be an area where local Council staff may wish to have training and support. The Strategy Unit's Regional Co-ordinators will play a key role in supporting the development of staff in local offices.

5.4 Performance indicators are of little use unless milestones for progress are identified. Baseline information and local targets will be necessary before such milestones are established but quarterly milestones will need to be set for the Council at local and national level. The performance monitoring of provision will need to be underpinned by robust systems for data collection and appropriate management information systems.

5.5 The Council will publish reports on progress towards the national literacy and numeracy targets.

6 QUALITY

“Our mission is to raise participation and attainment through high-quality education and training which puts learners first.” – *Strategic Framework to 2004 : Corporate Plan, Learning and Skills Council.*

6.1 Improvement in quality of education and training and user satisfaction is one of the Council's key tasks highlighted in its Corporate Plan. The learner is placed at the centre of the Council's approach to raising standards in literacy, numeracy and language. Therefore, the highest priority will be given to identifying and meeting the needs of learners. Support for improvement in literacy, numeracy and language provision will take place on a number of levels and on a continuous basis.

6.2 The Council intends to use a number of strategies to help providers to improve their provision:

- The Council will use the outcomes from provider inspections to inform its actions in relation to basic skills. Where the inspectorates identify weaknesses, the Council will take action to ensure that providers address these through their post-inspection development and action planning process

- Alongside institutional inspections by OFSTED and ALI, the Council will build on the outcomes of OFSTED's area inspections of 16-19 provision. The Council will play a full part in implementing recommendations from these reports
- To help the Council fulfil its commitment to putting the learner first, it also plans to develop structured sample surveys to measure the degree of satisfaction of learners, employers, providers and other interested parties. Tracked over time they can show trends in satisfaction to inform policy and practice
- The Council will only fund new providers that meet the Council's threshold requirements and are assessed as having the capacity to deliver quality provision. The Council will encourage local Councils to work with all providers so that they are able to demonstrate their ability to deliver in this specialist area
- Through regular review of providers, the Council will identify poorly performing providers and those with some concerns, and take early action to help bring about rapid improvements. We will agree action plans with providers, and where appropriate the standards fund will be targeted to achieve more improvements. We will closely monitor progress and provide support as required
- We anticipate that most providers will improve to the standard required. However, if the provision fails to improve, then we shall switch provision to better providers, or only fund particular parts of a large organisation. We may make recommendations for action to the Secretary of State
- Local Councils will work with each provider to ensure that they prepare an annual self-assessment. In partnership with other agencies, such as LSDA and NIACE, they will give particular support to those providers less experienced in self-assessment. Providers will be helped to use reliable and accurate data and information, and to make rigorous and objective assessments of their own performance, including that of their literacy, numeracy and language provision. We will support providers to prepare plans to address their weaknesses, and develop plans for continuous improvement that are challenging yet realistic, and will achieve and maintain high quality. The standards fund will be targeted to encourage providers to give priority to quality improvement, and raise standards in weaker providers. It is important that we work with the Strategy Unit, in order drive up standards
- In order to reach the Government's target of improving the literacy, numeracy and language skills of 750,000 adults by 2004, ways to calibrate measures of progress on programmes that are not accredited need to be developed in order to report nationally on learners' achievements in these programmes

- Raising the level of competence of basic skills teachers and trainers is a vital part of raising standards. All further education tutors who are new to basic skills and who are unqualified, will be required to obtain an appropriate qualification, based on standards set by FENTO (the National Training Organisation for Further Education) within the specified period of 2 to 4 years, depending on whether they hold a full-time, part-time or fractional contract. Opportunities for continuing professional development for teachers and trainers in further education and work-based learning, including basic skills staff, will be increased using standards funding matched by provider budgets. We recognise the need to attract more tutors as well as develop the skills of staff who can teach in diverse contexts and work with a wide range of groups
- The Standards Fund provides support for the dissemination of good practice by providers who demonstrate outstanding performance. This provides opportunities for sharing experience that will also help to improve standards. In addition, providers involved in dissemination are able to apply for funds to carry out research and development projects that relate to individual institution's priorities. The Council will also seek to use the work of the new National Research Centre, when it is established, to inform development

Basic Skills Quality Initiative

6.3 The Basic Skills Quality Initiative (BSQI) has a key role to play in raising the quality of literacy, numeracy and language provision. Formed in 1999 as part of the Further Education Funding Council's (FEFC's) response to inspection findings and the Moser Report, *'Improving Literacy and Numeracy: A Fresh Start'*, the BSQI remains a major programme of staff and organisational development.

6.4 The Council has extended the scope of the initiative in accordance with the national strategy. Providers are encouraged to take account of literacy and numeracy provision at level 2 and in ESOL programmes, when drawing up their action plans.

6.5 Funding to support the initiative is currently available until the end of March 2002. It is to be used by providers by the end of December 2002 or to the end of their current contract in the case of work-based learning providers.

6.6 The intended outcomes of the BSQI are:

- improvements in the standards and quality of literacy, numeracy and language
- improved experience for learners
- increase in the volume of learners participating in literacy, numeracy and language provision

- improvements in the retention rates for learners
- improvement in people's capacity to work and progress in education and employment.

6.7 Providers who were formerly funded by the FEFC are able to access the following aspects of the BSQI:

- a package of staff and organisation developmental materials designed for use by managers and lead practitioners
- resources for providers to employ a Council-trained basic skills facilitator
- the opportunity to attend a training and development event, geared towards the strategic and operational management of basic skills.

6.8 The use of BSQI funds by providers will be monitored by the Council through the assessment of providers' basic skills action plans and BSQI reports from both providers and facilitators.

6.9 The Council plans to involve Work-Based Learning (WBL) providers in the initiative by revising the original development materials to make them more relevant to work-based learning. It is currently working with providers in order to achieve this. To enable WBL providers to participate in the initiative, the Council will provide each local Council with an allocation of funding to buy the services of a Council-trained facilitator. Each Council will then be able to use the services of the facilitator to involve their local work-based training providers in the initiative.

6.10 The facilitators will work with local Councils to help them identify and assess local needs for basic skills and to find ways of improving and developing literacy, numeracy and language provision to meet these local needs. The facilitator may also be used to assist the Council in meeting its literacy, numeracy and language targets by providing specialist advice or by supporting quality improvement networks, new or established, or by carrying out any other activity that supports the aims and objectives of the initiative. Such activities may then lead to direct work with WBL providers.

6.11 It is envisaged that providers will maintain the momentum of the initiative and will continue to work towards improving the quality of literacy, numeracy and language provision through the use of action plans, reports and the provider review process.

6.12 More information about the initiative can be found in the management procedures distributed to local Councils in October 2001 and in FEFC Circulars 99/24, 99/44, 99/50, 00/05 and 00/09 and in the Learning and Skills Council Circular 01/02. The *Guide to the Basic Skills Quality Initiative* also gives an overview of the initiative. The guide along with the FEFC circulars, can be found on the FEFC's website (www.fefc.ac.uk).

7 BUILDING CAPACITY TO SUPPORT THE EXPANSION OF LITERACY, NUMERACY AND LANGUAGE PROVISION

“Underpinning the actual funding of learning is the investment we will be making in improving the quality of teaching and learning” – *Learning and Skills Council Business Plan 2001/02*

7.1 Much has been done by current providers to increase literacy, numeracy and language provision. However, it is apparent that capacity in the sector will have to be increased if the ambitious targets set are to be achieved. This will involve building the capacity of existing institutions to deliver provision that is more attractive to learners, encouraging a greater diversity of providers to become involved and supporting employer providers in building a skilled workforce so that delivery of basic skills provision is of the highest quality.

7.2 In this early stage of the Council’s own development there is also a need to develop expertise among Council staff in this specialist area. Many staff in local Councils are knowledgeable and experienced in this area of work, others may welcome training and development. The Council will work with the Strategy Unit to develop the skills of staff and to facilitate networking to disseminate good practice throughout the Council at both national and local level. In particular, experience of good and successful innovative practice, use of new approaches and knowledge of materials development and of appropriate use of IT, will need to be developed.

7.3 Existing providers of good quality literacy, numeracy and language provision will be encouraged to develop and expand their provision and increase their capacity. We are looking for providers to increase the range and type of discrete programmes and to build upon successful programmes such as family literacy and numeracy.

7.4 Funding mechanisms that encourage engagement are one arm of the Council’s strategy to increase provision. In particular it is recognised that to engage more learners, a step change in the use of embedded literacy, numeracy and language activities will be needed. Experience to date has shown that learners are not attracted in the necessary numbers to discrete literacy, numeracy and language provision. We want to generate more interest in embedded provision and further work is currently taking place to explore related funding issues.

7.5 A further area where capacity needs to be developed is in the staffing of literacy, numeracy and language activity. Inspections of colleges and other institutions have shown that basic skills literacy, numeracy and language staff are often under-qualified and programmes are not of the quality that will enable learners to enjoy learning and achieve their full potential. The Council will work with providers and the Strategy Unit to ensure that there is a drive to increase staff expertise, building on the initial work of the BSA and NIACE on the new curriculum. In particular, it will ensure that the new qualifications for

literacy, numeracy and language skills teaching are promoted and that providers support their staff in gaining qualifications so that literacy, numeracy and language skills provision, gains equal status as an important, professional area of post-16 education and training.

7.6 The work of the Skills Policy Action Team and successful initiatives like the Adult and Community Learning Fund and the Basic Skills Community Fund have demonstrated that locally based organisations, not necessarily with a primary focus on learning, are particularly successful at recruiting non-traditional learners. The Council will actively seek to extend the range of providers to include more community and voluntary organisations in their provider network. However this must not be done at the expense of quality teaching and learning. The Council will seek to provide links with experienced providers and support for the training of those staff who will be working with learners in such organisations. Small organisations may need the assistance of co-ordinating bodies like local authorities, colleges or consortia bodies to engage with the Council's systems and data requirements and local Councils will seek to ensure that such links and support mechanisms are put in place.

8 COMMUNICATIONS AND PROMOTION

“Identifying the one in five adults with literacy and numeracy skills difficulties and bringing them back into learning is critical.” – *Skills for Life, Executive Summary*

8.1 The Council recognises the importance of clear and effective communications strategies in enabling the implementation of the delivery plan and the successful achievement of the targets by 2004.

8.2 The Basic Skills newsletter will be distributed to key staff in local Councils and other partner organisations on a monthly basis, starting in October. It will provide an update from the national Basic Skills Team and the Strategy Unit, with contributions from local Councils and other key partners, and will be produced by a small editorial team comprised of colleagues from the national office, local Councils and the Unit.

8.3 The Basic Skills Team will have a home page on the Council's website where policy papers and frequently asked questions and their answers may be posted. We are also exploring the use of an e-mail group to encourage exchange of information and debate.

8.4 Work is currently underway for a series of seminars and workshops to disseminate and discuss information in the delivery plan and to provide support for local colleagues in the process of constructing local delivery plans for literacy, numeracy and language provision.

8.5 The Council will work through its 47 local Councils and with the Strategy Unit and key partners to develop co-ordinated marketing and

communication activities that are effective in engaging the target audience. In doing so it will seek to build on the promotional activities and work undertaken to date by the Unit and key partners.

8.6 The Council will support national marketing campaigns previously developed by the Strategy Unit for the target market and will work as part of the Unit's multi-task working group to develop further national campaigns.

8.7 The Communication and Promotions team will collate and disseminate information gathered from appropriate sources to local Councils for distribution to local provider networks, and will share best practice in marketing to, and communicating with, the target market.

9 RISK/SENSITIVITY ANALYSIS

"Inertia and fatalism – not least among low-skilled individuals – are our chief enemies. We must be bold and imaginative to overcome them" - *Skills for Life, Executive Summary*

9.1 The Support and Performance team within the Operations Directorate has, as part of its responsibilities, a duty to develop a performance-monitoring framework for all local Councils. Work on this is progressing and has already involved a number of local Councils.

9.1.1 This issue will be discussed in the near future by the Business and Information Processes Strategy Group, comprising several Executive Directors from local Councils and the national Director of Operations.

10 EVALUATION

10.1 The Council will implement the delivery plan in a reflective and evaluative way, seeking to learn from constructive feedback in order to improve its processes and outcomes.

10.2 It expects that local Councils will also build evaluation into their policies and practices to inform and develop a process of improving quality and effectiveness in relation to literacy, numeracy and language provision.

10.3 This delivery plan will be revised and updated annually in the light of findings drawn from the local plans, and to reflect policy developments.

Authoritative Sources

The following authoritative source materials have all been taken into account in developing the Learning and Skills Council's Adult Literacy, Numeracy and Language Delivery Plan:

- *A Fresh Start, Improving literacy and numeracy (March 1999)*

The report of the working group chaired by Sir Claus Moser, identified the scale of basic skills need and advised on ways in which the Government's plans for basic skills provision for adults could be supported and developed to achieve the target to help 500,000 adults a year by 2002.

- *The Learning and Skills Council Prospectus (December 1999)*

Following the consultation arising from the White Paper, *Learning to Succeed*, the prospectus was published. It set out the Government's conclusions on the consultation. In particular, it identified how the national Learning and Skills Council and local Councils will "play a key role in the Government's drive to tackle poor basic skills among adults".

- *Post-16 Funding: Second Technical Consultation Paper (May 2000)*

Published in May 2000, this consultation paper built on the initial thinking set out in the first technical consultation paper, taking account of the responses to that consultation. The second technical consultation paper provided a description of how formula funding would work, whilst seeking further views on specific areas. It also set the clear objective for the new funding system that it should *maximise participation and social inclusion* (1.13c) which included tackling poor adult basic skills. Funding principles for basic skills provision is detailed in paragraphs 4.17 to 4.20.

- *National Standards for adult literacy and numeracy (DfEE, QCA, BSA 2000)*

The National Standards booklet provides a clear and coherent framework of national standards for literacy and numeracy. Separate sets of standards have been produced for literacy and numeracy. Each set of standards consists of a framework which presents each skill at entry level, level 1 and level 2.

- *Adult Numeracy core curriculum (DfEE, QCA, BSA 2000)*

The new adult literacy and numeracy curriculum provides teachers with a comprehensive framework to help identify and meet each person's individual learning needs, including examples of teaching strategies they can use. For learners, it will ensure that, no matter which type of course they choose or where learning takes place, they can be confident of a common approach and effective support.

- *Breaking the Language Barriers (DfEE August 2000)*

A Fresh Start, the report of the working group on adult basic skills chaired by Sir Claus Moser, recommended that further work should be undertaken on the

needs of adults who do not speak English as their first language. A group of experts and practitioners in the area of English for speakers of other languages (ESOL) was set up. *Breaking the Language Barrier* is the result of the work done by this group.

- *The Learning and Skills Council's Remit Letter (9 November 2000)*

The secretary of state wrote to the chairman of the Council on 9 November 2000, setting out his vision for the Council, its statutory framework and the priorities for its first corporate plan. Paragraphs 51 to 54 of the remit letter set out the secretary of state's clear expectations regarding basic skills provision.

- *Skills for Life: The National Strategy for Improving Adult Literacy and Numeracy Skills (DfEE March 2001)*

Skills for Life, published by DfEE in 2001, sets out the Government's strategy for improving adult literacy and numeracy skills, to deliver radical improvements in standards and achievements.

- *Letter from Malcolm Wicks, Minister of State for Lifelong Learning, DfEE to John Harwood (13 May 2001)*

On 13 May 2001, Malcolm Wicks wrote to John Harwood to suggest how the Council's vital contribution to the Government's strategy for improving adult literacy and numeracy skills might be most effective. This included, at national level, ensuring that its funding, planning and monitoring arrangements are effective, and that policies are developed to encourage recruitment and achievement among learners with a wide range of need. At local level this included the development of a high-quality provider infrastructure which met identified local need.

- *Ambitions for Britain – Labour's manifesto 2001*

The first step in *25 steps to a better Britain* identified on page 42 of the manifesto is "Basic skills for 750,000 people". The target of reducing by 750,000 the number of adults without basic skills by 2004 is identified as a "second term priority", and the manifesto supplement *Realising the Talent of All*, describes how this will be achieved.

- *Letters from Marcial Boo, Head of Strategy, Adult Basic Skills Strategy Unit to Tony Belmega, Assistant Director, Adult Programmes (20 September 2001 and 11 December 2001)*

On 20 September 2001 and 11 December 2001, in letters to the national office, the Unit set out the definition of Basic Skills provision, defining what would count as achievements for the purposes of reaching the target that 750,000 adults will have improved their literacy and numeracy by 2004. This information is included in Annex 2.

Minimum local ranges for the adult basic skills achievement target

Code	Learning and Skills Council	Lower limit	Upper Limit
EE060	Norfolk	11,129	11,886
EE070	Cambridgeshire	11,104	11,813
EE080	Suffolk	9,952	10,548
EE090	Bedfordshire and Luton	8,824	9,409
EE100	Hertfordshire	15,173	16,176
EE110	Essex	23,483	24,870
EM010	Derbyshire	13,506	14,200
EM020	Nottinghamshire	17,624	18,691
EM030	Lincolnshire and Rutland	8,138	8,558
EM040	Leicestershire	12,673	13,258
EM050	Northamptonshire	8,359	8,784
GL120	London North	16,031	16,829
GL130	London West	18,801	19,618
GL140	London Central	32,748	35,048
GL150	London East	33,239	35,447
GL160	London South	21,522	22,850
NE170	Northumberland	2,966	2,995
NE180	Tyne and Wear	18,580	19,628
NE190	County Durham	6,692	7,090
NE200	Tees Valley	9,927	10,510
NW210	Cumbria	6,422	6,855
NW220	Lancashire	22,649	24,090
NW230	Greater Merseyside	23,336	24,923
NW240	Greater Manchester	41,622	44,155
NW250	Cheshire and Warrington	11,717	12,226
SE260	Milton Keynes, Oxfordshire, Buckinghamshire	18,874	19,880
SE270	Berkshire	12,648	13,652
SE280	Hampshire and Isle of Wight	26,130	27,293
SE290	Surrey	16,521	17,403
SE300	Sussex	19,561	20,479
SE310	Kent and Medway	25,542	27,818
SW320	Devon and Cornwall	22,502	23,271
SW330	Somerset	7,256	7,713
SW340	Bournemouth, Dorset & Poole	8,359	8,981
SW350	West of England	15,320	16,358
SW360	Wiltshire & Swindon	11,104	11,898
SW370	Gloucestershire	8,261	8,844
WM380	Shropshire	6,177	6,397
WM390	Staffordshire	16,178	17,218
WM400	Black Country	17,257	18,631
WM410	Birmingham and Solihull	20,198	21,555
WM420	Herefordshire and Worcestershire	9,927	10,301
WM430	Coventry and Warwickshire	14,805	15,772
YH440	North Yorkshire	8,530	8,903
YH450	West Yorkshire	30,910	33,002
YH460	South Yorkshire	22,649	24,281
YH470	Humberside	12,575	13,368
Overall Total		757,500	803,476

Methodology used to calculate the local targets

STEP1 – Calculate the number of extra learners in the relevant cohort that are needed in order to reach the target

1. For the adult literacy, numeracy and language target we know that 750,000 adults must improve their basic skills by 2004.

STEP 2 – Disaggregate to the local level

STEP 2a – Local population

2. ONS population projections are available for each local Learning and Skills Council (local Council). Projections for 2000 will be used as the definitive source, although it must be recognized that the figures are projections and thus may not be entirely accurate.

STEP 2b – Migration

3. The process described in STEP 2a does not take into account that learners resident in one local Council area may learn in another. At a national level, the Council has reliable data for the FE and WBL sectors that could be used to establish migration levels.
4. A migration factor for each local Council can be derived from these data sources and applied to all of the population (participation data is available from DfES, although it is a few years out of date)
5. The migration factor is calculated by comparing how many learners are resident (on the basis of the learner's home postcode) in a local Council area, with the number of learners attending a provider located in the same area. The formulae can be represented as follows:

$$\frac{\text{(Number of learners attending provider located in LLSC area)}}{\text{(Number of learners resident in LLSC area)}}$$

6. This factor will be less than 1 for local Councils that export learners and greater than 1 for local Councils that import learners.

STEP 2c – Lower limit

7. STEP2a and STEP2b use the required increase calculated in STEP 1. However, each local Council would have to deliver 100% of their target to ensure that the Council can deliver the required increase.
8. To allow for the possible variation in achievement of targets, STEP 2b is raised by 1% to form the lower limit. Therefore the lower limit national total will be 757,500 which is 1% above the 750,000 national target.

STEP 3 – Upper limit

9. The upper limit of the target range will be 2-10% higher than the minimum required target from STEP2. Attainment data can inform the

process of setting the target width. Where a local Council already demonstrates high achievement a range near to 2% will be calculated, whilst a local Council that demonstrates low achievement will have a range near to 10%.

10. FE data on the achievement of learners on basic skills provision is used to provide an indication of the current level of achievement for each local Council. This is calculated by analysing the number of learners attending a provider located in the local Council area, and counting the number of achieved courses up to and including Level 2 that the learner is enrolled upon. The courses are restricted to the following:

- Sub-programme area 10A/10B/10C
- Key Skills – Application of Number
- Key Skills – Communication.

11. As set out in STEP2c, attainment levels themselves can be subject to migration.

Data sources for adult literacy, numeracy and language target

- Population projections – available from ONS
- ISR – used to calculate migration and achievement factors – full year data available three months after the end of the academic year
- WBL interim ILR – used to calculate migration factors – available quarterly, one month after the end of each quarter.

Changes from ranges previously published

The reason for changes from the range previously published in the draft Delivery Plan were:

- An error was identified in the allocation of population data to local Councils. This changed the population data for eleven local Councils identified in the document AdultLitNum_v2.xls, available on the Council's Intranet
- The latest population data from ONS is rounded to 1000s and is for the working age 16 to 59(F) or 64(M). The model previously used 15 to 59(F) or 64(M)
- The achievement data used is based on 1999-2000 data for learners aged 16 and over
- Calculations based on population data are rounded to 1000s
- Final range calculations are not rounded.

Worked example of the adult literacy, numeracy and language target

Figures are for illustration only.

Step		Description	Formulae	Result
STEP1	A	Increase in adults required to meet target in 2004		750,000
STEP2a	B	Estimated national population of adults in 2000		31,500,000
	C	Estimated local population of adults in 2000		500,000
	D	Proportion of 16 years olds resident in local Council area	C / B	1.6%
	E	Required number of learners resident in local Council area	$A * D$	12,000
STEP2b	F	Combined migration factor for local Council		93%
	G	Adjusted population estimate for local Council	$C * F$	478,950
	H	Adjusted national population estimate	Sum(G)	31,400,000
	I	Adjusted population estimate, scaled to bring total population back to estimate	$G * (B / H)$	480,475
	J	Adjusted proportion of 1 year olds resident in local Council	I / H	1.5%
	K	Required Minimum	$A * J$	11,250
STEP2c	L	Increase Targets by 1%		
	M	Lower Limit	$K * 1.01$	11,363
STEP3	N	Achievement of adults on basic skills provision in 1999-2000 (excluding GCSE) (1999-2000 ISR; December 2000)		60%
	O	Achievement of adults on basic skills provision as a percentage of population after migration	$(N * C) / I$	62%
	P	Maximum achievement rate. Due to nature of local population estimates, this can be above 100%		115%
	Q	Minimum achievement rate calculated		25%
	R	Upper limit range calculated from amended data	$((P - O) / (P - Q)) * 0.08 + 0.02$	6.7%
	S	Upper Limit	$K * (1 + R)$	12,004

Counting Achievements

Adult achievements that can be counted towards meeting the 750,000 target fall into 3 categories. They are as follows:

- a. The **new qualifications for adult literacy and numeracy** that have been accredited by the Qualifications and Curriculum Authority (QCA) and approved by the Secretary of State - i.e.
 - Entry level certificate in adult literacy
 - Entry level certificate in adult numeracy
 - Level 1 certificate in adult literacy
 - Level 1 certificate in adult numeracy
 - Level 2 certificate in adult literacy
 - Level 2 certificate in adult numeracy

These qualifications are mapped to the national standards for literacy and numeracy and will replace all existing awarding body qualifications in basic skills from 1 August 2002.

The period from 1 April 2001 to 31 July 2002 was designated as a transition period. This means that all learners achieving existing adult literacy, adult numeracy and ESOL qualifications (certificated by national awarding bodies) during this period, will count towards the target.

For ESOL qualifications only there will be a further transition year until 31 July 2003. During this period, all learners who achieve ESOL qualifications through a national awarding body will count towards the target.

- b. In addition, the **Key Skills qualifications in Communication and Application of Number up to level 2** for learners post-16 are included. This is because they require the individual to pass (or to have passed) the new national literacy or numeracy test at the equivalent level before they can be awarded.
- c. For similar reasons the definition (and the counting) extends to **GCSE Maths and GCSE English**. Adult learners who achieve a GCSE in Maths or English for the first time or improve¹ upon their grade by a level, count towards the target. By their achievement they will have necessarily demonstrated Level 1 (grades D – G) or Level 2 (grades A* - C) literacy or numeracy skills.

It will be important to record all activity in relation to recruitment, retention and achievement.

¹ Improving by a level means achieving a grade A* - C (Level 2) where the previous grade awarded was D - G (Level 1)

Further clarification

- It is the movement up a level, evidenced by achievement of **one** of the qualifications identified above, which counts towards the target.
- Achievement of a learning goal, as distinct from a qualification, will not count towards the 750,000 target but will count as **participation** where the provision is mapped to the new national standards for literacy, numeracy and language.
- Although each adult will **count only once** towards the target, learners should be encouraged to continue their learning and progress from one level to the next, where this is appropriate.

The following table provides a summary of the learning aims that count for different purposes

	Achievement Data	Achievement Funding	Funded as Basic Skills	750,000 Target
Evidence of achievement against learning aims mapped to the national standards but not leading to a basic skills qualification	✓	✓	✓	x
Adult Basic Skills	✓	✓	✓	✓
Adult and Part time 16-18 Key Skills	✓	✓	✓	✓
16 to 18 Keyskills	✓	✓	x	✓
Adult GCSE	✓	✓	x	✓
16 to 18 GCSE	✓	✓	x	✓

KEY: ✓ = applies x = does not apply

Achievement data: recorded by the LSC as an achievement.

Achievement funding: attracts funding for achievement of the learning goal.

Funded as basic skills: defined as basic skills for funding purposes, and the basic skills weighting, fee remission and disadvantage uplift apply.

750,000 target: learners who achieve in these count towards the target of 750,000 learners improving their basic skills by 2004. However, learners who achieve more than one qualification may be counted only once towards the target.

Guidance for local Learning and Skills Council's on the production of delivery plans for adult literacy, numeracy and language provision

Several local Councils have asked for a planning checklist to be included within this delivery plan. The following checklist is offered for guidance purposes and should provide a template for local planning. This guidance is not exclusive and local Councils may add other information, according to their local context and need.

The following themes and targets should be included:

- Context and brief background of basic skills provision in the local area
- Data-gathering processes on levels of need for literacy, numeracy and language
- Data-gathering processes including, if possible, local benchmarking data on the full range of existing activity, providers (including HE) and learners, regardless of the sources of funding
- Targets for participation, retention, achievement and progression of learners, as well as milestones for monitoring progress towards the achievement of those targets
- Brief description of innovative work the local Council is undertaking in this area
- Where appropriate, targets and milestones for the recruitment of new providers from the voluntary and community sector
- Information on how literacy, numeracy and language will be promoted in the local area
- Equal opportunities action, monitoring and promotion with a cross reference to the literacy, numeracy and language plan
- Processes for the identification of good practice and the dissemination of these amongst literacy, numeracy and language providers
- Strategies for supporting providers in improving the quality of local provision.
- Brief description of local arrangements for the Continuing Professional Development and support of new and existing teaching, training and support staff involved in the promotion and delivery of literacy, numeracy and language provision
- Monitoring and evaluation of the plan.

Checklist for submission of Basic Skills Delivery plans

We want to help you submit clear delivery plans to set out the action you intend to take on the promotion and development of literacy, numeracy and language provision in your area. Please ensure you have included the criteria laid out below and indicate, by paragraph numbers, where we can find evidence of each criterion in your plan.

Criteria	Paragraph number	Traffic light code*	Notes
1. Show a clear understanding of all current provision in your area and include evidence of work the LLSC has already done with priority groups**			
2. Show evidence of the process for collecting data on level of need			
3. Give evidence of process for collecting data on provision			
4. Targets and milestones for participation in literacy, numeracy and ESOL, broken down by priority group			
5. Targets and milestones for retention in literacy, numeracy and ESOL, broken down by priority group			
6. Targets and milestones for achievement in literacy, numeracy and ESOL, broken down by priority group			
7. Targets and milestones for progression of learners, broken down by priority group			
8. What innovative work has the local LSC undertaken in basic skills?			
9. What innovative work is in progress?			
10. What new work is planned? How will you increase diversity of learning opportunities?			
11. What plans do you have for capacity building and awareness raising? Show targets and milestones for recruiting new providers.			
12. How will you promote literacy in the area?			
13. How will you promote numeracy in your area?			
14. How will you promote ESOL in your area?			
15. How will you promote & monitor the use of ICT in basic skills provision?			
16. How will you promote and monitor equal opportunities in basic skills provision?			
17. How will you identify and disseminate good practice?			
18. In cases of poor provision, how will you help providers improve?			
19. What staff training is currently provided? Is it related to the new standards and curriculum? What initial training is in place for new tutors?			
20. How will you monitor and evaluate this plan?			

Self-assessment

*We have used the DfES traffic light code so that you can self-assess progress against each criterion.

R = Red = strong risk: no progress on this area as yet, serious problems causing me concern

A = Amber = lesser risk, being managed: some progress made in this area, some problems still exist

G = Green = risk managed out: significant progress in this area, satisfied with work done so far

** Priority Groups from *Skills for Life*, the national strategy for improving adult literacy and numeracy skills, 2001 – unemployed people, benefit claimants, jobseekers, prisoners and ex-offenders, public sector employees, low-skilled people in employment, parents, young adults, homeless people, refugees and asylum seekers, ESOL learners, travellers.

Publications and Consultation Documents

The White Paper-*Learning to Succeed*
(June 1999)

www.dfes.gov.uk

Fresh Start, *Improving Literacy and Numeracy* (1999)

www.dfes.gov.uk

National Strategy for Neighbourhood Renewal: *Local Solutions*- final report of the Policy Action Team on Skills (December 1999)

www.lifelonglearning.co.uk

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