

Education and Training Inspectorate

Report of a Survey

The Provision for Essential Skills in Further Education, Jobskills, New Deal and Community and Voluntary Provision funded by the Department for Employment and Learning

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INVESTOR IN PEOPLE

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A number of quantitative terms are used in the report. In percentages, the terms correspond as follows:-

More than 90%	-	almost/nearly all
75%-90%	-	most
50%-74%	-	a majority
30%-49%	-	a significant minority
10%-29%	-	a minority
Less than 10%	-	very few/a small number.

PART ONE: INTRODUCTION

1.1 Purpose and Scope of the Survey

1.1.1 This report summarises the findings of a survey of the provision for essential skills within the following programmes and sectors:

- the community and voluntary sector funded through the European Union Programme for Peace and Reconciliation (Peace II monies);
- the Essential Skills Training (EST) option for 18-24 and 25+ within the New Deal provision;
- the Jobskills Access programme; and
- the Further Education (FE) sector.

1.1.2 The report also includes a survey of the provision for tutor education in essential skills at Queen's University, Belfast, including the course franchised to Limavady College, and the essential skills element of the University of Ulster's Postgraduate Certificate in Further and Higher Education (PGCFHE).

1.1.3 During the inspection the Education and Training Inspectorate (ETI) visited 30 providers of essential skills (see appendix 1), which included seven providers within the community, twelve within New Deal, six within Jobskills and six further education colleges. Inspection visits were also made to Queen's University, including the course offered in Limavady College, and to the University of Ulster. During each visit the inspectors observed teaching sessions, examined the learners' work and held discussions with the learners, tutors and the staff with management responsibilities.

1.2 Background to the Survey

1.2.1 The low levels of literacy and numeracy in Northern Ireland have been highlighted in the International Adult Literacy Survey (IALS) of 1996, which estimated that 24% of adults had difficulties with literacy and numeracy. In response to the need to improve the essential skills provision within Northern Ireland, 'The Essential Skills for Living: the Strategy and Action Plan for Adult

Literacy in Northern Ireland' was published by the Department for Employment and Learning in October 2002.

The aims of the Strategy are:

“To provide opportunities for adults to update their Essential Skills to assist them in improving their overall quality of life, personal development and their employment opportunities, and by doing so to promote greater economic development, social inclusion and cohesion”.

1.2.2 The Strategy has five key strands:

- the need for strong leadership at all levels to implement the Strategy;
- a structured and coherent framework based on common standards, a common curriculum and rigorous assessment and accreditation procedures;
- quality assurance procedures;
- a range of provision funded under a new formula, and sufficiently diverse and flexible to engage a wide variety of learners; and
- a comprehensive promotional campaign to increase awareness and drive up the demand for essential skills.

1.2.3 In the Strategy document it was stated that the total number of learners supported by colleges and the voluntary sector in 2001-02, was approximately 5,500. The Department proposed by 2005, to increase this number to 25,000 or 10% of the overall target group. The Department also set an interim target to support 14,500 learners by March 2004.

1.2.4 As a result of the implementation of the Strategy, there has been a number of key developments to date:

- an Essential Skills Committee, chaired by the Minister for State with responsibility for Employment and Learning, has been set up to drive the Strategy forward and to monitor progress against the key strands;

- the Adult Literacy and Numeracy Core Curricula were introduced and all existing tutors were given three days of training;
- a new range of qualifications has been implemented at entry level and a further set at levels 1 and 2 has been piloted;
- new tutor training qualifications, and a separate essential skills competence within the PGCFHE at the University of Ulster, have also been introduced along with a range of continuous professional development (CPD) modules;
- a major promotional drive to increase awareness among potential learners has taken place;
- a new funding formula has been introduced by the Department, to support the engagement, retention and progression of learners towards achievement of the new qualifications; and
- the Department has commissioned the Northern Ireland Council for the Curriculum Examinations and Assessment (CCEA) to develop a system to record and track the achievement of all learners across all sectors.

1.2.5 At the time of the survey, the new tracking system was not fully operational, and detailed and reliable statistical data on enrolments, retention rates and achievements across the individual sectors was not readily available from the Department for Employment and Learning.

1.3 The Aims of the Survey

1.3.1 The aim of the survey was to assess the impact of the Strategy in raising the standards of adult literacy and numeracy across the Province. It evaluates three key aspects of the provision.

- i. The extent to which the tutors of essential skills are adequately trained and sufficiently competent to:
 - work confidently and effectively with the new curricula;
 - plan for and provide good quality teaching and learning for their learners; and

- assess and track the progress of their learners.

ii. The extent to which learners are:

- challenged, interested, and supported in their learning;
- able and confident to apply their learning to new and relevant everyday situations; and
- clear in their understanding of their progress to date and the goals to which they are working.

iii. The extent to which providers have been successful in building capacity.

1.3.2 Part Two of the report focuses on the quality of the provision for learners, and Parts Three and Four on the quality of the provision for tutor education.

1.4 Executive Summary

1.4.1 In the first full year of its implementation, the Essential Skills for Living Strategy has been successful in raising the profile of essential skills, and has led to an increase in the number of adult learners enrolled on essential skills classes. The Department for Employment and Learning has calculated that a total of 4,744 learner places was funded in the first year following the implementation of the Strategy; this total excludes 3,682 learners who were enrolled under the previous adult basic skills arrangements. In the second year, ending March 2004, there were 9,820 enrolments. The total of 14,564 enrolments in essential skills, in the first two years of the Strategy's implementation, meets the interim target, set by the Department of Employment and Learning of 14,500 learners. Just over half of the numbers enrolled are within the FE sector.

1.4.2 The tutors have welcomed the increased direction and the setting out of standards provided by the new Adult Literacy and Numeracy Core Curricula. The new qualifications for learners, coupled with the new conditions for funding, are leading to an increased uptake on externally accredited courses. The requirements for those wishing to teach essential skills has also been raised appropriately, and there has been a good uptake of the new

qualifications and of the continuous professional development modules offered by Queen's University. The tutors continue to be highly committed to this area of work, and learners speak positively about their experiences and the support they receive.

1.4.3 The survey, however, found that there are significant areas for improvement across the sectors, in the quality of the teaching and learning, and in the standards and outcomes achieved by the learners. Although most tutors complete an initial assessment of each new learner's achievements, ineffective use is made of the results to draw up individual learning plans and set appropriate targets against which learners' progress can be measured. The majority of tutors are not sufficiently confident in the use of the new curricula, and their assessment and pedagogical skills are not well enough developed to ensure adequate improvement in their learners' competence.

1.4.4 The implementation of the new funding procedures by the Department for Employment and Learning has necessitated better recording of statistical data on enrolments, retention rates and achievements. Quality assurance procedures, however, remain poor, and co-ordinators and managers do not use effectively the qualitative and quantitative data they have on their learners' achievements, to inform and improve the quality of teaching and learning in their classes.

1.4.5 The quality of the taught sessions within the tutor education programme at Queen's University is good, and the student tutors make good progress. The management of the teaching element of the course is satisfactory, but the arrangements for the teaching placement, and the internal quality assurance procedures are not sufficiently rigorous. There is also a need to review the selection procedure for the course and to take greater cognisance of the prior achievements and experiences of the individual student tutors. The teaching sessions of the essential skills module in the PGCHFEE at the University of Ulster are well-planned and are effective in raising the student tutors' awareness of the Essential Skills Strategy. The students on the tutor education programmes, in both universities, however, do not develop good enough pedagogical skills to enable them both to identify their learners' strengths and shortcomings, and to help their learners improve.

PART TWO: PROVISION FOR LEARNERS

2.1 SUMMARY OF MAIN FINDINGS

2.1.1 Standards and Outcomes

The main strengths are:

- the positive attitude to learning demonstrated by almost all learners;
- the significant increase in the number of learners enrolled in essential skills classes, and in the number registering for accreditation;
- the good to excellent attendance rates;
- the retention rates which range from modest to excellent in FE, and which are good to excellent in the community and voluntary sector; and
- the success achieved by most learners in the activities which they complete.

The main areas for improvement are:

- the standards reached by the learners;
- the breadth of the learners' achievements, and their ability to apply their skills and understanding in everyday situations;
- the low levels of accreditation;
- the suitability of the New Deal EST option for a minority of learners with challenging personal and social problems.

2.1.2 Quality of Teaching and Learning

The main strengths are:

- the good relationships between the learners and the tutors, and the strong commitment by the majority of tutors to supporting their learners;
- the generous ratio of tutors to learners in almost all organisations;
- the good use of relevant social and vocational topics as contexts for learning within the majority of classes;
- the introduction of the new curricula;
- the introduction of the new assessment opportunities; and
- the improved access to computers, calculators and audio visual equipment in almost all organisation;

The main areas for improvement are:

- the time allocated to the teaching of essential skills within the EST strand of New Deal;
- the enrolment policies within most FE colleges;
- the quality of the initial assessment carried out by tutors;
- the development of programmes of learning that are more coherent and plan for progression;
- the level of challenge in the work of a significant minority of learners;
- the formative assessment of learners' work and the tracking of their progress; and
- the greater sharing of teaching and learning resources among practitioners.

2.1.3 Leadership and Management

The main strengths are:

- the expansion of provision for essential skills, particularly in FE and in the community and voluntary sector; and
- the improved recording of statistical data on enrolment, retention and achievement by all providers.

The main areas for improvement are:

- the quality assurance procedures;
- the use of statistical data to monitor the progression and achievements of learners;
- the appointment of appropriately qualified staff within the community sector;
- the curricular leadership within almost all FE colleges; and
- the professional support for tutors.

MAIN FINDINGS

2.2 Standards and Outcomes

2.2.1 Almost all learners demonstrate a positive attitude to their learning; they are well motivated, and are keen to progress and achieve accreditation in essential skills. Attendance ranges from good to excellent. Most learners are clear about what they want to gain from the classes, and often cite their hopes of improved job prospects or the ability to support their own children in their learning. Almost all learners speak positively about the level of support they receive from their tutors in the classes they attend, and their increased levels of self-confidence and self-esteem which they develop as a result. Most also refer to the personal enrichment that improved reading and writing skills have brought to their lives. The learners value the opportunity to work as members of small groups as well as on their own.

2.2.2 Most of the learners work within their capabilities, and achieve success in the activities they complete. They often achieve a measure of success in practising language or mathematical skills or in providing short answers to structured questions. However, in at least two thirds of the colleges, and in much of the other provision, the learners are not adept in applying their skills in every day situations to communicate meaning or to work with numbers to tackle mathematical problems.

2.2.3 The learners in the classes visited frequently talked about remembering, or learning to complete again, various mathematical procedures or grammar exercises that they could remember from their time at school. In such cases, the classes often reactivated the learners' dormant skills. Progress, however, was more evident when the learners talked of what they were able to do outside of the class, that they could not have done or would not have done prior to enrolling in the class. Some, for example, referred to reading a newspaper, using a telephone directory, composing a letter or reading aloud to their children. A significant minority, however, are not sufficiently challenged, and therefore, work at an inappropriate level.

2.2.4 In general, there is limited evidence of learners becoming increasingly more able to handle a wider variety of language, and increasingly sophisticated language, for a range of different purposes. Similarly, learners are not developing a good understanding of the basic mathematical operations or of place value, to enable them to make sense of the mathematics around them, and to handle with confidence everyday number or straightforward calculations of measurement.

2.2.5 The majority of learners are unclear about the accreditation they are working towards, the standards they need to achieve, and the specific progress they are making in terms of their literacy and numeracy skills. There is also insufficient dialogue between the tutors and individual learners on the progress they make. In most classes, the learners build up a folder of work, but these portfolios are not maintained consistently. They provide evidence of a significant amount of activity, much of which is in the form of worksheets, but frequently it is difficult to discern in the work any real sense of progression.

2.2.6 The provision within FE is more appropriately differentiated than it was hitherto. Better use is being made of the special needs budget to provide a more appropriate programme for learners with learning difficulties. Within the EST strand of New Deal, a minority of learners bring challenging personal and

social problems. For these learners, the EST fails to address adequately their development of personal, social and life skills so that they are ready to learn.

2.2.7 The statistics provided by the organisations inspected show a significant increase in enrolments, particularly within the FE and the community sectors. In the colleges where statistics were available for the period 2000-03, the increase in enrolment ranged from 28% to 86%.

2.2.8 Within the FE sector, the retention rates during the first year of the Essential Skills Strategy ranged from modest to excellent at 69% to 100%. Within each college these figures represent an improvement on any previous figures. Within the community and voluntary sector, retention rates range from good to excellent at 74% to 100%. The numbers of learners on the EST programme are small but the majority of learners complete their programmes.

2.2.9 Prior to the implementation of the Strategy, the number of essential skills learners entering and achieving external accreditation was low, except on the Jobskills programmes and on New Deal programmes for 18-24 year olds. In these cases the funding was, in part, based on success rates in achieving external accreditation. The survey completed by EGSA's Basic Skills Unit in 2000, reported that of the 5,164 learners attending basic skills provision within FE between September 1999 and June 2000, just under 500 (10%) achieved some form of accreditation. As tutors have become more confident with the new curriculum and accreditation framework introduced as part of the current Strategy, there has been a perceptible increase in the numbers registering for and achieving accreditation. The Council for the Curriculum, Examinations and Assessment reports that, by May 2004, 3,136 learners had registered for literacy and 1,848 for numeracy accreditation, and that 2,015 learners had already been awarded certification at Entry level. (see appendix 3)

2.2.10 In 2002-03, most of the colleges inspected showed an increase of approximately 20% over previous years in the number of students gaining external accreditation. The learners' achievements have mainly clustered around the upper end of entry level. Overall success rates, however, remain low: in three of the colleges, the average success rate is 45%-55%; in one college it is 20%, and in two it is 10%. In the community and voluntary sector, four of the seven organisations inspected entered their learners for external accreditation. The achievements across these four providers were variable, ranging from poor to satisfactory; in three of the organisations the achievements were poor at 30%, and in the fourth, they were satisfactory at

76%. In the Jobskills Access programme, achievements between May 2002 and March 2003 across the span of accreditation, range from modest at 64% to excellent at 91%. At the time of the survey, no reliable statistic data was available on overall achievements in external accreditation in the EST strand of New Deal.

2.2.11 The findings of this survey have indicated that a significant minority of learners could work at a higher level. The fact that across all of the sectors, almost all of the learners achieving accreditation progressed by one level in the course of one academic year, and that the learners' achievements clustered around the upper end of entry level, reflects that finding, and can be attributed, in part, to a lack of sufficient rigour in the initial assessment.

2.3 Quality of Teaching and Learning

2.3.1 Good relationships exist between the learners and tutors in almost all of the classes visited. The tutors work hard to provide a welcoming and supportive atmosphere which is conducive to adult learning. The majority of tutors know their learners, and some of the contextual factors that have presented or continue to present barriers to their learning. Within the FE and the community provision, in particular, learners benefit from the social dimension of learning in a group, and the support that they provide for one another. Almost all of the learners work hard during their classes and respond well to the positive encouragements they receive from their tutors, however limited their achievements. Most learners express a strong sense of loyalty to their tutors, and speak highly of the support they receive.

2.3.2 In almost all the classes observed, the generous learner/tutor ratio enables tutors to give appropriate attention to individual learners. In the FE sector, in particular, and, to a lesser extent in the community sector, volunteer tutors or support workers provide learners with good additional one-to-one support.

2.3.3 Within the community and FE sectors, classes are mostly held at times which are convenient for the learners although, on occasions, one class per week is not sufficiently frequent for some learners. Within the EST strand of New Deal, the majority of the organisations provide insufficient time, and at suitably regular intervals during the twenty-six-week programme, to address effectively the essential skills needs of the learners.

2.3.4 The enrolment policy, which operates in most colleges and allows new learners to turn up for any class, creates problems for tutors, who are usually fully stretched dealing with a range of ability and with many dependent learners. Such a policy does not take sufficient cognisance of the importance of ensuring that the learners' first steps back to formal learning are handled sensitively, and that sufficient time is afforded to helping them feel at ease.

2.3.5 All of the tutors within the FE sector and on the Jobskills and New Deal programmes meet the qualification requirements set out in the tutor education policy determined by the Department for Employment and Learning. The vast majority of tutors have also attended the three-day course on the new curricula. However, within the community sector, three of the organisations visited during the survey employed tutors, who were neither qualified to teach essential skills nor had attended the awareness training. The tutors observed during the survey, who had achieved or were working towards the new qualifications awarded by Queen's University, often demonstrate in both their planning and their teaching approaches, a higher level of understanding of the new curricula than many other tutors.

2.3.6 The majority of tutors are highly committed to the work they do, and are well organised for their lessons. They manage groups well, and often cater for a widely disparate group of learners. The vast majority also spend considerable amounts of time in preparing tasks and worksheets. In the majority of the lessons observed, the tutors make use of materials which are of interest or vocationally relevant to their learners. In the majority of the lessons, there is also an over-reliance on the completion of work sheets and on the practising of language or mathematical skills, with insufficient opportunity and guidance to help the learners recognise the relationship of the individual skill to its wider application. The planning of these tutors often reveals that they are attempting to teach separately to each of the individual standards or subsets of the standards, at the expense of a more holistic approach to the curriculum.

2.3.7 Within EST, insufficient use is made of the learners' workplace experiences as a valuable context through which to develop their literacy and numeracy skills. Although the majority of tutors in Jobskills Access programmes work hard to develop the learners' essential skills in relevant vocational contexts within directed training, the employers and workplace supervisors are not informed sufficiently about the details of the individual

training plans. As a consequence, opportunities for the learners to use and develop their essential skills in the workplace are not fully realised.

2.3.8 Almost all learners complete some form of initial assessment on entry to the programme. In the most effective practice, the tutors use a range of methods to identify the level of prior achievement of each learner. The learner's responses are analysed and assessed against the standards incorporated within the curriculum; the judgement made informs the preparation of a coherent programme of learning and this provides opportunities for progression and sets appropriate individual targets against which the learner's progress can be measured.

2.3.9 The majority of tutors, however, do not analyse and use the results of the initial assessments effectively, and, consequently, it is difficult to ascertain the progress expected or the progress that learners are actually making. The tutors rely much too heavily on the scores from commercially produced tests and rarely make detailed diagnostic assessments of what a learner can do, and what he or she finds difficult on everyday tasks. The oral competence of most learners, for example, is greater than their competence in reading and writing; however, learning plans rarely make reference to this or to what improvements learners might aim towards, and what help they will need.

2.3.10 Most tutors respond positively and regularly to the learners' written work, but their comments frequently lack the necessary discrimination and constructive advice to promote effective improvement. The tutors do not provide learners with sufficient guidance to develop strategies, which will enable them to become more independent in their use of language and number. Only a significant minority of tutors use the results of their formative assessments to inform the learning plans and to influence future teaching and learning goals. The tracking of learners' progress is generally poor.

2.3.11 In both literacy and numeracy classes, the majority of tutors have worked hard to develop teaching and learning resources which meet the needs and interests of their learners and make good use of everyday materials. The access to computers, calculators and audio-visual equipment has improved steadily for the majority of learners. Only a significant minority of the tutors, however, use these aids effectively to support and reinforce learning, and to develop independent learning skills. A small number of tutors are insufficiently discriminating when choosing software programmes, which are appropriately

matched to the needs of the learners. In numeracy classes, there are insufficient practical materials to support learning.

2.3.12 The quality of accommodation ranges from poor to good, but is generally bright and spacious to allow for small group or individual work. Learners in the community and voluntary sector value the opportunity to meet within their local community where they feel at ease. In the best practice, tutors arrange for visits to other centres or to the main FE college campus to develop the learners' confidence, and to prepare them for progression routes unavailable from the community provider or in the college out-centre.

2.4 Leadership and Management

2.4.1 Since the launch of the Strategy in October 2002, many organisations have worked hard, and with considerable success, to widen access, expand their provision, and thereby to increase the number of students enrolling within essential skills classes. Valuable contacts have been made by staff within the further education college, for example, to set up learning groups in a range of out-centres, in work places, and, occasionally, using a specially designed learning bus. What is less common is an objective review of the outcomes for learners in this range of venue, an analysis of what works and why, and a strategic plan to ensure appropriate pathways for learners. In one college, for example, around 220 students enrolled in 2002-03, but virtually none gained a qualification. Most did not return in September 2003, but there is no record of whether they enrolled on other classes and why they may have done so.

2.4.2 Although there has been considerable investment in essential skills and a significant increase in the number of students enrolled, the quality assurance procedures in each of the colleges and training organisations inspected are poor. Only a few of the colleges and a few Jobskills providers had completed a separate self-evaluation report for essential skills. These reports often provided a detailed description of the provision, but contained little assessment of the strengths of the provision and the areas for improvement.

2.4.3 The quality assurance procedures in almost all the community organisations inspected are still under developed. Relevant performance indicators are not used to review the quality of the provision, and the evaluative feedback sought from learners and tutors is not systematic, analysed or acted upon. One large provider of community provision has

begun to implement standardised assessment procedures and introduced the sharing of good practice in order to promote consistency across the provision. Within New Deal, organisations will produce self-evaluation reports for the first time in May 2004.

2.4.4 The implementation of the new funding procedures in 2002 has necessitated the keeping of much better records of enrolments and retention and success rates. There is, however, still minimal analysis of the statistical data that is recorded. There are few strategies put in place by senior management teams to monitor the quality of the provision for learners, the progression of the learners and the outcomes they achieve. Similarly, there is little monitoring of how well tutors are handling the new curricula or of the approaches that work best.

2.4.5 More often than not, the senior staff with responsibility for essential skills in FE colleges, do not provide the adequate curricular leadership necessary to make a judgement about the quality of the provision and to give the work a sense of clear strategic direction. The provision for essential skills is almost always provided discretely, with little reference to other cognate areas such as key skills and GCSE English and mathematics, and with little liaison with the careers educational guidance staff. The tutors see the value of sharing resources and good practice, but most work in relative isolation, and the co-ordination of the work is inadequate.

2.4.6 In only one of the FE colleges visited, has the senior management put in place structures, procedures and personnel to ensure that the new strategy is appropriately implemented, and that tutors are adequately supported. In this best practice, the senior management team has supported the work of the Head of Centre who has divided her staff into teams for the provision of literacy, numeracy, special needs, and English for speakers of other languages. Time is provided for regular minuted meetings of both the team leaders and the teams. There is also a weekly meeting for new and recently qualified tutors, and for those who are completing the tutor education course at Queen's University. The benefits from this strategic approach are evidenced in the sharing of resources and teaching approaches, and in the professional dialogue and deepening understanding that underpins the provision. Thirty minutes of tutorial time is also afforded to each literacy and numeracy learning group. This time is used by tutors to make individual appointments with students, to review their progress on a regular basis, and to deal with difficulties that may arise. Newly appointed administrative staff take care of

the new record keeping and funding procedures, and liaise with community groups and other out-centres.

2.4.7 Elsewhere, across the sectors, where there are team meetings for essential skills tutors, the meetings are frequently dominated by administrative matters at the expense of pedagogical or curricular ones. A significant minority of tutors lack the expertise to assess what the learners can do and what they find difficult; a significant minority also lacks the expertise to provide the teaching that many of the learners need. Most tutors have had little more than the three days of centrally provided training designed to raise awareness of the new curriculum. That training has helped to inform them about the content of the curriculum and how it is presented; it has not been sufficient to help the tutors to use the curriculum to plan a programme of learning based on the learners' prior achievements, and what they need to do to progress.

2.4.8 Within the EST option of New Deal, only a minority of the New Deal Personal Advisors (PAs) have received sufficient breadth and depth of training to enable them to provide the guidance and support required by learners. As a result, the quality of the monitoring and review of the learners' progress within the Jobcentres lacks rigour. It focuses mainly on the learners' attendance and time keeping, with insufficient emphasis on the quality of the placement, the employer's role in supporting the learners in developing their literacy and/or numeracy skills or on providing feedback to the learners on their performance and progress within directed training.

2.5 Conclusion

2.5.1 The survey of the essential skills provision within the programmes funded by the Department for Employment and Learning reveals that the Essential Skills Strategy has been effective in significantly increasing the number of essential skills learners enrolled, and is beginning to bring about an increase in the numbers achieving external accreditation. The tutors welcome the breadth and progression set out in the new curricula, although many still have an incomplete understanding of the documents, and how they might be used to plan a programme of work.

2.5.2 Other significant areas for development and improvement include more rigorous initial assessment, and its subsequent use in planning for progression; better teaching strategies that focus on helping the learners to apply their understanding and skills to address everyday mathematical and language

situations; more detailed record keeping and monitoring of the progress of learners; and more in-depth appraisal, by tutors and management, of the outcomes of the investment they make within essential skills, and how that should influence future developments.

PART THREE: PROVISION FOR TUTOR EDUCATION

THE CERTIFICATE IN THE TEACHING AND MANAGEMENT OF ESSENTIAL SKILLS: QUEEN'S UNIVERSITY BELFAST

3.1 Background

3.1.1 Prior to the implementation of the Essential Skills Strategy, there were no qualification requirements to teach adult basic education; those teaching in Jobskills or on New Deal schemes were required to have, as a minimum, the City Guilds Certificate in Teaching Basic Skills 9285 qualification at level 3 or the RSA Diploma in Teaching and Learning in Adult Basic Education. In practice, however, many of the tutors on the adult schemes also held these specialist qualifications or, at the very least, the City and Guilds Initial Certificate in Teaching Basic Skills 9281/2 (level 2) qualification designed for volunteer tutors.

3.1.2 The essential skills strategy, Essential Skills for Living: the Strategy and Action Plan for Adult Literacy in Northern Ireland, published by the Department for Employment and Learning in October 2002, had three main elements - a new curriculum, new accreditation for learners, and enhanced qualifications for those wishing to teach essential skills. The Strategy indicated that a new suite of tutor qualifications would be introduced, and that they would be mapped to the standards introduced by the Further Education National Training Organisation (FENTO). The qualifications would range from level 2 to post-graduate level to provide an opportunity for career progression for those teaching essential skills. Level 2 qualifications were to be made available for volunteer tutors or front line community workers; level 4 qualifications were to provide the minimum standard for teaching essential skills, and the post-graduate levels were to be for those in management positions or engaging in research. Continuous professional development modules (CPD) were also to be designed for existing tutors, and to provide extra support in specific areas of teaching and learning.

3.1.3 In its circular ES03/03, the Department for Employment and Learning made it compulsory for all new tutors of adult numeracy or adult literacy to achieve, as a minimum, a qualification which met the relevant FENTO subject specifications at level 4.

3.1.4 The Department for Employment and Learning originally commissioned the two universities to develop the provision, and, as a first step, a new initial teaching course for those wishing to teach Essential Skills. The FENTO subject specifications for teachers of adult literacy and numeracy were published in 2002-03 to meet the Skills for Life strategy introduced by the Department for Education and Skills in England and Wales. In September 2002, Queen's University Belfast (QUB) introduced the Certificate in the Teaching and Management of Literacy and Essential Skills and, in September 2003, the Certificate in the Teaching and Management of Numeracy and Essential Skills; both these courses, referred to as the 'certificate courses', meet the FENTO subject specifications at level 4.

3.1.5 QUB also introduced in September 2003, its Diploma in the Teaching and Management of Literacy and Essential Skills (the 'diploma' course) which is also a level 4 course and meets the FENTO standards for teaching and supporting learning in further education in England and Wales.

3.1.6 The Department for Employment and Learning also requested that the University of Ulster (UU) include an essential skills element within its postgraduate certificate in further and higher education (PGCFHE) course - that course (or a recognised equivalent) is necessary for confirmation of recognition as a qualified teacher in an institution of further education in Northern Ireland. A review of this element of provision is contained in Part Four of this report.

3.1.7 The certificate courses are completed on a part-time basis over one year and consist of around 90 teaching hours, and 30 hours of work-based learning or teaching experience. In 2003-04, three certificate literacy classes were provided by QUB, two in Belfast (one weekly and one fortnightly) and one weekly course in Armagh. One numeracy course was provided in Belfast. The university also franchised its literacy course to Limavady College.

3.1.8 The following report is based on a survey of the QUB provision including the course at Limavady College. It focuses mainly on the certificate courses in literacy and numeracy, both the taught element and the work-based element. Assignments from the 2002-03 cohort were also examined. The survey was completed between October 2003 and May 2004.

3.1.9 A total of eleven visits was made to the taught sessions, and ten students were visited and observed teaching during their work placement.

Discussions were also held with the tutors, the students, a group of mentors, and staff within the organisations which hosted the work placements.

3.2 Summary of Main Findings

3.2.1 The main strengths are:

- the good quality of teaching;
- the high level of commitment of the tutors and their support for the students;
- the motivation of the students, their perseverance, high attendance and retention rates;
- the achievements of the students, relative to their prior experience and achievements and learning; and
- the breadth of the course.

3.2.2 The main areas for improvement are:

- the adequacy of the provision in view of the wide variation in the students' prior experience and achievements;
- the need for greater emphasis on the development of pedagogical and assessment skills specific to literacy and numeracy;
- the quality and management of the placement;
- the quality assurance procedures; and
- the use of information learning technology (ILT).

3.3 Issues for Action

- The minimum requirement for new teachers of essential skills should be raised to include a level 4 qualification in either literacy or mathematics, and a level 4 qualification in teaching.
- The prior learning achieved on essential skills courses at level 4 should be accredited within the PGCFHE.
- The courses should be modularised to allow students, depending on their prior qualifications, to complete either the subject specification only or the teaching qualification.
- The re-designed course should give more attention to the teaching strategies necessary for essential skills learners.
- There should be an on-line element.

MAIN FINDINGS

3.4 Selection and Profile of Students

3.4.1 The students on the certificate courses are required to have, on entry, a General Certificate of Secondary Education (GCSE) grade A-C (or equivalent) in English and mathematics, and to have secured a placement to enable them to complete the 30 hours of work placement. All those who applied for the QUB courses and met these criteria were offered a place. Limavady College also included a further useful selection procedure in which applicants completed a detailed pro forma and were interviewed. The aim was to assess their ability to complete successfully both the theory and the practical elements of the course.

3.4.2 Ninety students were enrolled across the certificate courses in 2002-03; approximately 20% of these were enrolled on the numeracy course and the remainder on the literacy course. Just under 20% were enrolled at Limavady College. (see appendix 4) The range and experience of the students is extremely wide in terms of their general education, their qualifications in either English or mathematics, and their experience of teaching adults. Over 50% of the students are graduates, and the vast majority has a qualification at least at level 3 or equivalent. Only a small

percentage, however, has a qualification above level 2 in English and mathematics. Around 16% have a teaching qualification recognised by the Department of Education in Northern Ireland enabling them to teach in Further Education or schools in the province. Less than half have a level 2 qualification in teaching essential skills, and the majority has little or no experience of teaching essential skills. For most students the course is, therefore, demanding in either achieving the subject specification or in developing teaching strategies, or in both. The diversity of experience and prior learning within each group also places significant demands on the tutors. The vast majority of the students on the diploma course have already completed the certificate course in literacy.

3.5 Quality of the Provision

3.5.1 The course programme, assignments, regulations and bibliography are clearly set out in the course handbook which is made available to each of the students. Each teaching session has also clear aims and objectives, and is supported by a range of handouts and teaching materials. Students are very clear about the course requirements and the assessment demands.

3.5.2 Each of the certificate courses is demanding. Their aims are to develop:

- the students' own proficiency in numeracy or language and literacy;
- an understanding of the social, historical and developmental aspects of language and number;
- an understanding of adult learning, particularly in literacy and numeracy; and
- an understanding of current curriculum, assessment and policy issues.

The students are also required to devise a programme of learning to be implemented over 15 two hour teaching sessions. This requirement is appropriate only as a minimal preparation for teaching essential skills in an adult context.

3.5.3 The quality of the teaching is good: the tutors are thoroughly prepared for their teaching sessions and the timetable in the course handbook is adhered to strictly; the sessions include a good range of teaching and learning approaches including expository teaching, small group work, and opportunities for whole group interaction. The sessions are supported with a range of visual or audio-visual aids, along with handouts and other relevant reading material, which students are expected to use to complete their assignments. The vast majority of the teaching sessions observed were energetic, focused, and moved at a swift pace. The tasks are clearly introduced, and the materials in the literacy classes, in particular, are well chosen for their enjoyment, interest and relevance. The tutors also make good use of their own recent and relevant teaching experience. The students' understanding of the learning and teaching process and their own proficiency in, and knowledge about language, are progressed in an appropriately integrated way.

3.5.4 A significant part of the numeracy course is devoted to the development of the students' personal proficiency across the breadth of mathematics. The tutors are both thorough and supportive. They set high expectations for the students who, in their turn, respond with considerable effort, and consequently, take pride in what they achieve. A further positive feature of the course is the opportunity afforded to the students with higher levels of mathematical expertise, to provide additional help for their peers.

3.5.5 The students are expected to complete a significant amount of work between lessons to keep abreast of the new topics, and to consolidate their understanding. In each of the groups, there is a wide variation in prior learning, experience and achievement, which is not fully addressed in the teaching sessions.

3.5.6 The tutors are highly committed to the students, and to ensuring their success. They recognise the demands of the course, and set high expectations for both themselves and their students. Each student is offered a one-hour one-to-one tutorial; in practice many are given much more time, particularly to provide help with assignments or aspects of the course that have not been fully understood. This level of engagement, coupled with the teaching sessions and the assignment work, enables the tutors to get to know well the capabilities of their students. It does, however, make significant demands on the tutors, and raises questions about the sufficiency of the teaching time devoted to the course and the suitability of the existing minimal

entry qualifications. The tutors mark the students work conscientiously and offer helpful and constructive comments.

3.5.7 Information and learning technology is under-used. The absence of a virtual learning environment (VLE) or on-line learning facility for the university students means that there is minimal use made of ILT as a teaching resource or as an integral part of the literacy and numeracy curriculum or as a means of providing extra support for students. Students enrolled on the Limavady College course have easy access to computers, can participate in the essential skills discussion board, and can access the course materials on the college VLE.

3.6 Quality of Student Tutors' Achievements

a. Taught Element

3.6.1 Attendance at all the courses is good and reflects a high level of commitment among the students. In the first year of the literacy certificate course at Queen's University, the retention rate was 89% and the success rate was 98%.

3.6.2 The students are very committed to teaching adults, and show high levels of perseverance and motivation in achieving the necessary expertise and qualifications. A significant number has a variety of experience in working with adults in training organisations or in community settings; others have had experience with adults as social or para-medical workers or in the caring professions. Insufficient opportunity is provided to share this valuable experience and expertise.

3.6.3 The students are very responsive in class; they are keen to participate, ready to ask questions, and often raise in the group issues that have arisen in their own practice or with the adults with whom they work. There is evidence that, as the course proceeds, the students become increasingly critically reflective of their own practice, and that which they have observed. The completion of the work-placement portfolio and of the numeracy learning diary makes a positive contribution to the development of the students' critical self-evaluation. Some excellent examples of diaries were seen which charted the student's progress and reaction to learning, and which also provided the tutors with a valuable insight into the student's perceptions of the learning process.

3.6.4 The vast majority of students comment positively on the course, its enjoyment, its challenge, and its benefits. They are also very appreciative of the tutors and their style of teaching. Almost all also comment on the significant demands the course makes on their time beyond the timetabled sessions. Those on the literacy course talk of the need to spend significant time in studying the materials distributed at each class, the notes taken and the required reading, in order to be able to complete their assignments. The students on the numeracy course also spend a significant amount of time in completing the tasks that are set, and in building up a portfolio to demonstrate the standard of their personal achievement in mathematics.

3.6.5 Four of the main written assignments in the literacy course take the form of discursive essays, which require the students to read widely, and to develop an understanding of such key issues as the cultural and social dimensions of language and the barriers to language development. The assignments also require the students to reflect on their own use of language in certain specific contexts. Consideration should be given to including a wider range of assessment tasks, particularly to help the students develop their own versatility as language users, and their ability to make critical judgements about the language used by a range of adult learners. The majority of the students produce extensive responses, they research the subjects in question and are able to produce well-informed and competent accounts of the key issues. A small minority are insightful and well-argued, and provide a perspicacious and evaluative discussion of the issues. A further small minority of students display shortcomings in their own skills in using language.

3.6.6 The written and oral responses of the students in the certificate in literacy course indicate that the areas where they need most help are in the development of their understanding of how language is structured, how meaning is made, and how to make critical judgements about the quality of language that go beyond its secretarial accuracy. These shortcomings are evident in the absence of an appropriate language in which to consider a piece of text or to appreciate fully the qualitative progression that might be expected in a learner's literacy ability. Many of the students observed used imprecise and conversational language in studying a piece of text and were unable, for example, to comment on the tone and style of the text. Although the students have some exposure to these ideas, the need to cover a wide range of topics means that there is insufficient opportunity to consolidate their understanding, and to apply it.

3.6.7 Similarly in mathematics, the students work hard to cover the range of mathematical topics; there is clear evidence that their understanding of concepts has improved, and their experience has widened across a broad range of mathematics. They show a fair to good understanding of the development of the teaching of numeracy and the relevant issues involved. Some good examples were seen of the development and application of appropriate mathematical teaching strategies, with regard to teaching learners who are following the Essential Skills Curriculum. In general, however, this aspect of the students' work is underdeveloped.

3.6.8 The students each complete an evaluation form at the end of each session and again at the end of the year. The completion of these forms is a helpful way in which students can register any difficulties they might have. Many of the students also speak directly with the tutor, and arrange a support session when they encounter a difficulty.

b. Placements

3.6.9 The students prepare thoroughly for their teaching placement; in each of the situations visited and lessons observed, the students had developed very good rapport with their learners, managed their groups well, and had a good working relationship with the host organisation. Prior to beginning their placement, they had completed some form of initial assessment with their learners. The lessons included a suitable mixture of oral and written work, individual activity, and whole group teaching. The resources were usually well-chosen for their interest and accessibility. The majority of the students had a detailed written preparation setting out the activity, the resources, and the methods to be employed.

3.6.10 The observations of the students in a teaching situation provide a good insight into how well prepared the students are to take on the responsibility for a teaching group. A number of recurring issues emerged from this part of the survey, which together point to the need for more time to be given to the teaching placement as a formative learning experience. They also highlight the need for more regular support and guidance to be afforded to it, not least because the majority of the adults and young adults have previously experienced difficulties with their learning.

3.6.11 The placement is, for the majority of students, their first experience of taking responsibility for a group of learners. Their preparation reflects what is

common for a first teaching placement, in that it focuses on the activities to be completed on a lesson-by-lesson basis. The majority of the students are not yet sufficiently confident in making qualitative judgements about the language achievements of their learners, of the progression to be expected, and of strategies to help achieve that progression. The students are also overly focused on the curriculum standards, at the expense of preparing a programme of learning. The placement is appropriately planned after the main teaching on the course, but the timing provides little opportunity for debriefing or for building in progression.

3.6.12 There is significant variation in the placements, and the extent to which they provide a good learning experience for the students. The host organisations are supportive of the students and resources are made freely available. Only the bigger organisations, however, are in a position to provide supervision and support from experienced tutors. Some of the groups are inappropriate for students in training because of the preponderance of learners with significant learning difficulties or behavioural problems. Other placements allow minimal opportunity to observe an experienced tutor or to have regular feedback and professional discussion with an experienced tutor. A number of the students visited have had minimal formative assessment from their mentor. Mentors too, are not always clear about the standards they should expect, and the host organisations interpret their role in various ways. The assessment made by mentors tends to be on the lesson observed, with insufficient attention being given to the coherence and progression in the programme the students prepare for the learners.

3.6.13 The students' teaching portfolios also show a high level of industry and commitment. The guidance for the completion of these provides the students with a helpful structure. The students are also encouraged in the development and use of different forms of initial assessment, and to articulate their reasons for the approaches they adopt, and on the relative success of the approach in bringing about progress for the learner. The portfolios are completed and submitted at the end of the course, but their value as a formative learning experience is, therefore, not fully maximised.

3.7 Leadership and Management

3.7.1 The main tutors complement one another in terms of their experience and expertise in their subject areas and experience of teaching adults. A number of guest tutors provide additional expertise and experience. The main

team has worked exceptionally hard, and with considerable success, to design the courses and implement them at a time of transition in government policy. The popularity of the courses evidenced in the enrolment figures, the high level of the general educational achievements of the students enrolled, and the students' evaluative comments reflects that success. The external examiners' report on the course is brief and largely positive. It highlights the peer presentations as an impressive way of validating learning but also highlights an absence of discursive writing and reflection in the journals of some of the weaker candidates.

3.7.2 The tutors provided a brief review of the course prior to the survey. Much of their review focuses on the difficulties of initiating the course procedures and in ensuring workable placement arrangements. Their report also refers to the positive evaluations from the students and to two recurring concerns: namely, the extensive content of the course, and the need for more support and guidance in the development of suitable teaching strategies and learning programmes. The findings from this survey recognises the success of the tutors in the development of the course, and also endorses the concerns raised by the students.

3.7.3 It is disappointing that there is minimal evidence of any rigorous evaluation by the course managers, particularly given the newness of the courses, their critical importance to the Essential Skills Strategy, need to ensure the adequacy of the courses for new teachers of essential skills, and the real difficulties presented by the demands for some of the students.

3.7.4 The diploma course provides a progression route for the students and is based on the FENTO standards for teaching and supporting learning in further education in England and Wales. To date, it has been offered on the main university campus and only for students teaching literacy. Although the course concentrates more on teaching and learning approaches and includes a further 70 hours of teaching experience, the uptake has been much smaller. Consideration should be given to making this course a compulsory element for essential skills tutors who are new to teaching.

3.7.5 The tutors report that, with the exception of IT, resources for the university courses are adequate. The accommodation at the university, with its fixed and cumbersome furniture, is unsuitable for the teaching strategies that are used.

3.8 Conclusion

The survey of the Queens' University and Limavady College provision reveals that:

- a. the quality of the provision is good;
- b. the students make good progress given their prior achievement and the amount of time afforded to the course;
- c. the management of the teaching element of the course is satisfactory; the arrangements for the teaching placement, and the internal quality assurance procedures are not sufficiently rigorous; and
- d. there is need for a review of the selection procedures and/or the entry requirements for the course, and for more time to be afforded to the development of the students' skills in teaching, and their use of the adult literacy and numeracy curricula.

PART FOUR: PROVISION FOR TUTOR EDUCATION

THE POSTGRADUATE CERTIFICATE IN FURTHER AND HIGHER EDUCATION: THE UNIVERSITY OF ULSTER

4.1 Background

4.1.1 In order to obtain recognition as a fully qualified teacher, full-time and associate, staff in colleges of further and higher education must complete the Postgraduate Certificate in Further and Higher Education (PGCFHE). The PGCFHE is taught at the University of Ulster as a one-year course of part-time study. The course is taught on both the Jordanstown and Magee campuses.

4.1.2 The Essential Skills competence was introduced into the PGCFHE in 2002-03. To achieve the competence, the student tutors must demonstrate knowledge and understanding of how Essential Skills for Living can be improved. The competence is taught in a half-day session consisting of an input by the university tutor to the whole group, followed by small group seminars. The student tutors' competence is assessed through a subsequent written assignment. As part of the inspection of Essential Skills, discussions were held with the course tutors, inspection visits were made to the two taught sessions, and a sample of student tutors' assignments was scrutinised.

4.2 Summary of Main Findings

4.2.1 The main strengths are:

- the well structured taught sessions, with clear tutor exposition and relevant resources;
- the match of the teaching to the student tutors' level of knowledge and understanding;
- the effective raising of the student tutors' level of awareness of the Essential Skills Strategy;
- the student tutors' positive contributions to the plenary and seminar discussions; and

- the assignment, which requires the student tutors to reflect and comment on the Essential Skills Strategy at regional and college level, while considering the needs of the learners in their own context.

4.2.2 The main areas for improvement are:

- the guidance to student tutors on ways of identifying and analysing the levels of literacy and numeracy of their learners, and on how to improve their learners' proficiency in these areas; and
- the guidance to the student tutors on evaluating the effectiveness of their work, in order to help them improve as reflective practitioners.

MAIN FINDINGS

4.3 Quality of Provision

4.3.1 The content of the essential skills competence is appropriate. The student tutors are required to demonstrate knowledge and understanding of the Essential Skills for Living Strategy at regional level, and evaluate the effectiveness of their personal contribution and the contribution of their college, to the enhancement of essential skills. The teaching of the Inclusive Learning competence during the preceding week raises the student tutors' awareness of key issues relating to access and participation in education, and helps to set the context for their study of the Essential Skills Strategy.

4.3.2 The taught sessions on each campus are conducted in a pleasant, relaxed but purposeful manner. The tutor's exposition is clear and well structured, and she responds helpfully to the student tutors' questions. In opening the session, the tutor took time to establish the extent of the student tutors' knowledge of essential skills. The student tutors teach a wide variety of courses, and it was evident that most had, at best, a rudimentary knowledge of the Essential Skills for Living Strategy. Consequently, it was appropriate that a substantial amount of time was devoted to explaining the rationale and purpose of the Strategy, and the key elements of its implementation. In addition to stressing that improving essential skills is a responsibility for the whole education community, there was an appropriate emphasis placed on the

importance of robust systems of assessment, accreditation and quality assurance.

4.3.3 The latter part of the taught session focused on the assignment related to the competence. The quality of the student tutors' responses in their assignments highlight the need to provide more guidance on ways of identifying, analysing and improving their learners' proficiency in literacy and numeracy.

4.3.4 During the taught session and the subsequent seminars, the student tutors had opportunities to reflect on the Strategy, and to begin to relate it to their own context. Most of the student tutors participated in the discussions with interest and shared their views willingly, but only a minority made more extended and thoughtful contributions. The small number of essential skills tutors in each group contributed useful insights based on their experiences of teaching essential skills.

4.3.5 The tutor made effective use of ILT and provided a good list of essential skills resources, including references to relevant websites. The quality of the accommodation for the course is generally satisfactory, although the size and shape of the room on the Jordanstown campus inhibits the student tutors' participation in the plenary discussions.

4.4 Quality of Student Tutors' Achievements

4.4.1 In their assignments, most of the student tutors demonstrated a sound or better knowledge and understanding of the origins and evolution of the Essential Skills for Living Strategy. The quality of the student tutors' analyses of their colleges' provision was more varied. Only a minority supported their comments with detailed statistics of the numbers of students and the college targets in relation to essential skills.

4.4.2 The majority of student tutors had difficulty identifying, in any substantive detail, the levels of literacy and numeracy integral to the learning in their courses. A minority commented that, the qualifications gained by the students prior to their entry to the courses, proved unreliable indicators of the students' proficiency in literacy and numeracy. Others either did not regard the improvement of their students' literacy and numeracy as their responsibility or felt ill-equipped to help effectively.

4.4.3 Most of the student tutors were able to comment on the variety of approaches they used for the initial assessment of their students. The majority commented that they would refer their students to their college's learning support teams if initial assessment identified problems with literacy and numeracy. They had more difficulty commenting critically on how they supported improvement of their students' initial performance. In the best assignments, the student tutors identified a range of learning experiences that provided opportunities for the students to develop their literacy and numeracy skills. These approaches were often complemented by formative assessment and feedback to help the students improve their skills. A significant minority of student tutors focused on their approaches to the monitoring and assessment of their students' progress, rather than detailing what they did to support them.

4.4.4 The third component of the assignment is a synoptic, reflective competence that requires the student tutors to comment on the effectiveness of their personal contribution and the contribution of others in their college, to the enhancement of essential skills. Although most of the student tutors discussed their personal effectiveness, most were largely descriptive rather than evaluative. In order to improve their capabilities as reflective practitioners, the student tutors require more guidance on evaluating the effectiveness of their work. Only a minority of student tutors made substantial evaluative comments on the effectiveness of their colleges' provision. In the best assignments, these comments included detailed statistics to demonstrate this effectiveness. A significant minority drew attention to the need for colleges to raise all their teaching staff's awareness of their potential contribution to enhancing their students' essential skills.

4.5 Leadership and Management

4.5.1 The course tutors review the essential skill competence regularly. Since its introduction in 2002-03, they have modified the taught programme and amended the assignment to ensure that each is fit for purpose. The whole of the PGCFHE course is, however, currently under review.

4.6 Conclusion

The essential skills competence within the PGCFHE is successful in raising the student tutors' awareness of the rationale for and implementation of this policy as it applies to their own classes, as well as at college and regional level. The

student tutors need more guidance on the teaching of literacy and numeracy and on self-evaluation, in order to improve further their ability to enhance their students' essential skills.

Appendix 1

The following organisations were visited and included as part of the survey.

Further Education Colleges

Belfast Institute of Further and Higher Education
Castlereagh College of Further and Higher Education
Fermanagh College of Further and Higher Education
North Down and Ards Institute of Further and Higher Education
North West Institute of Further and Higher Education
Upper Bann Institute of Further and Higher Education

Community Organisations

Focus on Family, Coleraine
Greater Shantallow Area Partnership, Londonderry
Ligoneil Improvement Association, Belfast
Lisburn Men's Education Network, Lisburn
Upper Andersonstown Community Forum, Belfast
Workers' Educational Association

New Deal Essential Skills Provider

Ace Ventures
Dairy Farm - St Theresa's Community Project
East Down Institute of Further and Higher Education
Extern
H J O'Boyles Ltd, Downpatrick
Lisburn YMCA Ltd
Newry and Kilkeel Institute of Further and Higher Education
North Down and Ards Institute of Further and Higher Education
Paragon Training (NI) Ltd
Seven Towers Training
Springvale Learning
Workforce Training Services, Belfast

Jobskills Providers

East Tyrone College of Further and Higher Education

North Down Training Limited

Advance Training and Development

Cookstown Community Training

Lets Training and Employment Ltd

Derry Youth and Community Workshop Limited

Tutor Training Providers

Limavady College

Queens University Belfast

University of Ulster

Appendix 2a

NUMBERS OF LEARNERS FUNDED UNDER THE ESSENTIAL SKILLS STRATEGY

Sector	April 2002 - March 2003	April 2003 - March 2004	Total
FE Colleges	2,748	5,818*	8,566
Learndirect		141	141
The European Union Programme for Peace and Reconciliation (Peace 11)		966	966
WEA – BSP	73	255	328
WEA - Workplace		81	81
Jobskills	1,900	2,270	4,170
New Deal	23	165	188
Union Learning Fund		105	105
Training Organisations		19	19
Total	4,744	9,820	14,564

NOTE: *An additional 3,682 learners undertook adult basic education courses during 2002-2003 and were funded under the previous funding system*

**FE COLLEGE ESSENTIAL SKILLS ENROLMENTS
APRIL 2003-MARCH 2004 BY CLAIM PERIOD**

April	May-June	July-Aug	Sept-Dec	Jan-Feb	March*	Total
428	480	251	2,867	1,328	464	5,818

claims for two colleges, for March 2004, were not available

Appendix 3

STATISTICS PROVIDED BY CCEA ON ESSENTIAL SKILLS ACHIEVEMENTS AT ENTRY LEVEL WITHIN LITERACY AND NUMERACY

Level	Pilot Mar 03-Aug 03	Sept 03-May 03	Total
LITERACY			
Entry 1	166	99	265
Entry 2	152	175	327
Entry 3	325	272	597
TOTAL	643	546	1,189
NUMERACY			
Entry 1	59	84	143
Entry 2	108	107	215
Entry 3	179	289	468
TOTAL	346	480	826
OVERALL TOTAL	989	1,026	2,015

Appendix 4

STATISTICAL ANALYSIS OF THE ENROLMENTS ON THE TUTOR EDUCATION COURSES AT QUEEN'S UNIVERSITY

	Literacy Certificate QUB	Numeracy Certificate QUB	Literacy Certificate Limavady	Literacy Diploma QUB
Total enrolled	61	20	17	23
male	18	3	2	4
female	43	17	15	19
Highest qualification				
graduate	36	8	11	7
level 4	5	6	1	6
Highest qualification in English* or mathematics**				
graduate	4	3	13	3
level 4			3	1
level 3	5	4		1
level 2	52	13	1	18
Recognised teaching qualification NI	10	3	3	1
Essential Skills				
level 4				16
level 3				7
level 2	24	6	2	
Experience				
None	26	1		
Under 2 years	21	3	1	4
2 – 5 years	4	7	6	16
More than 5 yrs	10	7	10	3
Completed course	56	18	17	22
Successful completion	56	18	15	22

NOTES * *Highest English Qualification for those following the literacy course*
 ** *Highest Maths Qualification for those following the numeracy course*

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