

**Post-16 Basic Skills Provision:
Survey report on staffing arrangements including
training and qualifications**

**Good practice in basic skills provision in
work-based learning providers**



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Introduction

- 1 The survey on which this report is based has been undertaken as part of the annual remit given to Estyn by the Welsh Assembly Government. Although initially appearing as separate items in the remit, the two items have been combined here because they both focus on matters to do with basic skills. Advice was requested on: a) the extent and effectiveness of staffing arrangements in basic skills provision and basic skills teacher training and qualifications in the post-16 sector and b) the quality of basic skills provision in work-based learning providers.
- 2 Evidence for this survey report was gathered from interviews with managers and staff, discussion with officers from the Basic Skills Agency including officers of the National Support Projects, attendance at training events and reading relevant documentation such as Department for Education and Skills guidance, Further Education National Training Organisation (FENTO) standards and specifications and training materials. **See Appendix 1 for an explanation of the FENTO standards and specific requirements for basic skills teaching qualifications.**

Background

- 3 Since the introduction of the Basic Skills Strategy for Wales in April 2001, there has been a renewed focus on the need to deliver more basic skills provision in an ever-widening range of settings to different groups of people. This has inevitably placed greater demands on the basic skills workforce and its employers, both in terms of improving existing teachers' skills and knowledge and the costs of the drive to increase learner numbers.
- 4 There is evidence to indicate that providers are finding it increasingly difficult to recruit and retain suitably qualified and experienced basic skills teachers. Several factors contribute to this situation and this report seeks to explore these reasons and suggest ways to improve training for teachers in basic skills so that they are better prepared to offer support to learners.
- 5 Over recent years, arrangements for level 3 basic skills teaching qualifications have been in a state of flux and the gap has widened between the proportion of teachers with basic skills teaching qualifications at level 2 and those with basic skills teaching qualifications at level 3 or above. During 2004, an audit of basic skills teaching qualifications in Wales was carried out by the Basic Skills Agency on behalf of the Welsh Assembly Government. At the time of the audit, just over 900 teachers were delivering literacy, numeracy and ESOL (English for Speakers of Other Languages). Of these, only a fifth had the basic skills teaching qualification required to manage and teach groups of learners unsupervised. However, many basic skills teachers have general post-16 teaching qualifications. These qualifications include some of the skills and knowledge which are required in the subject specifications for literacy, numeracy and ESOL teaching qualifications. **See Appendix 2 for a description of the new basic skills teaching qualifications.**

- 6 The objectives of this survey have been agreed with the Welsh Assembly Government and are as follows:
- To report on the extent to which basic skills teachers are suitably qualified for the demands of their job;
 - To identify the reasons why providers sometimes have difficulties in recruiting suitably experienced and/or qualified basic skills teachers;
 - To gauge the level of support from employers, (and other relevant agencies), and describe existing opportunities for in-house basic skills training for trainee basic skills teachers;
 - To identify the barriers, if any, that prevent basic skills teachers from accessing appropriate teacher training and related staff development;
 - To make recommendations about minimum qualifications required and the resources needed to ensure an appropriately qualified workforce in the post-16 sector; and
 - To identify the initial impact of the Basic Skills Agency National Support Projects on the quality and delivery of basic skills in work-based learning providers.
- 7 Throughout the report, where the term **basic skills** is used, it refers to English for Speakers of Other Languages (ESOL), literacy and numeracy. Where the term **basic skills qualifications** is used, this refers to specific qualifications in the teaching of numeracy, ESOL and literacy. Where the term **learning support** is used, this refers to the basic skills support offered to learners who are studying other vocational or academic qualifications, usually in colleges.
- 8 Many staff who deliver basic skills teaching to learners already have general teaching qualifications such as the Post Graduate Certificate in Education (PGCE), the Certificate in Education (Cert. Ed.), an education degree or a training qualification. In the report these are referred to as general teaching qualifications. The term **providers** includes further education colleges, local education authorities (LEAs) and work-based learning providers.

Main findings

Staffing arrangements

- 9 Basic skills provision has been an area of work that has traditionally had low status in post-16 provision. Teachers are mostly females whose conditions of work and qualification levels are the result of continuing casualisation of the workforce over time. While casualisation has made the use of the workforce flexible from the point of view of the employer, it has also meant that any training has been intermittent or 'on-the-job'; their career structure often non-existent and their job security poor.
- 10 63% of the workforce is part-time and works for fewer than five hours per week. Overall, there are too few full-time and fractional teaching posts in basic skills, given the growth in this area of work. Very often, a few full-time workers are responsible for co-ordinating, training and developing teams covering a wide range of work in a provider, as well as fulfilling their other teaching and training duties. This leaves little room to develop good provision successfully or to support staff to give of their best.
- 11 Providers are very conscious of the need to motivate staff and provide incentives, but this is often difficult in practice. It is easier to develop progression routes for staff where there is scope to offer them co-ordinating roles and take a lead in project work. However, in some cases, this is only possible where the project is externally funded, because the levels of recurrent funding for basic skills provision are inadequate to sustain these types of activities.
- 12 The new requirement to screen and assess all learners for basic skills learning support needs is putting extra pressure on teams who are already working at full capacity. It is not clear to providers how this extra work will be funded, leaving them uncertain as to whether they will have enough qualified staff to cope with increased numbers of learners needing support.

Recruitment and retention of staff

- 13 The lack of full-time and fractional posts for basic skills makes it more difficult to retain staff to deliver an increasingly complex provision in an expanding area of work. There is a higher turnover of staff on part-time contracts, particularly where other providers offer better opportunities.
- 14 Contracts of employment vary across and within providers, reflecting the different levels of job security and career opportunities. Basic skills teachers in different work settings, receive differing rates of pay for doing the same or a very similar job. Work-based learning providers often cannot compete with the salaries offered by neighbouring further education institutions. Current funding arrangements for basic skills provision often make it difficult for providers to offer better job security for basic skills staff. This results in very experienced and valuable staff leaving the service and finding employment in other occupations.

- 15 In Wales, learner enrolments for numeracy are much lower than enrolments for ESOL or literacy, even though more people have difficulties with numeracy. However, even with the current level of numeracy enrolments, there is a particular shortage of experienced and qualified numeracy tutors. This is a worrying situation.
- 16 With some exceptions, providers are generally able to recruit staff with relevant experience in teaching basic skills, although within a group of applicants, the experience can vary widely. They are less likely to be able to appoint someone with basic skills teaching qualifications at level 3 or above.
- 17 In some areas of Wales it is a particular challenge to recruit and retain experienced family learning tutors. This is compounded by difficulties in finding bilingual tutors who are also experienced in family learning.

Basic skills teacher training and qualifications

- 18 Overall across Wales, there is an increasing level of participation in basic skills training and development and there is a strong commitment to continuing professional development. There are good training and development opportunities in basic skills, although at present most of these are non-accredited. These opportunities are largely due to the on-going programme of training managed by the Basic Skills Agency as part of the Basic Skills Strategy.
- 19 Seventeen percent of basic skills teachers have no basic skills teaching qualifications and only 20% have a basic skills teaching qualification at level 3 or above.
- 20 All providers are committed to ensuring that their basic skills staff have access to accredited teacher training as soon as possible. Many are looking forward to delivering the new level 3 qualifications in-house as part of their on-going staff development programmes.
- 21 The level 3 qualification, along with a general teaching qualification or its equivalent, provides a sound basis as a minimum requirement for basic skills teachers. Too few teachers are currently qualified at level 3 to make this a realistic requirement when recruiting staff. This requirement should be phased in over time.
- 22 Equally as important are an applicant's general teaching experience and personal qualities. Providers generally agree that applicants need to demonstrate the ability to be flexible enough to work with adults as well as with disengaged young people. They need to be responsive to individual needs and to have group management skills and a commitment to staff development and training.
- 23 If a requirement were to be set in Wales, (as it is in England), that all basic skills teachers have to gain a level 4 qualification irrespective of their roles and responsibilities, it is unlikely to succeed, given that so much basic skills provision is delivered by teachers on part-time contracts who have qualifications that are well below that at the moment.

- 24 It is important for all providers to develop, over time, staff capacity at level 4, because level 4 staff can train teachers in level 3 qualifications. This will widen the expertise of staff and give greater access to continuing professional development linked to FENTO requirements at level 4.
- 25 The Basic Skills Strategy's National Support Projects have been instrumental in the development of successful national training networks. Other initiatives, for example those in certain CCET areas, are being developed at a more local level to give all basic skills teachers access to more advanced training opportunities.

Basic skills in work-based learning

- 26 The activities of the National Support Projects for Work-based Learning and the Post-16 Quality Mark, have contributed to measurable improvements in basic skills delivery. Work-based learning staff are making better use of a range of teaching strategies, learning plans are more structured and learners are more able to easily track their progress and achievement in basic skills.

Recommendations

The Welsh Assembly Government should:

- R1 Continue to raise the profile and status of all basic skills provision in the post -16 sector, through the second phase of the Basic Skills Strategy for Wales;
- R2 Review the funding arrangements for all basic skills provision across all providers to ensure that more full-time and fractional posts are created to strengthen management, co-ordination and training functions;
- R3 Establish a national framework for training and development of basic skills teachers that is linked to national standards and which recognises individuals' prior experience and qualifications;
- R4 Set national targets so that all providers of basic skills identify appropriate numbers of staff who need to attain level 3 and level 4 qualifications over an agreed timescale, (mid-term targets can be linked to phase two of the Strategy); and
- R5 Explore models for delivering staff training and development using established local or regional networks so that all staff and providers have full and equal access to good quality training which is properly resourced in order to meet agreed targets.

Providers should:

- R6 Expand the numbers of managers, co-ordinators and teachers to provide better incentives to retain experienced staff and attract new entrants;

R7 Use the network model to establish local action plans for the delivery of staff development and training, which are linked to local needs and priorities; and

R8 Linked to the above, ensure that these networks are involved in planning, monitoring and evaluating the impact of basic skills training in their area and the resulting improvements for learners.

Staffing arrangements

- 27 The basic skills teaching workforce in Wales is predominantly part-time, female and casualised. In many cases, the average age is 40 years and over. At the time of the audit carried out by the Basic Skills Agency in 2004, 63% of basic skills teachers worked for 5 hours a week or less. This makes it difficult to recruit and retain staff because there is often little, if any, job security and limited career prospects.
- 28 Overall, there are too few full-time posts in basic skills. Often, full-time workers are responsible for co-ordinating, training and developing part-time teachers, as well as being responsible for a wide range of work and fulfilling their own teaching commitments. This leaves little room to develop good provision successfully and to support staff to give of their best.
- 29 There are fewer opportunities for part-time staff to enhance their role with additional paid responsibilities. However, in cases where this is possible, teachers can extend their skills and experience and take on aspects of work led by the full-time staff.
- 30 Contracts of employment vary across providers and this is reflected in differing levels of job security. Most of the basic skills teachers in work-based learning providers visited have full-time contracts, but they may not work full-time on basic skills.
- 31 In some cases, because of the low numbers of basic skills teaching staff in work-based learning providers, other training or assessing staff have responsibilities for the planning and delivery of basic skills.
- 32 There is evidence in further education (FE) colleges, of increasing numbers of staff moving to fractional contracts of employment, where previously they were hourly paid. Moving from hourly paid casualised contracts to fractional contracts gives staff more opportunities to access staff development programmes and the ability to be part of staff meetings. However, progress towards fractional contracts across all FE institutions is patchy. Where staff remain mostly on hourly contracts, the commitment of the institution to basic skills developments is weaker. In these cases, staff do not have the same opportunities to attend training or internal meetings and are therefore less supported in their role.
- 33 In one FE institution, in learning support, all staff are on full-time or fractional contracts. In another, part-time staff progress to better rates of pay once they are trained and then to fractional appointments after two years. This arrangement helps to provide stability within learning support teams and between learning support staff

and programme areas. This in turn helps longer-term planning and continuous improvement for the benefit of learners. These developments are not always followed through in the same institution in community-based basic skills. There are examples where teachers in non-franchised community-based provision are on part-time contracts but teachers in learning support are more likely to be on fractional appointments. This can encourage the view, held by some in the field, that community-based basic skills teachers have a low status.

- 34 In those LEAs visited, arrangements vary. One LEA has a full-time manager with no teaching commitments and four co-ordinators on fractional appointments as well as a team of part-time tutors. Another LEA has no full-time basic skills post and a small team of part-time tutors. It is more difficult to provide job security and career progression where the provision is small.

Recruitment and retention of staff

- 35 Providers generally use the same types of methods for recruiting new staff. These include advertisements in local and national newspapers, internal bulletins and using contact lists compiled from speculative letters and CVs. Colleges delivering post-16 teacher training, also recruit from this source. In community-based basic skills, new teachers are often given a small number of hours a week to see how they progress, before being given more work. This is particularly the case where they have been a volunteer previously. However, this last method does not suit all applicants, especially if they are aiming for a longer-term career in basic skills and are the main source of household income. This is especially the case for those returning to the job market having spent several years raising a family, or younger applicants.
- 36 With some exceptions, providers are generally able to recruit staff with suitable basic skills teaching experience, but are less likely to be able appoint staff with basic skills teaching qualifications at level 3 or above. This is largely due to the fact that there has been very little level 3 training available across Wales, since the Certificate in Teaching Basic Skills (NVQ levels 3 and 4) was withdrawn in December 2003. At present, it is unrealistic to make a level 3 qualification an essential requirement when recruiting staff.
- 37 Equally important are an applicant's teaching experience and personal qualities. Providers generally agree that applicants need to demonstrate the ability to work with adults as well as with disengaged young people. They need to be responsive to individual needs, to have group management skills and a commitment to staff development and training. All other things being equal, when recruiting, employers will generally prefer someone who has experience of teaching basic skills in the post-16 sector and who has an understanding of basic skills issues in Wales.
- 38 In Wales, learner enrolments for numeracy are much lower than enrolments for ESOL or literacy, even though more people have difficulties with numeracy. However, even with the current level of numeracy enrolments, there is a particular shortage of experienced and qualified numeracy tutors. This is a worrying situation.

- 39 The new requirement on all providers to screen and assess all learners for basic skills learning support needs is putting extra pressure on teams who are already working at full capacity. At the moment it is not clear to providers how this extra work will be funded, thus leaving them uncertain as to whether they will have enough qualified and experienced basic skills staff to cope with increased numbers of learners needing support.
- 40 The demand for teachers of English for Speakers of Other Languages, (ESOL), is more concentrated in urban areas such as Swansea, Bangor, Wrexham and Cardiff. However, there is less movement of ESOL staff between providers and they tend to stay in post for longer. In more rural areas, where there is likely to be only one ESOL teacher in the basic skills team as a whole, they can be more difficult to replace at short notice and the impact on learners is high. This is occasionally the case in work-based learning providers, where there may only be one full-time member of staff delivering all the key skills and basic skills.
- 41 Where there are several providers in an area, it can be harder to retain staff. They are more likely to leave at short notice for jobs nearby offering more hours and greater security. Providers who can only offer posts on a limited number of part-time hours are more vulnerable and their learners are disadvantaged. Providers can expend considerable time and energy finding suitable staff and negotiating hours for them, only to 'lose them' to a neighbouring provider because of the competitive climate.
- 42 Full-time co-ordinators often struggle to create more teaching hours for the part-time staff they are anxious to retain and keep motivated. In further education it is not unusual for tutors to work part-time for 10 years or more before being offered a fractional post. One college has, over recent years, lost three qualified and experienced members of staff, who had been employed on part-time contracts for many years with no prospect of increased job security. They all took up employment in other occupations.
- 43 Providers are very conscious of the need to motivate staff by giving them incentives to train, but this is often difficult in practice. It is easier to develop career progression routes in larger organisations, where there is scope to develop co-ordinating roles, particularly if provision is split over a number of sites or there are distinct areas of activity, such as family learning and ESOL. European-funded projects and other similar fixed-term initiatives can provide valuable opportunities and often include full-time posts. However, these better-paid jobs do not always attract suitably experienced and qualified staff, because they are short term and there is no guarantee of work afterwards. Where such projects are in place and nearing completion, unless planned exit strategies are in place, there is a danger of losing expertise from the locality and disrupting well-established partnerships.
- 44 In the work-based learning providers visited, staff retention is generally good. Staff tend to stay with a provider for a good number of years, although their role may change and/or expand in that time.

- 45 In north-west Wales and south-east Wales, it is a particular challenge to retain experienced and qualified family learning tutors as staff shortages for basic skills teaching are worse in these areas. For a further education provider in north-west Wales, this is compounded by difficulties in finding bilingual tutors who are also experienced family learning tutors. There are examples of family learning tutors being recruited from colleges by neighbouring schools. On average, the hourly pay in further education is £20 an hour, whereas in schools, teachers can earn £200 a day as supply teachers.
- 46 There are examples of similar competitive manoeuvres by providers, as in the case where a tutor, working an equal number of part-time hours for two neighbouring providers, (one work-based learning and the other further education), is offered substantially more part-time hours by the work-based learning provider. Having made the decision to take up the offer, the tutor informs their college employer, so that the college can start looking for a replacement tutor. Instead they 'trump' the original offer with an even better offer of a fractional post in order to retain the member of staff.
- 47 Teachers in different work settings can receive very different rates of pay for doing the same or very similar jobs. For example, a work-based learning provider will offer a salary for a full-time post and a neighbouring further education provider is able to offer, pro rata, up to £5,000 more for a post with the same or very similar responsibilities. Despite this, some teachers in work-based learning make a conscious decision to stay in a smaller organisation where they feel they are making a difference and because they want their learners to have access to the same quality of teaching and support as elsewhere.

Staff development and training

- 48 Overall there is a high level of participation in basic skills teacher training. This includes in-house programmes and events as well as those delivered externally. There is a strong commitment to continuing professional development. All providers are taking full advantage of the training and development opportunities made available through the basic skills National Support Projects. These projects provide valuable networking opportunities and aid the sharing of good practice.
- 49 Most providers use a good range of training models, including one-day workshops, cross-organisation days, team meetings, courses leading to qualifications as well as regional and national networks such as the Basic Skills Panel, National Support Projects and the all-Wales group for providers delivering workplace basic skills.
- 50 Across all providers visited, the majority of staff teaching basic skills have general teaching qualifications (or are working towards them), and a degree or equivalent professional qualification. In this respect, they are no more or less qualified than teachers working in other vocational and academic areas in post-16 education and training.

- 51 There is a general need for more ESOL training at level 2, across most types of provision. There is a need for more extensive ESOL training at the higher levels in north-west Wales.

Monitoring the performance of staff

- 52 All providers visited have established systems for monitoring the performance of staff, which are linked to appraisal and quality assurance. For most this includes regular observation of teaching, which is used constructively to support and develop staff as well as assess their effectiveness. Managers also use varying combinations of other indicators, including learners' feedback, achievement, attainment, retention and attendance to monitor quality. Some providers also use one-to-one mentoring and team teaching to support staff further and help them develop. In addition, teachers can be observed by internal verifiers and all providers applying for the Basic Skills Quality Mark will have their provision sampled by Basic Skills Agency staff.

Basic skills teacher training and qualifications

- 53 The Basic Skills Agency is providing strong leadership in the development and delivery of the new qualifications framework for basic skills teachers. At the time of writing, the pilot training courses for basic skills qualifications at levels 3 and 4 are being delivered across Wales and it is too early to comment on their effectiveness.
- 54 The 2004 audit carried out by the Basic Skills Agency revealed that 17% of basic skills teachers have no basic skills teaching qualifications. Only 20% have a relevant qualification at level 3 or above.
- 55 The level 2 qualification is now widely available and has been generally well received. The first unit in this qualification, which can be studied on its own, is very effective in raising awareness of basic skills issues with individuals in front line services such as libraries and health centres. Increasing numbers of candidates from the voluntary sector undertake this qualification, which is helping to raise awareness generally and identify those who need help with basic skills.
- 56 All providers visited want their basic skills staff to achieve the level 3 qualification where appropriate. Many look forward to delivering it in-house as part of their on-going staff development programmes for existing staff as well as new staff. The level 3 qualification, alongside a general teaching qualification or its equivalent, provides a sound basis for basic skills teachers in terms of theoretical knowledge, practical and specialist teaching skills and an understanding of wider issues relevant to the post-16 sector. It is generally agreed that all basic skills teachers need to be qualified to this level in order to cope with the very diverse groups of learners they will meet and to be able to transfer their teaching skills and knowledge to different environments. It also increases their employability.
- 57 Overall, there are limited resources to release staff to attend courses for extended periods of time. This needs to be taken into account when setting targets at a national level.

- 58 Staff are more motivated to work towards qualifications where they are confident that their relevant prior learning and experience are taken into account. For example, many of the basic skills teachers with level 2 qualifications, demonstrate knowledge and competence at level 3. This is due in part to their active involvement in the fairly intensive training and development programme delivered by the Basic Skills Agency as part of The Basic Skills Strategy. Similarly, many of these teachers will have general teaching qualifications, which meet certain requirements in the level 3 and level 4 basic skills teaching qualifications.
- 59 Providers welcome the development of a level 3 qualification, which caters for those teaching community-based basic skills as well as those delivering basic skills support alongside other vocational and academic qualifications. This offers a vital stepping stone to more advanced qualifications, particularly as there has been so little accredited training available at level 3 in the last few years. It also provides a route into basic skills teaching for individuals who are experienced in adult community-based learning, who may not have worked in more formal educational settings but have a valuable contribution to make.
- 60 It is unrealistic in the short to mid-term to expect all basic skills staff to be qualified to level 4, as is currently the case in England. In Wales, much of the basic skills provision is delivered by teachers on part-time contracts, who have basic skills qualifications that are well below level 4 at the moment. There are those teachers who will want to achieve the level 4 qualification for personal satisfaction. However, there are also teachers for whom working towards a level 4 qualification will need to be linked to improved job security and career progression.
- 61 In order for Wales to have a basic skills workforce qualified to at least level 3, there needs to be sufficient numbers of staff trained at level 4. This will provide the necessary expertise required to ensure that training at this level and on this scale, is sustainable. It is important for all basic skills providers to develop capacity at level 4 so as to encourage their staff to work towards the FENTO requirements at level 4, even if they do not all attain the qualification. If all basic skills teachers are required to gain a level 4 qualification, irrespective of their roles and responsibilities, it is likely to be unsuccessful.
- 62 One important outcome of the training and development activity co-ordinated by the Basic Skills Agency is the formation of a group of experienced basic skills staff, who have a national training role. It is important that this pool of expertise is sustained in the second phase of the Strategy and provides leadership in training staff to meet national standards and for them to aspire to more advanced levels of training if they wish to.
- 63 All basic skills staff benefit from being able to attend training that enables them to network with other providers and share good practice. This is particularly the case for those basic skills teachers who are working more or less alone in a small provision. There are not always enough opportunities for the outcomes of national events to be shared and discussed at a more local level. However, there are good examples of where local networks are being developed and are working well, such as those in Swansea, Powys and Carmarthenshire. The last two are co-ordinated

within the local Community Consortia for Education and Training (CCETs). This is a useful model that could be extended in the second phase of the Strategy so as to ensure that all basic skills teachers have access to more advanced training near to their place of work.

- 64 Several work-based learning providers visited have good links with their neighbouring FE colleges, where their staff attend general teacher training and basic skills teacher training.

Basic skills in work-based learning

- 65 The National Support Projects for Work-based Learning and the Post-16 Quality Mark provide good quality basic skills training, particularly for work-based learning staff who do not have access to regular in-house basic skills training. Inspection evidence indicates that these activities have resulted in measurable improvements in the quality of basic skills delivery. Staff are making better use of a variety of teaching strategies including whole class teaching, practical tasks and problem-solving. Learning materials are generally improved and appropriate for learners' needs. Learning plans are more structured and linked to the new basic skills curriculum. Learners are more able to easily track their progress and achievement in basic skills.

Concluding remarks

- 66 Whilst the casualisation of basic skills staff in the past has resulted in their poor overall profile of qualifications, staff have undoubtedly benefited from the impact of the National Basic Skills Strategy for Wales and its associated training opportunities. As a result, many basic skills teachers demonstrate knowledge and competence at level 3.
- 67 There are now more opportunities for teachers and support staff to improve their qualifications. However, many of them still only have qualifications at level 2 and 17% have no relevant qualifications. In these circumstances it is unreasonable, to set immediate minimum requirements for all. We recommend phasing in higher-level minimum requirements on a set timescale.
- 68 The current funding arrangements for basic skills provision across all providers result in too few full-time basic skills posts being created. This is at a time when basic skills provision is becoming more diverse and is expanding rapidly to meet the needs of new groups. Funding arrangements need to better reflect the increasing demand for basic skills and there need to be more incentives in order to retain experienced and qualified staff and encourage others to join the workforce.
- 69 Some of the most productive and influential training for basic skills staff has been delivered on an all-Wales basis, with financial support offered to providers in order to ensure that staff are able to attend. There is potential for this model to work well on a more local basis using established networks. These arrangements will require providers to work together so that targets are agreed by all and funding can be identified to ensure all staff have access to good quality training.

Appendix 1

The Further Education National Training Organisation (FENTO)

FENTO has recently become part of the Lifelong Learning Sector Skills Council. The Sector Skills Council includes all professional bodies concerned with the development and promotion of standards in particular sections of the education and training workforce. This includes teachers in further education, work-based learning, informal adult education, librarians and technicians.

One of FENTO's first tasks, once established, was to develop universal standards for all those working in the further education sector. The **Teaching and Supporting Learning Standards**, (in further education in England and Wales), are now well established and all post-16 teaching qualifications are designed to meet these standards. Providers also use these standards to inform the planning of their continuing professional development programmes.

As well as the above generic standards, FENTO has produced **subject specifications for teachers of adult literacy, ESOL and adult numeracy**. These are sometimes referred to in the field as the 'specific requirements'.

These specifications are written at levels 3 and 4 and have two parts to them. One part identifies the personal literacy, language or number skills that a teacher must have in order to undertake the specialist qualifications and the other part describes the relevant knowledge and understanding of theoretical frameworks needed for teachers to be able to teach their specialist area. The new teaching qualifications being developed in Wales are written against these subject specifications.

Since September 2002, all new unqualified staff taking up further education posts in England and Wales are expected to gain a nationally recognised post-16 teaching qualification at level 4. Part-time staff have longer in which to achieve this compared to full-time staff. In the basic skills subject specifications, the practical teaching skills for the specialist area are interpreted through the generic Teaching and Supporting Learning Standards.

FENTO guidance, issued in October 2002, states that from September 2002 all specialist teachers of literacy and numeracy are expected to gain level 4 basic skills teaching qualifications in a specified timescale. The same requirement applies to ESOL teachers from September 2003. This guidance is being implemented in England but does not currently apply in Wales.

Appendix 2

New qualifications for basic skills teachers

As part of the Basic Skills Strategy for Wales, there has been a focus on the development and delivery of the new basic skills teaching qualifications in Wales. This reflects similar developments in England, but there are some differences between the two.

The Basic Skills Agency is leading these developments in partnership with post-16 providers, including higher education.

Certificate for Adult Learner Support

This is a **level 2 qualification** and is designed for those who, in the course of their work, come into contact with individuals experiencing difficulties with language, literacy or numeracy.

The emphasis on this course is equipping participants with the skills and knowledge to be able to recognise when a person might have basic skills difficulties, to refer them to further help and to provide one-to-one support for a learner as part of a group managed by a qualified tutor.

The course involves approximately 36 taught hours. It is usually delivered part-time over 12 weeks and has three units. The first unit is 'stand alone', which means that participants can receive a certificate of achievement for this unit called 'Working in the Sector' and they do not have to continue with the rest of the course.

As part of this training, participants have to demonstrate that they are competent in literacy and/or numeracy to level 2. For the second and third units, participants have to complete 8-10 hours in a relevant placement.

Certificate in the Delivery of Basic Skills

This is a **level 3 qualification** and is designed for tutors who are managing and teaching groups of learners on their own. They could be working full or part-time. At the time of writing, pilot courses for this qualification are being delivered across Wales. Participants can undertake specialist modules in literacy, numeracy or ESOL.

In Wales, there are two different strands to this qualification:

- For those teaching community-based basic skills (sometimes called primary basic skills)
- For those delivering basic skills support (sometimes called secondary basic skills), as part of the learner's vocational or academic course or qualification

In England, only the second of these two courses is being delivered. In Wales, in response to the need to bridge the training gap between levels 2 and 4, the first of these courses is also being developed and piloted.

The course includes four generic modules, three specialist modules and one option module. It involves approximately 55 taught hours and participants must undertake 12 hours of class teaching, of which 2 hours is assessed. As well as input on specific techniques for teaching basic skills, the course includes sessions on lesson planning, inclusion, developing learning materials and use of ICT, assessment and evaluation.

The Level 4 Certificate in Teaching Adult Literacy

The **level 4 qualification** provides the next level of progression for those qualified at level 3. At the time of writing, the level 4 literacy option is being piloted in Wales. Options for ESOL and numeracy are still being developed. The course involves approximately 100 taught hours and covers theoretical aspects in greater depth. Participants must also complete 30 hours class teaching, of which 3 hours are assessed, linked to the three core modules.

Those undertaking level 4 are likely to have some responsibility for the co-ordination and administration of basic skills provision, as well as teaching responsibilities. It is possible that individuals taking level 4 will also have partial or full responsibility for basic skills staff training and development in their organisations.

In England, the expectation is that, over time, all those teaching community-based basic skills are qualified at level 4. At present, in England, there is no level 3 course to aid progression. (Please see notes above for level 3 qualifications).