



Final Report on the Skills for Life Workforce Development Survey
Sussex 2008

By Susan Farnham, Cathy McDonnell and Jill Page
June 2008

Contents

Introduction	
1.1 Background to project	3
1.2 Research Aims	3
1.3 Method and methodology	4
1.4 Questionnaire	4
Findings	
2.1 Sussex	5
2.2 Brighton and Hove	9
2.3 East Sussex	10
2.4 West Sussex	11
2.5 Meeting with Teacher Training providers	12
2.6 Numeracy	12
2.7 General	12
Actions arising from the findings of the Interim Report	
3.1 SfL Teacher Training provision	13
3.2 General	14
.	
Conclusions	
4.1 SfL Teacher Training Provision	15
4.2 General	15
Recommendations	16
Glossary of terms	19
Bibliography	20
Appendices	
Appendix A - Questionnaire	
Appendix B – List of organisations involved in scoping	
Appendix C – Current SfL Teacher Training Provider Action Plan	
Appendix D – Numeracy/ESOL Case Studies	

1 Introduction

1.1 Background to project

In September 2007, the government introduced new regulations to reform the training and qualifications of teachers, tutors and instructors. The reforms included changes to initial teacher training (ITT), continuing professional development (CPD) and professional recognition (DIUS: 2007). These reforms have had an impact on all those delivering learning within the Further Education (FE) sector, which includes work-based learning, and the organisations they work for.

Sussex had been pro active in developing its Skills for Life workforce. The Skills for Life Development Centre (SfLDC) has been engaged with the Action 4 Skills project for the last two years. Action 4 Skills is a two-year LSC ESF regionally funded project to support teacher training provision at Levels 3 and 4 for Skills for Life tutors, vocational tutors, learning support staff and NVQ Assessor Advisors and an interim report on the impact of that project was disseminated in November 2007 (Belger et al: 2007).

Data for the interim report was collected via a questionnaire designed to scope the need for SfL teacher training, and was sent to Sussex training providers. While the response was good from the larger Sussex training providers there was a low response from the many other smaller training organisations delivering SfL provision. Therefore, one of the recommendations of that report was to scope again those providers who had not returned their questionnaires. Subsequently, when the Institute for Learning indicated that teachers in other LSC funded provision should register with them by 30th September 2008 (IfL: 2008), it was decided to proceed with this work so that Teacher Training providers could use the information as a basis for the development of courses necessary to continue to up-skill the Skills for Life workforce. In February 2008, the Learning Skills Council Sussex commissioned the SfLDC to conduct a further detailed scoping of the Skills for Life workforce in Sussex, to ascertain the Skills for Life Teacher Training need.

Following an Interim report in April 2008, the LSC asked the SfLDC to take forward the recommendations regarding the co-ordination of the SfL Teacher Training provision, and the continued scoping of providers, and for this final report, on activities to be produced by the end of June 08.

1.2 Research aims

To further research the needs of the range of stakeholders relating to the delivery of SfL professional qualifications:

- to identify where the greatest numbers of unqualified teachers are placed geographically
- to provide robust data to providers on need and demand of SfL Teacher training qualifications in Sussex
- to inform organisations involved with teacher training reform, policy making and funding
- to inform the LSC of work still required to update the SfL workforce
- to inform marketing and IAG for individuals

Providers who still had not returned questionnaires by the Interim Report were approached again and sustained efforts have been made to obtain as many returns as possible.

1.3 Method and methodology

The scoping questionnaire was structured to include the expressed need of Skills for Life staff and supporting vocational tutors in embedding basic skills into vocational programmes. Learning Support staff were included because they often need to support literacy, language and numeracy in their roles. NVQ Assessor Advisors were also included, as they had found themselves required to deliver SfL teaching associated with Train 2 Gain or with the vocational element of the course. Other questions related to Professional Recognition Learning and Skills (PRLS)(SVUK: 2008), SfL-related training and CPD needs. The questionnaire was again circulated by email directly.

Fifty responses (86 %) have been now been received from both scoping exercises and are included in this Final Report. Even if the remaining eight organisations do respond, it is felt that their figures will not significantly change the scale of need.

It was decided not to pursue six organisations, which were national organisations with no bases in Sussex.

Variations in figures from the Interim Report relate to adjustments reported by work-based organisations who have subsequently re-organised teaching roles as a result of Skills for Life Improvement work. Some work-based providers have reported that they intend to have one member of staff as a qualified Skills for Life specialist with other full or associate teachers qualifying in embedding Skills for Life in vocational areas. Other variations relate to the updating of statistics by including any further scoping returns.

Questionnaire

The questionnaire concerning need and offer of provision is attached (See Appendix A). It was not sent to individual tutors but to their employers. This was because some of the organisations were conducting Training Needs Analysis because of Skills for Life Improvement work and changes in national policy relating to training. It was felt that the whole organisational approach to identifying training needs was more appropriate for this project.

2 Findings

2.1 Sussex

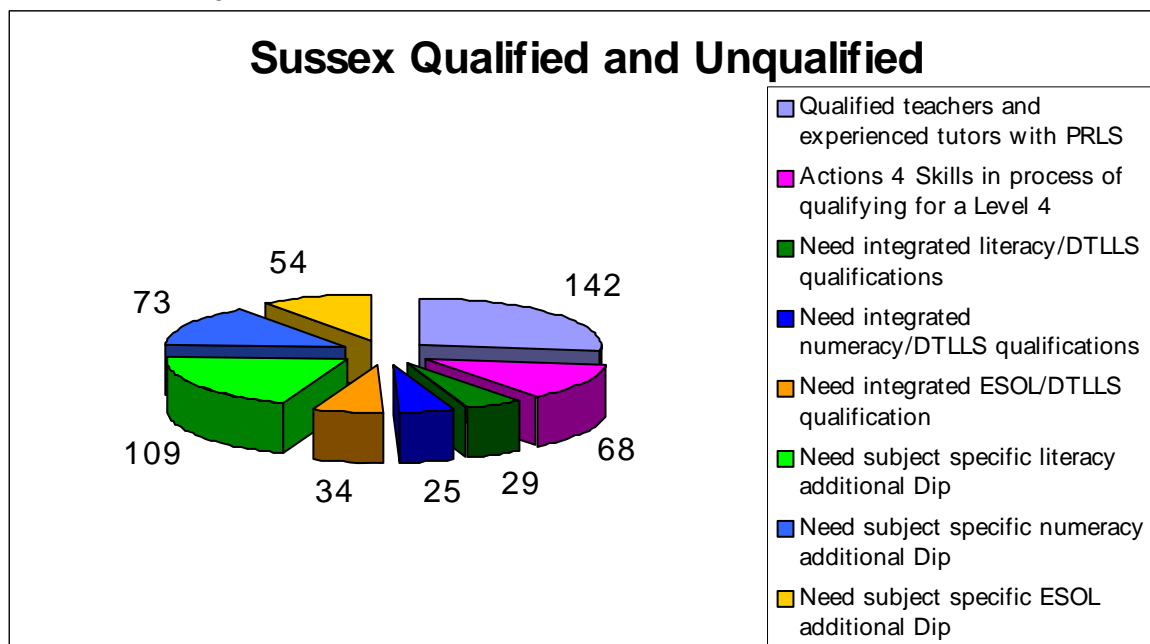
Sixty- four providers were scoped in Sussex. The list of organisations returning their responses is attached (See Appendix B). The providers came from seven different settings:

- 7 FE colleges including a specialist college
- 5 PCDL providers
- 43 Work based learning providers some of whom are Learn Direct Centres
- 2 Prisons (Education Departments)
- 2 Voluntary and community sector
- 3 Sixth form colleges.
- 2 IAG

Results from Sussex provided the following information:

- qualifications and training needs of 442 Skills for Life subject specialist tutors
- training needs of 580 vocational tutors
- training needs of 278 Learning Support staff
- training needs of 254 NVQ Assessor Advisors.

The information gathered can be enumerated as follows:



- 142 tutors (32%) of Sussex SfL tutors are fully qualified, are in the process of becoming so or have professional recognition
- 68 tutors are undertaking Level 4 courses towards full qualification, supported by Action 4 Skills (15%). By subject, 21 literacy, 23 numeracy and 25 ESOL.

Unqualified

Some tutors teach more than one subject specialism in SfL. So 228 tutors will require Additional Diploma courses as follows:

- 71 require numeracy
- 106 require literacy
- 51 require ESOL

88 new tutors require both a DTLLS and subject specialist integrated qualification:

- 25 require numeracy
- 29 require literacy
- 34 require ESOL

2.1.2 Vocational tutors

Providers reported on the needs of 580 vocational staff. Of these:

- 279 vocational staff would benefit from Embedding SfL in vocational areas
- 102 vocational staff would benefit from training in engaging and motivating learners.
- 555 vocational staff would benefit from training in interactive approaches to differentiation to Literacy, Language and Numeracy (LLN)

There is a growing awareness on the part of providers of the changing role of some NVQ Assessors, due to Train2Gain provision.

2.1.3 Learning Support Staff

During the time of this scoping, a national consultation on new standards for Learning Support staff is taking place and these are due out in January 2009 (LLUK: 2008).

At the recent meeting of the National Professional Development Network, LLUK indicated that the consultation on Learning Support Standards would continue. A draft Guidance to Awarding Bodies will be released soon so that generic units can be made available from January 2009. Work will continue over 2008/2009 on developing the standards and units for supporting the Language, Literacy and Numeracy (LLN) needs of learners and units for supporting learners with specific learning difficulties and disabilities.

It was reported that extensions to registration dates for existing Level 2 and Level 3 Learning Support qualifications are likely to be granted in the light of development work continuing over 2008/2009

Nineteen providers reported employing Learning Support staff. One of these was not specific about the LLN training requirements for their staff. Eighteen providers reported on the training needs of 278 Learning Support staff:

Qualified

92 staff qualified at Level 2 supporting literacy
92 staff qualified at Level 2 supporting numeracy
12 staff qualified at Level 2 supporting ESOL
56 staff qualified at Level 3 supporting literacy
9 staff qualified at Level 3 supporting numeracy
9 staff qualified at Level 3 supporting ESOL

Unqualified

99 staff require City and Guilds 9297 Level 2 Certificate in Learning Support for Literacy
96 staff require City and Guilds 9297 Level 2 Certificate in Learning Support for numeracy
36 staff require City and Guilds 9297 Level 2 Certificate in Learning Support for ESOL.
25 staff would benefit from Level 3 training for literacy
25 staff would benefit from Level 3 training for numeracy
50 staff would benefit from Level 3 training for ESOL.

2.1.4 CPD Training

The scoping to date has identified additional CPD requirements:

Continuing Professional Development (CPD) Needs

Using Interactive teaching approaches to LLN	555
Skills for Life Awareness	361
Dyslexia Awareness training or supporting dyslexic learners	156
Embedding SfL into vocational Courses	279
LLN for ALDD	137
Motivating and Engaging learners	102
Deaf Awareness	100
Core Curriculum Training	47
Business Literacy	20
Diversity	20
Understanding common mental health problems	15
ESOL for ALDD	11
Access for All	8
Dealing with difficult situations	8
Extended use of e-learning	7
Level 3 personal skills for teachers	6
Teaching Speaking and Listening	6
Care Home Management	4
Literacy to ESOL	4
Dyscalculia	2
Training Management	2

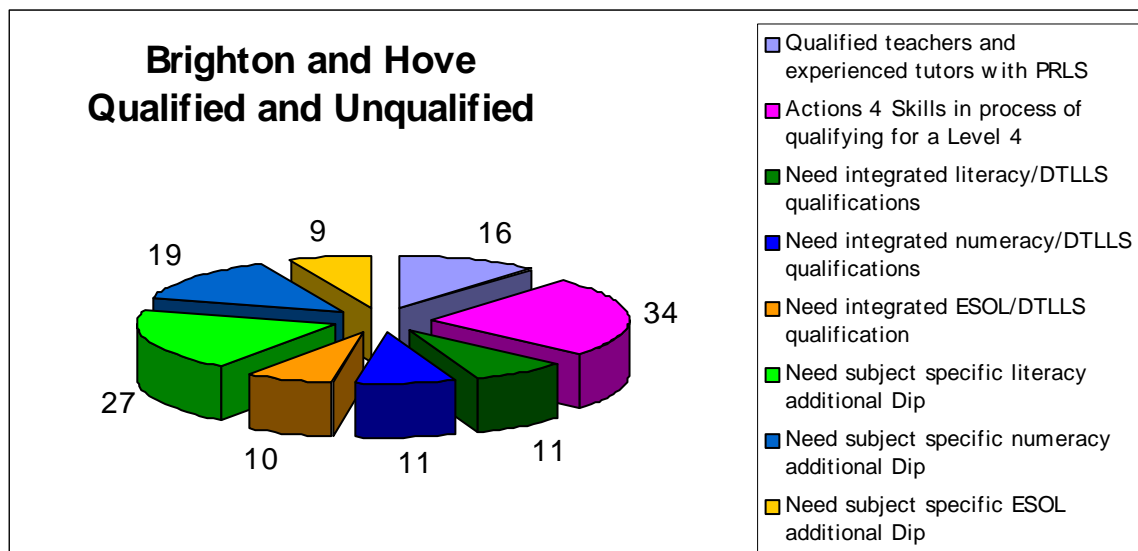
As an additional note, 4 work-based providers intend to run Level 3 PTLLS courses for assessors to begin to prepare them for an eventual teaching role.

2.1.5 Additional Key Findings

- 45 tutors applied for PRLS for which there was a 67% success rate (30 tutors).
- There are a further 40 tutors who could potentially apply for GPRLS
- Work based providers have identified staff needing generic qualifications as follows:
 - 29 Preparatory Certificate for Teaching in the Life Long Learning Sector (PTLLS)
 - 49 Certificate for Teaching in the Life Long Learning Sector (CTLLS)
 - 52 Diploma for Teaching in the Life Long Learning Sector (DTTLLS).

2.2 Brighton and Hove

The final figures have been amended in the light of adjusted returns from work-based providers.



Qualified

Of 102 reported SfL tutors in Brighton and Hove, 50, 49% are qualified or are in the process of becoming so and of these:

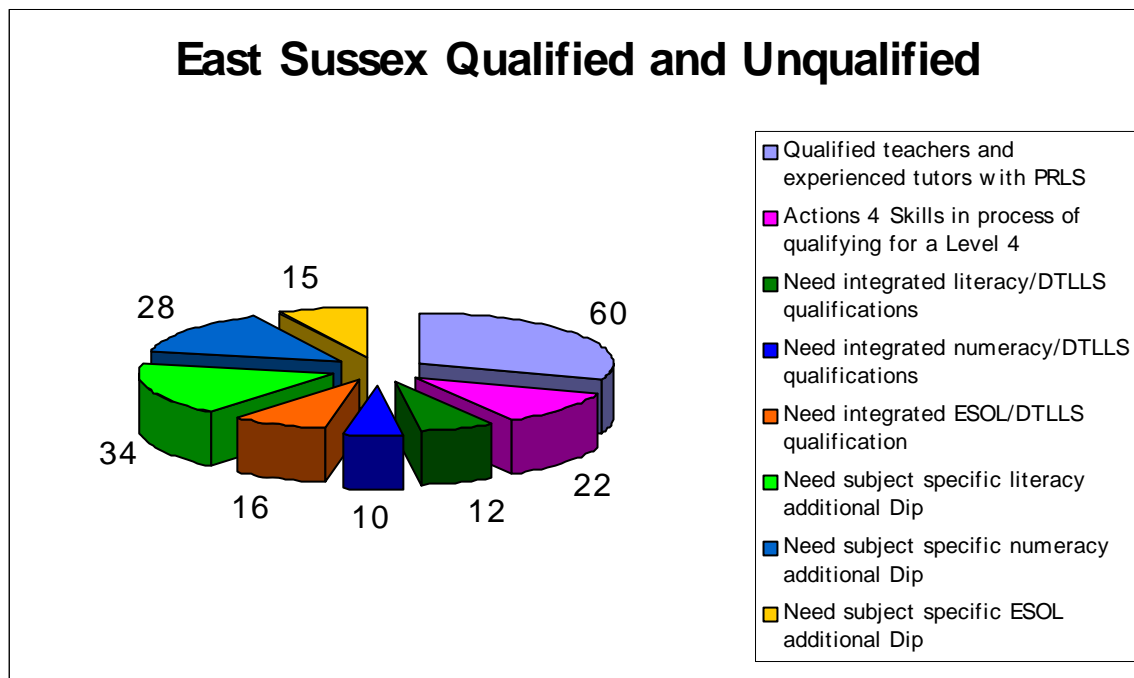
- 16 (16%) are fully qualified or are professionally recognised
- 34 (33%) are in the process of qualifying for Level 4 supported by Action 4 Skills

Unqualified

- 11 of SfL tutors in Brighton and Hove need an integrated literacy/ DTLLS qualification
- 11 of SfL tutors in Brighton and Hove need an integrated numeracy/ DTLLS qualification
- 10 of SfL tutors in Brighton and Hove require an integrated ESOL/DTLLS qualification.
- 27 of SfL tutors in Brighton and Hove require a subject specific literacy additional diploma
- 19 of SfL tutors in Brighton and Hove require a subject specific numeracy additional diploma
- 9 of SfL tutors in Brighton and Hove require a subject specific ESOL qualification
- 18 experienced SfL tutors in Brighton and Hove could potentially apply for GPRLS

The above figures for additional diplomas also includes tutors who teach more than one subject specialism

2.3 East Sussex



Qualified

Of 175 SfL tutors in East Sussex, 82 (47%) are suitably qualified or are in the process of becoming so and of these:

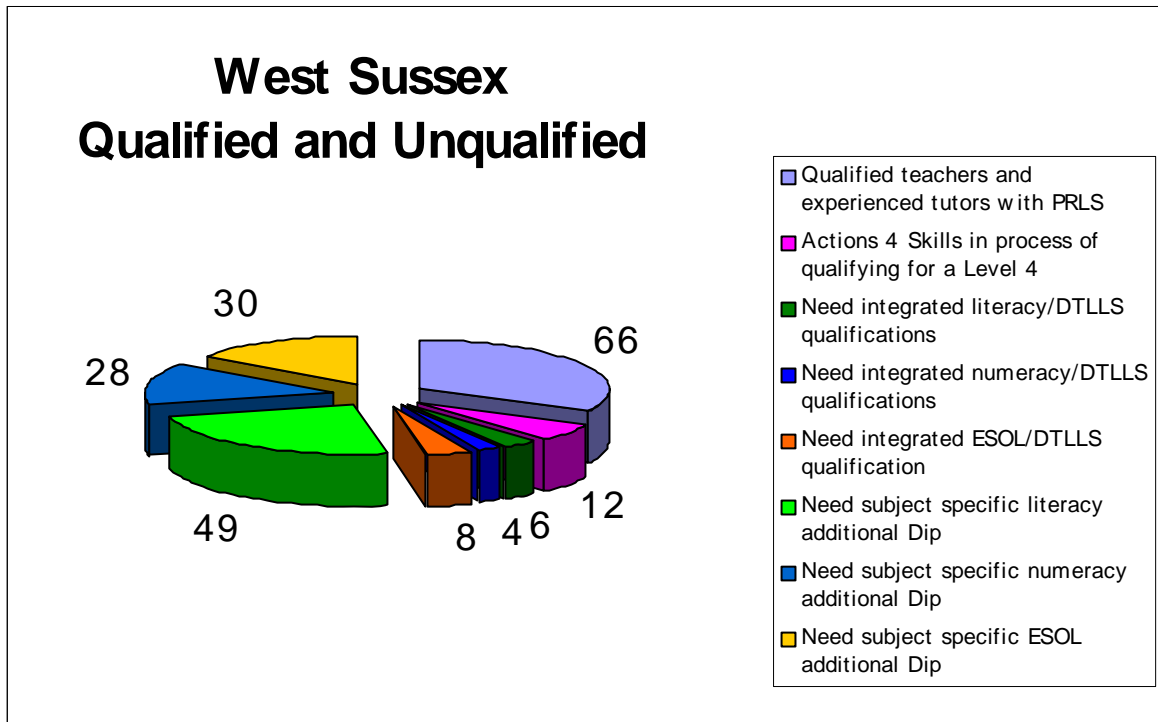
- 49 (28%) are fully qualified
- 11 (7%) have achieved PRLS,
- 22 (13%) are in the process of qualifying for Level 4 supported by Action 4 Skills

Unqualified

- 12 SfL tutors require an integrated literacy/ DTLLS qualification
- 10 SfL tutors require an integrated numeracy/DTLLS qualification
- 16 SfL tutors require an integrated ESOL/DTLLS qualification
- 34 SfL tutors require a subject specific literacy additional diploma
- 28 SfL tutors require a subject specific numeracy additional diploma
- 15 SfL tutors require a subject specific ESOL qualification
- 13 experienced SfL tutors could potentially apply for GPRLS

The above figures for additional diplomas also includes tutors who teach more than one subject specialism

2.4 West Sussex



Qualified

Of 175 SfL tutors in West Sussex, 78, 44.5% are suitably qualified, are in the process of becoming so or are professionally recognised and of these:

- 49 (28%) are fully qualified
- 17 (10%) have achieved PRLS
- 12 (6.5%) are in the process of qualifying for Level 4 supported by Action 4 Skills.

Unqualified

- 6 SfL tutors in West Sussex require an integrated literacy/ DTLLS qualification
- 4 SfL tutors in West Sussex require an integrated numeracy/ DTLLS qualification
- 8 SfL tutors in West Sussex require an integrated ESOL/DTLLS qualification
- 49 SfL tutors in West Sussex require a subject specific literacy additional diploma
- 28 SfL tutors in West Sussex require a subject specific numeracy additional diploma
- 30 SfL tutors in West Sussex require a subject specific ESOL additional diploma
- 9 experienced SfL tutors in West Sussex could potentially apply for GPRLS

The above figures for additional diplomas also includes tutors who teach more than one subject specialism.

2.5 Meeting with SfL Teacher Training providers

The Skills for Life Development Centre has worked with all SfL Teacher Training Providers pan Sussex through the Action 4 Skills project and other related projects. The Centre has facilitated partnership working and brokerage of: SfL teacher training courses, sharing of materials and resources and developing a peripatetic SfL TT facility. Following the dissemination of the figures from the Interim Report to the Teacher Training providers on the 2nd April 2008 the Centre developed a Pan Sussex SfL teacher Training Action Plan for 2008-2009 including details of marketing in a working document reflecting the actions arising (See Appendix C).

2.6 Numeracy

A potential area for expansion for Skills for Life is articulated in the recently launched National Numeracy for Employability strategy, which seeks to redress the lack of numeracy skills in the country. (DIUS:2008) Although progress has been made in improving the quality of Skills for Life provision, research shows that supply and demand for high quality numeracy provision needs to be significantly increased. In order to support the national strategy and the proposed regional strategy it seemed appropriate to prioritise courses for numeracy training in Sussex in order to have sufficient teachers to reach learner targets. Development of Numeracy Teacher Training can be found later in the report.

The SFLDC has also investigated other areas of Numeracy developments in Sussex. For example the Centre investigated a pilot run by the University of Brighton aimed at developing the mathematical skills of secondary generalist teachers who had become involved in teaching maths. It was found that while the aim of the course was primarily concerned with upgrading the personal maths skills of these teachers, it had quickly evolved to include developing pedagogical approaches.

Another area of work that has been investigated is the integration and delivery of ESOL and Numeracy. A case study is supplied with this report (Appendix D)

2.7 General

- The scoping questionnaire circulation list required significant amendment and updating as a number of training provider details were no longer valid
- In smaller providers, some Skills for Life Specialists are required to teach more than one specialism, hence the need for further additional diplomas. This question was not specifically asked of providers However, we can now see from the data provided that there may be as many as 60 tutors teaching more than one specialism and they are not qualified to do so.
- Many of the part qualified ESOL tutors require an APEL version of the additional ESOL subject specific diploma.
- LLUK is undertaking further work to review the impact of the standards and regulations on public bodies and private sector employees. So it appears that the position of experts brought in from the NHS, for behaviour management, Health and Safety or other backgrounds are currently under review with regard to necessity for teaching qualifications.
- LLUK intends to develop standards and qualifications for teachers of learners with specific learning difficulties and disabilities (not Dyslexia) over 2008/2009.
- LLUK intends to develop standards and units of qualification for Learning Support staff supporting learners with LLN needs and specific learning difficulties and disabilities over 2008/2009.

3.0 Actions arising from the Interim Report

As a result of the recommendations of the Interim Report, the following actions have been taken:-

3.1 SfL Teacher Training Provision

- SfLDC has disseminated the SfL TT need and the geographical location of need to SfL Training Providers
- SfLDC and providers have matched the current capacity of providers to deliver SfL TT courses with the identified need. (See also courses proposed under Recommendations)
- SfLDC and providers to identified the gaps in provision and continue to explore brokering partnership delivery (i.e. a peripatetic service) to meet this need.
- SfLDC is working with the University of Brighton and QCA/SfLIP to develop an Integrated L5 Literacy Course. The SfLDC will support the University at it's IAG session on 9th July 08.
- SfLDC and providers have explored ways for providers to use the research as a marketing and recruitment tool. As a result a marketing plan has been developed to ensure that courses are appropriately publicised at national, regional and local levels. (See Appendix C)
- SfLDC is working with City College, Brighton and Hove, to support them in the development and provision of and Integrated L5 Numeracy Diploma course. The SfLDC will support the college at it's IAG session on Friday 27th June 2008
- SfLDC has encouraged the development of Additional Diplomas by Teacher Training providers by making them aware of need and providing support to TT teams
- Promote the development of Level 5 in Developing Embedded approaches to Literacy, Language and Numeracy for Teachers in the Life Long Learning Sector to provide a CPD pathway for vocational tutors. The SfLDC is focussing on when Awarding Bodies will release this qualification, with a view to including it the CPD plan.
- Encourage Teacher Training providers to prioritise candidates from work-based providers, Offender Learning and PCDL providers. By providing TT providers with the list of organisations concerned, they can arrange to discuss the different training needs of each organisation
- Continue to support the work of Teacher Training providers in the three local authorities, particularly where the identified need in some areas for courses is low but where a combined approach could provide a viable cohort, e.g. Integrated Literacy/ DTLLS, Integrated Numeracy/ DTLLS and Integrated ESOL/DTLLS.

3.2 General

- Numeracy teacher training courses to be given priority to ensure that the National Numeracy Strategy and LSC priorities for the Regional Numeracy strategy are fulfilled
- Advise Teacher Training providers of the need to strongly advertise IAG sessions for potential candidates.
- SfLIP to provide an awareness session regarding changes to qualifications and GPRLS for work based providers, to be arranged through SCTP.
- Refer other CPD requirements to the SfLIP where appropriate.
- The Skills for Life Development Centre to develop a small CPD programme to cover the courses not provided by the SfLIP.
- Spread the provision for demand for additional diplomas over two to three years. In smaller providers, the Skills for Life Specialist may be required to teach more than one specialism, and consequently the figures for additional diplomas are slightly inflated.
- Advise LLU Plus of this research so that it can inform the QIA study led by Noyona Chanda into the number of Numeracy learners presently engaged and the number of Numeracy teachers.
- Continue to monitor national developments to determine how LLUK's current review of the impact that recent standards and regulations have on public bodies and private sector employees, particularly on those with specific expertise, e.g. in Health and Safety, but who are currently without teaching qualifications.
- Support the Learning Support Departments of organisations by keeping our website updated with the national consultation and development of new Learning Support qualifications.
- Support teachers of learners with learning difficulties and disabilities (not Dyslexia) by keeping our website updated with the national consultation and development of new standards and qualifications.

4 Conclusions

4.1 SfL Teacher Training provision

- SfLDC needs to continue to work with SfL Teacher Training Providers to secure provision of courses in September 2008. It has also developed a longer-term action plan in accordance with the recommendations from the Interim Report.
- To ensure that the integrated diploma courses for new Literacy and Numeracy Subject Specialists are developed, the SfLDC has linked the two main providers to NRDC Creative Routes funding and is supporting them in their Information, Advice and Guidance days (IAG). These will take place at City College, Brighton and Hove on Friday 27th June 2008. The University of Brighton will hold there session on Wednesday, 9th July 2008. The Centre is also supporting a partnership delivery model between Northbrook and Sussex Downs College to deliver the Literacy L5 Additional Diploma.
- To ensure that providers of Additional Subject Specialisms for Literacy, Numeracy and ESOL are supported, the SfLDC will support them in providing an additional IAG day. This will take place in Brighton on 8th September 2008 with the venue to be confirmed.
- Some of the work-based providers have reported that they may choose to go with an organisational model where they will share a Skills for Life teacher. They will need to ensure that other staff that teach will have a generic Diploma and are trained in embedded approaches to SfL in vocational courses.
- SfLDC will need to develop a CPD programme to support other training needs of providers and determine a funding stream to support this
- SfLIP to support the Teacher Training providers with a Training the Teacher Trainer course in order to increase the capacity of SfL trainers across Sussex
- SfLDC to support Teacher Training providers in developing a county wide SfL teacher training strategy

4.2 General

- Family Learning teachers are mainly recruited from schools and have Qualified Teacher Status for Schools (QTS). Nevertheless, they will be required to apply for QTLS status or apply for professional recognition through GPRLS. Heads of Family Learning from each of the areas of Sussex have attended the recent GPRLS event to develop their understanding of the scheme.
- LLUK is undertaking further work to review the impact of the standards and regulations on public bodies and private sector employees. It will be necessary to watch national developments to determine how this may affect experts in other fields such as Health and Safety, behaviour management and fields from the NHS where teaching takes place without teaching qualifications.
- Numeracy for Employability - Although progress has been made improving the quality of Skills for Life provision, research shows that supply and demand for high quality numeracy provision needs to be significantly increased. In order to support the national strategy and the proposed regional strategy. It seems appropriate to prioritise courses for numeracy training in order to have sufficient teachers to reach learner targets.
- SfLDC will need to support Learning Support providers by updating them through our website on the development in Learning Support standards and qualifications

- SfLDC will need to keep providers informed through our website of developments in the standards and qualifications for teachers of learners with specific learning difficulties and disabilities.

5 Recommendations

5.1 Skills for Life Teacher Training Courses

1. Brighton and Hove

Courses planned (subject to cohort) and where (based on information gathered to date):

Course	Suggested Provider
Literacy L5 integrated or concurrent diploma (DTTLS with subject specialisms)	University of Brighton (08/09) – Irena Andrews 01273 643428 email: I.L.Andrews@brighton.ac.uk IAG on 9th July 08 from 4 to 6pm
Numeracy L5 integrated diplomas (DTTLS with subject specialisms).	City College (08/09) with a preparing to teach Numeracy course to run before hand – Anna Smith 01273 667788 email: AS1@ccb.ac.uk IAG on 27th June 08 from 10am to 3pm
Literacy L5 additional diploma	City College Brighton & Hove (08) – Clare Flowers 01273 667788 email: CF@ccb.ac.uk IAG on 27th June 08 from 10am to 3pm Also check University of Brighton to join subject specific part of the Level 5 Integrated Diploma – Irena Andrews 01273 643426 email: I.L.Andrews@brighton.ac.uk IAG on 9th July 08 from 4 to 6pm
Numeracy L5 additional diploma	Check City College to join subject specific part of integrated course– Anna Smith 01273 667788: AS1@ccb.ac.uk Central Sussex College – Martyn Howe 01293 442348 email: mhowe@centralsussex.ac.uk Hastings College – tba
ESOL L5 additional diploma	Central Sussex (Trinity) – Martyn Howe 01293 442348 email: mhowe@centralsussex.ac.uk IAG on 27th June 08 from 11am to 2pm at City College
ESOL L5 concurrent diploma (DTLLS with subject specialisms)	Central Sussex (08/09) – Martyn Howe 01293 442348 email: mhowe@centralsussex.ac.uk

2. East Sussex

Courses planned (subject to cohort) and where (based on information gathered to date):

Course	Suggested Provider
Literacy L5 integrated diploma (DTTLS with subject specialisms)	University of Brighton (08/09) – Irena Andrews 01273 643428 email: I.L.Andrews@brighton.ac.uk IAG on 9th July 08 from 4 to 6pm
Numeracy L5 integrated diplomas (DTTLS with subject specialisms)	City College (08/09) with a preparing to teach Numeracy course to run before – Anna Smith 01273 667788 email: AS1@ccb.ac.uk IAG on 27th June 08 from 10am to 3pm
Literacy L5 additional diploma	Central Sussex College – Martyn Howe 01293 442348 email: mhowe@centralsussex.ac.uk Sussex Downs College & Northbrook College Partnership Kerry Doyle 01903 606427 email K.Doyle@nbc.ac.uk Also check University of Brighton to join subject specific part of Level 5 Integrated Diploma – Irena Andrews 01273 643426 email: I.L.Andrews@brighton.ac.uk IAG on 9th July 08 from 4 to 6pm
Numeracy L5 additional diploma	Central Sussex College – Martyn Howe 01293 442348 email: mhowe@centralsussex.ac.uk Check City College to join subject specific part of integrated course– Anna Smith 01273 667788 email: AS1@ccb.ac.uk Hastings College – tba
ESOL L5 additional diploma	Central Sussex – Martyn Howe 01293 442348 email: mhowe@centralsussex.ac.uk IAG on 27th June 08 from 11am to 2pm at City College
ESOL L5 concurrent diploma (DTLLS with subject specialisms)	Central Sussex (08/09) – Martyn Howe 01293 442348 email: mhowe@centralsussex.ac.uk

3. West Sussex

Courses planned (subject to cohort) and where (based on information gathered to date):

Course	Suggested Provider
Literacy L5 additional diploma	<p>Sussex Downs College & Northbrook College Partnership Kerry Doyle 01903 606427 email: K.Doyle@nbccl.ac.uk Central Sussex College – Martyn Howe 01293 442348 email: mhowe@centralsussex.ac.uk</p> <p>Check also University of Brighton to join subject specific part of L5 Integrated Diploma Irena Andrews 01273 643426 email: I.L.Andrews@brighton.ac.uk IAG on 9th July 08 from 4 to 6pm</p>
Numeracy L5 additional diploma	<p>Central Sussex College – Martyn Howe 01293 442 348 email: mhowe@centralsussex.ac.uk</p> <p>Check City College to join subject specific part of integrated course– Anna Smith 01273 667788 email AS1@ccb.ac.uk</p>
ESOL L5 additional diploma	<p>Central Sussex College – Martyn Howe 01293 442348 email: mhowe@centralsussex.ac.uk IAG on 27th June 08 from 11am to 2pm at City College</p>
Literacy L5 integrated diploma (DTTLS with subject specialisms)	<p>Join University of Brighton Cohort (08) – Irena Andrews 01273 643426 email: I.L.Andrews@brighton.ac.uk IAG on 9th July from 4-6pm</p>
Numeracy L5 integrated diplomas (DTTLS with subject specialisms)	<p>City College (08/09) with a preparing to teach Numeracy course to run before hand – Anna Smith 01273 667788 email: AS1@ccb.ac.uk IAG on 27th June 08 from 10am to 3pm</p>
ESOL L5 concurrent diploma (DTLLS with subject specialisms)	<p>Central Sussex (08/09) – Martyn Howe 01293 442348 email: mhowe@centralsussex.ac.uk</p>

- SfLDC will report back to the LSC on the recruitment to SfL Teacher Training subject specific courses in October 2008
- SfLDC should plan to continue to work with SfL Teacher Training Providers to secure provision of courses in September 2008. It has developed a longer term action plan in accordance with the recommendations from the Interim Report (Appendix C).
- To ensure that the integrated diploma courses for new Literacy and Numeracy Subject Specialists are developed, the Skills for Life Development Centre has linked the two main providers to NRDC Creative Routes funding and is supporting them in their Information, Advice and Guidance days (IAG). These will take place at City College, Brighton and Hove on Friday 27th June 2008. The University of Brighton will hold there session on Wednesday, 9th July 2008.
- SfLDC to ensure that providers of Additional Subject Specialisms for Literacy, Numeracy and ESOL are supported, an additional IAG day will take place in Brighton on 8th September 2008 with the venue to be confirmed.

- Some of the work-based providers have reported that they may choose to go with an organisational model where they will share a Skills for Life teacher. They will need to ensure that other teachers have generic Diploma or Certificate according to role and that these teachers are trained in embedded approaches to SfL in vocational courses.
- The SfLDC to develop a CPD programme as part of the forthcoming ESF funded Basic Skills for Work project.
- SfLDC to support Learning Support providers by updating them through our website on the development in Learning Support standards and qualifications.
- SfLDC to keep providers informed through our website of developments in the standards and qualifications for teachers of learners with specific learning difficulties and disabilities.
- SfLIP to support the Teacher Training providers with a Training the Teacher Trainer course SfL trainers.
- SfLDC to support Teacher Training providers in developing a county wide SfL teacher training service.

Glossary of terms

Additional Diploma	An extra diploma course to achieve the subject specific teaching qualification i.e. Literacy, Numeracy or ESOL
ALDD	Adult Learning Difficulties or Disabilities
CfBT	CfBT Educational Trust
Cert Ed	Certificate in Education
CPD	Continuing Professional Development
CVS	Community and Voluntary sector
CTLLS	Certificate to Teach in the Life Long Learning Sector (Associate teaching Role)
DIUS	Department for Innovation, Universities and Skills
DTLLS	Diploma to Teach in the Lifelong Learning Sector (Full teaching role)
ESF	European Social Fund
ESOL	English for Speakers of other Languages
FE	Further Education
HEI	Higher Education Institution
IfL	Institute for Learning - Registering organisation for QTLS
Integrated Diploma	A course that integrates the subject specialism into the main teaching diploma
ITT	Initial Teacher Training
LLN	Language, literacy and numeracy
LLUK	Lifelong Learning UK (Sector Skills Council)
LSC	Learning and Skills Council
NRDC	National Research and Development Council for literacy and numeracy
NVQ	National Vocational Qualification
PGCE	Post Graduate Certificate in Education
PRLS	Professional Recognition Learning and Skills
PTTLLS	Preparatory Certificate for Teaching in the Life Long Learning Sector
SfL	Skills for Life
SfLDC	Skills for Life Development Centre
Subject Specialist qualifications	Qualifications to teach literacy, numeracy and ESOL

Bibliography

Belger,A, Farnham,S and Williams,M (2007): Skills for Life Development Centre: report on the Skills for Life Workforce Survey for Surrey, Sussex, Kent and Medway, CfBT SfLDC

DIUS (2008) Numeracy for Employability

<http://www.dfes.gov.uk/readwriteplus/bank/Numeracy%20Insert%20-%20final%20version.pdf>

(Accessed 22nd April 2008)

DIUS: (2007) The Further Education Teachers' Qualifications (England) Regulations, (2007), Crown Copyright, Nottingham

Farnham,S, McDonnell,C and Page, J (2008): Skills for Life Development Centre: Interim Report on the Skills for Life Workforce Development Survey Sussex 2008, CfBT SfLDC

Institute for Learning (2008) Code of Professional Practice, Institute for Learning, www.ifl.ac.uk (Accessed 22nd April 2008)

LLUK (2007): Guidance for awarding institutions on teacher roles and initial teaching qualifications, Crown Copyright, Nottingham

LLUK (2007): New Overarching Professional Standards for Teachers, Tutors and Trainers in the Life Long Learning Sector: Application of the Professional Standards for Teachers of English (Language and Literacy), Crown Copyright, Nottingham

LLUK (2007): New Overarching Professional Standards for Teachers, Tutors and Trainers in the Life Long Learning Sector: Application of the Professional Standards for Teachers of Mathematics (Numeracy), Crown Copyright, Nottingham

LLUK (2008) Draft Guidance for Work Based Learning Providers: Reforms to the Training and Qualifications of Teachers, Tutors, Trainers, and Instructors, unpublished

LLUK (2008) The Workforce Strategy for the Further Education Sector in England, Implementation Plan 2007 – 2012, <http://www.lifelonglearninguk.org/3390.htm> (Accessed 22nd April 2008)

QIA/SfLIP www.sflip.org.uk (Accessed 22nd April 2008)

SVUK (2008) GPRLS scheme <http://www.standardsverificationuk.org/3200.htm> (Accessed 22nd April 2008)

**Training Needs for the Skills
for Life Workforce, Vocational
Tutors and Learning Support
Staff 2007 - 2008**



Dear Colleague

LSC Sussex has commissioned the Skills for Life Development Centre to undertake a detailed study of training needs pan-Sussex. We will be talking to training providers about the **training needs** of their staff following the changes initiated by the **Further Education Teaching Reform**.

The teaching reform lays out the statutory requirements and best practice models for teachers in further education, community learning, work based learning, offender learning and other settings where teaching to post 16 learners is taking place.

We are carrying out this assessment of training needs so that we can support training providers in identifying and implementing an action plan to address those needs in line with mandatory requirements.

This type of survey will give a picture of geographical spread, actual need locally and also identify specialist training providers. It will also be an invaluable tool in terms of future planning locally.

To do this we need your help and we are sending you a questionnaire to help identify your organisations training needs. Where necessary, we will follow up this questionnaire by telephone to chase the return. If you need support in its completion, please contact the Centre. We can answer questions you may have regarding the teaching reform. We have made the application as simple as possible because we realise your time is precious.

The next deadline for completed questionnaires is **Wednesday 30th April 2008**. Please could you return your completed questionnaire to the sfldc@cfbt.com.

Many thanks in advance for your time and cooperation.

GUIDANCE ON COMPLETING THIS EXERCISE

If you would like assistance, please contact the Centre on: 01273 704530 or email sfldc@cfbt.com



Training Needs for the Skills for Life Workforce, Vocational Tutors and Learning Support Staff 2007 - 2008



YOUR CONTACT DETAILS

Contact:	Telephone:
Organisation:	Email:

YOUR TRAINING NEEDS

Skills For Life Tutors	SECTION 1
<p>1. How many Tutors do you have? <input type="text"/></p> <p>2. How many of your SfL or Key Skills Tutors teach: Literacy: <input type="text"/> Numeracy: <input type="text"/> ESOL: <input type="text"/></p> <p>3. How many of your SfL Tutors have a teaching qualification (i.e. 7307/7407/Cert Ed/PGCE) at: L3: <input type="text"/> L4: <input type="text"/></p> <p>4. How many of your SfL Tutors have a Literacy teaching qualification at: L3: <input type="text"/> L4: <input type="text"/></p> <p>5. How many of your SfL Tutors have a Numeracy teaching qualification at: L3: <input type="text"/> L4: <input type="text"/></p> <p>6. How many of your SfL Tutors have an ESOL teaching qualification at: L3: <input type="text"/> L4: <input type="text"/></p> <p><i>Please add any additional comments here:</i></p>	

Vocational Tutors	SECTION 2
<p>1. How many Vocational Tutors do you have? <input type="text"/></p> <p>2. How many of your Vocational Tutors have a teaching qualification (i.e. Cert Ed/PGCE) at: Level 2: <input type="text"/> Level 3: <input type="text"/> Level 4: <input type="text"/></p> <p>3. How many of your Vocational Tutors also deliver Literacy, Numeracy, ESOL or Key Skills? <input type="text"/></p> <p>4. How many of your Vocational Tutors have undertaken Skills for Life training at: Level 2: <input type="text"/> Level 3: <input type="text"/> Level 4: <input type="text"/></p> <p><i>Please add any additional comments here:</i></p>	

Training Needs for the Skills for Life Workforce, Vocational Tutors and Learning Support Staff 2007 - 2008



SECTION 3

Professional Recognition Learning and Skills Status

What is PRLS?

Professional Recognition Learning and Skills is a process open to those Skills for Life teachers who want to have their teaching experience, expertise and credentials reviewed with the purpose of becoming recognised teaching professionals in the learning and skills sector.

1. How many Skills for Life Practitioners in your organisation *applied* for PRLS?
2. How many Skills for Life Practitioners in your organisation *achieved* PRLS?
Generic: Literacy: Numeracy: ESOL:
3. How many more Skills for Life Practitioners could apply for PRLS?

SECTION 4

Learning Support Staff

1. How many Learning Support staff do you have?
2. How many Learning Support staff deliver:
Literacy: Numeracy: ESOL: Key Skills:
3. How many Learning Support staff have a Learning Support qualification at:
L2: L3:
4. How many of your Learning Support staff need a Learning Support qualification?
Literacy: Numeracy: ESOL: ALDD:
Dyslexia:
5. How many Learning Support staff are qualified at L3?
Literacy: Numeracy: ESOL:

Please add any additional comments here:

SECTION 5

NVQ Assessor Advisors

- How many NVQ Assessor Advisors do you have?
- How many NVQ Assessor Advisors are required to teach as part of their role?
- How many NVQ Assessor Advisors have a teaching qualification (i.e. PGCE/Cert ED)?
- How many NVQ Assessor Advisors **need** a teaching qualification?
- How many NVQ Assessor Advisors teach Skills for Life as part of their role?
- How many NVQ Assessor Advisors have had Skills for Life Awareness Training?
- How many NVQ Assessor Advisors need Assessor training?

Training Needs for the Skills for Life Workforce, Vocational Tutors and Learning Support Staff 2007 - 2008



SECTION 6

Other Skills for Life related training

1. Please indicate numbers of staff requiring training in delivering to Dyslexic learners

2. Please indicate numbers of staff requiring training in Literacy, Numeracy & ESOL specifically for teaching ALDD learners

SECTION 7

Continuing Professional Development (CPD) Needs

Please let us know about other training needs within your workforce. These do not have to be restricted to Skills for Life. Examples might include: Dyslexia awareness, Motivating and Engaging Learners, Core Curriculum Training, Using interactive teaching approaches to differentiate for LLN, Teaching Literacy to ESOL Learners.

Staff Team	Type of Training	Number
<i>Example:</i> Management Team	Skills for Life Awareness Raising for Managers	6
<i>Example:</i> Employers	Skills for Life Awareness Raising for Employers	8
<i>Example:</i> Vocational Tutors	Embedding Skills for Life into Voc Courses	4
		<input type="text"/>
		<input type="text"/>
		<input type="text"/>
		<input type="text"/>

YOUR TRAINING OFFER

What Tutor Training Programmes will you offer in 2008/2009? Please list them below.

Title	Start Date	Cost
<p><i>Please add any additional comments here:</i></p>		

Appendix B Sussex Skills for Life Workforce Development

Training Providers in Sussex

* indicates responded to original scoping

Name	Contact	Email
ACRES	Christine Jervis	C.Jervis@beacon.e-sussex.sch.uk
Asphaleia *	Clare Chalmers	clarechalmers@asphaleia.co.uk
Baldwin Training	Lynette Baldwin	lynette@baldwintraining.co.uk
Bexhill College	Karen Hucker	KarenHucker@bexhillcollege.ac.uk
BHASVIC	Chris Thomson	c.thomson@bhasvic.ac.uk
BHTA	Connie	connie@bhta.ltd.uk
Brighton & Hove Family Learning	Gill Meyne	gill.meyne@brighton-hove.gov.uk
Bton Swimming - Pavilion Training	Sara Gooch	info@pavilion.com
Campus Training	Louise Codling	louise@campustraining.co.uk
CareConnect	Robert Johnson	robert.johnson@careconnectlearn.co.uk
Central Sussex College *	Sue Messenger	smessenger@centralsussex.ac.uk
Chichester College*	Carolyn Galmoy	carolyn.galmoye@hichester.ac.uk
City College Brighton & Hove *	Clare Flower	CF@ccb.ac.uk
Collyers	Peter Sainsbury	pcs@collyers.ac.uk
Creating Futures *	Charmaine Jones	Charmaine.jones@creatingfutures.org.uk
Darley Training	Beth Robertson	brobertson@darleytraining.co.uk
DV8 Training	Dan Wallman	dan@dv8training.co.uk
Early Years Childcare	Ayeshea Dyer	ayeshea.dyer@earlyyearschildcare.co.uk
East Sussex Dry lining	Richard Pitchfork	plasteringacad@btconnect.com
East Sussex Family Learning *	Wendy Morton	wendy.morton@eastsussex.gov.uk
EDF.com	Paul Kendall	Paul@theedf.com
Employer Engagement formerly Agora	Sam Shanley	Sam@employer-engagement.co.uk
Everyday Recruitment	Barry Vaughan	barry@everydayrecruitment.net
Fellowship of St. Nicholas	Caroline Unsworth	cunsworth@fellowshipofstnicholas.org.uk
Friends Centre *	Jenny Bailey	
GBCT	Peter Weaver	peterweaver@gbct.co.uk
Hastings College *	Penny Lower	plower@hastings.ac.uk
HCTC	Sue Constable	Sue.Constable@hctc.co.uk
HM Training Solutions	Alan Wells	hmtrainingsolutions@yahoo.co.uk
HMP Ford	Dick New	dick.new@hmpsford.gsi.gov.uk
HMP Lewes	Ann Lockwood	ann.lockwood@hmpslewes.gsi.gov.uk
Heathercroft Training Services	Peter Lambourne	peter.lambourne@hts.ac.uk
JACE Training	Gail Shenton	gail@jace-training.co.uk
JGA		jga@jga-group.co.uk
JHP Training	Poppy Carter Mills	pcm@@jhptraining.com
JTL Training	Stephen Row	stephenrow@jtltraining.com
Learning Links		learning-link@btconnect.com
NACRO	Carol McKay	carol.mckay@nacro.org.uk
Newcep		admin@newcep.org.uk
NorthbrookCollege	Jan Summers	j.summers@nbcol.ac.uk
NVQs	Julie Greenfield	julie@nvqs.com
Partners 4 Training	Lena French	lfrench@partners4trainingltd.co.uk
Partnership for Business and Learning	Suzanne Green	suzanne_m_green@hotmail.com
PETA	Pam Hall	phall@peta.co.uk
Plumpton College *	Maurice Shorten	maurice.shorten@plumpton.ac.uk
Portslade Community College	Sue Benn/ Jo Gull	comed@pcc-web.com
Protocol-skills.co.uk	Lewis Blain	lblain@protocol-skills.co.uk
Regis	D Cousins	dcousens@regis.co.uk
Rewards	Mike Ward	mike.ward@rewards-trc.co.uk
Rural Sussex	Diane Morgan	diane.morgan@ruralsussex.org.uk
Seaford Head College *	sara fletcher	
Sigta	P Clements	pclements@sigta.co.uk
South Coast Roof Training Ltd	Mike Fildes	fildesroofing@tinyworld.co.uk
Steve Willis Training and Assessment Centres Ltd	Steve Willis	info@stevewillis.com
Sussex Downs College*	Gill Mattock	gill.mattock@sussexdowns.ac.uk
Sussex Training	Debbie Butler	debbie.butler@sussextraining.co.uk
Tempus Training	Alistair Brindle	alistair.brindle@tempustraining.co.uk
Tomorrows People Trust	Jeff Johnson	jjohnson@tomorrows-people.co.uk
Tressell Training	Keith Thompsett	kthompsett@hastings.gov.uk
Vardean College	Angela Pameley	amp@vardean.ac.uk
VT Plc	Rocky Moore	Rocky.Moore@vtplc.com
WEA	Chris Sanders	c.sanders@wea.org.uk
West Sussex Adult Education and Family Learning	Vicky Rhodes	Vicky.Rhodes@westsussex.gov.uk
Working Links	Linda Shore	linda.shore@workinglinks.co.uk
YMCA Training	David Standing/Steve Phipps	hr@hoveymca.org.uk

Rec'd original scope

No response rec'd

Based outside Sussex border and receiving training elsewhere

Contracting in from college

Carter and Carter companie have been removed

Companies no longer in business have been removed

Pan-Sussex SfL Teacher Training Action Plan 08-09

Working Group:

Martyn Howe: Central Sussex College
 Penny Lower: Hastings College
 Jan Summers, Kerry Doyle: Northbrook College
 Jill Page: Skills for Life Development Centre
 Cathy McDonnell: Skills for Life Development Centre

Claire Flowers, Tina O'Donnell: City College Brighton & Hove
 Sally Bird: NRDC
 Gill Mattock, Tasveer Shemza: Sussex Downs College
 Susan Farnham: Skills for Life Development Centre
 Irena Andrews: University of Brighton

Objective: To develop a Pan Sussex approach to strategic planning and delivery of Skills for Life Teacher Training Qualifications

Description	By Who	By When	Status
Action Research of SfL TT needs pan Sussex	SF/JP	19 May 08	Completed: 82% response rate. Action: There are approx 5 o/s promised returns to chase. However these are small organisations and will not make a significant impact on figures. SF/JP to update charts for final report
Interim Report	SF/JP	24 th April 08	Completed: Complete interim report of SfL TT need Pan Sussex
SfL TT Provider Interim Report	CM/SF	24 th April 08	Completed: Complete interim report of Pan Sussex approach to delivering SfL TT Qualifications.
Report Dissemination	CM/SF	30 th April 08	Completed: Submit report to LSC Sussex and disseminate report to SfL TT providers.
University of Brighton	IA/CM/SB	28 th May 08	Completed: UoB have confirmed they will run an integrated L5 Literacy hopefully from September and if not from Jan 09. Action: Irena Andrews following up verification from SVUK. 9 th July, 2-4pm, Information Event at UoB.
Sussex Downs and Hastings College	GM/PL	23rd May 08	Awaiting update
Northbrook and Sussex Downs College	GM/JS/KD GM KD	18 th June08	Completed: Northbrook confirmed delivery of Literacy L5 Ad Dip at Sussex Downs (Lewes Campus). Action: KD/GM to meet to discuss partnership management, application for development funds and information event by 18/6/08. KD/GM to follow up organisations with training needs in

			catchment area and confirm offer.
Sussex Downs College	TS GM	18th May 08	Confirmed: Planning to deliver ESOL L5 Ad Diploma in Sep 08 subject to demand. Action: TS to let group know when Information Event to take place for advertising purposes. TS to follow up organisations with training needs in catchment area and confirm offer.
City College Brighton & Hove	CF SF/MH/CM		Confirmed: Integrated L5 Numeracy and Literacy Ad Dip from Jan 09. Central Sussex have agreed could provide a peripatetic service for ESOL Ad Dip or Dip Top Up for B&H/WS. Action: Establish need for peripatetic service MH/CM/SF SF to identify where West Sussex cohort are. CF to follow up organisations with training needs in catchment.
Hastings College	PL		Awaiting update from Penny Lower
NRDC	SB	2 nd May 08	Confirmed: SB will support UoB and City College with integrated route model Action: SB is pulling together Institute of Education – Integrated Routes Literacy materials, sample course programmes, assignments and Teaching practice arrangements. SB advised SfLIP secured for further year. Train the Trainer course for Sussex could come from this pot. CM to liaise with SB on setting up training.
Central Sussex Activity	MH	23rd April 08 9 th May 08	Confirmed: Central Sussex confirmed delivery of Literacy, Numeracy and ESOL Ad Diplomas. Central Sussex also considering running an ESOL integrated route as enquiries for this course have increased. Action: Martyn to follow up organisations with training needs in

			catchment area and confirm offer.
Northbrook College	JS/KD	9 th May 08	KD confirmed Northbrook can deliver Literacy L5 Ad Dip. Awaiting further update.
SfLDC to convene next SfL TT Provider Meeting	CM		Completed: Meeting arranged for 4 th June 08, 2-4 at the Sussex Innovation Centre.
	CM	6 th June 08	Action: CM to arrange next meeting for 21 st July 2-4pm
Development of SfL Trainer pool	ALL	9 th May 08	Completed: Discuss and Identify model for increasing SfL trainer pool across Sussex.
	ALL	18th June 08	Action: ALL Group members agreed to identify potential future trainers. Partners will email CM with potential candidates so we can plan for a Train the Trainer course.
Good Practice	CM/SF/JP	9 th May	Action: SB will collect resources and materials produced by the Institute of Education and colleagues delivering the integrated routes in other parts of the country. These will be shared with providers in Sussex. Working groups for each discipline: Central Sussex & Sussex Downs: ESOL L5 UoB, CCBH & Northbrook: Literacy L5 CCBH, Hastings (?), Central Sussex (?): Numeracy L5 to be confirmed at next meeting.
	SB SF/JP	In progress	
Analyse final data	CM/SF/JP	9 th May	Completed: SfLDC & Providers to work with analysed scoping data to determine geographical locations and appropriate offer of courses.
			Action: Providers have copies of organisations with training needs (by discipline). Providers to follow up organisations, invite to information event and register learners.
Marketing of Courses/ Recruitment Strategy	ALL		Discussed: Websites for advertising, networks to access, paper and electronic based advertising, individual information events, joint information event 8 th September 08
	ALL	18th June 08	Action: All providers to run own information event to register

			<p>learners. Further recruitment push with joint event, facilitated by SfLDC on 8th September. SfLDC with price costs of event, will apply a subsidy but will let providers know what cost they will need to contribute. In addition SfLDC will seek support funds from other sources i.e. NRDC.</p> <p>SfLDC will amend poster/flyer to colour. Will convert to pdf and will circulate to all providers so they can print and post up in staff rooms, common areas etc.</p> <p>Providers will send details of any information events to SfLDC who will highlight on own and other identified websites. Providers will also send link to their own web page, so SfLDC may provide a link from your website to providers for further information.</p>
SfL TT Matrix	CM SF	11 th June 08	<p>Completed: SfLDC to develop a Matrix of SfL TT Providers and publish on website and to all contributors to the research.</p> <p>Action: SF to update Matrix with amendments from meeting and make information available on our web site.</p>
Final report and recommendations	CM/SF	30th June 08	Submit to LSC and disseminate to partners
Follow Up Brief	CM/SF	31 October 2008	Review development activity throughout project and impact.

ESOL Numeracy: A Case Study



Purpose of Case Study:

To share our experiences of delivering numeracy to 65 ESOL students and preparing them for the numeracy national test.

Context and Background:

Until September 07 the ESOL department had only offered a part time programme usually consisting of 2 or 3 classes per week. We were keen to offer a more enriching and comprehensive programme and this, combined with the introduction of fees, led to the creation of a full time programme. This needed a minimum of 450 Guided Learning Hours and was achieved by a combination of 350GLH for the language component and 122 for the numeracy (based on LSC recommendations).

Motivation:

As a result of doing the Level 4 ESOL subject specialist course, some tutors had been embedding some numeracy into their classes and fed back to the Curriculum Leader that there were issues in the subject area that needed to be addressed and some students themselves had also requested Numeracy classes. In addition the SfL Curriculum Leader was a Numeracy specialist (with some ESOL experience) and had regularly discussed the possibility of introducing Numeracy with the ESOL CL over several years. Suddenly it became possible.

How it worked:

The ESOL and SfL Curriculum Leaders discussed at length how to introduce this and decided the following:

- Students would be predominantly grouped by numeracy (and not language) ability
- We would adapt the Basic Skills Agency's Initial Assessment to help us do this
- Lessons would be 3½ hours long to allow enough time for the additional language work needed ie. 122 GLH instead of the usual 96 GLH
- ESOL tutors would support the numeracy tutors for the first half term in a team teaching situation
- We would delay decisions about numeracy exams for as long as possible
- We would review the classes after a month

Of the three numeracy tutors initially selected, one had a CELTA. The other two had no experience of ESOL students and the ESOL tutors were paired with them. We called a meeting of the joint delivery team immediately prior to the start of term and discussed our strategy. In addition the ESOL tutors inducted the Numeracy tutors on the types of learning issues and cultural implications that they were likely to encounter.

We were conscious that we might have to "sell" the Numeracy to students and so produced a brief information sheet at induction that supported the embedding of Numeracy in their programme and explained the benefits to them as English learners, in their lives and to support future progression.

All students were given the Initial Assessment on the first morning, it was marked immediately and students were regrouped as a result. We ended up with two Entry groups off campus and two Entry Level groups and a Level 1 group on our main site.

The results:

At the end of the first month we called another team meeting and evaluated the first few weeks. It became clear that most of the students had a good understanding of maths and could do mechanical arithmetic but had very little mathematical vocabulary, oral or written. The ESOL tutors were having to pre teach and drill a lot of vocabulary and phrases before the numeracy tutors could teach anything. At the lower levels tutors were having to be more creative and use more visual methods for explaining concepts. It was therefore decided to continue with the ESOL support for the whole term.

There were a few students in each class who were not impressed with having to do Numeracy and consistently failed to turn up. The well established tutorial system was used to persuade them that it was part of their course and they were expected to attend regularly. This did improve attendance although across the classes it was still a bit lower than in their language classes.

As the year progressed the classes settled down and the SfL Curriculum Leader joined the delivery team (she also had a CELTA). The team met to make decisions about which qualification aim to code students to. Because of the contextual nature of the exam questions at all levels it was decided to play safe and code students no higher than Level 1 in order to maximise achievement.

In May 08 the Curriculum Leader finished observations of all the tutors on this programme. They are all now operating independently and confidently. They have built up an excellent rapport with their students and automatically explain vocabulary they know their learners will struggle with. They regularly devise vocabulary exercises to help students learn and practise words or phrases although some tutors do this better than others. The observations identified that the non-CELTA trained tutors were also not using opportunities to drill vocabulary. These two issues will be addressed through some peer observation and a training session.

A number of the students coded to Level 1 were keen to take their Level 2 instead and the tutor organised some practice sessions on the computer to agree whether this was realistic or not. In all cases except one they found the Level 2 paper too wordy to complete in the time and have reluctantly accepted that Level 1 is realistic at the moment.

The student feedback on these classes is however, excellent. They enjoy the classes and the input from a different group of tutors. They enjoy mixing with a different group of students and they are mostly highly motivated – maths is something they CAN do and it gives them an opportunity to shine when perhaps they don't in their English class.

Where the students had low levels of English we needed to spend approximately 50% of lesson time on language. The better their English the less time was needed

but even in the Level 1 class approximately 25% of the time available was spent on language activities of one sort or another.

Tutors have also enjoyed working with a different group of students and we are starting to see some progression onto other college courses eg. plumbing.

We have spent a fair amount of time in recent weeks analysing the language content of the exam papers (City & Guilds Entry Level and Edexcel national on line tests) in an attempt to prepare our students as well as possible for the exam. The language required often poses comprehension difficulties and requires intensive preteaching. We have just completed the first batch of Entry level exams which have demonstrated how important this pre teaching is. It is also obvious that although it is not always necessary to understand every word eg. How many **shrubs** could be planted in the border?, the students have a deep-seated need to know which makes the whole process more time consuming than it needs to be.

Funding and Resources:

Because this was part of the full time ESOL provision classes were quite large – an average of 12 per class. SfL at Sussex Downs has to return an average of 9:1 so the extra students gave us the funding needed for the ESOL support in the first term. In addition, by having a 2nd qualification aim we were drawing down additional LSC funding.

All tutors were part of the usual Numeracy team and had access to all the normal resources. We had to buy additional basic resources (rulers, calculators) for the two outreach groups to avoid the tutor having to carry them to and from all the time.

We have always created most of our own resources and while many of these were suitable, others needed considerable adaptation.

Advice to Others:

- Find Numeracy tutors with some experience of ESOL/EFL students where possible. If not, train Numeracy tutors in drilling and creating vocabulary exercises
- Find the money to provide some ESOL support for tutors in the early stages
- Organise some peer observation before they start and then again a few months later when they can relate what they see to their own practice
- Numeracy needs selling to learners – we will use this year's cohort to sell it to next year's
- Be clear about the need to teach language, the amount of time this will take and the amount of repetition that will be needed
- Be realistic about qualification aims and don't base this judgement purely on their mathematical ability

Next Steps:

Next year's ESOL programme is not yet finalised but will certainly include Numeracy. It will also be offered as an additional free class to part time students at all campuses and we have already identified the staff with the skills to teach it.

Contact details:

For more information about this project, please contact Gill Mattock, Curriculum Leader, SfL (e mail: gill.mattock@sussexdowns.ac.uk)

Overview: ESOL Numeracy

A pilot project teaching Numeracy to 65 full time ESOL students at Sussex Downs College. The students were taught by 5 different members of the Numeracy team, two of who had ESOL/EFL experience and who were supported initially by their ESOL colleagues in a team teaching situation. Find out what the issues were and how they can be overcome.