# Delivering Skills for Life:

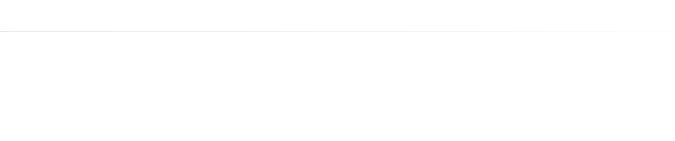## The national strategy for improving adult literacy and numeracy skills

**Raising Standards**

A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision

Work-based Learning and Work-related Learning

**CONSULTATION DOCUMENT**

department for
**education and skills**
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# Raising Standards

A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision

Work-based Learning and Work-related Learning

read·write·plus

# Contents

# Foreword

*Each new learner must be given a high-quality learning experience that motivates him or her to keep on learning and to achieve.*

*Skills for Life* (DfES, 2001)

At the present time, it is estimated that one in five adults in the United Kingdom has difficulties with literacy and/or numeracy. This is a situation that adversely affects both our economy and our society, but, equally importantly, has a debilitating effect on the life of individuals and their families. Without these essential skills, these individuals are more likely than ever to be excluded from our fast-moving society.

Since the launch of *Skills for Life* in 2001, we have gained an even greater insight into the effect that low levels of literacy and numeracy skills have on individuals and their families. Much has been done, and continues to be done, to bridge the skills gap and address the needs of these individuals.

One of the key ways of addressing these needs is through improving the quality of teaching and learning in literacy, numeracy and English for Speakers of Other Languages (ESOL) provision, and by increasing learner achievement through the new national infrastructure with its focus on teaching, learning and assessment arrangements. Together, these will contribute to removing the barriers to learning and raising achievement levels.

Over the past two years, much progress has been made and we have seen some exciting developments in improving literacy and numeracy provision and in making it more accessible and effective. We recognise that robust inspection and realistic self-assessment support and ensure the quality of these developments and result in continuous improvement. To assist this process and in response to requests from learning organisations we have developed this series of six contextual guides, each one tailored to the needs of a specific learning setting. The guides follow the publication of *Success in Adult Literacy, Numeracy and ESOL Provision* (DfES, 2002), which aimed to help learning institutions use the Common Inspection Framework to guide their work in raising the achievement levels of adult learners. These publications have been designed to complement the effective practice guides produced by OFSTED and the ALI that help to communicate the need for continuous improvement in literacy, numeracy and ESOL delivery, and offer practical advice both to those who are teaching this provision, and those responsible for inspecting it.

Each contextual guide in the series provides further help to providers, and in particular is designed to bridge the gap between understanding generic advice on improving quality, and taking appropriate and effective action in a specific learning context or setting, be that a general further education college, a prison, the workplace or in one of the varied settings found in adult and community learning. Providers need to feel confident that, if they put their learners at the centre of their provision and get the delivery right, good inspection grades will follow.

The guides are intended to provide practical help to providers in meeting this goal. As Director of the Adult Basic Skills Strategy Unit, I commend the guides to you, and hope that their use will help to secure the successful, positive and enhancing learning experiences for adults that lie at the heart of the *Skills for Life* strategy.

**Susan Pember**
**Director, Adult Basic Skills Strategy Unit**

# Introduction

*The economic cost to the country of this national failure could be as high as £10 billion a year in lower productivity and the extra burden on the welfare state. But the real price, of course, is paid by the individuals themselves, whose earnings tend to be lower, who suffer from poor health and who have fewer opportunities.*

Tony Blair, March 2003

## CURRENT ISSUES IN LITERACY, NUMERACY AND ESOL PROVISION IN WORK-BASED AND WORK-RELATED LEARNING

Recent research carried out by the Royal Mail found that spelling and grammatical mistakes are costing UK businesses more than £700 million a year. Another recent survey (Office Angels, 2001) found technical errors in over half of the written work produced by their clerical and administrative staff – despite computers with spelling and grammar checkers. Some 84% of employers hold that otherwise excellent work is 'completely devalued' by surface errors. No wonder, then, that the *Skills for Life* strategy is key to the Government's goals for improved economic competitiveness. Literacy, numeracy and language skills are increasingly critical to employability, and people without these essential skills are at much greater risk of unemployment.

The teaching of these skills is fundamental to improved employability and the acquisition of vocational and occupational skills. Training programmes in these skills can help learners to find employment, maintain a job or seek promotion. Training programmes are often provided through partnerships with employers or as brokerage projects. Some programmes group learners with literacy, numeracy and ESOL needs together and teach them those skills in the context of work. Others group learners according to their vocational or occupational skills and needs and provide additional support in literacy, numeracy and ESOL. However the provision is organised, this Guide is intended to help continuous improvement in current practice.

## THE SCOPE OF THIS GUIDE

This Guide is designed to help providers achieve excellence in their literacy, numeracy and language provision for learners in the context of work. This includes local Learning and Skills Council (LSC) staff and Jobcentre Plus personnel, as well as other partners involved in the provision of such programmes. Work-based learning refers to learning that occurs whilst learners are engaged in work activities. This would include activities such as work placement and apprenticeship. Work-related learning is about work without actually engaging in work. Examples include job shadowing and attending work-related seminars. By taking each of the seven questions in the Common Inspection Framework in turn, this guide is designed to help providers undertake realistic self-assessment and secure continuous improvement by

interpreting the requirements of the Common Inspection Framework within the context of the adult literacy, numeracy and ESOL curricula and their provision in speaking and listening, reading, writing and numeracy for these learners.

It also offers help by setting out the characteristics of effective practice in literacy, numeracy and language provision for learners, again in relation to the seven questions of the Common Inspection Framework. It contains practical examples and from successful providers ideas of how to achieve effective practice. It also makes reference to *Skills for Life* documents that have been designed to help providers improve their practice.

The Guide considers the seven questions of the Common Inspection Framework and the generic criteria that inspectors use to make their judgements. It also sets out the characteristics of effective practice in literacy, numeracy and ESOL provision, in particular by drawing on real examples. The guide is designed to give trainers in the work-based and work-related learning environments help and ideas for improving their literacy, numeracy and ESOL provision. Providers are also directed to the many *Skills for Life* materials and resources, as well as those published by the Adult Basic Skills Strategy Unit (ABSSU), the ALI and the Learning and Skills Development Agency (LSDA), all of which are either available on or can be ordered via their respective websites.

We wanted this series of guides to offer practical help to providers and practioners – a 'How to' guide that would really focus on what works. For that reason, all the guides illustrate what success might look like. For example, how do we know when a learner has made an important new step in their learning? What might be the outcomes of a successful initial assessment? The short descriptions of the progress made by real learners in real situations help to answer such questions.

Finally, the guides all include comments from inspectors on this area of work in inspection reports and other documents. These extracts are included to help readers gain an insight on how OFSTED and the ALI evaluate and report on this context for learning.

This Guide uses the generic terms of the Common Inspection Framework (CIF). However, in some work-related contexts, such as New Deal or adult and community learning (ACL), other terms are used. Table 1 gives equivalent terms for these contexts.

**Table 1.  Equivalent terms used in this Guide.**

| CIF GENERIC TERM | WORK-BASED AND WORK-RELATED LEARNING | ACL |
|---|---|---|
| provider | training provider | provider |
| learner | client/trainee | learner |
| teacher/trainer | trainer | teacher |
| learning goal | learning objective | primary learning goal |

**WHAT IS SUCCESS IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT?**

Success in literacy, numeracy and ESOL provision in a work-based or work-related learning environment is underpinned by the following principles:

- literacy, numeracy and language skills can be acquired and developed in a context that is interesting, motivational and meaningful to the learner

- there is organisational commitment to providing high-quality training and support to learners in the context of work or training for work

- there is organisational commitment to working in partnership with local employers and others who have an interest in developing the local labour market

- there is successful triangulation between employers, training providers and learners.

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# ACHIEVEMENT AND STANDARDS

1. How well do learners achieve?

1

## 1. HOW WELL DO LEARNERS ACHIEVE?

**Effective practice which secures continuous improvement is evidenced by:**

- success in achieving challenging targets, including qualifications and learning goals, and results over time;

- the standards of learners' work in relation to their learning goals;

- learners' progress relative to their prior attainment and potential; and

- the development of personal and learning skills.

**Sources of evidence could include:**

- learners' success in achieving challenging targets, including qualifications;

- attained goals and improved data trends over time;

- the standard of learners' work in relation to their learning goals;

- learners' progress relative to their prior attainment and potential;

- the development by learners of their personal and learning skills;

- the number of learners identified as needing basic skills support;

- the number of learners starting and completing their programmes of basic skills support;

- the number of learners achieving success in their main learning programmes;

- the destinations of all learners, whether leaving before or at the end of their programmes;

- observations of learners receiving basic skills support in context, such as at work;

- learners' written and practical work, including portfolios of evidence;

- interviews with learners;

- interviews with specialist basic skills teachers and teachers of learners' main learning programmes;

- interviews with employers and members of voluntary and community organisations;

- learners' initial assessment records and individual training plans;

- learners' progress review records; and

- attendance records.

| IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT IS JUDGED BY THE EXTENT TO WHICH… | SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT MEANS… |
|---|---|
| **1.1** results and retention rates compare well with local and national averages. | **1.1.1** lmonitoring the retention and achievement rates of learners with literacy, numeracy and language needs on work-based and work-related programmes. |
| | **1.1.2** comparing organisational data against national benchmarks and ensuring there is improvement year on year of qualification and job outcomes. |
| | **1.1.3** using individual learning plans (ILPs) to demonstrate learner achievement of personal targets such as increased confidence, punctuality and interviews attended. |
| **1.2** trends in performance over time show continuous improvement or the maintenance of very high standards. | **1.2.1** keeping records of the achievement of learners receiving literacy, numeracy and language support and identifying growth in achievement over time. |
| | **1.2.2** keeping records of those learners achieving the new national and other relevant qualifications but also those who achieve the targets set in their ILPs for literacy, numeracy and language. |
| | **1.2.3** using this information to evaluate the effectiveness of the provision over time and to show continuous improvement. |
| **1.3** the analysis of added value indicates that learners make at least the progress expected of them. | **1.3.1** analysing the impact that literacy, numeracy and language support has on the achievement of learners' main learning goals, for example, obtaining employment or improving their skills at work. |

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| **1.4** standards are consistently high across the provider's work. | **1.4.1** identifying and comparing achievement measures in teaching literacy, numeracy and language across the organisation. |
| **1.5** challenging learning goals and targets are achieved. | **1.5.1** setting specific, achievable individual milestones in literacy, numeracy and language that clearly state what learners need to achieve to meet their primary learning goals, for example, obtaining employment or improving their skills at work. |

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|---|---|
| **1.6** make significant progress towards fulfilling their goals and potential. | **1.6.1** receive frequent and regular feedback on their progress. |
| | **1.6.2** are aware of and use relevant additional qualifications, for example, in health and safety, customer service and first aid. |
| | **1.6.3** are encouraged and helped to explore alternative and additional study or work options such as work placements and volunteering. |
| **1.7** are prepared for effective participation in the workplace and in the community. | **1.7.1** have personal development and employability targets in their ILPs. |
| | **1.7.2** are able to benefit from links with employers to help them understand and know employers' requirements and expectations. |
| | **1.7.3** are encouraged to take up volunteering and work-placement opportunities. |

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|---|---|
| **1.8** progress to relevant further or higher education, training or employment. | **1.8.1** meet their goals and progress to destinations that match their intellectual ability and skill levels. |
| **1.9** reach appropriate levels in basic and/or key skills consistent with their main programmes of study or training. | **1.9.1** have literacy, numeracy and language teaching embedded in vocational or occupational tasks. |
| | **1.9.2** have regular updates of their ILPs that respond to their progress. |
| **1.10** develop the skills of critical evaluation, research and analysis. | **1.10.1** engage in meaningful activities that are commensurate with their previous educational and work experience. |
| **1.11** develop the attitudes and skills necessary to maintain lifelong learning, including the capacity to work independently and collaboratively. | **1.11.1** develop basic skills in a way that enables them to apply these in vocational, academic, social and personal contexts. |
| **1.12** attend regularly and are punctual. | **1.12.1** understand and adhere to the standards for punctuality and attendance given at induction. |
| | **1.12.2** understand the importance of punctuality and attendance in the workplace. |
| | **1.12.3** know that lateness and poor attendance will be followed up sensitively but promptly and consistently. |
| | **1.12.4** are aware of the guidance and support open to them where attendance and punctuality are a problem. |
| | **1.12.5** if necessary, have punctuality and attendance targets set in their ILPs. |

**HOW TO ACHIEVE SUCCESS**

Providers that are seeing success in learner achievement in the work-based and work-related learning environment consider the following factors to be critical.

- Good initial assessment of skills. This means assessing learners' literacy, numeracy and ESOL skills as well as their previous skills and experience in terms of education and work.

- The use of this information to inform the writing of an individual learning plan (ILP), which includes targets for literacy, numeracy and ESOL development, personal development and work-related skills development.

- Regular reviews and tutorials to identify additional support needs. This could include help for specific learning difficulties such as dyslexia, but also counselling, advice on housing, benefits and immigration or help with childcare, travel etc.

- A carefully planned training programme that is relevant and customised to the needs of the learner and potential employers. This programme could offer additional relevant qualifications in work-related areas, for example, health and safety, first aid, customer service or food hygiene to increase a learner's employability.

- A flexible programme of training that takes into account the wide range of needs, interests, experience and age of learners, while also meeting the demands and requirements of employers.

- A positive and stimulating learning environment.

- Strong and effective links with employers who can contribute to learning programmes, offer work-placement opportunities and visits to companies and places of work.

- Strong and effective local networks with specialist organisations that can provide support to learners and provide specialist information and skills development.

- Rigorous record-keeping, monitoring and evaluation systems. For example, some providers use a spreadsheet to record and monitor completed elements which can then be used for across-the-board monitoring purposes.

- Customised training programmes. These are designed to meet the specific needs of learners by, for example, requiring the completion of specific tasks to demonstrate learners' progress and achievement.

- Self-analysis by learners. By encouraging learners to analyse their own skills and experience and to relate these to the requirements of employers, learners are helped to present themselves in a more effective and confident manner at interview.

- Continued employer involvement. This can help maintain workers' motivation after they have attended a workplace training programme.

> The Adult Basic Skills Strategy Unit's Regional Co-ordinators are responsible for *Skills for Life* at a regional level. They can give you specific support and advice on implementing and securing continuous improvement for literacy, numeracy and ESOL provision.

## WHAT IS SUCCESS?

### Recording achievement

*A provider of a New Deal 18–24 programme records the annual retention rates and notes that these have averaged over 70% over the past four years. In New Deal 25+, the average retention rate is 80% over the past two years. The provider compares this with national averages. On a New Deal 18–24 programme, the achievement into jobs is 39%. This is recorded in the self-assessment report as a good record of achievement. As well as operating such rigorous recording systems, staff acknowledge the achievements of their clients. When individual clients achieve a milestone such as getting a job interview, the news is shared with the whole group.*

### Relating vocational and basic skills
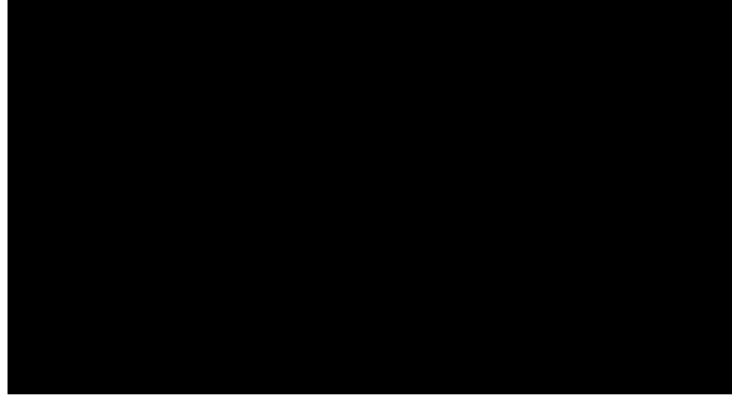
*Learners working for a mail distribution company have to calculate the average weight of a consignment using a calculator. As a result of this simple exercise to improve their numeracy skills, learners have acquired a better understanding of profit and loss accounts and how their work impacts on the company's profit margins.*

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**Shola**

*Shola Akinwale is from Lagos, Nigeria. Shola says, 'I heard about [the provider] from a friend. English is my second language. I wanted to learn more English. I can read now a little bit. I can write words and a few whole sentences. I have read my first book The Creature. It's a Gate House New World book by Georgia Conway. Being able to read has changed my life. I am looking for a better job as a nursing assistant. Now I know how to read I can look for a job. I have been on a five-day a week Basic Employability Training course. Before, I worked for Central Park Hotel. I worked in the laundry washing and folding sheets and sending then around the hotel.*

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**Demet**

*Demet Sun came into learning for specific help with English. Demet says, 'I have been asking for this course for months! I contacted the training department. What happens is when I write reports, I am stuck with re-phrasing sentences and sorting out the grammar. I thought, "I need help with this".
I am a health advocate for Turkish-speaking people – Kurdish and Turkish Cypriot. I work in primary care, in a GP's surgery, for dentists, opticians and chemists. I work as an outreach worker. I help professionals and patients, both contact me. Surgeries may refer me to them or I may be referred to people. People need help with lots of things like cervical smear, smoking and eczema.'*

*Why did Demet want to do the course? Demet says, 'I need more personal development to do my job better. When you work it is translating one to another. The missing point is the writing. I miss out on the writing. I need to use different verbs and to change the way my work looks, for example, reports, letters and other writing. I need to do quarterly reports for my work. I need to be able to write for my patients on their behalf and I need to be able to respond to letters and to emails.'*

Demet adds, 'Since I have been on this course, I have learned grammar and punctuation marks. I am using more creative structures of writing and I have worked on spoken communication and spelling. I want to do an assessment, but I am the only worker in our area and I have two meetings on Fridays and for four days I am out.'

## Presentation skills

Learners with one provider are required to present to an external examiner, giving details of their previous levels of study, professional experience and the skills they have acquired during the course, using a PowerPoint presentation.

## Extracts of effective practice from OFSTED and ALI inspection reports

'Attendance is monitored effectively. Project managers monitor learners' attendance daily and contact absent learners immediately. They often take learners to their work placement or college. Some managers telephone learners everyday to make sure that they get up. A central monitoring system gives detailed information on attendance, retention and achievement rates. Employers are also involved in improving learners' attendance and timekeeping. They inform project managers of learners' absences and some promote punctuality. One learner whose target was to get to work on time had to meet the managing director of his workplace when he was late twice. He has not been late since.'

'Staff acknowledge the achievements of clients, which helps to raise their self-esteem.[…] Major achievements such as passing an exam, becoming qualified for specific work or getting a job are announced and celebrated at staff meetings. Clients who have gained employment are invited back to share their experiences. This helps to motivate current clients.'

'Disaffected learners are engaged by doing a project about a hobby such as football or cycle cross. They work on the project with guidance from a personal development tutor and a basic skills tutor. Learners use the Internet and develop IT skills. A learner who is doing a project about a football club reflected that he was really enjoying the session and did not realise how much his reading and writing had improved.'

'[The provider] facilitated mentoring training through an external agency for all council supervisors working on the City Stewardship 2 programme. This helped them to understand the problems their learners have and be better able to support them with on-the-job training.'

'Learners on work placement use dictaphone machines to record their day-to-day learning in the workplace. The tapes are transcribed by staff. This method ensures that they get the best from their work placement whatever their difficulties with written English.'

# THE QUALITY OF EDUCATION AND TRAINING

2. How effective are teaching, training and learning?

2

## 2. HOW EFFECTIVE ARE TEACHING, TRAINING AND LEARNING?

**Effective practice which secures continuous improvement is evidenced by:**

- how well teaching and training meet individuals' needs and course or programme requirements;

- how well learners learn and make progress; and

- learners' progress relative to their prior attainment and potential.

**Sources of evidence could include:**

- the extent to which teachers have the expertise to teach literacy, numeracy and language and are able to plan, teach and assess a programme of literacy, numeracy and ESOL support with learners in relation to their main vocational learning;

- the extent to which teachers use teaching methods and materials that are up to date, relevant for learners, and that develop their literacy, numeracy and language skills;

- the extent to which learners are developing their literacy, numeracy and language skills, gaining in confidence, and the degree to which they understand the significance and relevance of the support they are receiving;

- the extent to which training programmes are designed so that:

  - unemployed people become more skilled, knowledgeable and confident to search for and apply for work, and obtain employment

  - employed people develop their literacy, numeracy and language skills to perform their daily work tasks more effectively, engage in professional development and seek promotion if they wish;

- observations of teaching and learning;

- visits to the workplace and other learning contexts;

- observations and records of progress review meetings;

- interviews with learners;

- interviews with specialist basic skills teachers and/or teachers of main learning programmes;

- individual learning plans;

- schemes of work and session plans that identify basic skills support;

- learning materials;

- induction materials; and

- evidence of communication between all those involved in providing basic skills support.

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| --- | --- |
| **2.1** show knowledge, technical competence and up-to-date expertise, at a level consistent with effective teaching, training and assessment of the course or programme. | **2.1.1** teachers and trainers have the knowledge and skills to conduct a language or number analysis of vocational or occupational areas in order to plan relevant contexualised learning programmes. |
| | **2.1.2** the organisation recognises that language and number skills can be acquired and developed in the context of work and is able to exploit these work contexts effectively. |
| | **2.1.3** teachers and trainers who are teaching literacy, numeracy and ESOL have up-to-date qualifications and the expertise to make effective use of the new curricula. |
| | **2.1.4** teachers and trainers teaching literacy, numeracy and ESOL apply a range of teaching methods and use appropriate adult learning materials. |
| | **2.1.5** teachers and trainers have knowledge and understanding of language, linguistics and number skills up to Level 4 of the new subject-specific qualifications organised by FENTO, and are engaged in a programme of continuous professional development. |

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| **2.2** plan effectively with clear objectives that all learners understand. | **2.2.1** the organisation negotiates course aims and objectives with employers and their employees so that courses are customised to their needs. |
| | **2.2.2** course and lesson objectives are written so that learners develop language and number skills in addition to employability and occupationally relevant skills. |
| | **2.2.3** courses and lessons have clear and detailed objectives expressed in terms that learners can understand. |
| | **2.2.4** learners can relate their courses and lessons to their personal learning goals. |
| **2.3** use methods and styles of teaching and training that are consistent with the aims of their programmes and learners' personal objectives. | **2.3.1** teaching methods and materials are adapted to a work context. |
| | **2.3.2** trainers and teachers recognise that learners will have a wide range of language, number, occupational and personal needs and different learning styles, and that these will need to be met. |
| | **2.3.3** differentiated teaching and learning activities are used to meet the particular occupational and personal needs and objectives of learners. |
| | **2.3.4** the new curriculum materials are used for mapping activities and resources, and to identify additional activities and resources. |
| | **2.3.5** occupationally relevant information and communications technology (ICT) resources are available and in use. |

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| **2.4** challenge and inspire learners. | **2.4.1** learners are motivated by their successful completion of work-related activities using language and number skills, where they have previously failed or lacked confidence. |
| | **2.4.2** teaching methods and materials challenge learners and encourage them to extend their knowledge through independent study. |
| **2.5** set, use and mark assignments and other tasks in a way that helps learners to progress. | **2.5.1** assignments are work related and relevant. |
| | **2.5.2** learners receive constructive feedback on assignments and assessments so that they know what improvements are needed. |
| **2.6** work with learners to develop individual learning plans informed by initial assessment that are reviewed and updated regularly. | **2.6.1** initial assessment identifies previous education, work experience and skills, in addition to current needs to obtain or maintain employment. |
| | **2.6.2** information from initial assessment is used to develop the individual learning plan (ILP). |
| | **2.6.3** learning goals include occupational, personal and language and number targets and are expressed in a way that the learner can understand. |
| | **2.6.4** milestones are reviewed regularly and amended to reflect progress and changes in learners' needs. |

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| **2.7** promote good working relationships that foster learning. | **2.7.1** learners receive information about the aims of the organisation and the purpose of their training programme. |
| | **2.7.2** all partners – trainers, employers, managers and personal advisors – have regular meetings and work well together to the benefit of the learner. |
| | **2.7.3** learners are told about and understand their rights and responsibilities. |
| | **2.7.4** organisational, employer and learner expectations are explicit, clear and shared by all. |
| | **2.7.5** tuition to groups employs techniques and activities that foster productive working relationships within the group as well as supporting the individual learner. |
| **2.8** use materials and teaching methods that promote equality of opportunity. | **2.8.1** materials and training methods are adapted to ensure that they are suited to the learning needs and aims of the group and take account of the diversity of the group in terms of age, gender, ability, culture, religion and ethnicity. |
| | **2.8.2** the methods and materials used challenge stereotypes and encourage learners to think about equal opportunities issues. |
| | **2.8.3** learning materials, styles and methods are used that ensure that learners with cognitive, sensory or mobility needs can participate fully in learning. |

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|---|---|
| **2.9** acquire new knowledge and skills, develop ideas and increase their understanding. | **2.9.1** acquire new literacy, numeracy and language skills that help them achieve their occupational goals.<br><br>**2.9.2** gain knowledge and the confidence to apply their new literacy, numeracy and language skills in other contexts. |
| **2.10** understand and are confident in what they are doing, how well they are progressing and what they need to do to improve. | **2.10.1** understand the occupational relevance of learning activities.<br><br>**2.10.2** are involved in setting and updating their own targets.<br><br>**2.10.3** can describe the progress they have made and how this has impacted on their work, their employability or their jobsearch activities.<br><br>**2.10.4** have their progress reviewed and recorded at appropriate intervals to ensure that they are making good progress.<br><br>**2.10.5** benefit from the contribution of all relevant partners – trainers, employers and personal advisors –to review meetings.<br><br>**2.10.6** know and understand that actions to be completed by a particular time will be identified and recorded at review, and that these will lead to amendments to the ILP where appropriate. |

| IN THE COMMON INSPECTION FRAMEWORK TEACHING AND LEARNING ARE JUDGED BY THE EXTENT TO WHICH LEARNERS… | SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT MEANS LEARNERS… |
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| **2.11** apply effort to succeed with their work, work productively and make effective use of their time. | **2.11.1** are set relevant and motivating tasks that are clearly related to their personal and occupational goals. |
| | **2.11.2** are engaged in relevant occupational or jobsearch tasks during lessons. |
| | **2.11.3** receive support, encouragement and praise for their personal and occupational achievements. |
| | **2.11.4** recognise and adhere to clear and consistent boundaries for behaviour that are firmly reinforced in learning agreements. |
| **2.12** are stimulated and show interest in their work. | **2.12.1** see that their learning activities are clearly linked to personal and occupational goals and interests. |
| | **2.12.2** contribute to the learning process from their own and occupational experience. |
| | **2.12.3** take responsibility for their learning and become more self-reliant during their programmes. |

**HOW TO ACHIEVE SUCCESS**

Successful providers have:

- a good knowledge of local employer needs and job opportunities

- a good knowledge of local employer requirements

- good links with local employers so that they provide realistic, relevant and up-to-date sample material

- well-planned initial assessment processes and procedures that will motivate learners and make programmes relevant to their needs.

**Customised programmes**

This Guide has placed some emphasis on the 'learning fit' between the programme and individual learners. To design a customised programme for employed learners, the following steps can be taken:

- establish links with employers and convince them of the benefits of providing literacy, numeracy and ESOL training for their staff

- negotiate with employers on: the length of the programme, initial assessment processes and procedures, the release of personnel for training, the location of training, the resources and materials available and what they hope to gain from this partnership

- visit the employers' premises and conduct an analysis of the language and number requirements of certain jobs and collect relevant data

- meet potential learners and conduct a training needs analysis. This will include: getting information about the language and number skills they require to perform their jobs, assessing the skills they already have, getting information about additional tasks they are asked to do and getting information about who they have to communicate with at work and its mode, for example, whether this is spoken or written, face-to-face, by phone or using email

- analyse the information gained from the training needs analysis and make recommendations to the employer on what objectives can be achieved within the time available

- negotiate and agree with the employer the programme aims and objectives, and the format and location of delivery

- design a training programme that will meet the needs of both employer and employees

- identify individual learning goals in terms of literacy, numeracy and language needs, occupational requirements and personal development ambitions

- use the national curricula in literacy, numeracy and ESOL in programme planning

- decide on appropriate methods and use employer-sourced materials to deliver a relevant and motivating programme

- write detailed lesson plans for lessons that will motivate and interest learners

- regularly review learners' progress and provide general feedback to the employer on this

- review the learning programme with the employer and participating employees

- evaluate the programme and report to the employer.

In designing programmes for unemployed learners, for example Basic Employability Training (BET), Gateway to Work, Programme Centres, or other jobsearch programmes, providers should consider how to include literacy, numeracy and language teaching, jobsearch training and support, careers guidance and ICT training. Of additional benefit to learners are short courses in health and safety, first aid, basic food hygiene or customer service, which are accredited. The following steps can be taken:

- identify a staff team with the relevant skills and experience

- identify the key course determinants such as the length of the programme, the number of hours a week that learners attend, the status of learners – for example, are they required to attend or do they attend of free will? This may be affected by targets that are set by funding bodies

- set clear course aims and objectives (including group learning goals). These will include goals for learners to gain knowledge and confidence in: applying for work, developing the literacy, numeracy and language skills they require for a particular job, developing self-assessing skills, being able to identify the skills an employer is looking for and presenting their own skills effectively

- include careers guidance, focusing in particular on learners' ability to search for suitable employment opportunities

- carry out a detailed initial assessment of the learners in the group

- identify individual learning goals in terms of literacy, numeracy and language needs, occupational requirements and personal development ambitions

- decide on the style and method of teaching, for example, one-to-one, groupwork, pairwork, small groups, whole-class teaching

- identify other partners and specialist contributors to the programme, for example, employers, personal advisors, recruitment consultants, information, advice and guidance workers

- identify the ICT component of the programme

- design schemes of work that incorporate all the elements for literacy, numeracy and language needs, occupational requirements and personal development ambitions and map these to the national curriculum

- decide on methods and materials to deliver a challenging and motivating programme, for example, demonstration, one-to-one coaching, research activities, surveys, group discussion, controlled practice, role play, video-recording and playback and visits

- write detailed lesson plans for lessons that are imaginative, stimulating and interesting to learners who may lack self-confidence or be disengaged from learning

- regularly review learners' progress, recognise success and provide them with constructive feedback.

The *Skills for Life* professional development programme for staff across all sectors is to be announced shortly by the Learning and Skills Council. The programme will provide core curricula and specialist training for all staff engaged in teaching adult literacy, numeracy and ESOL, including those who work with learners with learning difficulties and/or disabilities. Training at Level 3 for vocational specialists will also be provided. The programme leads staff to take relevant qualifications.

## WHAT IS SUCCESS?

### Working with employers

*At one provider, teachers liaise with and visit employers to inform themselves about the detailed literacy, numeracy and ESOL requirements of healthcare support workers. They conduct a detailed training needs analysis of the group of workers to be trained. This includes an analysis of the reading and writing tasks to be performed by the workers on a daily basis, in addition to other communication tasks that are part of workers' jobs and that they need to be able to do well in order to achieve the relevant national vocational qualification.*

*Course objectives that can be achieved within a specific time are negotiated and agreed with the employers and workers. Training materials are supplied by employers, and then adapted by teachers to meet the specific literacy, numeracy and ESOL learning needs of the group to ensure that their individual learning needs are met.*

*Following an initial assessment, residential care workers have ILPs that include detailed individual learning goals such as 'improving my handwriting', 'improving my writing in a box on a form', 'write an accident report accurately' or 'use capital letters accurately', in addition to the group's learning goals, which include items such as 'write handover notes accurately', 'copy names accurately' or 'copy test results onto patient notes accurately.'*

### Learner expectations

*On one jobsearch programme, the induction gives clients detailed information on what they can expect to achieve. Learner expectations are established at induction through a group activity, and information about the training provider is supplied in an accessible information pack for learners.*

*Training is comprehensive and links to learners' specific needs. For example, a group of learners on an ESOL and Work Skills course will:*
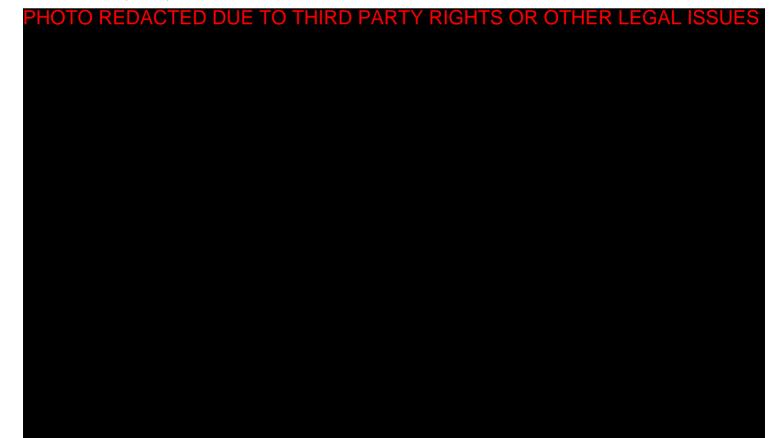
- *learn the vocabulary and structures required to talk about likes, dislikes, strengths and weaknesses, their own job and training experience and essential details of job specifications*

- *acquire recognised certificates of achievement (for example, Welcome Host, Welcome Line, first aid or a college certificate)*

- *gain valuable experience and confidence in dealing with work-related situations through simulation exercises, some of which will be video-recorded.*

*The learners will also work towards the following standards set out in the national curriculum at Entry Level 3:*

- *Speaking: Take part in more formal interaction (Sd/1b)*

- *Speaking: Give facts and personal information (Sc/4a and 4b)*

- *Listening: Listen for and understand relevant and new information in face-to-face situations or on the phone (Lr/3b)*

- *Reading: Recognise the different purposes of texts (Rt/2a)*

- *Reading: Identify the main points and ideas*

- *Writing: Plan and draft writing (CVs) (Wt/1a)*

- *Writing: Complete forms with some complex features (Wt/5a).*

*Ground rules are negotiated and clients improve their interpersonal, team-working and communication skills as well as timekeeping and organisational skills. Teachers use a variety of techniques, including demonstration, analysis of case studies, games, discussions and individual, pairwork and groupwork in the classroom to maintain interest and stimulate learning. Clients develop personally and speak positively about the contribution the programme has made to their employability.*


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**Kat**

Kat Morris is a work-based lecturer from a local college that runs courses in the workplace so that workers do not have to come to the college during the day in working hours. All the people on the course do different jobs, but all the jobs are medically related. Kat says, 'They all need communication skills that centre on ESOL. The technical language for the group is extremely wide. I have a range of material derived from their area of work even though they are in different jobs. They will be offered national tests.'

What do the employers get from the course? Kat says, 'Hospitals recognise the need for the communications course. Workers get paid to attend because the hospital recognises they will acquire skills to do their jobs more effectively. They believe this course will help them to get an NVQ at Level 2, which is part of the Government's initiative. Foster carers need ESOL at Level 3 by 2004 – many are at Entry Level now. They need more teaching on writing, speaking and listening in all its different forms.

What does Kat's work involve? 'My main job has been to find out the language they use,' says Kat, 'and then to work specifically to up the skill level on this. Most of them do tough and very important jobs, yet they have little self-esteem. Many of them are on the first rung of the ladder with this.'

What are the differences between working here and at the college? Kat says, 'While it is good to teach in the workplace, there is nowhere to leave learning materials, and it is difficult to create a communications skills learning environment in the workplace. I lack the usual support I get from teaching in a learning centre. The next step might be to create a learning centre here in the hospital.'

**Extracts of effective practice from OFSTED and ALI inspection reports**

'On a Gateway to Work training programme for 18–24 year olds, the clients, as a group, explore the advantages and disadvantages of finding employment. They also take part in team-building activities. They contribute to discussions which challenge their prejudices.'

'Clients become more aware of their previous skills and how they are related to an employer. They become more confident in using the Internet, writing letters and presenting themselves. They are able to produce a well-presented curriculum vitae, which identifies the full range of their skills and experience. The number of clients gaining employment encourages other to persevere in their jobsearch activities.'

'Clients search for suitable job opportunities in newspapers, vacancy lists from public-sector employers and through the Internet. Staff teach clients good jobsearch skills by demonstrating effective ways of finding and reading vacancy information, writing a speculative letter and supporting statements and how to present themselves at interview.

*Clients searched on the Internet for details about the companies they were applying to and used this information in their speculative letters and applications.'*

*'On a Life Skills programme learners participate in a theatre workshop to promote awareness of equal opportunities and how to develop relationships.'*

*'Staff use their employer links to good effect for the clients. For example, guest speakers at one centre give presentations on employment opportunities at a local airport and on the benefits of self-employment. There is also a trip arranged for the clients to visit the local airport to see the working environment and assess the viability of employment. In collaboration with a large food retail outlet, the staff have developed a number of modules to improve clients' prospects of gaining employment in the outlet. These modules are offered over a two-week period. The modules cover the role of a customer services assistant, consumer legislation, retail theory, introduction to customer service, methods of payment and personal qualities and skills. Following the successful completion of this course, clients are guaranteed an interview by the retail outlet.'*
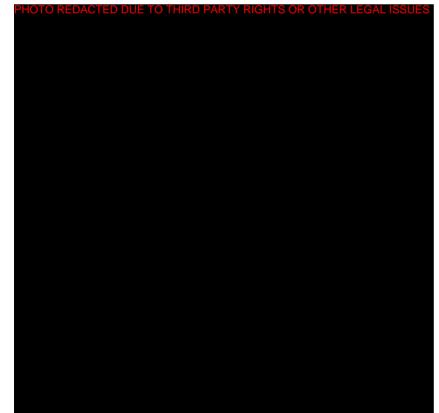
*'There has been an analysis of local community needs and job opportunities for ESOL clients. [The provider] has developed a wide range of courses which meet the language development and intellectual abilities of individual clients and allow progression for Jobcentre Plus clients. Specific jobs, which harness the skills of bilingual clients and lead to realistic job prospects, have been developed. For example there is an accredited training course for interpreters and translators and a training course for bilingual teaching support assistants for schools.'*

*'The work placements attended by learners are carefully selected, and are particularly appropriate to their individual needs. [The] self-assessment report identified this as a strength. Two members of staff are responsible for setting up work placements, and supporting the learners who attend. They have established productive working relationships with a wide variety of local employers, including national retailing chains, pension management companies and local garages. Learners on work placement work towards a well-designed on-the-job training plan which is appropriately linked to their off-the-job activities. Learners are given very good support from their work-based supervisors, and from staff, who visit them on placement once or twice each week. They also carry out a formal review of their progress, together with the workplace supervisor, once a month. Placements are carefully checked to ensure that they meet the requirements of health and safety legislation. [The provider's] work placements are very effective in raising learners' confidence, and in enabling them to learn new skills and gain a better understanding of what employers expect. Some placements result in employment for the learners. One learner who had difficulty in controlling their behaviour has been placed in a large retail store, with a supervisor who has the necessary skills and experience to give close and*

*appropriate support. The learner is making very good progress on placement and is gaining confidence and developing self-management skills. Another placement in a small computer repair shop provides a supportive environment where a learner is improving their English language skills considerably.'*

*'[The provider] has a range of structured training sessions which are well planned and have good lesson plans and supporting resources. Resources are well reproduced, and at an appropriate level. The sessions are highly interactive and involve the learner in appropriate, work-related activities. Learners are encouraged to measure the value of knowledge gained and are confident to take this back to their workplaces. The content and structure of the sessions are matched to the target qualification and are well attended. Employers are informed in advance of the date and content of each session.'*

*'The teaching on all training programmes is good. More than three-quarters of all lessons observed were good or better. There are clear, written objectives for each programme and a teaching plan for every session. Most lessons were well prepared and tutors use a good range of teaching methods and activities to maintain the interests of learners, many of whom did not achieve well at school. Most learners are not able to concentrate for long periods, so tutors divide learning into short manageable periods with well-controlled short spells of group discussion aimed at improving the learners' spoken English. Tutors mark learners' written work thoroughly and promptly and provide them with good verbal and written feedback. Learners intending to progress to a work-based NVQ programme are taught good IT skills, portfolio-building, and health and safety before they start.'*

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*'[The provider] has integrated younger learners from work-based learning training programmes with adult clients from New Deal training courses in cross-cultural, gender-mixed groups. The older learners provide good role models for the younger learners and help them to take full responsibility for their learning and behaviour. All learners enjoy working in this way as it helps the quality of interaction in lessons and improves their achievement.'*

# THE QUALITY OF EDUCATION AND TRAINING

3. How are achievement and learning affected
by resources?

3

### 3. HOW ARE ACHIEVEMENT AND LEARNING AFFECTED BY RESOURCES?

**Effective practice which secures continuous improvement is evidenced by:**

- the adequacy and suitability of staff; and

- the adequacy, suitability and use of specialist equipment, learning resources and accommodation.

**Sources of evidence could include:**

- files containing documentary evidence of staff qualifications and experience;

- files containing staff training and development records;

- the provider's business plan (relevant to resources) and staff development plan;

- learning materials and equipment; and

- sites where learning takes place.

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| --- | --- |
| **3.1** there are enough qualified and experienced teaching, training and support staff to match the demands of programmes and the range of learners. | **3.1.1** teachers and managers have relevant and nationally recognised specialist qualifications in the teaching of literacy, numeracy or ESOL at, or above, the national standards. |
| | **3.1.2** teachers possess a good understanding of the demands of the labour market and employers in the local area. |
| | **3.1.3** staff have the skills to negotiate with employers or are given opportunities to learn these skills. |
| | **3.1.4** teachers have experience in initial assessment, the development of individual learning plans (ILPs) and the assessment of progress in literacy, numeracy and ESOL. |

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| **3.2** the professional development of staff contributes to their effectiveness. | **3.2.1** literacy, numeracy and ESOL teachers take part in continuous professional development programmes to develop their skills and update their qualifications.<br><br>**3.2.2** other staff develop their knowledge and awareness of literacy, numeracy and ESOL issues and know how they can adapt their teaching methods to support clients with basic skills needs. |
| **3.3** specialist equipment and materials are used, including facilities which are relevant to the workplace and meet current industrial standards. | **3.3.1** ICT equipment uses up-to-date software, has Internet access for jobsearch and research use and is compatible with industrial standards.<br><br>**3.3.2** sample material from local employers is available for learners to practise on and gain experience with.<br><br>**3.3.3** learning materials help learners develop appropriate and relevant literacy, numeracy and ESOL skills.<br><br>**3.3.4** jobsearch materials are local, relevant and up to date. |
| **3.4** accommodation provides a suitable setting for good teaching, training and learning and support for learners. | **3.4.1** teaching rooms are large enough to accommodate the number of clients, are well lit and ventilated and are equipped with whiteboards, flipcharts, OHPs, video-recording and playback facilities and audio-recording and playback facilities.<br><br>**3.4.2** learners have access to ordinary tables or desks, for example in computer rooms or workshops, so that they can write using pen and paper. |

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| **3.5** learners have access to learning resources that are appropriate for effective independent study. | **3.5.1** learners have access to a range of good-quality and relevant learning materials, equipment and facilities that support their literacy, numeracy and language needs as well as their subject needs, including dictionaries, thesauruses and other reference materials essential for independent learning. |
| | **3.5.2** materials and resources are developed and adapted to take into consideration the background, age and experience of clients. |
| | **3.5.3** materials and resources are relevant and of interest to learners. |
| **3.6** learners work in a safe and healthy environment. | **3.6.1** learners have access to workstations and computers that are safe and that have been tested recently. |
| | **3.6.2** all visits and work placements are checked for health and safety. |
| **3.7** resources are used to best effect in promoting learning. | **3.7.1** resources are appropriate, relevant to the work context and acceptable to individual learners. |
| | **3.7.2** resources do not give offence to any learners. |

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| **3.8** learning resources and accommodation allow all learners to participate fully. | **3.8.1** learners with learning difficulties and/or disabilities have sufficient access to suitable accommodation and learning resources to develop their literacy, numeracy and language skills and to achieve their learning goals. |
| | **3.8.2** staff have specialist knowledge of learners' needs where required and are able to provide appropriate support. |
| | **3.8.3** all staff understand how age, gender, race and religion may affect learners' attitudes to learning. |

## HOW TO ACHIEVE SUCCESS

Providers who have effective resourcing ensure that all staff have an understanding and commitment to teaching in a work-based or work-related context. This means recruiting staff with the relevant qualifications and experience to use up-to-date, contextualised materials. Good providers offer appropriate training to staff who need to learn these skills or attain qualifications.

Some of the critical success factors for the effective resourcing of unemployed learners are:

- teachers and support staff have an interest in, and knowledge of local labour market issues

- staff attend meetings of local employer groups, and meet regularly with local human resources managers, employers etc.

- the organisation has a resource bank for literacy, numeracy and language development, as well as resources for jobsearch and personal development activities. These will include: vacancy lists, newspapers, Internet access, videos, sample CVs, sample job descriptions, speculative letters and role play cards

- the organisation is a member of the local information advice and guidance (IAG) network, local brokerage services, local employer network, and has links with personal advisors and other voluntary-sector providers.

For employed learners, critical success factors include:

- teachers have an understanding of the employer's needs, motivation and the company's organisational structure

- teachers visit the employer's premises and observe workers at their place of work

- teachers collect documents used by employees and others in the workplace, for example, health and safety policies, appraisal documents, report formats, accident report forms and personnel and recruitment documents

- the provider is a member of a local workplace basic skills network and shares resources and materials with colleagues in the network

- teachers can use the employer's ICT materials when required and relevant

- teachers know where to access specialist language teaching materials.

> **The Learning and Skills Council is in the process of updating its guidance, *Adult Literacy, Numeracy and ESOL: A Guide to Learning and Skills Council Funding 2002/03*. It is expected to be ready for publication in June 2003.**
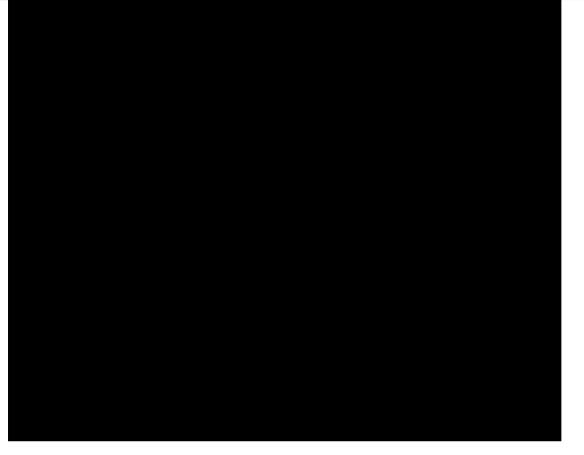
## WHAT IS SUCCESS?

### Meaningful tasks

*At one provider, all the ESOL teachers have at least a CELTA qualification. Learners practise writing real-life tasks using their employer's documents, for example accident reports and staff appraisal forms. Learners also practise speaking tasks through role play using realistic work situations such as showing visitors round the workplace, speaking on the telephone or responding to queries from customers.*

### Using specialist knowledge to help learners

*The teachers and guidance workers at one organisation have specialist knowledge and experience of working with people in particular groups. For example, specialisms include experience of working with people recovering from mental illness and young parents. Other teachers have expertise in specific industries. All the teachers are working towards the new FENTO qualifications at Level 4.*

*Learners are shown how to use specialist websites for jobsearch activities. They have access to local and national newspapers, vacancy bulletins, trade journals, telephones, fax, email, sample application forms, model CVs etc. Specialist equipment is available for visually impaired learners. Learners can also ask qualified IAG staff for help. The organisation arranges regular visits to employers.*

**Sakiya**

*Sakiya is a medical health advocate who is currently studying a communications course. What does Sakiya's job involve? Sakiya says, 'I organise health education sessions for Bangladeshi patients. I bridge the communication gap between patients and health professionals. For example, if a patient has diabetes, I talk with them about healthy eating, how to take care of their feet, screenings for diabetes, retina therapy screenings for eyes. I sometimes give information about operations but only with the GP and practice nurse. I have done an advocacy skills course at Level 3 and am now doing Level 4.'*

*Why is Sakiya doing the communications course? 'I came on this course because I want to improve my written and spoken communication skills,' says Sakiya. 'I wanted to improve my grammar, punctuation and spelling. My sentence structure is not good. In class we write a diary on what happens on a particular day. Our teacher helps improve how we have said it, punctuation and grammar.'*

*What are Sakiya's plans? Sakiya told us, 'I want to do communications skills at Level 2. What helps us best is listening and practical experience of writing. I need to develop skills like diplomacy. My job is not just translating I have to mediate the culture from doctor to patient and from patient to doctor. Sometimes the communication goes off in the wrong direction and patients get angry with the doctor and the misunderstanding grows, so I have to bridge that gap of understanding both language and culture and get them communicating again.'*

**Extracts of effective practice from OFSTED and ALI inspection reports**

'The ESOL programme is located on the ground floor of a well-furnished building. There is easy access for people with disabilities. The premises are bright, well decorated and carpeted throughout. This contributes towards making each of the three classrooms a pleasant learning environment. The accommodation is well resourced, with whiteboards, flipcharts, and tape recorders readily available. There is good use of visual display work to enliven and personalise rooms. During their breaks, learners make extensive use of a study area. This is also equipped with computers, reading materials and comfortable chairs. Learners are also encouraged on their days off to sit in this room to read, practise their computer skills or make use of the other available resources as part of their self-development. Staff accommodation is within easy reach of the classrooms and is similarly open and light.'

'The four training centres have a positive and welcoming atmosphere and can be accessed by clients with mobility difficulties. All the accommodation is furnished to a high standard and provides facilities for individual assessment, counselling and guidance. Teaching rooms are spacious and some have interactive whiteboards. Very good resources include ICT suites, free access to the Internet and a very good range of newspapers for jobsearch activities. Telephones, a fax machine, stationery, postage stamps and a variety of reference books are all readily available. Specialist equipment is provided for clients with visual and hearing impairments. There is a good range of career books and related reference materials which is being expanded.'

'ESOL clients have access to learning centres which have a wide range of good multimedia language resources and the Internet. Trained tutors support the clients in the use of the centres. Clients have access to a free and confidential bilingual information and advice service, which also provides advocacy and counselling help. Clients greatly appreciate the facilities that are available to them, and state that they contribute to their regular attendance and success.'

'Appraisal systems are effective and result in additional training for staff. All staff are appraised each year and have a good understanding of their own job responsibilities and those of managers. There is training for staff on how the appraisal system works and guidelines on preparing for appraisal. Appeal and confidentiality agreements are built into the process. The appraisal includes a review of job descriptions and workload. There is an assessment of performance, barriers to performance and a training needs analysis. Identified training needs are measured against the company's annual business objectives and priorities. Staff assess their own contribution to these objectives. Essential tasks for the year are agreed for individual staff.'

# THE QUALITY OF EDUCATION AND TRAINING

## 4. How effective are the assessment and monitoring

4

**4. HOW EFFECTIVE ARE THE ASSESSMENT AND MONITORING OF LEARNERS' PROGRESS?**

**Effective practice which secures continuous improvement is evidenced by:**

- the suitability and rigour of assessment; and

- the uses of assessment in planning learning and monitoring learners' progress.

**Sources of evidence could include:**

- individual learning plans and/or individual training plans;

- assessment and learning reviews; and

- documents relating to the assessment and recording of learners' progress, such as:

  – policies and procedures for the assessment of prior learning

  – assessment materials and resources

  – assessment records

  – learners' assessed work

  – reports from internal and external verifiers.

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| **4.1** forms of assessment and recording are suitable for the courses and programmes being followed. | **4.1.1** learners are assessed for progress towards their individual learning goals in literacy, numeracy and ESOL as well for as their vocational and occupational goals. |
| | **4.1.2** the results of the assessments are used in reviewing learners' overall progress towards their learning goals. |
| | **4.1.3** progress is measured against the learners' personal goals and individual learning plans (ILPs). |
| | **4.1.4** assessment methods and tasks are varied and relevant to the workplace, for example, tape recordings, photographs, videos, witness statements and oral questioning. |

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| **4.2** assessment is fair, accurate and carried out regularly. | **4.2.1** learners have an assessment timetable and information about the skills that are to be assessed. These could include their skills in reading a job advert and person specification, but also personal presentation skills. |
| **4.3** initial assessment provides an accurate basis on which to plan an appropriate programme of work. | **4.3.1** learners undertake a comprehensive initial assessment that focuses on their previous work and learning experience in addition to establishing their literacy, numeracy and language competence. |
| | **4.3.2** initial screening and diagnostic assessment tools are used to identify accurately literacy, numeracy and language needs in the context of the learner's main learning goal or goals relating to finding or maintaining employment. |
| | **4.3.3** literacy, numeracy and language needs are stated in the learner's ILP. |
| | **4.3.4** the ILP contains information about the learner's long-term and short-term learning goals. |
| | **4.3.5** the literacy, numeracy and ESOL learning objectives are written in the context of the learner's vocational or occupational goals. |
| | **4.3.6** learning goals are written in a way that the client understands and so that they can check their progress. |

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| **4.3** | **4.3.7** individual learning goals are SMART – learners know exactly what they have to do, know how they can demonstrate they have done it and by when. |
| **4.4** assessment is used to monitor progress and inform individual learners about how they are performing and how they might develop further. | **4.4.1** learners complete relevant, work-related, practical tasks on a regular basis and receive feedback on their performance and details of what they need to do next time to make it better still. |
| | **4.4.2** constructive comments on learners' literacy, numeracy and ESOL skills are included in the feedback for vocational and occupational tasks completed. |
| | **4.4.3** learners are involved in the review and updating of ILPs. |
| | **4.4.4** learners receive clear feedback against the assessment criteria that tells them how they could improve. |
| **4.5** achievements towards learning goals and qualifications are recorded and accredited. | **4.5.1** there are regular reviews of ILPs with learners and these record the achievement of learning goals. |
| | **4.5.2** progress and achievement in literacy, numeracy and ESOL are recorded and accredited. |
| | **4.5.3** any additional qualifications achieved are recorded. |
| | **4.5.4** all possible opportunities for evidencing and recording achievement are taken. |

| IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT AND PROGRESS ARE JUDGED BY THE EXTENT TO WHICH… | SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT MEANS… |
| --- | --- |
| **4.6** assessment information, including the analysis of the performance of different groups of learners, is used to guide course and programme development. | **4.6.1** programme delivery is adapted and changed using information obtained through the initial assessment process. |
| **4.7** assessment, verification and moderation procedures follow regulatory body requirements. | **4.7.1** clear verification and moderation procedures are used.<br><br>**4.7.2** external verification and moderation reports are positive.<br><br>**4.7.3** issues of concern are dealt with promptly. |
| **4.8** those with legitimate interest, such as employers or parents, are clearly and regularly informed about learners' progress. | **4.8.1** learner progress is reported to employers.<br><br>**4.8.2** the impact on the learner's employability is reported and monitored. |

## HOW TO ACHIEVE SUCCESS

Successful providers have in place systems that enable staff to conduct screening, initial assessment and diagnosis of learning needs in relation to learners' work ambitions. They allocate sufficient time for a comprehensive initial assessment process that will give teachers an accurate picture of the learner's needs.

Their staff are able to negotiate with learners and employers to produce learning goals that are meaningful, achievable in the allocated time and relevant to the work objectives of the learner. The staff regularly review learning and make changes to learning goals as required.

Feedback is important too. All involved should receive feedback that increases motivation and encourages further contributions.

There are moves to make tests available on demand and on-screen to improve access and provide a more motivating and rewarding experience for learners. A CD of practice on-screen tests, including the mini-tests that give a preliminary indication of which level to try, will soon be available via the Read Write Plus website, as well as being distributed with the test toolkit. This will include the review feedback for each test item.

## WHAT IS SUCCESS?

### Briefing sessions

*One provider runs a briefing session for learners on what is on offer. Information is given on the proposed content of the programme, what learners can expect to achieve by attending and how the programme is taught (small groups, one-to-one etc.). This is followed by an individual interview with each prospective learner to establish previous work and educational experience, any support needs and their personal ambitions. The result is a detailed assessment of skills, both those relating to work and those for literacy, numeracy and ESOL.*

*Examples of work-related learning goals include 'to improve my skills in writing supporting statements', 'to complete an accurate accident report form' and 'to read, understand and act on health and safety instructions'.*

### Making and tracking progress

*A provider working with unemployed clients uses checklists and tracking sheets to record each client's activities and progress. For example, for a planned jobsearch, this system checks that the client has taken part and has completed the full range of activities on offer. For literacy learning, it records the specific tasks the client has successfully completed.*

*Clients are also offered unit accreditation for basic skills or are offered the opportunity to sit for the national tests. They can work towards certificates in first aid, health and safety, and food hygiene, for example. The provider is developing a course to help clients access work in the health and social care sectors, since many clients have either informal experience of caring or have formal experience in another country.*

**Chandrika**

*Chandrika is a support worker for the Women's Health Centre based at Mile End Hospital. Chandrika says, 'I help doctors when patients come for terminations. I see them at the abortion clinic. I prepare the consulting room, check stock levels and check the scanning machine. I check patients' details on the computer.'*

*What are Chandrika's plans? 'I have a commitment to achieve NVQ at level 2 in Care. I want to expand from the role I am in now and become a nurse. At 12 years old I left school. I am now 45 years. I have tried some secretarial courses, but I wanted to do medical work. It's hard work coming back into learning. I need two more units at Level 2. I need more help with grammar and punctuation and I need more understanding of literacy. For example, I don't know when to end a paragraph. I needed much more help presenting myself. I was very nervous. Now I can present myself at meetings. I can do these things!'*

**Extracts of effective practice from OFSTED and ALI inspection reports**

> *'The review processes for Gateway to Work and ICT are very effective. Weekly reviews offer excellent opportunities for learners to discuss their progress and to consider their career aims and job prospects. At the first review, learners are given relevant targets to improve their employability. The second review is very effective in exploring what learners have achieved and what they need to work on. Both reviews are fully recorded and learners are given copies of the review documents. Learners value the opportunities that progress reviews give for discussing other issues privately.'*

'Trainers carry out progress reviews every six weeks. These are clearly recorded and appropriate actions are set for the achievement of skills tests. The learners sign the report and a copy is held in their personal file, to which they have access.'

'The initial assessment planning and review process is thorough and consists of several stages. All forms are laid out clearly and are easy to read. The first three-week stage provides information on different aspects of the training programme, education, work experience and personal development. Learners' basic skills are assessed. Learners are assessed on their educational experience, behaviour, personal development, work experience and past achievements. An individual learning programme is negotiated. Targets are reviewed at the end of the 10-week phase of the learning programme. Short- and long-term targets are reviewed and new targets are set. These are reviewed when learners leave. Learners contribute at each stage, and they fill in questionnaires to assess their own progress. Learners and project managers meet every 10 days for tutorials. Any additional personal difficulties are identified and joint decisions are made about involving other agencies.'

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# THE QUALITY OF EDUCATION AND TRAINING

5. How well do the programmes and courses meet the
   needs and interests of learners?

5

## 5. HOW WELL DO THE PROGRAMMES AND COURSES MEET THE NEEDS AND INTERESTS OF LEARNERS?

**Effective practice which secures continuous improvement is evidenced by:**

- the extent to which courses or programmes match learners' aspirations and potential, building on prior attainment and experience; and

- how far programmes or the curriculum meet external requirements and are responsive to local circumstances.

**Sources of evidence could include:**

- photographs or videos of clients involved in a range of activities;

- items produced as a result of client research activities;

- learner portfolios;

- case studies of clients;

- individual learning plans and/or individual training plans;

- documents showing the use of local labour market information;

- promotional literature and advice given to prospective learners on the literacy, numeracy and ESOL support available;

- action plans for encouraging participation in literacy, numeracy and ESOL learning; and

- records of communication and co-ordination among teachers.

| IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEARNERS NEEDS ARE MET IS JUDGED BY THE EXTENT TO WHICH… | SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT MEANS… |
|---|---|
| 5.1 learners have access to an appropriate range of courses or programmes and, where appropriate, achieve suitable qualifications. | 5.1.1 provision in literacy, numeracy and ESOL is designed and taught for a work-related or employability-related context. |
| | 5.1.2 learners gain national qualifications and other relevant qualifications that will enhance their employability. |

| IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEARNERS NEEDS ARE MET IS JUDGED BY THE EXTENT TO WHICH… | SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT MEANS… |
|---|---|
| **5.2** the curriculum or an individual programme of work is planned and managed effectively to provide coherence and progression. | **5.2.1** learners have access to a comprehensive training programme that will enable them to develop a range of skills to increase their employability and competence in the workplace. |
| **5.3** the curriculum or programmes of work are socially inclusive, ensuring equality of access and opportunities for learners. | **5.3.1** courses build on learners' strengths, knowledge and previous educational and work experience. |
| **5.4** learners have the opportunity to broaden their experience and enhance their personal development through a suitable variety of enrichment activities. | **5.4.1** learners have access to work experience, to volunteering, to research activities and to organising events that provide opportunities for them to use newly acquired skills, knowledge and understanding in a real work situation. |
| **5.5** programmes of work take account of community and employer needs. | **5.5.1** good links exist with local employers.<br><br>**5.5.2** learners are prepared to access local labour market vacancies and improve their performance at work. |
| **5.6** legal requirements in relation to religious education and collective worship are fulfilled where they apply. | **5.6.1** the faith needs of learners are provided for, including a room for prayer and reflection and an appropriate choice of food. |
| **5.7** multi-site provision and resources are effectively integrated to give a coherent programme of learning. | **5.7.1** all staff involved in supporting learners with literacy, numeracy and ESOL needs are kept informed of the individual's progress towards meeting their learning targets and of new targets set. This may include learning that takes place at work, in a programme centre or in the classroom. |

**HOW TO ACHIEVE SUCCESS**

Successful providers ensure that their programmes meet the needs and interests of learners by having:

- a detailed knowledge and understanding of the client group in terms of their skills and experience

- a detailed knowledge and understanding of the local labour market, employers' needs and any local mismatch between skills on offer and those required

- the ability to adapt learning programmes to changes in recruitment patterns of learners. Demographic changes and the arrival of new populations mean not only changes in the skills offered by local people but also changes in the type of support and guidance they will require

- programmes designed to meet the needs of employers and learners

- expertise in researching funding opportunities

- links with a wide range of partners

- the ability to identify the additional benefits to learners, outside the work benefits

- the ability to enable learners to identify the impact of the training in other areas of their lives, such as increased confidence, an improved relationship with their children, an increased use of local facilities or greater participation in society

- the skills to help employers identify the impact of the training on their employees, for example, increased motivation, ambition, progression and promotion and interest in further training

- systems in place for conducting regular programme reviews and evaluation involving all concerned partners.

All clients attending a BET programme should have access to, and take part in the jobsearch component of the programme, regardless of their identified level of basic skills.

Learning activities for all learners should reflect changes in conventions and terminology required by employers and in the community. This includes the development of a broad range of communication skills such as speaking and listening skills and the expansion of vocabulary appropriate for lifelong learning.

*Success in Adult Literacy, Numeracy and ESOL Provision* is published by the DfES on behalf of OFSTED and the ALI. The ALI and OFSTED guides aim to help inspectors and staff in colleges to evaluate standards and the quality of post-16 provision. The DfES guide identifies the seven key questions set out in the Common Inspection Framework and details what is expected of learning organisations where programmes of literacy, numeracy and ESOL are provided. The guides help learning institutions to:

- carry out an analysis of their organisation's strengths, weaknesses and opportunities

- devise an action plan.

## WHAT IS SUCCESS?



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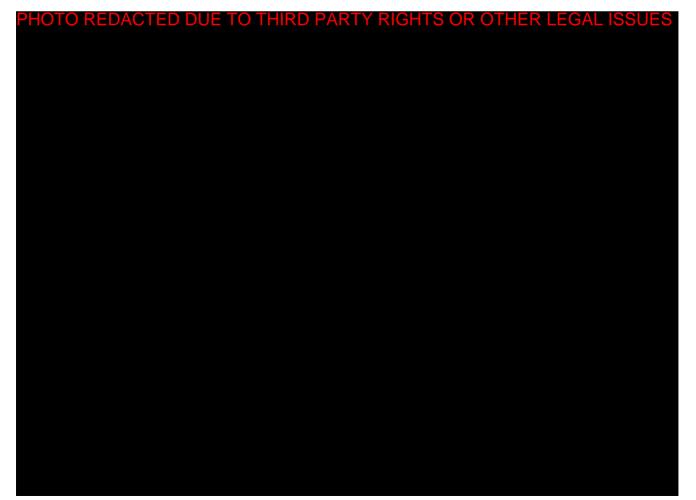
**Rehana**

*Rehana Yeasmin works full time as a infant nutrition link worker. How did Rehana find out about the communications course she is studying? Rehana says, 'The manager at the hospital gave me the information about courses to improve my communications skills. I want to improve my English speaking, writing and understanding. English is not my first language. You see, I work with Bangladeshi families with children with feeding problems. I work with children from birth to five years old. The health visitor refers to me mothers who need help with breast-feeding. I support them in the Child Health Clinic. I sometimes visit them at home. When I visit them I give them information on breast-feeding or I help them with weaning foods. I encourage them to give healthy family foods from one year to eight years.'*

Rehana adds, 'I do four clinics each week. I see up to 10 mothers, fathers or grandmothers. Some bring their daughters-in-law. I also run weighing sessions. I need to be able to speak about food and to demonstrate what foods they should give.'

What are Rehana's reasons for doing the course? 'I need to write reports,' says Rehana, and adds, 'I need to be able to do record writing and provide feedback to other professionals. I have a degree in my own Bangladeshi literature, but I need to write better and to practise speaking more confidently in English, especially when working with small groups. I would then be able to get a better kind of job if I had these skills.'

What has Rehana got from the course so far? 'During the six weeks I have been coming, I have been improving my grammar, verbs, tenses, spoken communication and spelling. I have had a communications skills assessment, and I will be taking the college certificate [mapped to the national literacy curriculum].'

**Further training**

Clients are encouraged to take up a range of locally available study and training, including distance learning such as **learndirect** and the Open University. One older learner is now attending an IT class at the local college and is working on an Open University course, as well as doing voluntary work in the grounds of the local hospital while applying for work.


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**Myrtle**

*'I am Myrtle Taylor and I am 50 years old. I worked for 28 years on the Walworth Road, making hats, all kinds and I made riding hats. It closed down and they made me redundant. It was the only job I ever had. I liked it. Leaving made me sad. I had to sign on. I did not need to read and write before, I did hand sewing and machining.*

*'I looked for six months for a job, but couldn't find a job sewing like the one I had. [Coming here] felt a bit funny at first. I was used to doing my work and now I have to go back to school.*

*'The teacher helps me with reading. I am really proud of my spelling. I can write simple letters now. I really want to go back to sewing – doing it for so long and knowing nothing else. Now I will have to work in a shop or a supermarket. It has been important coming back to learn. I enjoy it – it's made me learn a bit more. My goal is to be able to read, but spelling is my problem.'*


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**Elvina**

*Elvina works with district nurses and health visitors, and with the school nurse for half a day a week. Elvina says, 'I am hoping to do an NVQ in Care. This is my first step into education since leaving school. I am now 42 years old. I need grammar and punctuation. It takes a while to get into it, but I decided to try a new challenge. Social work is a big commitment and needs a lot of time for study. On this course we get a lot of homework. It is difficult with small children. I have to wait until they have gone to bed and then have a go at doing an essay. It feels really strange. It's a nice feeling. You feel like you have got time for yourself. You have time to make sense of it and to go through the sentences and go and ask your husband to help a bit. It has been a surprisingly good feeling.*

*I was a bit anxious about coming to the classes not knowing what to expect. I feel it will change my life, seeing I want to do an NVQ course. Getting it would boost my confidence and feel it would help me in the future. Having been out of the classroom all these years, better to do a short course to get my confidence back.'*

**Extracts of effective practice from OFSTED and ALI inspection reports**

*'Project managers skilfully find and set up work placements. Employers receive a detailed information pack about [the provider], its clients and support systems. The employer, project manager and learner discuss the range of skills and activities that the learners can take. Many employers provide detailed induction programmes. Some draw up a learning plan for learners. Employers are supportive and help learners to achieve their individual goals.'*

*'The jobsearch training is effective in helping clients to improve their employment prospects. Jobsearch staff have good knowledge of the local labour market and a sound understanding of the barriers to employment encountered by their clients. They provide a welcoming atmosphere where clients feel comfortable and confident to work. Some jobsearch leaders are good role models for older clients.'*

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# THE QUALITY OF EDUCATION AND TRAINING

6. How well are learners guided and supported?

6

## 6. HOW WELL ARE LEARNERS GUIDED AND SUPPORTED?

**Effective practice which secures continuous improvement is evidenced by:**

- the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes and career progression;

- the diagnosis of, and provision for individual learning needs; and

- the access learners have to relevant, effective support on personal issues.


**Sources of evidence could include:**

- the quality and accessibility of information, advice and guidance (IAG) to learners in relation to courses and programmes and career progression;

- the diagnosis of, and provision for individual learning needs;

- the access learners have to relevant, effective support on personal issues;

- lists and records of support activities;

- individual learning plans and records of the diagnosis of learning needs;

- timetables and records of additional learning support activities;

- the induction pack;

- learners' files;

- staff records and minutes of staff meetings at which induction and client support was discussed;

- plans relating to the support systems and procedures;

- records of the procedures for managing learners' attendance, punctuality and performance;

- promotional literature;

- careers advice and guidance materials; and

- records of induction programmes.

| IN THE COMMON INSPECTION FRAMEWORK THE QUALITY OF I.A.G. IS JUDGED BY THE EXTENT TO WHICH… | SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT MEANS… |
|---|---|
| **6.1** support arrangements are planned and managed coherently. | **6.1.1** a comprehensive and effective set of support systems for learners or clients that includes procedures for: <br><br> – welcoming learners <br><br> – explaining the recruitment process <br><br> – finding out exactly what learners' training needs are <br><br> – giving learners information about what they can expect from the training programme and where it can lead them <br><br> – using interpreters where required. <br><br> **6.1.2** staff are properly trained and have relevant and appropriate skills and knowledge to support learners and clients. <br><br> **6.1.3** the organisation is part of local networks and partnerships. <br><br> **6.1.4** support systems are evaluated in course and programme reviews. |
| **6.2** impartial guidance enables learners to choose the course or programme which is right for them. | **6.2.1** providing IAG that helps learners choose a relevant and realistic course that will help them to achieve their employment goals. <br><br> **6.2.2** learner recruitment takes into consideration prior education and work experience gained in the country of origin of bilingual learners. |

| IN THE COMMON INSPECTION FRAMEWORK THE QUALITY OF I.A.G. IS JUDGED BY THE EXTENT TO WHICH… | | SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT MEANS… | |
|---|---|---|---|
| **6.3** | careers education and guidance are effective in guiding learners towards opportunities available to them when they have completed their studies or training. | **6.3.1** | giving learners IAG about further training and educational opportunities that will help them to develop literacy, numeracy and language skills and help them achieve their employment goals. |
| **6.4** | procedures are in place for recognising poor punctuality, non-attendance and poor performance early and for taking appropriate action. | **6.4.1** | maintaining registers and record-keeping systems to support trainers in identifying possible support needs of clients. |
| **6.5** | induction programmes enable learners to settle into their programmes quickly, to understand their rights and responsibilities and the demands of the course or programme. | **6.5.1** | providing learners with an induction programme that offers them:<br><br>– a good understanding of equal opportunities<br><br>– knowledge and understanding of health and safety issues<br><br>– an understanding of what they can expect to gain from the programme<br><br>– an appreciation of their rights and responsibilities while attending the course. |
| | | **6.5.2** | using the induction programme to put clients at ease and give them basic information about the training provider and the training programme. |
| **6.6** | individual learning needs are accurately diagnosed and learners receive effective additional support throughout their studies or training. | **6.6.1** | keeping careful records and acting on any additional support identified, for example, dyslexia. |

| IN THE COMMON INSPECTION FRAMEWORK THE QUALITY OF I.A.G. IS JUDGED BY THE EXTENT TO WHICH… | SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT MEANS… |
|---|---|
| **6.7** learners have effective personal support to help them complete their course or programme, including access to specialist support services. | **6.7.1** maintaining a list of specialist support services that can be contacted to refer learners to, in order to give them access to specialist support for problems such as medical, housing, childcare etc. or where counselling is required. |
| **6.8** guidance and support are sensitive to equality of opportunity. | **6.8.1** planning for the diversity of learner needs, including language, disability, culture, ethnicity, sexual orientation, gender and religion. |
| **6.9** partnerships with other providers and relevant agencies involved in advice and guidance are effective. | **6.9.1** IAG activities are timetabled into the learners' programmes.<br><br>**6.9.2** IAG is provided by qualified and experienced staff. |

**HOW TO ACHIEVE SUCCESS**

Successful providers ensure that the support and guidance they offer learners is effective by having:

- a detailed knowledge and understanding of the client group in terms of their skills and experience
- a detailed knowledge and understanding of the local labour market, employers' needs and any local mismatch between skills on offer and those required
- the ability to adapt learning programmes to changes in recruitment patterns of learners. Demographic changes and the arrival of new populations mean not only changes in the skills offered by local people but also changes in the type of support and guidance they will require
- membership of local IAG partnerships and the ability to call upon experts to provide appropriate careers advice and guidance
- a resource bank of local specialist organisations to which learners can be referred for specific support such as counselling, benefits advice, help with immigration issues, drug and alcohol abuse support, housing advice etc.
- policies on supporting learners requiring help with childcare and travel

- a regular programme of learner tutorials and reviews

- good links with the human resources departments of the companies they work with

- the skills to negotiate with employers to deliver the training in paid time.

The environment in which support is offered is also important. There should be private spaces available for offering confidential interviews.

For learners whose first language is not English, information leaflets should be available in a range of community languages, and an interpretation service should be available. Staff need to be knowledgeable about qualification equivalences from the countries of origin of their client group, and able to relate these to the National Qualifications Framework.

Good providers ensure that staff have counselling qualifications and training and/or qualifications in IAG in addition to their basic skills teaching qualifications and experience.

> **The DfES has produced two resource packs for learners with specific needs.** *Basic Skills for Adults with Learning Difficulties or Disabilities* **is on CD, and it aims to support staff development in this area.** *Working with Refugees and Asylum Seekers: Support materials for ESOL providers* **provides information and training materials for all organisations and teachers offering ESOL provision to refugees and asylum seekers in the post-compulsory education sector. A downloadable pdf version is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/teachingandlearning).**

## WHAT IS SUCCESS?

### Focused support

*The trainers at one successful provider phone clients when they are absent to check that they are all right or whether they need any support. If the support that is needed falls outside their remit, trainers refer learners to appropriate agencies. A client who was noticeably uncomfortable in a Gateway to Work group had an opportunity to explain his difficulties at his first review. Being able to explain his problem to the reviewer gave him the chance to express his feelings. Various constructive suggestions were made to the client, including the possibility of seeking help through counselling, which he did. On his last day on Gateway to Work, he gave staff flowers and a thank-you card to express his appreciation for their encouragement and support.*

### Eva

*Eva works with district nurses and health visitors and the school nurse for half a day a week. She hopes to do an NVQ in care. Eva told us, 'This is my first step into education since leaving school. I am now 42 years old. I need grammar and punctuation. It takes a while to get into it but I decided to try*

*a new challenge. Social work is a big commitment and needs a lot of time for study. On this course we get a lot of homework.'*

*How is she managing? 'It is difficult with small children – I have to wait until they have gone to bed and then have a go at doing an essay. It feels really strange. It's a nice feeling. You feel like you have got time for yourself. You have time to make sense of it and to go through the sentences and go and ask your husband to help a bit. It has been a surprisingly good feeling. I was a bit anxious about coming to the classes, not knowing what to expect.'*

*What about the future? 'I feel it will change my life,' says Eva. 'I want to do an NVQ course – getting that would boost my confidence. I feel it would help me in the future. Having been out of the classroom all these years, better to do a short course to get my confidence back.'*

**Induction packs**

*Clients are given a clearly presented induction pack, which has been designed to take into consideration the basic skills needs of clients. The pack includes:*

- *information about the course*
- *information about absence and attendance*
- *information on health and safety*
- *an equal opportunities statement*
- *a complaints procedure*
- *a statement on supporting clients with disabilities*
- *information on travel expenses*
- *a statement about behaviour*
- *a statement signed by the learner stating their understanding and agreement to abide by the regulations.*

**Jenny**

*Jenny is a basic skills teacher. She has attained the City and Guilds qualification and has the Read America qualification. She is now studying for stage 3 of the Advanced Certificate of Education. She has been a paid teacher for a year and a half, and before that was a volunteer.*

*Jenny says, 'From my experience, people come to basic skills when they come up against an obstacle and can't do something. It may be within a job or with their children. To learn what they want, they realise they are going to need to get help. Some people come that can only read three-letter words, like 'cat'. Some are reading quite well and are progressing towards the test at Level 1. Sometimes beginners when they have the test do not realise how much they can do. The Skills for Life materials have been slow in coming through, but we are benefiting from using them now.'*

**June**

*At 52 years old, June Strachan has recently entered learning. June says, 'I have been coming to [this provider] for six years part time. I went back on [benefits] and they told me about [the provider]. I knew that to get a good job, a job with a lot of money, I would not be able to unless I could read and write better.*

*What has June learned? 'Before, I could not use a computer. Now I can make out a shopping list. Before I was down and out. Not being able to read put me downhill. I have never worked. Now my teacher Jenny helps me with computers and with using words, she breaks them down in bits. Now I can do this for myself.'*

**Extracts of effective practice from OFSTED and ALI inspection reports**

*'The induction gives clients detailed information on what they can expect to achieve and an individual learning plan is agreed at the end of the induction process. Clients are given good careers guidance. The interview is thorough and focuses on the clients' short- and long-term employment goals. It provides the clients with a comprehensive range of relevant and up-to-date brochures and information leaflets. Clients are encouraged to identify their existing skills and abilities and explore how to match the requirements of particular jobs. The guidance worker and the client discuss suitable study and training opportunities. The discussion covers the range of education and training providers, the financial commitments from the client and the support which may be needed.'*

*'[The provider] provides foundation clients with a good induction programme. Induction materials are clearly presented and easily understood by clients with basic skills needs. At induction, staff quickly put clients at ease and help them to gain confidence. They constantly reinforce health and safety and equal opportunities. Staff have a good understanding of the barriers to learning and employment that their clients commonly face. Many staff have been unemployed themselves. Induction sessions are memorable and clients are actively involved in the induction process.'*

*'Each learner has a project worker who is based at one of the training centres. Learners can contact their project manager by mobile phone at any time. Project managers help learners with personal issues. They also go with learners to the health clinics or dentist. They design and teach the personal development programme. Project managers have good working relationships with a range of staff at agencies that deal with drug abuse, homelessness, alcoholism and pregnancy as well as local youth offending teams. Learners are motivated and the training programme improves their self-esteem.'*

*'Tutors give excellent pastoral support. Experienced tutors have a very good understanding of their clients' difficulties and clients are helped to explore and overcome their personal*

*difficulties and barriers to learning with sensitivity. Staff use their excellent knowledge, their expertise of working with external agencies and informal networks of local contacts to actively help clients. Good arrangements have been made for clients' private problems to be discussed.'*

*'A comprehensive initial assessment and interview process determines learners' additional support and learning needs. There is clear evidence of learners' improvement and development, including the significant and continuing improvement of descriptive notes on job cards. Off-the-job training in background knowledge is carried out in the training centre and trainers offer learners good support and guidance. Broader skills are developed during off-the-job training and learners are encouraged not only to work independently, but also to help one another. Progress reviews are comprehensive with previous targets reviewed and new targets set. In addition to review visits, learners are assessed every three to four weeks. Many learners are offered additional qualifications such as first aid, drugs awareness, abrasive wheels and manual handling.'*

*'Learners have a wide range of good support. Thorough initial assessment clearly identifies learner's individual needs. Staff are well qualified to teach the target qualifications and also have expertise in sensitive support for learners who have additional needs. Work placements are well matched to individual learners to ensure maximum benefit. Training advisors have strong, effective links with employers and have no difficulty in gaining access for assessment or progress reviews. Employers support learners who have additional social and learning needs by integrating them into the work teams and they are treated with respect and care. Each employer is carefully checked to ensure that the skills offered are appropriate to the learners' needs. In most training centres, learners who have additional learning needs attend the centre each week and are given support in literacy and numeracy. The sessions are well attended. Other learners are given individual help in the workplace. Many learners have little or no knowledge of money management and at one training centre there is a strong link with a local building society to offer money management workshops. There is also an agreement that learners can open a bank account on production of a letter from the training centre, eliminating barriers that are normally associated with such an activity.'*

*'One new learner was so timid and lacking in confidence that she sat with her face to the wall while children were playing around her. She could hardly talk to the assessor and had great difficulty with reading and writing. She did a large part of her level 2 NVQ through observation and oral questioning. Her assessor and employer recognised that she would need help with her reading and writing if she was to go on to level 3. They both gave her specific support to develop these skills, and she is now progressing well with her level 3. She is now a confident member of staff, able to contribute fully to staff meetings.'*

# LEADERSHIP AND MANAGEMENT

7. How effective are leadership and management
in raising achievement and supporting all learners?

7

# 7. HOW EFFECTIVE ARE LEADERSHIP AND MANAGEMENT IN RAISING ACHIEVEMENT AND SUPPORTING ALL LEARNERS?

**Effective practice which secures continuous improvement is evidenced by:**

- how well leaders and managers set a clear direction leading to high-quality education and training;

- how effectively, through quality assurance and self-assessment, performance is monitored and evaluated and how effectively steps are taken to secure improvement;

- how well equality of opportunity is promoted and discrimination tackled, so that all learners achieve their potential;

- where relevant, the extent to which governors or other supervisory boards meet their responsibilities; and

- how effectively and efficiently resources are deployed to achieve value for money.

**Supporting evidence could include:**

- interviews with staff and managers;

- policy and strategy documents;

- visits to subcontractors and copies of agreements with subcontractors;

- business plans;

- systems for setting and monitoring staff targets;

- staff development plans and activities, including those in equal opportunities;

- quality assurance procedures and arrangements;

- action plans;

- management information systems;

- trainee progress-tracking systems;

- agendas and minutes of meetings;

- procedures for harassment, complaints and appeals;

- records of complaints and appeals;

- analysis of the cost of training; and

- interviews with learners.

| IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH… | SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT MEANS… |
|---|---|
| **7.1** clear direction is given through strategic objectives, targets and values that are fully understood by staff, including subcontractors and work placement providers. | **7.1.1** ensuring that there is a clear policy statement on providing literacy, numeracy and ESOL support for all learners in the context of their increasing their employability, enabling them to obtain employment or developing their skills while at work. |
| | **7.1.2** identifying a senior manager with responsibility for embedding and delivering literacy, numeracy and ESOL support in the training programmes across the organisation. |
| | **7.1.3** producing a strategic plan that includes objectives to provide literacy, numeracy and ESOL training and support in a work-related context. |
| | **7.1.4** ensuring procedures are in place to help learners develop their identified literacy, numeracy and ESOL needs in a work-related context. |
| | **7.1.5** ensuring these procedures are understood and implemented by managers, staff and, where applicable, by subcontractors, employers and other external agencies. |
| **7.2** demanding targets for retention, achievement, progression and employment are set and met. | **7.2.1** ensuring that managers use all records of the progress and attendance of learners with literacy, numeracy or ESOL needs to inform target-setting and action-planning. |

| IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH… | SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT MEANS… |
|---|---|
| **7.2** | **7.2.2** ensuring that record-keeping is consistent across the different aspects of the programme, for example, classroom sessions, work placements, jobsearch sessions, visits to employers and interviews etc. |
| **7.3** the quality assurance arrangements are systematic and informed by the views of all interested parties. | **7.3.1** ensuring that a comprehensive and effective set of quality assurance arrangements is in place to identify and meet the literacy, numeracy and ESOL needs of learners, including knowing the data that are required, and having management information systems in place to collect and report on data. |
| | **7.3.2** ensuring that staff are aware of the importance of quality data for analysing performance. |
| | **7.3.3** using local information and data to review performance and monitor local provision. |
| | **7.3.4** obtaining feedback from learners, employers, work placements and other partners on the participation, progress and performance of learners. |
| | **7.3.5** evaluating the effectiveness of the literacy, numeracy and ESOL support in raising learners' levels of literacy, numeracy and ESOL and helping them to achieve their main learning goal and to obtain employment or promotion. |
| | **7.3.6** using this information to improve literacy, numeracy and ESOL teaching in the work-related context. |

| IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH… | SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT MEANS… |
| --- | --- |
| **7.4** rigorous self-assessment leads to identified priorities and challenging targets for improvement. | **7.4.1** making judgements about the effectiveness of literacy, numeracy and ESOL teaching for learners with identified needs. |
| | **7.4.2** taking appropriate action to improve provision where necessary. |
| | **7.4.3** involving employers and information, advice and guidance services and other partners in the self-assessment process. |
| | **7.4.4** setting organisational service standards for work with employers. |
| **7.5** priorities are supported through responsible financial management. | **7.5.1** using all available sources of funding to provide effective literacy, numeracy and ESOL support for learners on work-related programmes, including funds for workforce development. |
| **7.6** staff understand and are fully involved in the organisation's quality assurance arrangements. | **7.6.1** ensuring that staff understand the quality criteria against which literacy, numeracy and ESOL provision will be evaluated and that they know how to demonstrate that these criteria have been met. |
| | **7.6.2** establishing a quality framework that makes clear what is to be monitored, when and by whom. |
| | **7.6.3** requiring staff to participate in observations of learning sessions focusing on literacy, numeracy and ESOL needs in the workplace. |

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|---|---|
| **7.6** | **7.6.4** include in job descriptions the key quality tasks that individuals are expected to engage with in work-related teaching. |
| | **7.6.5** establishing and keeping to an annual timetable for review and quality assessment. |
| **7.7** the information needs of managers and other staff are met and management information is used effectively to the benefit of learners. | **7.7.1** ensuring that managers and literacy, numeracy and ESOL teachers and support staff have access to accurate and current management information. |
| | **7.7.2** using management information to improve learners' programmes. |
| **7.8** performance management, staff appraisal and review are effective in improving the quality of provision. | **7.8.1** ensuring that staff appraisal, review and development processes support staff in meeting the national standards for teaching and link to the literacy and numeracy core curricula. |
| | **7.8.2** using appraisal, review and development processes to encourage all staff in the organisation to receive training and development in basic skills awareness, teaching and support. |
| | **7.8.3** encouraging and enabling staff to keep up to date with local and national developments and to take part in appropriate professional development programmes, especially those concerned with workforce development and embedding basic skills. |

| IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH… | SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT MEANS… |
|---|---|
| **7.9** there are explicit aims, values and strategies for promoting equality for all, and these are reflected in the provider's work. | **7.9.1** implementing a clear policy on equality of opportunity that meets statutory requirements and that is regularly reviewed and updated. |
| | **7.9.2** promoting literacy, numeracy and ESOL support to under-represented groups or individuals who have previously had difficulty in gaining access to appropriate support, and enabling them to participate. |
| | **7.9.3** identifying and acting on equality gaps by rigorous and open monitoring of learner and staff performance and experience. |
| | **7.9.4** developing links with minority ethnic businesses. |
| | **7.9.5** raising the awareness of the skills and experience of learners with local businesses and employers. |
| | **7.9.6** participating in local initiatives, for example, with primary care trusts or local authorities, that focus on the recruitment of local people into public services. |
| | **7.9.7** designing and delivering customised pre-employment courses for local businesses. |
| **7.10** governors or other supervisory boards effectively oversee the provider's strategic direction, and regularly monitor the quality of provision and their own performance. | **7.10.1** informing members of supervisory boards or steering groups about developments in local and national literacy, numeracy and ESOL initiatives so that they can support the implementation of an appropriate strategic direction. |

| IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH… | SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT MEANS… |
|---|---|
| **7.11** there are effective procedures for dealing with appeals and complaints. | **7.11.1** ensuring that appeals and complaints procedures are accessible to all learners. |
| | **7.11.2** using complaints as valuable learner feedback and to inform improvement planning. |
| | **7.11.3** effectively protecting learners who receive additional support from harassment and bullying. |
| **7.12** efficient and effective use is made of resources. | **7.12.1** effectively resourcing literacy, numeracy and ESOL teaching to support learner achievement in a work-related context. |
| | **7.12.2** identifying a designated budget or budgets to support the teaching of literacy, numeracy and ESOL. |
| | **7.12.3** using the self-assessment process to evaluate the use of resources, the impact on achievement and the local labour market and value for money. |
| **7.13** the 'best value' principles of comparison, challenges, consultation and competition are applied in securing resources and services. | **7.13.1** identifying employer contributions to training programmes. |
| | **7.13.2** reviewing on a regular basis resource inputs against literacy, numeracy and ESOL learner outcomes. |
| | **7.13.3** identifying the most and least efficient and effective areas of practice and using this to inform future planning. |
| | **7.13.4** being aware of sharing effective and efficient practice. |

## HOW TO ACHIEVE SUCCESS

This question addresses how well literacy, numeracy and ESOL support for learners across the organisation's provision is strategically planned, resourced, led and managed. Successful providers implement effective arrangements to assure the quality of their literacy, numeracy and ESOL support and they promote equality of opportunity to learners who require literacy, numeracy and ESOL support. Their leaders and managers set a clear direction leading to high-quality education and training, and performance is monitored effectively, through quality assurance and self-assessment procedures. Action plans are prepared in response to weaker areas, and steps are taken promptly to secure improvements.

Good providers are also aware that equality of opportunity must be promoted in a way that helps all learners to achieve their potential. Where relevant, governors or other supervisory boards meet their responsibilities actively and in full. They are also closely involved in ensuring that resources are deployed effectively and efficiently to achieve value for money.

Managers need to develop good local labour market knowledge and have good links with local employers. This will require taking part in local regeneration networks, partnerships and initiatives. The organisation must have a commitment to training in a work-related context and to developing literacy, numeracy and language skills within this context. It will need to develop a work ethos that is sufficiently adaptable and flexible to meet local employer needs and requirements.

Managers need to take a lead in appointing qualified and experienced staff who have the skills and ability to deliver training programmes that meet the needs of learners and employers. Managers should develop procedures that support staff training and development and allocate time for course development. Managers will also need to establish effective partnerships to attract funding to deliver imaginative and effective training programmes to the benefit of local people and employers. These partnerships should involve staff in meetings of the local employer network.

> *Managing Success: A study of the management systems and styles that promote the successful teaching of literacy and numeracy to adults* **was undertaken on commission by the Association of Colleges and is now available. The study identifies effective practice in further education and sixth form colleges in leading and managing provision. It has been designed to help staff in these institutions to review their current systems and structures, in the light of other's experiences, for leading and managing the delivery of literacy and numeracy provision.**

The much-awaited *Skills for Life Leadership and Management* programme was recently announced by the Learning and Skills Council. The three-part programme will provide:

- **a professional training and development programme for leaders and managers**

- **management and further development of the quality initiative facilitator network**

- **staff and organisational development materials.**

## WHAT IS SUCCESS?

### Working together

*At one provider, basic skills staff work closely with vocational staff and learn about the vocational requirements and qualifications taken by learners, so that they can teach the literacy and numeracy elements with relevant emphasis. Conversely, vocational staff are given basic skills awareness training. There is good sharing of information among staff. They help each other with resources, the sharing of knowledge and application of skills.*

### Monitoring progress

*Administrators carefully monitor learners' starts, leaving dates and outcomes. This information includes data on learners' progress in basic skills. They produce reports on retention and achievement rates and on early leavers. These are given to curriculum managers, who can plan and take the necessary action with the support of the staff team to ensure that improvements are made. The provider also holds regular meetings with Jobcentre Plus staff to review the quality of its training. The outcomes of the meetings are used to draw up a joint action plan.*

### Extracts of effective practice from OFSTED and ALI inspection reports

*'[The provider] has good links with national and local organisations working with under-represented groups, including those working with asylum-seekers and refugees. [It] also has links with more than 60 other community bodies. These include housing associations and hostels, groups offering specialist advice and Christian organisations. [The provider] uses funding from a wide variety of sources including ESF as well as Government and council grants. This allows it to fund training for refugees and other people who are not eligible for support from Jobcentre Plus.'*

*'[The provider] has a clearly written contract that all employers and work-placement providers must sign. The contract requires them to have an equal opportunities policy.'*

*'[The provider] has comprehensive data management systems to record learners' records, calculate retention and achievement rates and monitor budgets. The learners' record database records learners' background, initial assessment, progress information and responses to questionnaires. It can produce a wide range of reports for monitoring purposes.'*

'Business planning is good and staff are fully involved. The business plan is well structured at corporate level and leads to an operational plan, which has clearly identified measurable targets, timescales and responsibilities. Minimum standards are set. Key areas for development are well defined.'

'The company links extensively and effectively with partner organisations for the benefit of clients. The company leads a county-wide information, advice and guidance partnership for adults with 193 members. Additionally, the company co-ordinates the [local] New Deal Gateway partnership, which offers most of the Gateway Services and New Deal provision across the county. The basic skills assessment centre is a member of the [local] New Deal Gateway partnership and staff from Jobcentre Plus attend meetings on a regular basis.'

'[The provider] works hard with partners to encourage effective collaboration which will benefit clients. For example, there is a comprehensive directory for clients showing all regional training providers of support and training. These directories are distributed widely and updated regularly. [The provider] has diversified considerably over the past six years and uses the services from its other divisions to benefit clients. For example, staff in the careers service regularly meet with Gateway to Work and jobsearch staff to ensure a continuity of service. The company's recruitment agency also works with jobsearch staff to find employment for clients. Local employers give talks, hold mock interviews and offer work-placement opportunities for clients.'
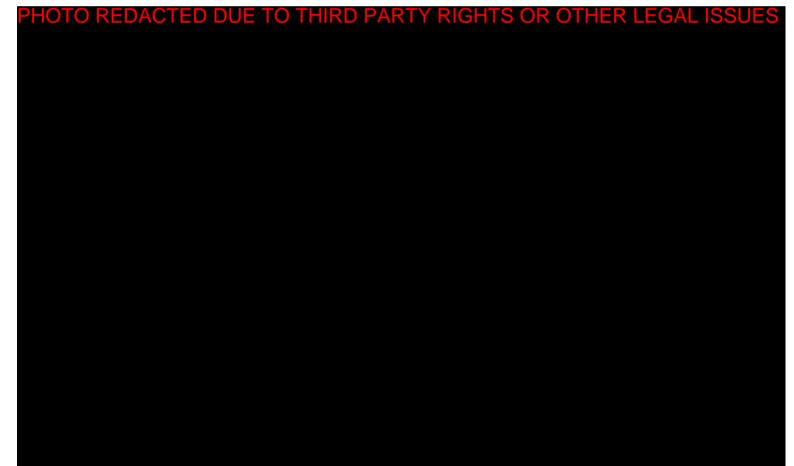
'There is particularly good internal communication between the company's staff. Regular use is made of informal methods of communication as the most appropriate way to update staff across a wide geographical area. Formal meetings are scheduled for centre co-ordinators, centre teams and for staff working on Gateway to Work and jobsearch programmes. Staff attend a wide cross-section of meetings. Managers work hard to ensure that outcomes from senior management meetings are shared at all the company's meetings. Meetings are used to share information and good practice. At an annual conference, all staff can discuss the company's performance and business objectives. Agendas are precise and the minutes of meetings are circulated widely.'

'[The provider] manages its resources efficiently. There is thorough monitoring of financial, staffing, accommodation and IT resources at senior management and board meetings. Gateway to Work and jobsearch staff work on both training programmes and there are plans to further develop the adult training. Additional resources are used flexibly between training centres to improve the learning environment, and to meet changes in demand and individual client's needs. For example, the company gained additional funding to purchase laptop computers. The company reviews public transport routes and travel expenses for clients when planning its training.'

'Managers have developed effective relationships with essential referral agencies in the community. [The provider] is aware of the significance of such relationships to the success of their programmes and to maintaining learners on programmes. Quick response to needs is important for this client group and CTS is recognised by support agencies as being sensitive to diverse needs. [The provider] is the leading training provider in a local partnership which is co-funded by the LSC and ESF to offer an optional, enhanced Life Skills programme. The funding allows residential visits, more staff training, support for the mentors and an independent living centre.'

'Staff work with individual learners to ensure potential barriers to success are removed. A wide range of support is offered by staff and through referral to outside agencies. There are good facilities for individual confidential support and advice and a range of support contact information. Specialist help can be quickly obtained through a wide and effective network of referral agencies. '[The provider] has recently employed a full-time mentor to support learners on the City Stewardship 2 programme, but help is available for any learner who needs it.'

SYTG™s directors are approachable, and extremely consultative in their management style. Both share offices with other members of staff, and both are closely involved in day-to-day operations, such as providing support to individual learners, monitoring the quality of learning sessions, and liaising with employers. Their emphasis of putting the learners at the centre of the learning process is well communicated to, and shared by, the other members of staff. Company employees feel that they are consulted and informed. They are able to cite instances where they have suggested improvements to some aspect of training and it has been subsequently implemented. They are well supported by the directors, through the annual appraisal system, which allows them to explore their performance and discuss their training needs, and through regular informal discussions about their progress and professional development. Communication in the company is good. There are formal staff meetings once every two months, during which a range of issues related to training and the progress of learners are discussed. These meetings are adequately recorded. In addition, there is highly effective informal communication. The close working relationships between staff, and the compact size and layout of the training premises, allow for the ready sharing of tasks, problems and ideas.

*'[The] staff are welcoming and highly inclusive in their approach to learners. Learners come from a very diverse range of racial and religious backgrounds. [The] directors collect equal opportunities data and analyse it. They have a very good understanding of the composition of their learner group. Approximately one-third of learners are asylum seekers or refugees, most of whom speak little or no English, and who face considerable difficulty in adjusting to life in the UK. One-quarter of [the] learners have severe to moderate learning difficulties, and over 15 per cent are ex-offenders or are currently being processed through the judicial system. The company's ethos is welcoming and highly inclusive, and no one is turned away unless the company lacks the physical space to offer them a place. One of the directors uses the Internet to research the different backgrounds of learners, to improve his understanding of their experience and their cultural expectations. New learners whose first language is not English are helped to communicate either by a translator from the social services department or by other learners who share the same language. This provides a good start to their training. Learners speak highly of the welcome they are given, and value the staff's understanding and respect for diversity.'*

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# THE WORK-BASED AND WORK-RELATED LEARNING CONTEXT

## What *Skills for Life* provision in a work-based or work-related context should include

An adult learning in literacy, numeracy and ESOL in a a work-based or work-related context will be underpinned by:

- the national standards for literacy and numeracy at Entry Level, Level 1 and Level 2

- the core curricula for literacy, numeracy and ESOL, with a curriculum framework for learners with learning difficulties and/or disabilities

- a common screening tool

- a common approach to initial assessment

- diagnostic assessment

- appropriate learning materials.

## What an adult learner can expect

An adult learner receiving tuition in literacy, numeracy and ESOL in a a work-based or work-related context should expect:

- good advice on how to improve their skills

- a report resulting from their diagnostic assessment

- an individual learning plan

- a programme of learning relating to the national standards and matching their aims and aspirations

- full involvement in planning and reviewing their learning

- feedback and support on their progress

- flexible forms of learning which suit their needs and preferences

- a range of opportunities to acquire non-externally accredited achievements as a springboard to nationally recognised qualifications

- expert and impartial advice on progression routes to other education, training or employment opportunities.

# What a learning organisation in a work-based or work-related context should provide

All providers of literacy, numeracy and ESOL in a a work-based or work-related context must:

- prepare and undertake an annual self-assessment that informs their plans to address weaknesses and secure continuous improvement

- monitor, recognise and record all learner progress through non-externally accredited achievement as well as through national qualifications

- raise the level of competence of all teachers of literacy, numeracy and ESOl by offering opportunities for continuing professional development and access to programmes of training that lead to nationally recognised qualifications.

The Adult Basic Skills Strategy Unit is committed to ensuring that all learners seeking to improve their skills have access to high quality materials and support in literacy, numeracy and ESOL irrespective of past experience, skill level or learning context.

# Help for providers preparing for inspection

**HOW TO PREPARE FOR ASSESSMENT AND INSPECTION**

Providers preparing for inspection should be in the process of reviewing their performance, identifying their strengths and weaknesses and examining whether they are responding effectively to learners' and local labour market needs. Inspection itself is a fundamental part of this quality improvement process. Its function is to:

- give an independent, public account of the quality of education and training, the standards achieved and the efficiency with which resources are managed

- help bring about improvement by identifying strengths and weaknesses and highlighting good and poor practice

- keep the Secretary of State for Education and Skills, the LSC and Jobcentre Plus informed about the quality and standards of education and training.

Continuous improvement can be evidenced by the following:

- the quality and rigour of the self-assessment process and report

- records of site visits where learning takes place. This will include work placements, employers' premises, libraries or other places that learners attend

- records of teaching and learning observations, induction sessions, recruitment and initial assessment interviews, advice and guidance sessions, careers interviews and progress review meetings with learners

- records of observations of learners in their place of work, on work placement or out on a visit

- interviews with learners, trainers and other relevant staff, employers, advice and guidance workers and staff in other organisations who provide support to learners, for example, interpreters, personal advisors, counsellors, benefits advisors, youth offending workers etc.

- interviews with previous learners, ex-employers and other relevant people in focus groups

- documents, records and data, including learner portfolios and files, ILPs, course files containing schemes of work and lesson plans, internal and external verifier reports, staff records and case studies

- teaching and learning materials.

Self-assessment needs:

- to involve all those who contribute to the learner's programme, including employers, advice workers, personal advisors, trainers and support workers

- to involve the learners

- preparation and time to collect and sift the evidence

- agreement about the key evidence to use, for example, learner recruitment data, or retention and achievement outcomes

- to focus on strengths and areas for improvement

- to recognise the progress that has been made

- a willingness to be self-critical

- to decide a grade: outstanding, good, satisfactory, poor or very poor

- to be verified to ensure that it is accurate, consistent and reliable

- to result in an action plan which delivers improvement.

The self-assessment report should include:

- background information about the provider

- information on the local labour market and why the provider is engaged in the training activity

- a summary of progress since the last self-assessment

- a summary of key strengths and areas for improvement

- a summary of retention and achievement rates, with year-on-year comparisons

- an assessment of particular strengths and areas for improvement against the seven questions of the Common Inspection Framework
- a clear statement of the evidence used
- a SMART improvement action plan, including training and development needs.

### ASSEMBLING THE EVIDENCE

The Common Inspection Framework and the information that is set beside it in the tables used in this Guide should be used to prompt self-assessment judgements. It is important that judgements are supported by evidence.

Continuous quality improvement can be evidenced by the following:

- the verified recruitment, retention and achievement data for the year
- trends in recruitment, retention and achievement rates and progress against targets
- ILPs and the outcome of any formal ILP progress reviews
- additional support outcomes, including the speed of referrals and the progress and outcomes for learners receiving support
- moderator and external verifier reports
- learner feedback, including the results of learner satisfaction surveys and focus groups
- staff qualifications and training records
- a list of employers and other agencies that learners have contact with
- employer feedback and feedback from guidance services and other agencies
- the previous self-assessment report and progress against the action plan it contains.

### TIPS FOR SELF-ASSESSMENT

- Self-assessment is about honesty and ownership: you are responsible for the judgements you make and responsible for doing something about them.
- Avoid 'good' when describing your strengths: always aim for the specific, for example, '39% of New Deal 18–24 learners go into jobs' rather than 'Progression for New Deal 18–24 learners is good'.
- Be clear about how you arrived at your judgements. For example, if you think guidance processes are effective, be clear about what makes them effective, for example, 'All bilingual learners are referred to a bilingual advice service'– and have evidence of this.
- Areas for improvement also need to be specific – if it's not specific, you can't do anything to improve it.
- Many areas for improvement should, through the action plan, become future strengths: make sure the action you plan to take is enough to get you there.

- Evidence is proof – not just a piece of paper that has some vague relationship to the strength or area for improvement in question.

- Evidence only counts if you know exactly what the evidence is and where to find it.

- Give supporting evidence for a particular statement of strength or area for improvement – don't just list catch-all evidence sources.

- Make good use of your other quality processes, such as learner surveys and internal inspection as evidence.

- Self-assessment must focus on the things you have the power to change, and must result in action you can take that will make a difference.

- Planned actions should be SMART. This means you need to be sure that:
  – you can get it done
  – you'll know when you've done it
  – you'll know whether it's been done on time
  – it really is going to deal with the improvement issue you've identified.

- Remember all the things you do well, and don't get stuck on the things you want to improve.

- Remember that nothing is perfect. There will always be areas you need to improve or develop and the point is to ensure you acknowledge and act on areas for improvement.

- To help you focus on your responsibilities, check the evidence and plan SMART action.

- Finally, ask whether the action plan really represents the kind of things you think you should be doing. This is a good check on the authenticity of the process.

**TIPS FOR INSPECTION**

- Be sure your staff, employers and other partners understand the purpose and function of the inspection process and its effect on raising the quality of the learning experience.

- Reassure your staff, employers and other partners.

- Involve them in the self-assessment process and make sure they understand the purpose and function of the paperwork they are being asked to use.

- When planning inspectors' timetables, make sure they get a comprehensive picture of the organisation and its activities – organise visits to a range of sites, employers, advice centres or other places that learners use.

- Organise meetings with learners, teachers, support workers, employers, and workers or volunteers in other organisations with which the learners have contact.

- Make sure you have evidence of all the resources that support learners in their learning.
- Be open and honest – identify your strengths, acknowledge your weaknesses and show what you are doing to remedy your weaknesses. Have an action plan.

# Acknowledgements

**Writer biography**

**Ann Janssen MA** is a senior professional in education and training, with over 25 years' experience in managing, strategically developing and successfully devising innovative and effective practices in basic skills and vocational training, and this within the full range of learning environments in the post-16 sector. Since setting up Making Training Work in 1991, she has delivered accredited teacher-training programmes in ESOL and basic skills in close partnership with a wide range of regeneration companies and organisations in east London. She has contributed to working parties and research projects at a local and national level, which have examined and delivered training opportunities for those at a disadvantage in the labour market. Most recently she has worked for the National Institute for Adult Continuing Education (NIACE) and the LSC in advising and evaluating the ESOL and basic skills component in local community projects and the Developing Embedded Basic Skills Project. Ann is an associate inspector with the ALI and OFSTED.

**THE RAISING STANDARDS SERIES**

*A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: Adult and Community Learning*

*A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: E-learning*

*A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: Further Education Colleges*

*A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: Learners with Learning Difficulties and/or Disabilities*

*A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: Prisons*

*Success in Adult Literacy, Numeracy and ESOL provision. A guide to Support the Common Inspection Framework (ref: GCIF02/2002)*

# Resources

**Unless otherwise stated, all publications and other resources are available from DfES Publications Tel 0845 60 222 60, or visit the Read Write Plus website (www.dfes.gov.uk/readwriteplus).**

*A guide to the National Test in Adult Literacy and Numeracy.* DfES (ref: DSFL/NT)

*Access For All:* Guidance on making the adult literacy and numeracy core curricula accessible. Basic Skills Agency Distribution (0870 60 02 400)

*Adult ESOL Core Curriculum.* Basic Skills Agency Distribution (0870 60 02 400)

*Adult ESOL Core Curriculum:* Interactive CD version of the Adult ESOL Core Curriculum. Online versions of the Adult ESOL Core Curriculum with *Access for All* can be accessed from the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula), along with details for ordering CD copies. DfES (ref: CDAECC)

*Adult Literacy Core Curriculum:* Includes material on spoken communication. Basic Skills Agency Distribution (0870 60 02 400)

*Adult Literacy Core Curriculum* and *Access for All:* Interactive CD version of the Adult Literacy Core Curriculum, searchable and cross-referenced to *Access for All*. Online versions of the Adult Literacy Core Curriculum with *Access for All* can be accessed from the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula), along with details for ordering CD copies. DfES (ref: CDALCC)

*Adult Numeracy Core Curriculum.* Basic Skills Agency Distribution (0870 60 02 400)

*Adult Numeracy Core Curriculum* and *Access for All:* Interactive CD version of the Adult Numeracy Core Curriculum cross-referenced to *Access for All*. Online versions of the Adult Numeracy Core Curriculum with *Access for All* can be accessed from the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula), along with details for ordering CD copies. DfES (ref: CDANCC)

*Adult Pre-entry Curriculum Framework for Literacy and Numeracy.* Basic Skills Agency Distribution (0870 60 02 400)

*Adult Pre-entry Curriculum Framework for Literacy and Numeracy:* Interactive CD of the Adult Pre-entry Curriculum Framework for Literacy and Numeracy. Online versions of the Adult Pre-entry Curriculum Framework for Literacy and Numeracy can be accessed from the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula), along with details for ordering CD copies. DfES (ref: CDAPCF)

*Basic Skills for Adults with Learning Difficulties or Disabilities:* A resource pack to support staff development in this area. Also available on CD. DfES

*Breaking the Language Barriers:* The report of the working group on English for Speakers of Other Languages. DfES (ref: BLB)

*Delivering Skills for Life:* A briefing pack comprising a booklet and CD that is designed to assist organisations as they prepare to deliver the new teaching and learning infrastructure. DfES (ref: DSFL/booklet)

*Delivering Skills for Life Toolkit:* A shelf-top library box containing nine Adult Basic Skills Strategy Unit publications and a CD. DfES (ref: DSFL)

*Diagnostic Assessment:* In June 2003, the diagnostic assessment materials will be available to people who attended the training events. Invitations to order additional packs will be sent to curriculum managers in June 2003 and bulk orders of materials will be distributed from July 2003. DfES (ref: DAM3 (literacy), DAM2 (numeracy))

*Freedom to Learn:* The report of the working group into basic skills needs for adults with learning difficulties and/or disabilities. Available in large print. DfES (ref: FTLB)

*Learning Materials:* In June 2003, the learning materials will be sent to people who attended the training events. Invitations to order additional teacher packs and learner materials will be sent to curriculum managers in June 2003 and bulk orders of materials will be distributed from July 2003. DfES

*Living our Lives:* Life stories of 10 people with learning difficulties, a resource for learners and teachers. An audio CD is supplied with the books. DfES (ref: LOL)

*National Standards for Literacy and Numeracy Skills.* DfES (ref: NSALN)

*On-line Mapping of Adult Literacy and Numeracy Standards to Occupational Standards:* This DfES-funded project extends and enhances the BSA's Getting the Basics Right in… booklets, which map the adult literacy and numeracy standards to a range of occupational standards, working with a selection of sector skills councils. The on-line maps are intended for use in training and development for staff within each sector. The website is now live (www.dfes.gov.uk/readwriteplus/nosmapping). DfES

*Pathways to Proficiency:* Contains the results of the QCA's mapping report on the alignment of language proficiency scales for assessing competence in the English language. This includes tables comparing the equivalencies of the national standards with other language scales. A downloadable portable document format (pdf) version is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureAccreditation). DfES (ref: PTP)

*Planning Learning, Recording Progress and Reporting Achievements:* This project has now produced draft guidance for consultation, models of effective practice and advice on the funding and audit implications of planning learning and reporting achievements (PLRA). These are available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructurePlanningLearning). DfES

*Self-advocacy Action Pack:* A pack written for adults with learning difficulties on speaking up and self-advocacy. An audio CD is supplied with the pack. DfES (ref: SAAP)

*Skills Explorer:* A CD with literacy and numeracy activities for learners at Entry Level. DfES

*Skills Explorer for British Sign Language Users:* Practical literacy activities for British Sign Language users at Entry Level. DfES (ref: SEBSL)

*Skills for Life: a guide to funding adult literacy and numeracy learning programmes 2002–2003.* DfES (ref: SFNFG 02/03)

*Skills for Life: the national strategy for improving adult literacy and numeracy skills.* DfES (ref: SFLLN)

*Skills for Life: the national strategy for improving adult literacy and numeracy skills.* Focus on delivery to 2007. DfES (ref: SFLNS2)

*Subject Specifications for teachers of adult literacy and numeracy.* DfES (ref: SS01/2002)

*Subject Specifications for teachers of English for Speakers of Other Languages (ESOL).* DfES (ref: ESOL/SS01/2002)

*Tests and ESOL Qualifications:* A detailed list of all accredited ESOL qualifications and the awarding body requirements for 2002 to 2004 is available on the teaching and learning section of the Read Write Plus website (www.dfes.gov.uk/readwriteplus/ESOLQualificationsReport).

*Test and Qualifications in Literacy and Numeracy:* This overview table of information on the QCA-accredited Entry Level literacy and numeracy qualifications is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/AdultLiteracyEntryLevelQualifications and www.dfes.gov.uk/readwriteplus/AdultNumeracyEntryLevelQualifications). DfES

*The National Test Toolkit:* The toolkit, incorporating the Move On course outlines and practice tests, will be available in June 2003. A specification for a three-year Move On project has been drawn up. An overview table of information comparing awarding body arrangements for the national tests is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/bank.cfm?section=523). DfES (ref: SFLNTT)

*Working with Refugees and Asylum Seekers: Support materials for ESOL providers:* This pack provides information and training materials for all organisations and teachers offering ESOL provision to refugees and asylum seekers in the post-compulsory education sector. It includes sections on Frequently Asked Questions (FAQs), learners, setting up ESOL provision, training, resources and sources of further information. It will be useful for anyone who works with refugees and asylum seekers and particularly helpful for organisations with little experience of this work. A downloadable pdf version is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/teachingandlearning). DfES (ref: WRASPACK)

*Yesterday I Never Stopped Writing:* Guidance on developing community-based provision for adults with learning difficulties or disabilities. DfES (ref: YNSW)

# GLOSSARY

**Achievement**

This does not necessarily mean the achievement of qualifications. It includes measurable improvement and progression in literacy, numeracy and for language skills in vocational, academic, social and personal contexts.

**Adults**

In education, adults include all learners after the age of 16; outside education, 18 is often taken as the benchmark age for adulthood, since it is the legal age of majority.

**Appropriate**

Describes a text, word, utterance, style, method or choice that is suitable for its intended audience, form or purpose. 'Appropriate' incorporates the idea that different contexts require different treatments and is in this respect to be differentiated from 'correct', which is associated more with the right grammatical formulation of an expression, or the 'right' choice or response, etc.

**Assessment**

Means collecting information in order to make decisions. Assessment should provide the information required to build and maintain a profile of the learner. This will enable teachers and trainers to establish and review both the learner's requirements and the learning opportunities that can be provided for him or her. It will also provide feedback to the learner on his or her progress.

**Assistant**

An assistant is likely to be the person providing additional training or teaching in literacy, numeracy and/or ESOL support.

**Audience**

The people addressed by a message in any medium. The term includes listeners, readers of print, film/TV audiences, and users of information technology.

**Basic Skills**

A shorthand to describe the skills which are the focus of the *Skills for Life* strategy.

**Capacity**

Availability of opportunities for literacy and numeracy learning.

**Coherence**

The underlying logical connectedness of a text, whereby concepts and relationships are relevant to each other and it is possible to make plausible inferences about underlying meaning.

**Common Inspection Framework**

Sets out the principles applicable to the inspections of post-16 non-higher education and training that meet the requirements under Part III of the Learning and Skills Act 2000. Inspections are carried out by the Office for Standards in Education (OFSTED) and the Adult Learning Inspectorate (ALI).

The Framework also includes the more specific evaluation requirements that apply to the inspection of individual providers of education and training. The requirements reflect the principles and the general requirements of the Act for Her Majesty's Chief Inspector of Schools (HMCI) and the Chief Inspector of Adult Learning to keep the Secretary of State informed about:

- the quality of education and training;

- the standards achieved by those receiving that education and training;

- whether financial resources made available to those providing that education and training are managed efficiently and used in a way that provides value for money.

The specific requirements for other types of inspections will be guided by the principles in the Framework insofar as they are appropriate. *The Common Inspection Framework for Inspecting Post-16 Education and Training February 2001.*

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| **Common** | Used to describe words, signs and symbols, patterns of spelling and grammatical constructions that occur frequently in the learner's everyday experiences, and also units, measures, instruments, tools, etc. that are widely used in everyday life in non-specialist contexts. |
| **Context** | The non-linguistic situation in which spoken or written language is used, and in which the learner is operating. |
| **Curriculum** | A planned approach to learning made up of identified activities. |
| **Curriculum Framework** | A document that sets out the entitlement to learning against which clear and detailed steps can be planned to enable learners to progress in a structured way. |
| **Data** | Information of a quantitative nature consisting of counts or measurements. |
| **Discrete literacy, numeracy and ESOL provision** | Where literacy, numeracy and ESOL is the main learning programme, literacy, numeracy and ESOL provision is inspected under area of learning. |
| **Disability** | *The Disability Discrimination Act* 1995 defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. |

| English for Speakers of Other Languages (ESOL) | The ability to understand and employ English language in daily activities at home, at work and in the community to achieve one's goals, and to develop one's knowledge and potential. |
|---|---|
| Feedback | The ongoing reaction given by an audience to those communicating, which helps them evaluate the success of their communication. Feedback may be verbal or non-verbal (e.g. through facial expressions or action). |
| Images | Pictures, photographs, graphs, charts or graphical representations. |

**Indicators**

- the specific learning outcomes towards which a learner will work.

- the skills, knowledge and understanding that a learner will not only have acquired but also be capable of using and applying when he or she has been assessed to have achieved these outcomes.

Indicators do not prescribe delivery or dictate the activities a learner will be doing.

| Individual learning plan | The output of initial assessment, setting out what the learner plans to learn, by when, the ways he or she will undertake the learning and the resources required to bring the plan into action. |
|---|---|
| Initial assessment | This may include initial screening to identify whether learners require additional support. It may also include diagnostic assessment to identify the specific areas of literacy, numeracy and ESOL learners need to work on to achieve their main learning goal. |
| Key Skills | Literacy, numeracy and/or language learning concentrates on developing skills, knowledge and understanding, whereas key skills concentrates on their application. The key skills are Communication, Application of Number, IT, Improving Own Learning and Performance, Working with Others, and Problem Solving. |
| Learner | In relation to the literacy, numeracy and ESOL curricula, a learner is anyone over 16 undergoing a programme of education or training in any context. |

**Learning infrastructure**

The term describes the new *Skills for Life* framework for delivering adult literacy, language and numeracy learning programmes.

The key elements are:

- National standards for adult literacy and numeracy, upon which all learning programmes are based.

- The Adult Literacy Core Curriculum, Adult Numeracy Core Curriculum, Adult ESOL Core Curriculum and the Pre-Entry Curriculum Framework.

- The *Access for All* guidance manual that supports teachers in meeting the needs of learners with learning difficulties and disabilities.

- Screening, initial and diagnostic assessment materials for adult literacy, language and numeracy.

- Systems for developing individual learning plans (ILPs).

- Systems for recording learner progress and reporting learner achievements.

- National qualifications for adult literacy, language and numeracy, including the national literacy and numeracy tests, and systems for making these qualifications more accessible.

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| **Learning objectives** | Literacy, numeracy and/or language qualifications and other learning objectives that enhance learners' employment and career prospects. |
| **Learning support** | In relation to the literacy, numeracy and ESOL curricula, is the support provided to anyone over 16 undergoing a programme of education or training in any context. |
| **Literacy, language and numeracy** | The ability to read, write and speak in English and to use mathematics at a level necessary to function at work and in society in general. |
| **Literacy** | The ability to understand and employ printed information in daily activities at home, at work and in the community to achieve one's goals, and to develop one's knowledge and potential. |
| **Literacy, numeracy and/or ESOL support** | Learning that forms part of the learner's main learning programme. This could be offered on an individual or group basis in separate sessions or as part of the mainstream learning. It may include additional support for learners with specific learning difficulties. |
| **Medium** | The way in which language is transmitted from one person, or an agency, to another. The three basic media of language are phonic (speech), graphic (writing) and signing (sign language for hearing impaired people). The term is also used to denote the means of communication (e.g. television, telephone, film, radio, computer, press). |
| **Mentor** | A person providing additional support and guidance. |
| **Milestones** | Significant points along the continuum in this curriculum framework that have relevance to assessing a learner's attainment: that help identify the learner's literacy and numeracy skills at the most appropriate of these points. |

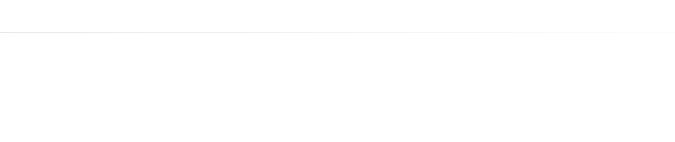| **National Qualifications Framework** | The list of qualifications that have been accredited by the Qualifications and Curriculum Authority (QCA) in England, Wales and Northern Ireland. Qualifications are organised into three categories – general, vocation-related/vocational and occupational – and assigned to one of six levels (according to degree of knowledge, skills and understanding, autonomy, analysis and creative thinking within the qualification). |
|---|---|
| **New Qualifications Framework for teachers of literacy, numeracy and ESOL** | New qualifications have been introduced for teachers (Subject Specialists) at Level 4 of the NQF, and Subject Support staff (Level 3) in Literacy and Numeracy, available from Autumn 2002. Equivalent ESOL qualifications will be available from Autumn 2003. A new qualification for Adult Learner Support (Literacy/Numeracy/ESOL) at Level 2 will also be available from Autumn 2002.<br><br>*Summary of new qualifications*<br><br>**Level 4** – Certificate for Adult Literacy/Numeracy/ESOL **Subject Specialists**<br><br>**Level 3** – Certificate for Adult Literacy/Numeracy/ESOL **Subject Support**<br><br>**Level 2** – Certificate for Adult Literacy/Numeracy/ESOL **Learner Support** |
| **Numeracy** | The ability to understand and employ numerical information in daily activities at home, at work and in the community to achieve one's goals, and to develop one's knowledge and potential. |
| **Personal development skills** | Key skills and skills that enhance learners' employment prospects. |
| **Progression** | The measurable improvement or development in learning or teaching that a learner or teacher has achieved. |
| **Provider** | Any organisation providing education and training. |
| **Range** | A measure of spread in statistics; the difference between the greatest and the least in a set of numerical data. |
| **Skills for Life** | In March 2001 the Government published *Skills for Life*, the national strategy for improving adult literacy and numeracy skills. |
| **Style** | A difficult term to define because of its many uses, but it can be defined as the selection of a set of linguistic features from all the possibilities in a language, in relation to context, purpose, audience. |
| **Subject Specifications** | Definitions of the knowledge, personal skills and understanding required by teachers and those who support teaching and learning in adult literacy and numeracy programmes. See *National Qualifications Framework, Teaching infrastructure.* |

| Teaching infrastructure | The new *Skills for Life* framework for delivering adult literacy, language and numeracy teaching programmes. |
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The key elements are:

- *New Subject Specifications for Teachers of Adult Literacy and Numeracy* (from 1 September 2002) and *English for Speakers of Other Languages* (from 1 September 2003) at Levels 3 and 4 of the National Qualifications Framework (from August 2002). These documents outline the essential skills and knowledge required of teachers and subject support staff involved in literacy, numeracy and ESOL provision.

- New qualifications for teachers and support staff involved with literacy, numeracy and ESOL provision, that recognise the subject specifications.

- New Level 2 Qualifications in Adult Learner Support to cater for a variety of support roles in literacy, numeracy and ESOL provision.

- Training programmes for teachers in the use of *Access for All* and the Core Curriculum and professional development programmes for existing staff.

## ACRONYMS

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| **ABSSU** | Adult Basic Skills Strategy Unit |
| **ALI** | Adult Learning Inspectorate |
| **BSA** | Basic Skills Agency |
| **ESOL** | English for Speakers of Other Languages |
| **ICT** | Information and Communications Technology |
| **LLDD (or SLDD)** | Learners with Learning Difficulties and/or Disabilities or Students with Learning Difficulties and or/Disabilities. It is recommended that both are shown in full instead of using the acronym of LLDD or SLDD. |
| **LSC** | Learning and Skills Council |
| **OFSTED** | Office for Standards in Education |
| **Ufi/Learndirect** | University for Industry |

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