Delivering Skills for Life:

The national strategy for improving adult literacy and numeracy skills

Managing Success:

A study of the management systems and styles that promote successful teaching of literacy and numeracy to adults

Association of Colleges

department for
education and skills

read·write·plus

Skills for Life: the national strategy for improving adult literacy and numeracy skills

Many millions of adults in England need help to improve their literacy, language and numeracy skills. *Skills for Life*, launched by the Prime Minister in 2001, sets out the Government's strategy for meeting these needs.

Since the launch of *Skills for Life*, we have gained an even greater insight into the effect low levels of literacy and numeracy skills have on individuals, their families, on the economy and on society. For example, adults with poor literacy and numeracy skills could earn up to £50,000 less over their lifetime and are more likely to have health problems, live in a disadvantaged area or be unemployed. They and their children risk being cut off from the advantages of a world increasingly linked through information technology. Additionally, poor literacy, language and numeracy skills have been estimated to cost the country in excess of £10 billion a year.

Skills for Life is not an education-only strategy, nor is it just a Government response to perceived literacy, language and numeracy skills needs. It covers all post-16 learners on learning programmes at levels from Pre-Entry up to and including Level 2. These courses range from discrete and embedded, classroom and community provision to voluntary and work-based learning. *Skills for Life* addresses assessment through Key Skills, GCSE Maths and English and adult literacy and numeracy skills certification. So it is crucial that the strategy supports and reflects the successful implementation of other post-16 strategies. These include *Success for All*, the strategy for reforming post-16 further education and the *Skills Strategy* which aims to ensure that the skills we develop are valuable to young people and valued by employers. Our goal to improve the skills of young people is also central to the *Opportunity and Excellence* 14–19 strategy.

Every organisation and individual has a contribution to make. Partnership and the ownership of *Skills for Life* by all our key, supporting and development partners are the most important elements for successful delivery.

Government departments, the Learning and Skills Council (LSC), Jobcentre Plus, the Prison and Probation Services, external partners in the post-16 learning sector, businesses, the CBI, TUC and many others are working together to improve the literacy, language and numeracy skills of adults through:

- **Boosting demand** for learning via a high-profile promotional campaign and by engaging all partners across Government and employers in identifying and addressing the literacy and numeracy needs of their clients and employees.

- **Ensuring capacity** of provision by securing sufficient funding and co-ordinating planning and delivery to meet learner needs.
- **Improving the standards** of teaching and learning in literacy, numeracy and English for Speakers of Other Languages (ESOL) provision.
- **Raising learner achievement** through the new national learning, teaching and assessment infrastructure and reducing barriers to learning.

Acknowledgements

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Foreword

In *Skills for Life*, the national strategy for improving adult literacy and numeracy skills, the Government has made a commitment to increasing the demand and improving the supply of help for adult learners to develop their literacy, language and numeracy skills. To meet this commitment it is vital to sustain and develop the quality of teaching and learning. This means raising the quality of teaching, through clear national standards and core curricula. It means promoting and embedding high-quality materials and new teacher training qualifications (see Appendix 4). To assure quality, robust inspection arrangements must be in place and effective models of leading and managing literacy and numeracy provision must be promoted.

In 2002, the Adult Basic Skills Strategy Unit commissioned the Association of Colleges (AoC) to identify effective practice in Colleges of Further Education and sixth form colleges in leading and managing literacy and numeracy provision. The first part of this document is a result of the work undertaken by the AoC. It has been designed to help staff in Colleges of Further Education and sixth form colleges to review their current systems and structures, in the light of others' experiences. Its purpose is to enable everyone to benefit from the effective practice of others and to secure continuous improvement in literacy and numeracy teaching.

Further to that study, the Adult Basic Skills Strategy Unit has prepared a report on managing the development of capacity for adult literacy, language and numeracy provision in Further Education. This is based on the model developed by West Nottinghamshire College, consulted in the AoC study. The sector faces one of its biggest ever challenges in meeting the needs of the *Skills for Life* strategy, particularly in creating and developing a professional, flexible and dedicated educational workforce. To meet this challenge, West Nottinghamshire College has devised a strategy for creating a workforce with wide-ranging skills, experience and talents.

These reports can only provide a snapshot of current practice. It is important to remember that since 1 September 2002 there have been new developments aimed at improving the quality of adult literacy, language and numeracy provision, in addition to a teacher training qualification for all new teachers. All new teachers entering the teaching profession wishing to teach adult literacy and numeracy need to enrol on programmes that meet the requirements of the subject specifications at Level 4. From 1 September 2003, this requirement will apply to new teachers who wish to teach ESOL. Many colleges have already improved their literacy, language and numeracy provision and

realigned their programmes to reflect these new developments.

Furthermore, I am aware that many institutions are already reviewing and revising their delivery in order to take full advantage of the new teaching and learning infrastructure. If you believe your experience can usefully add to what you read in these pages, I would be delighted to hear from you.

In the meantime I commend these studies to you and trust that it will help you to pursue the continuous improvement we are striving to achieve, and that learners deserve.

Susan Pember
Director, Adult Basic Skills Strategy Unit

Executive Summary

This report is the result of a study of the management structures and styles that have been effective in promoting successful teaching of adult literacy and numeracy in colleges of Further Education and sixth form colleges. *Managing Success* complements the work carried out on *Staffing for Success*, a project managed by the Association of Colleges, during which it became clear that some management structures and styles are more conducive than others to the development and maintenance of good quality teaching.

Colleges that have well-managed adult literacy and numeracy provision have simple and clear overall management structures, in which roles and responsibilities are unambiguously defined. It is of prime importance that principals and other senior managers have a strong and openly expressed interest in promoting these areas of learning as a central part of the college's work, that they receive support from governors, and that the provision is on an equal footing with that for other areas of learning.

Management structures for literacy and numeracy in the colleges surveyed have been in place for varying lengths of time and in most cases are stable and well-established. They have been developed for a wide variety of reasons, including a concern to ensure tight team-working, good communications, and effective links with vocational and academic areas of learning. Management structures that enable clear targets for growth and funding to be set and monitored and that improve a college's capacity to respond to national initiatives and requirements are also important. The compilers of this report appreciate the positive role of the Basic Skills Quality Initiative in influencing managers to review and tighten their targets and actions plans.

The surveyed managers had few plans for major revisions to currently successful structures, but were aware of the need to strengthen links with GCSE English and mathematics and key skills provision, and to improve the provision and coordination of tutorials and the tutorial system for literacy and numeracy students. Since undertaking this research, we are aware that many colleges have now realigned all their adult literacy, language and numeracy provision and either manage it through one senior manager or through a cross-institution coordinated approach to staff and curriculum development and quality assurance.

The need for well-qualified and experienced staff in order to ensure a good standard of provision is acknowledged by all. Recruiting, training and retaining the right staff are obvious concerns and present problems

for most managers. Successful strategies for improving staffing include widespread trawling for staff through intensive advertising campaigns, the use of external funding to pay for new posts and for training, encouraging vocational and academic staff already at the college to obtain additional adult literacy and numeracy teaching qualifications, training volunteers, and moving part-time teachers to fractional or full-time permanent appointments.

Colleges appreciate the importance of setting clear and challenging standards for the management and teaching of literacy and numeracy to adults, and see good staffing as a significant feature in maintaining and improving quality.

Introduction

This report is the result of a study of the management structures and styles that have been effective in promoting successful teaching of adult literacy and numeracy in colleges of Further Education and sixth form colleges. Successful teaching is taken as meaning teaching that meets the needs of learners and enables them to make measurable gains.

The report brings together information on management in nine of the colleges awarded a grade 1 or 2 for provision under the heading of adult literacy, language and numeracy skills by inspectors from the Further Education Funding Council, OFSTED, and the Adult Learning Inspectorate (ALI). We hope it will be of particular use to middle managers and others whose job it is to enable learners to meet with success.

Background

The Association of Colleges (AoC) has a remit, within *Skills for Life*, to work with the Adult Basic Skills Strategy Unit (ABSSU) to support the development of literacy, numeracy and also English for Speakers of Other Languages (ESOL) across the country. As part of that work, the AoC managed a successful project, *Staffing for Success*, which:

- identified examples of good practice in staffing to support the development and teaching of adult literacy and numeracy in colleges to a high standard;
- identified a range of problems that adversely affect the quality of adult literacy and numeracy provision in colleges; and
- resulted in a picture of the work of teachers of literacy and numeracy currently employed in colleges and a report based on the good practice identified, which included recommendations.

Managing Success complements the work carried out on *Staffing for Success*, during which it became clear that some management structures and styles are more conducive than others to the development and maintenance of good quality teaching. It is the result of a study of the management systems and styles that promote and underpin the successful teaching of literacy and numeracy to adults. The structure of the report reflects the elements of successful management that were identified by managers at all levels and by teachers in the colleges chosen for the project. It should be noted that although ESOL provision is an important element of *Skills for Life* it is not commented on in this study, except in paragraph 39, as it did not form part of the original project brief and would have required a different sample of colleges.

METHODOLOGY

A small project team studied management structures and management styles in nine colleges with successful provision, as judged by the award of grade 1 or 2 by inspectors for adult literacy, language and numeracy skills. In the academic years 1998/99 and 1999/2000, 18 colleges were awarded a grade 2 for adult literacy, language and numeracy skills, 11 were awarded a grade 2 for basic education and one college was awarded a grade 1 for adult literacy, language and numeracy skills. Under the Ofsted inspection process (2001 to date) 2 colleges were graded outstanding for adult literacy, language and numeracy skills and 11 colleges were graded 'good'.
In addition, 4 colleges were graded outstanding for foundation studies and 6 colleges were graded 'good'. Only colleges with grades awarded for adult literacy, language and numeracy skills were

considered for inclusion in *Managing Success*. The grades awarded for basic education or for foundation studies included provision other than adult literacy and numeracy, so that the grade awarded could not be disaggregated.

The colleges included in the study were general Further Education colleges, tertiary colleges, and a sixth form college. They represented as wide a geographical spread as possible. No grades 1 or 2 were awarded for adult literacy, language and numeracy skills in adult and community education, colleges of art and design or land-based colleges and none of this provision was therefore included.

In each college, structured interviews to determine the specific attributes of the management style and structure that support successful teaching were carried out with:

- the Principal or a member of the senior management team;
- the middle manager(s) with responsibility for literacy and numeracy;
- lead teachers; and
- learners on literacy or numeracy courses.

The questions used as a basis for interviews form Appendix 1 of this report. The colleges that took part in the study are listed in Appendix 2.

The findings

Colleges that have well-managed literacy and numeracy provision have simple and clear overall management structures. Roles and responsibilities are unambiguously defined. Effective management structures do not vary a great deal from college to college or from those structures that work well in other curriculum areas. What is important is that managers are available and approachable, are aware of national and local developments in literacy and numeracy, and ensure that the interests of teachers and learners are represented at all levels of the organisation.

Of the managers interviewed, all were white, and over 80 per cent were female. Almost all were over 45, and many were over 50. More of the senior and second-tier managers were male. This pattern does not differ greatly from that in the Further Education sector as a whole. There is no evidence that successful management teams are composed differently from those that are less successful.

MANAGEMENT STRUCTURES

A typical management structure for literacy and numeracy in colleges comprises:

- a member of the senior management team, providing strategic management;
- a middle manager, for example, a head of department, providing operational management; and
- a lead teacher of adult literacy and numeracy for example, a course co-ordinator or course leader providing management of delivery.

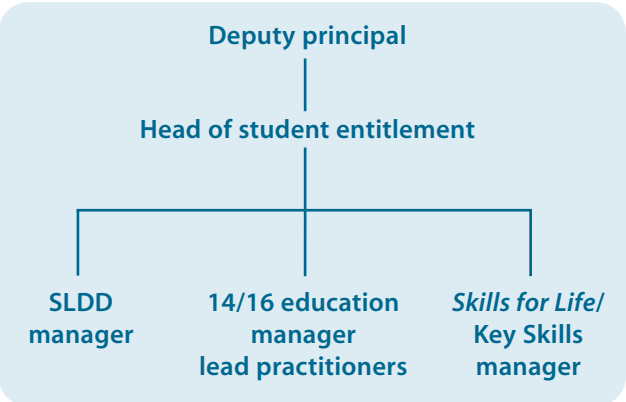
As might be expected, all senior managers in the colleges visited had a portfolio of responsibilities. Around half of the middle managers had areas of responsibility in addition to adult literacy and numeracy. For example, the adult literacy and numeracy manager in a large college in the Northwest also managed mathematics and English at levels up to and including the general certificate of secondary education (GCSE). Most lead teachers had responsibility for adult literacy and numeracy alone. The major factor in whether middle managers and lead teachers had other responsibilities was the size of the college.

The current management structure in one large general college of further education has been in place since September 2001, when the college was reorganised. Learning area 14, comprising mainly literacy and numeracy provision, with a small amount of provision for students with learning difficulties, makes up a very large part of the college's work. Most of the adult literacy and numeracy provision is taught out in the community, and is therefore accessible to potential learners wherever they live. Although adult literacy and numeracy provision is acknowledged to be such a significant part of the college's work, no manager has this work as his or her sole remit. Managers at all levels have other responsibilities as part of their portfolios.

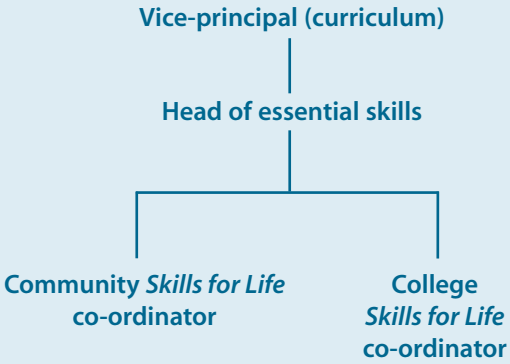
The Principals and other senior managers interviewed agreed that numeracy and literacy provision is most successful when:

- the Principal has a strong and openly expressed interest in promoting these areas of learning as a central part of the college's work;
- governors support the Principal in promoting adult literacy and numeracy, and ensuring adequate funding;
- the provision is on an equal footing with other learning or training provision in the college, having faculty or unit status and close links with cross-college support functions; and
- it is part of a hierarchical structure, being the responsibility of a second- or third-tier manager with direct reporting lines to the senior management team and the Principal, and this manager is supported by one or more staff with management as well as teaching responsibilities.

Examples of management structures are given below. The first is from a large general Further Education college. It is worth noting that this college has already made some progress in formally linking the management of adult literacy and numeracy provision with that of Key Skills:

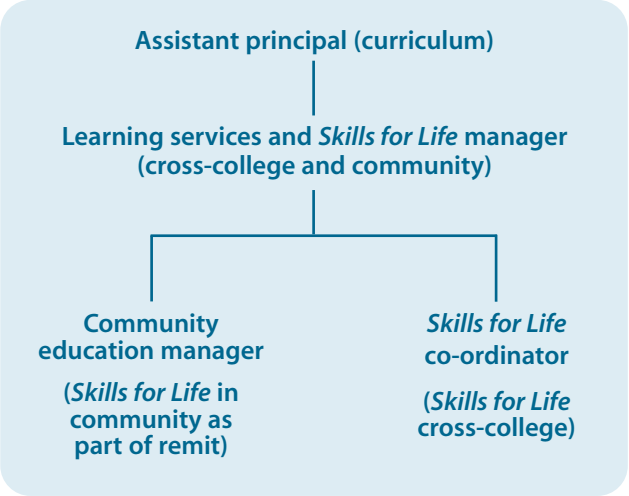


The next example is from a smaller college with a good deal of adult literacy and numeracy provision (sometimes referred to as basic skills in job titles) taught at venues in the community. Management lines are designed to ensure the firm linkage of community provision with that offered on the college's premises. This is important in ensuring that standards of provision are the same wherever it is offered and that learners in the community are fully represented:



It is vital in managing adult literacy and numeracy to ensure that the needs of learners following vocational programmes are not neglected. Several colleges have taken steps to ensure that adult literacy and numeracy skills are appropriately managed across the college as a whole, permeating vocational areas of learning.

In the example that follows, managers at more than one level have cross college responsibility:



Managers agree that they need to ensure that staff teaching and managing adult literacy and numeracy have the opportunity to work as a team, ensuring they are have access to many areas of learning. One college, which manages provision through four departments of equal status, has brought together literacy and numeracy skills and Key Skills, provision for students with disabilities and learning difficulties, and arrangements for sensory support into a *Skills for Life* department. This has had the advantage of bringing expert staff together into a tightly knit team, of improving communication between them, and of making it easier for them to learn from one another. It has meant, however, that ways of influencing work on adult literacy and numeracy in other departments have had to be found. The college has therefore introduced 'champions' paid on fractional contracts, who are nominated by and located in the departments with which they work, to develop numeracy and literacy across all areas of learning.

The 'champions' work closely with the managers and staff of the *Skills for Life* department and to the standards they set.

The opportunities offered by committee structures are used to good effect in most larger colleges to promote literacy and numeracy across the college:

The status and coherence of adult, literacy and numeracy skills provision has been improved in one college through the work of the literacy, numeracy and language skills action group. Membership includes:

- Vice principal responsible for planning and quality
- Director of quality
- Head of vocational department
- Head of *Skills for Life*
- Key Skills manager
- Student representative

The group was currently working on:

- Consistency in recording students' progress
- Consistency of quality of students' experience of literacy and numeracy wherever they are taught in college

REASONS FOR CURRENT MANAGEMENT STRUCTURES

Management structures for adult, literacy and numeracy skills in the colleges visited have been in place for periods between a few months and, in one case, almost four years. In one college the new structure was not yet fully operational and tested, but it was similar to many more mature systems. It was introduced only after much consultation throughout the college.

Current management structures have been developed for a wide variety of reasons. Changes to earlier structures have been made in order to:

- create coherent management;
- remedy weaknesses in a previous structure;
- improve team-working and bring strengths together to provide teachers and learners with greater support;
- ensure good communication up and down the structure;
- enable clear targets for growth and funding to be set and monitored;
- give power to adult, literacy and numeracy skills managers to act independently and innovatively;
- provide opportunities for career progression;
- bring adult literacy and numeracy onto the same footing as other provision;

- improve the image of the provision;
- break an historical association with provision for students with learning difficulties and disabilities;
- enhance the cross-college effectiveness of adult literacy and numeracy training;
- improve links with vocational and academic areas of the college;
- improve the capacity of the college to respond to national initiatives and requirements;
- respond to the requirements of inspection; and
- respond to the Basic Skills Quality Initiative (BSQI)[1].

PLANS FOR CHANGES TO MANAGEMENT STRUCTURES

Managers had few plans for revising their current successful structures. Minor changes may be needed, however, to:

- develop better career progression routes for teachers and junior managers;
- strengthen links with GCSE English and mathematics;
- improve the provision and coordination of tutorials and the tutorial system for adult literacy and numeracy students;
- strengthen links with Key Skills provision;
- strengthen management by the introduction of new posts for specific areas; and
- improve capacity for responding to the national agenda.

Senior managers and managers at other levels foresaw few problems in maintaining or developing their management structures.

GETTING THE RIGHT STAFF

The need for well-qualified and experienced staff in order to ensure a good standard of provision are acknowledged by all:

> One college has introduced particularly demanding selection criteria and qualification requirements for teachers of adult literacy and numeracy. It will not offer a class if there is no teacher available who meets its standards. It currently uses 9281 and 9282 qualifications to assess the suitability of volunteers for further training and employment as teachers. All teachers of adult literacy and numeracy are expected to have the 9285 qualification in addition to a degree or equivalent coupled with a certificate in education. This requirement has now been superseded by the new qualifications framework for teachers of adult literacy, numeracy and ESOL (see Appendix 4).

[1] The Basic Skills Quality Initiative (BSQI) will be superseded by the Learning and Skills Council *Skills for Life* Quality Initiative Programmes (see Appendix 3, p29).

One of the managers interviewed has a long-standing background in adult literacy and numeracy and community work. She has seen the advantage of bringing together staff from discrete literacy and numeracy classes, learning support and community provision who are doing essentially the same job, and making them into one team. This has enabled her to deploy staff more effectively and consolidate part-time hours into full or substantial part-time posts. There is an added benefit that the new links mean that the most appropriate provision can be set up for different groups of learners, without rivalry between different arms of the provision or an unhelpful division between support for full and part-time students.

Recruiting and retaining the right staff is a major and obvious concern for senior and middle managers. Managers in most of the colleges involved in the survey find it difficult to recruit and in some areas to retain staff in sufficient numbers. The difficulties in recruiting of qualified staff are leading to:

- a shortage of staff to provide initial certificate training – this is expected to remain a problem even when new qualifications have been introduced in September 2002;
- restrictions on the growth of numbers of learners; and
- the inability of the college to respond to local needs for example, those of a rapidly growing population of asylum seekers who may require numeracy and also ESOL teaching.

Strategies for improving staffing include:

- the use of BSQI monies for the development of staff [1] (see footnote on p18).
- the use of Teachers' Pay Initiative monies to encourage staff to train to teach literacy and numeracy;
- encouraging vocational and academic staff already at the college to obtain additional literacy, numeracy or ESOL qualifications;
- recruiting unqualified staff and training and qualifying them on the job;
- training volunteers; and
- moving part-timers to fractional or full-time permanent appointments.

Widespread trawling for staff is becoming increasingly popular amongst larger colleges and is proving successful:

Two colleges aiming to increase provision had taken part in successful countywide trawls for staff, using advertisements on the radio as well as in the local press. The trawls yielded a large number of applications, both from already qualified staff and from those prepared to undertake the necessary training, offered free by the colleges.

As in other areas of learning, it is not unknown for managers to encourage students with appropriate skills to become teachers:

An adult literacy, language and numeracy skills support worker at a general Further Education college came to the college as a student on a programme for those with mental health problems. He struggled at school from the age of 11. Although he achieved nine O Level passes, he did not get his predicted A Level grades as he was already mentally ill. He did not go to university as had been expected. He worked in management but his mental health problems worsened and he had to go into hospital. After his discharge, he began to attend one college session a week. He worked through a range of programmes. His mental health has stabilised and he is now in the process of qualifying as a teacher of literacy and numeracy. This clearly thoughtful and intelligent man is particularly successful in supporting very fragile learners.

SETTING STANDARDS FOR LITERACY AND NUMERACY PROVISION

Managers spoke frequently in interviews of the demands of ensuring that literacy and numeracy teaching were provided to the same standard throughout the college, regardless of whether provision took the form of:

- discrete classes, including some individual teaching;
- teaching of adult literacy and numeracy through the learning support service; or
- teaching of adult literacy and numeracy by vocational and academic teachers as part of their Entry, Level 1 and Level 2 courses.

They felt that management was successful when it achieved the creation of a highly dedicated and tight team of specialists committed to a clear quality standard developed over a number of years.

In a general college of Further Education in a town in a rural area the quality of adult literacy and numeracy co-ordination is achieved and maintained through the expertise and enthusiasm of the literacy and numeracy manager. She recruits well-qualified staff and has a commitment to continuing training and staff development. All teaching staff, however few hours they work, are included in training. The literacy and numeracy manager is regarded as the expert in her area in the college and the senior staff rely on her to manage the provision effectively. The provision is well established and stable.

One adult literacy and numeracy co-ordinator was clear that the success of the provision came from the willingness of the head of *Skills for Life* to change things that were not working properly and to look for alternatives. The head of *Skills for Life* used people's strengths and maintained a balance between the ideal and the pragmatic.

SENIOR MANAGERS' VIEWS ON THE INFLUENCE OF THE BASIC SKILLS QUALITY INITIATIVE (BSQI) ON MANAGEMENT STRUCTURES. [1] (see footnote on p18).

In about half the colleges visited the BSQI has had a major impact. Some colleges have made changes to the structure of the management of their provision because of developments in their thinking brought about by the three-day residential events managed by the AoC. In others the impact is less marked, because structures were already well developed and mature. However, the time allowed during the three-day events (run for managers as part of the initiative or focusing on action planning was appreciated. Comments from managers included: 'I left the event with a very focused action plan and a clear understanding of what was required next' and: 'As a senior manager my attendance was vital. I needed to have more insight into the detail of the work needed to achieve targets and was able to contribute to how actions were undertaken as I have a wider overall view'. Managers also spoke highly of the work done in their colleges by the adult literacy, language and numeracy facilitators who were trained and funded by the Learning and Skills Council (LSC). Their breadth of knowledge and their input to staff training were in particular singled out for praise.

THE VIEWS OF MIDDLE MANAGERS

Middle managers in the colleges visited are generally satisfied with the management structure within which they work. They see it as offering:

- status;
- team-working;
- security;
- job progression;
- well-defined lines of communication;
- access to senior management and governors; and
- improved conditions for teachers, with more fractional or full-time permanent posts replacing hourly paid teaching.

Middle managers value the following within a management structure:

- a strong understanding of what constitutes quality in delivering literacy and numeracy amongst senior managers;
- opportunities for team-working and continuing development;
- feelings of being valued and supported by governors and by senior managers; and
- high levels of responsibility that promote a spirit of innovation.

They feel they would be able to do their jobs more effectively if:

- they taught for fewer hours and were less over-stretched;
- there were fewer new funding initiatives and externally imposed, unrealistic targets;
- more administrative support was available for middle managers;
- staff development was in place for vocational teachers in literacy and numeracy at Levels 1 and 2; (this is being taken forward through the *Skills for Life* Professional Development Programme);
- they had stronger links with teacher education; and
- there was an easy resolution of the tensions inherent in delivering provision across the college, which can cause confusion over lines of management.

Their major concerns remain:

- meeting all staffing demands; and
- the impact of the new funding, especially where part-time students and asylum seekers form the bulk of the literacy and numeracy cohort.

MIDDLE MANAGERS' VIEWS OF THE BASIC SKILLS QUALITY INITIATIVE [1] (see footnote on p18).

Middle managers' views echoed those of senior managers. They were appreciative of the support they had received from facilitators, and also of the opportunity afforded them by the three-day events to work with both senior and also more junior colleagues on refining plans for improvement.

THE VIEWS OF TEACHERS ON THE MANAGEMENT OF LITERACY AND NUMERACY IN THEIR COLLEGES

Teachers expressed general satisfaction with the way in which provision was planned and managed, especially with lines of communication to senior managers and with the support they received from senior managers and governors. They particularly valued the high profile given to adult literacy and numeracy in their colleges. In one college, teachers felt that their manager's high profile regionally and nationally contributed significantly to the high status of adult literacy and numeracy provision in the college.

Like middle managers, most teachers are concerned about the funding system and consequent constraints on staffing. In some colleges they also see problems in staffing provision for the large and unpredictable growth in ESOL numbers, as asylum seekers are moved in large numbers into areas that have no traditional experience of or expertise in providing ESOL.

THE VIEWS OF LEARNERS

Learners were unable to comment on details of management. However, those interviewed were unanimous in valuing the following features of provision:

- the dedication and ready accessibility of their teachers;
- good resources and working environment;
- flexibility of timetabling; and
- teachers who cater for individual needs and circumstances.

Checklist

A CHECKLIST FOR MANAGING FOR SUCCESS

This checklist, drawn up from the information gained from managers of successful literacy and numeracy provision, can be used in a number of ways:

- As a basis for action planning for improvement;
- As a basis for development planning;
- As a basis for self assessment;
- As part of the preparation for inspection;
- For staff development; and/or
- To prepare briefings on literacy and numeracy provision.

QUESTIONS FOR GOVERNORS

Strategy

- Have steps been taken to ensure that the governing body understands the importance of adult literacy and numeracy locally and nationally (e.g. through presentations, training sessions)?
- Do governors play their part in ensuring that funding is available to support adult literacy and numeracy provision?
- Is there a designated governor with an overview of adult literacy and numeracy in the college?

Quality

- Does the governing body receive and debate reports on adult literacy and numeracy across the college?
- Are governors informed of evaluations and do they discuss subsequent action plans?
- How do governors ensure that the college's quality assurance system operates effectively for numeracy and literacy?

QUESTIONS FOR SENIOR MANAGERS

Planning

- Is adult literacy and numeracy provision clearly included in the strategic plan, operational plans and associated action and development plans?
- Is adult literacy and numeracy provision seen as a whole-college issue, so that academic and vocational provision is included in plans, as well as discrete provision and learning support?
- Are SMART and challenging targets for adult literacy and numeracy provision set and met?

Management

- Does adult literacy and numeracy provision have at least equal standing with other provision?
- Is the management structure for adult literacy and numeracy appropriate?

- Are lines of communication and reporting between adult literacy and numeracy managers, other managers and the senior management team clear and effective?
- Is adult literacy and numeracy provision effectively linked to the college's systems for guiding and supporting learners?
- Is good use being made of a range of external links, such as learning partnerships, voluntary organisations and employers?

Quality assurance and preparation for inspection

- Is adult literacy and numeracy provision fully covered by the college's quality assurance system, including arrangements for the observation of lessons?
- Is provision clearly identified in self-assessment reports?
- Is provision rigorously evaluated to form a basis for further improvement?

Resources – staffing

- Is there a clear strategy for recruiting new staff?
- Are there career progression opportunities for teachers and managers of adult literacy and numeracy?
- Does the college require teachers of adult literacy and numeracy to have appropriate qualifications?
- Are there appropriate arrangements for the training of unqualified staff, and the up-skilling and updating of qualified staff?
- Is the provision over-reliant on hourly-paid staff on short-term contracts?

Resources – other

- Is classroom and workshop accommodation of an appropriate standard?
- Are resources, such as teaching aids and materials, at least adequate to support effective teaching, learning and student achievement?

QUESTIONS FOR MIDDLE MANAGERS

Planning

- Are SMART targets for student numbers and achievements being set and met, with clear action plans for improvement?
- Are clear and frequent messages passed to senior managers and to governors about the requirements of the provision?

Management

- Are there good links with the vocational and academic work of the college?
- Are adult literacy and numeracy provision enthusiastically promoted at every available opportunity within the college?
- Are there regular recruitment drives for new students, using different approaches for different target groups?

- Are staff well supported, and well informed of local and national developments affecting their work?

Quality assurance and preparation for inspection

- Is adult literacy and numeracy provision rigorously evaluated?
- Is self-assessment based on clear evidence?
- Are lesson observations carried out with all teachers, whatever their contractual status?
- Is good practice in the classroom identified and shared?

Resources

- Are resources regularly and formally reviewed with senior managers?
- Are resources adequate and effectively deployed?
- Is classroom accommodation for adult literacy and numeracy provision of a standard at least equal to that found in other curriculum areas?

QUESTIONS FOR LEAD TEACHERS

Planning and management

- Are line managers made aware of the changing requirements in the teaching and learning of adult literacy and numeracy from a practitioner's point of view, with a view to improving provision?
- Do you work to clear targets that are regularly reviewed and contribute to the national and local *Skills for Life* targets?

Quality assurance and preparation for inspection

- Are you actively involved in evaluating adult literacy and numeracy provision, and in the self-assessment process?
- Are there opportunities to take part in training to update or gain new skills and knowledge?
- Are opportunities being planned for new and existing members of staff to gain the new qualifications?
- Do you take part in staff development activities designed to spread good practice?
- Are your lessons observed and the outcomes shared in order to improve teaching and learning?
- Are you involved in strategies to seek new learners?

Resources

- Are learning resources up-to-date and matched to students' needs?
- Is teaching accommodation of an appropriate quality?

Appendix 1

STRUCTURED INTERVIEW QUESTIONS

Questions for the Principal or a member of the senior management team

- What is the management structure for adult literacy, language and numeracy in the college?
- How does the management team break down by gender, age band and ethnicity?
- How/why did you decide on this structure?
- When was it put in place?
- How did it improve your adult literacy, language and numeracy provision?
- Why do you think this structure is successful?
- Have you any plans for revising the structure?
- Has the Basic Skills Quality Initiative had any impact on the literacy, language and numeracy skills management structure for adult literacy and numeracy provision?[1] (see footnote on p18).

Questions for the middle manager(s) with responsibility for literacy, language and numeracy skills

- How well does the current management structure meet the needs of the adult literacy, language and numeracy provision?
- What are the best points of the structure?
- What would you like to change?
- Has the Basic Skills Quality Initiative had any impact on the adult literacy, language and numeracy management structure?[1] (see footnote on p18).
- Are there any difficulties that you foresee in maintaining or developing the management structure you have?

Questions for lead teachers

- How well does the current management structure meet the needs of the literacy, language and numeracy skills provision?
- What are the best points of the structure?
- What would you like to change?
- Has the Basic Skills Quality Initiative had any impact on the literacy, language and numeracy skills management structure?[1] (see footnote on p18).
- Are there any difficulties that you foresee in maintaining or developing the management structure you have?

Questions for students

- Do you know how the adult literacy, language and numeracy provision is managed?
- How important do you think the management of the provision is to the quality of the courses you get?
- What is the best thing about the courses you get?
- What would you like to see changed?

Appendix 2

COLLEGES INCLUDED IN THIS STUDY

Liverpool Community College	G Further Education	grade 1
Leicester College	G Further Education	grade 2
NESCOT	G Further Education	grade 2
Plymouth College	G Further Education	grade 2
West Nottinghamshire College	G Further Education	grade 2
Skelmersdale College	Tertiary	grade 2
Yeovil College	Tertiary	grade 2
Fareham College	Tertiary	grade 2
Totton College	Sixth form	grade 2
Calderdale College	G Further Education	grade 2

Appendix 3

THE LEARNING AND SKILLS COUNCIL – LEADING PROFESSIONAL DEVELOPMENT

The Learning and Skills Council *Skills for Life* Programmes for 'Professional Development' and 'Leadership and Management'

The Learning and Skills Council is responsible for all post-16 education in England, other than the university sector, including the planning and funding of Further Education colleges, school sixth forms, work-based learning for young people, workforce development, adult and community learning, information, advice and guidance for adults, and education business links.

The *Skills for Life* Quality Initiative Programme of Professional Development for Teachers of Adult Literacy, Numeracy and English for Speakers of Other Languages (ESOL)

This programme will provide literacy, numeracy and ESOL core curriculum training that reflects the *Skills for Life* strategy. In addition, it will integrate training that supports the introduction of the new subject specifications with complementary integrated pedagogical training based upon the core curriculum training that has taken place to date. Training at Level 3 and Level 2 is also included in proposals. There is a requirement for a system that accredits prior learning (APL) and for the development of materials to support teachers needing to bridge the gap between their existing qualifications and the new framework.

The programme will be appropriate for all staff engaged in teaching/leading learning or supporting learners from Pre-Entry up to and including Level 2. All teachers of adult literacy, numeracy and ESOL in England, across all contexts, will be eligible to access the programme, including those in LSC-funded and non LSC-funded provision and teachers who teach literacy, numeracy and ESOL to learners with learning difficulties and/or disabilities. Teachers who work in LSC-funded provision, however, will be entitled to financial support to assist them in accessing and completing the programme.

The *Skills for Life* Quality Initiative Leadership and Management Programme

This programme is a comprehensive programme of support for leaders and managers of literacy, numeracy and language provision. It consists of three strands:

- Strand 1: professional training and development for leaders and managers responsible for adult literacy, numeracy and English for Speakers of Other Languages (ESOL);
- Strand 2: The management and further development of a national network of *Skills for Life* Quality Initiative Facilitators;

- Strand 3: The management and further development of the *Skills for Life* Quality Initiative staff and organisational development materials.

The purpose of the three strands of this programme is to make a substantial contribution to the delivery and embedding of *Skills for Life*, through professional training to emphasise strategic planning for leaders and managers; the facilitator network; and, staff and organisational development materials.

The programmes are proposed for implementation from 2003.

Appendix 4

THE NEW QUALIFICATIONS FRAMEWORK

In March 2001, *Skills for Life* set out the Government's commitment to raise the quality of teaching and learning in literacy, numeracy and English for Speakers of Other Languages (ESOL) provision. In order to meet this commitment, the Adult Basic Skills Strategy Unit, in partnership with the Further Education National Training Organisation (FENTO), Employment National Training Organisation (EMPNTO), Community-based Learning and Development National Training Organisation (PAULO), the Qualifications and Curriculum Authority (QCA) and the Learning and Skills Council (LSC), has introduced a new framework of specifications and qualifications for teachers and those who support the teaching and learning of literacy, numeracy, and ESOL.

Since September 2002 all new entrants to the teaching profession who wish to specialise in teaching adult literacy are required to enrol on FENTO-approved programmes that meet the requirements of the literacy Subject Specifications at Level 4, and lead to the new Level 4 Certificate for Adult Literacy Subject Specialists in addition to meeting the requirements for generic initial teacher training qualifications. Those who wish to support adult literacy learning must work towards the Level 3 Certificate for Adult Literacy Subject Support.

Since September 2002 all new entrants to the teaching profession who wish to specialise in teaching adult numeracy are required to enrol on FENTO-approved programmes that meet the requirements of the numeracy Subject Specifications at Level 4, and lead to the new Level 4 Certificate for Adult Numeracy Subject Specialists, and those who wish to support adult numeracy learning must work towards the Level 3 Certificate for Adult Numeracy Subject Support.

From September 2003 all new entrants to the teaching profession who wish to specialise in teaching ESOL will be required to enrol on FENTO-approved programmes that meet the requirements of the ESOL Subject Specifications at Level 4, and lead to the new Level 4 Certificate for ESOL Subject Specialists, and those who wish to support ESOL learning must work towards the Level 3 Certificate for ESOL Subject Support.

At present, the new qualifications requirements apply only to new adult literacy and numeracy teachers entering the profession from 1 September 2002, and do not apply retrospectively. There are currently no requirements for existing teachers and those who support the teaching and learning of literacy, numeracy and ESOL to obtain the new specialist certificates. No existing teacher will be barred from continuing to teach adult literacy or numeracy if they do not possess these new qualifications.

However, it is expected that over time, in the interests of parity, equal opportunity, and in the light of the requirements of the statutory inspection regime, existing adult literacy and numeracy teachers will take up opportunities to obtain the new specialist qualifications as part of their continuing professional development.

Furthermore, *Success for All* reinforces the principle that all teachers should be qualified to teach, and its target that by 2010 only new entrants to teaching in further education colleges would not be qualified, and the aim of ensuring an appropriately qualified workforce across all sectors will apply to teachers of literacy, numeracy and ESOL.

For more information, please visit www.lsc.gov.uk or contact the FENTO helpline on **(020) 7332 9535**

<table>
<tr><th></th><th>Literacy</th><th>Numeracy</th><th>ESOL</th></tr>
<tr><td>Teachers/Subject Specialists</td><td>Level 4 Certificate for Adult Literacy Subject Specialists</td><td>Level 4 Certificate for Adult Numeracy Subject Specialists</td><td>Level 4 Certificate for Adult ESOL Subject Specialists</td></tr>
<tr><td>Subject Support</td><td>Level 3 Certificate for Adult Literacy Subject Support</td><td>Level 3 Certificate for Adult Numeracy Subject Support</td><td>Level 3 Certificate for Adult ESOL Subject Support</td></tr>
<tr><td rowspan="2">Adult Learner Support</td><td colspan="3">Level 2 Certificate for Adult Learner Support</td></tr>
<tr><td>Literacy Option</td><td>Numeracy Option</td><td>ESOL Option</td></tr>
</table>

From Sept 2002 (except shaded: Sept 2003)

Case Study

West Nottinghamshire College case study

BUILDING CAPACITY FOR *SKILLS FOR LIFE* IN FURTHER EDUCATION

Background

SOME PERSPECTIVES ON FURTHER EDUCATION WORTH CONSIDERING WHEN DEVISING A STRATEGY

The Further Education sector has the potential to be the main deliverer of *Skills for Life* targets. This is demonstrated by the commitment made by the National Learning and Skills Council to fund literacy, language and numeracy learning and meet Public Service Agreement targets. Further Education colleges account for a significant proportion of the Council's total annual budget and are, in most regions, the main contributors to *Skills for Life* targets of local Learning and Skills Councils. They are also, generally, involved in other local partnership and business arrangements including the development of a 14–19 curriculum, Adult and Community Education, Local Education Authorities, work-based and workplace training and a range of private sector partnerships and initiatives. These partnerships can be powerful contributors to the delivery of *Skills for Life*.

Over the years Further Education has been compromised by a perception (sometimes justified), that the sector is inflexible, expensive and slow to react. There is also a perception that colleges are sometimes slow to acknowledge, value and hence promote developments like the National Tests for Adult Literacy and Numeracy. The one certainty is the need to prioritise the development of capacity to deliver *Skills for Life* provision in Further Education.

WHAT IS THE CHALLENGE FOR FURTHER EDUCATION?

Meeting the objectives of the *Skills for Life* strategy is one of the sector's biggest ever challenges. In particular the sector needs to build delivery capacity through the creation of a professional, flexible and dedicated educational workforce. The temptation to resist is that to create more of the same: a dedicated, small group of teachers who are used to supporting learners with literacy, language and numeracy needs in the traditional basic education context. There are two major difficulties with this approach:

- Trained and experienced teachers do not presently exist in the numbers needed to push forward the agenda described in *Skills for Life*
- They are not always the right people, with the right kind of experience, qualities and flexibility to support hard-to-reach learners, particularly in the workplace

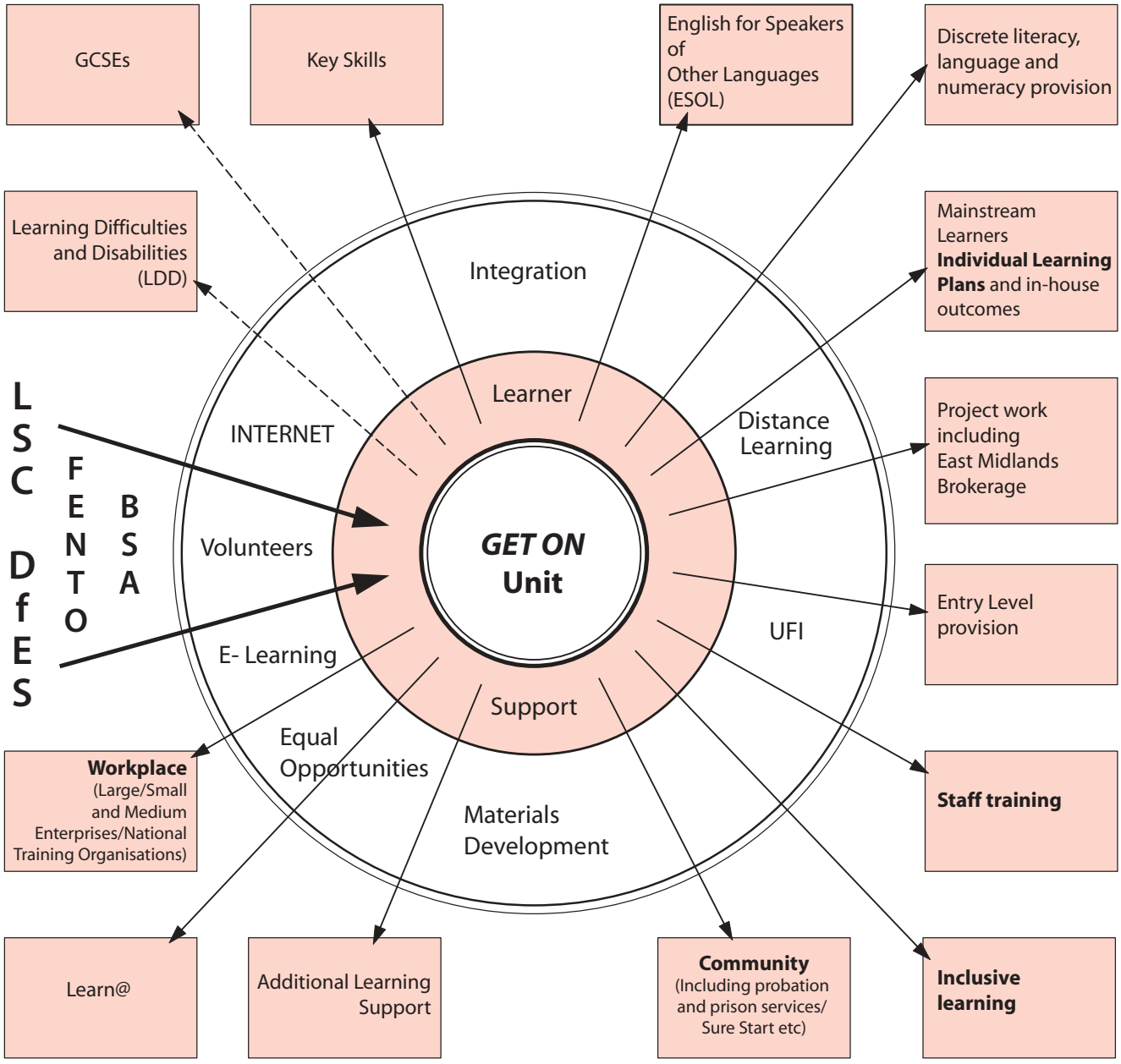
Introduction

This case study describes the initial stages in the development of West Nottinghamshire College's *Get On* Unit. It provides a model for developing the capacity of the college workforce across the board to deliver *Skills for Life* provision (but not hard and fast rules: it should be remembered that a main driver for development is the local environment, so there are likely to be broad variations of approach across the sector). Above all, it is important to ensure that a wide range of skills is available throughout the workforce. Everyone in the institution needs to work collaboratively and co-operatively to ensure success.

A whole-college approach to *Skills for Life*

This provided the basis for the curriculum structure model, outlining the key relationships between the *Get On* unit and the institution as a whole, partners and learning areas…

INITIAL *GET ON* UNIT STRUCTURAL MODEL



Performance indicators	Targets set by	Outcomes
Value added (progress) Numbers achieving National Tests Numbers achieving Entry Level qualifications Progression data Numbers of qualified staff	Department for Education and Skills (DfES) (750K learners nationally) Nottinghamshire's LSC (19K learners) West Nottinghamshire College (4,150 learners) East Midlands Development Agency (Workplace skills) Local socio-economic data	Soft targets (Individual Learning Plans)–not counted National Tests–counted Key Skills–counted ESOL Qualifications–counted Entry accreditation-Entry Level 3 –counted

INITIAL *GET ON* UNIT PROPOSALS AND BRIEF

When developing a strategy for creating a new workforce, we needed to draft clear proposals and a brief for the functions of the *Get On* unit. These lay down the main functions that then inform the curriculum and staffing planning process. The main functions of the West Nottinghamshire College *Get On* Unit were as follows:

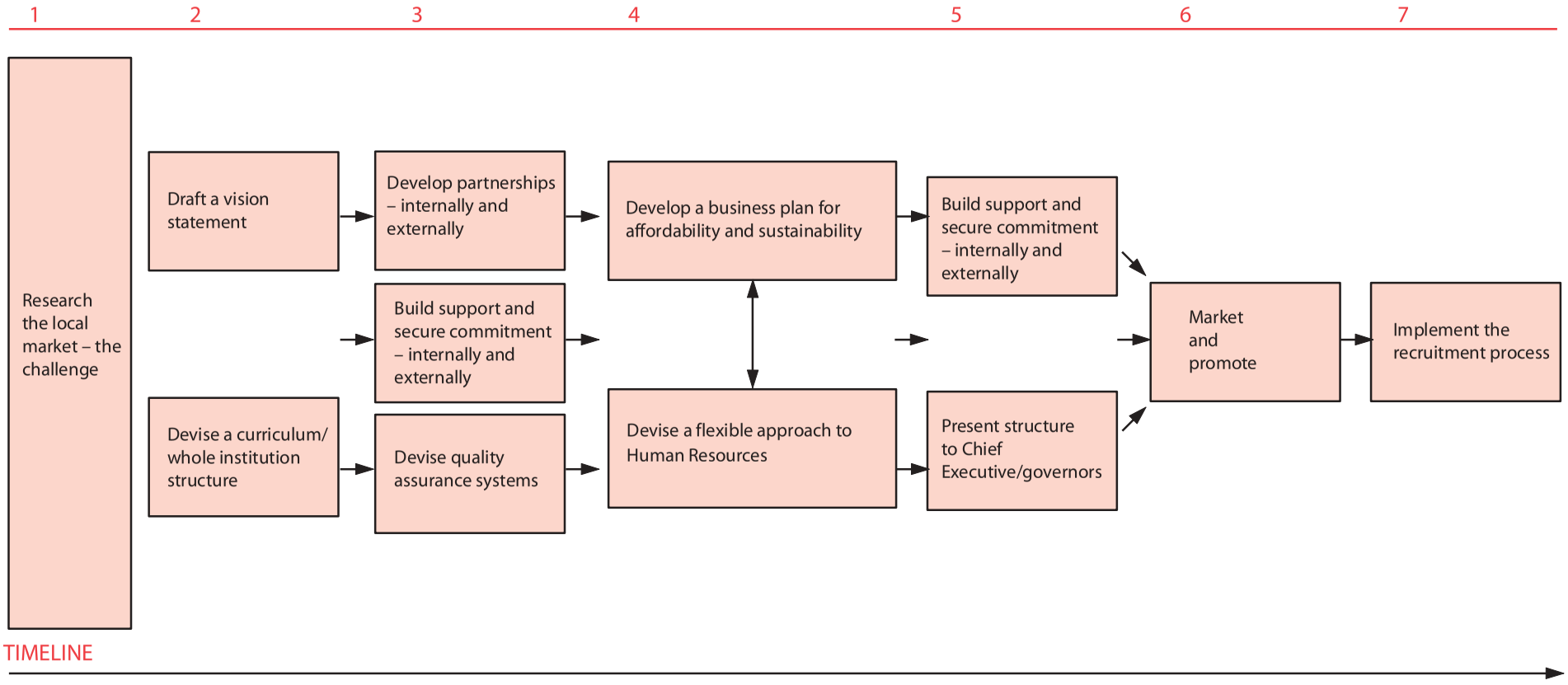
- Delivering West Nottinghamshire College Learning and Skills Council and Department for Education and Skills targets for *Skills for Life*.
- Providing and implementing a system for initial assessment and diagnostic testing for learners across and outside the College, in line with Government requirements.
- Providing additional support for mainstream learners (full-time, part-time, remote and outreach) to ensure progress through the use of Individual Learning Plans (ILPs).
- Delivering College Additional Learning Support Unit targets.
- Delivering National Public Service Agreement targets.
- Developing literacy, numeracy and ESOL skills for the workplace (Large employers, National Training Organisations and Small and Medium Enterprises).
- Expanding literacy, numeracy and ESOL skills in the community.
- Driving the agenda forward by gaining funding for developmental and pump priming project work.
- Delivering Learning Difficulty and Disability (LDD) targets.
- Delivering ESOL targets.
- Advising on, and delivering staff training to national standards in conjunction with the Basic Skills Agency.
- Raising the profile of literacy, numeracy and ESOL skills in West Nottinghamshire College.
- Raising the profile of West Nottinghamshire College as a leader in the field of literacy, numeracy and ESOL skills by working on a regional and national basis with the Department for Education and Skills, GO East Midlands, Learning and Skills Council, Basic Skills Agency and FENTO.
- Establishing West Nottinghamshire College as a Centre of Excellence for *Skills for Life*.
- Developing new and flexible delivery techniques for literacy, numeracy and ESOL skills, and adapting and maximising the use of existing methods, including

e-learning, distance learning, workplace and vocational strategies, web based approaches, *learndirect*, etc.

- Mapping the vocational and academic curriculum to the *Skills for Life* core curricula to integrate literacy and numeracy skills support within mainstream provision.
- Implementing the new national curricula for ESOL and LDD.
- Establishing a bank of volunteers, who were trained in the core curriculum and raising their profile within the Unit and across the college.
- Implementing Inclusive Learning across the College.
- Preparation for inspection.

THE PLAN AT A GLANCE

To turn this theory into practice, we first needed to identify, research and plan to tackle the areas critical to our success. These were as follows:



ISSUES WE CONSIDERED WHEN FOLLOWING THE PLAN

With the outline process in place, we undertook research to ensure we understood the key issues and were able to take full advantage of opportunities at each stage of the process.

Our key issues	What we considered	Comments and lessons learned
1. Local Market – the challenge	▪ Population ▪ The socio-economic situation ▪ Existing provision across the spectrum of providers ▪ Educational history (Is there a local culture of learning?) ▪ Demographics ▪ Unemployment ▪ Baseline information on literacy and numeracy needs	Much information is already available from: ▪ Within the organisation ▪ **TEC** household surveys ▪ Local Learning and Skills Council research ▪ Basic Skills Agency national research by Ward ▪ Local partnerships ▪ Central Government statistics It is often valuable to commission small-scale research with the co-operation of the university sector. This does not have to be hugely expensive.
2. Vision statement	The vision statement summarised the aims and philosophy: the creation of a new workforce, which encompassed existing staff, but supplemented with a range of other skills and expertise to cover the broad range of activities needed to respond to the needs of the community.	The vision statement should be concise and to the point.
Curriculum and whole institution structural issues	▪ Devised in line with national standards ▪ Systematic approach to promotion and implementation of National Tests and Entry Level qualifications ▪ An Individual Learning Plan-based approach ▪ Adult literacy and numeracy tests as alternatives to Key Skills tests where appropriate, on the basis of individual learners' needs	The curriculum should comply with the core curriculum and standards and ensure external qualifications are effectively promoted as a feature of support. The philosophy is to focus on the individual, through a customised Individual Learning Plan (ILP) based approach. The curriculum structure and institution should concentrate on building learners' confidence to overcome their own barriers and progress

Our key issues	What we considered	Comments and lessons learned
	▪ Embedding literacy, numeracy and language across the curriculum ▪ *Skills for Life* as the foundation for all programmes ▪ Opportunities to obtain literacy and numeracy qualifications as add-ons and as part of Additional Learning Support ▪ Test opportunities for all appropriate learners ▪ Continuing Professional Development and professional qualifications for non-specialist staff. In particular Key Skills and additional support staff ▪ 'Corporate identity within the Corporation' ▪ Integrating Key Skills of communication and application of number	towards National Tests and other appropriate qualifications. The inclusion of Additional Learning Support, ESOL, Key Skills, Inclusive Learning, Community and Learners with Learning Difficulties and Disabilities (LLDD) will strengthen the approach, facilitating control of the whole *Skills for Life* agenda, and allow for a strategic approach to be taken across a broad range of curriculum. The *Skills for Life* Continuing Professional Development programme (managed by the Learning and Skills Council) should be available for all staff within the organisation to aid the development of embedded approaches (see Appendix 3, p29). National Tests may provide external qualification outcomes for learners receiving Additional Support for literacy or numeracy, if they are presented positively.
3. Developing partnerships – internally and externally	▪ Local learning partnerships ▪ Local strategic partnerships ▪ Local Learning and Skills Council ▪ Regional Development Agency ▪ Other public and private sector providers ▪ Public and private sector employers ▪ Voluntary and community organisations ▪ National bodies [Department for Education and Skills, Basic Skills Agency, National Institute for Adult Continuing Education, FENTO, Learning and Skills Development Agency etc]. ▪ Higher Education Institutions	Partnership is the keystone to any successful local strategy. There is little need for competition in the area of *Skills for Life* because of the scale of the agenda. The list given is indicative only. It will clearly vary hugely depending on local situations. Local learning partnerships are often the first port of call and can provide local support and networking on both a formal and informal basis. Other partnership opportunities do not have to be geographically constrained and may be achieved through local, regional or national organisations and bodies. For us the starting point was the North Nottinghamshire Learning Partnership and the Joint Learning Partnership Basic Skills Group.

Our key issues	What we considered	Comments and lessons learned
Building support and securing commitment – internally and externally	▪ Consultation, both internal and external ▪ Support internally rather than threaten ▪ Engage Principal/Chief Executive ▪ Engage Governing Body ▪ *Skills for Life* as a key strategic objective within the Strategic Plan ▪ *Skills for Life* within other elements of the Strategic Plan	Without support from both internal and external colleagues, the chances of success are limited. Consultation with the Learning and Skills Council, Regional Development Agency and other bodies is useful for gathering evidence and improving ideas. Most other areas of an institution will benefit from a systematic approach to supporting adult literacy, language and numeracy across the institution and this will improve learner retention and achievement. The challenge is to raise awareness and promote this to colleagues who have a range of other issues to worry about.
Quality assurance	▪ Monitoring support ▪ Informal and formal observation with the time to do this built into the HR framework and contractual arrangements ▪ External reviews ▪ Client led reviews ▪ Performance review and management /appraisal	Peer observation is useful when supplementing a formal whole-college system. The application of FENTO standards for teaching and supporting learning and management provide a vital starting point for the quality framework, alongside the adult literacy and numeracy subject specification qualifications. Some of the most crucial elements are those which also impact on the Common Inspection Framework (CIF): The effect they have on learner experience, retention and achievement is paramount. Regular feedback from learners and external clients alongside systematic reviews of progress and observation of the learning process are essential. These should link to arrangements for Continuing Professional Development.

Our key issues	What we considered	Comments and lessons learned
4. Sustainability and affordability	▪ Staff costs ▪ Other costs ▪ Projected income ▪ Learner numbers ▪ Project and research and development activity ▪ Consultancy and advice services	Well-thought out costs and sustainability are crucial to winning an organisation's commitment. *Skills for Life* must be seen as a sound business proposition. Make the most of present funding arrangements and other development funding opportunities such as co-financing, the Local Investment Fund, Standards Fund, capacity building and other Local Learning and Skills Council and Regional Development Agency agenda. Here is a useful question for college managers when making the case for funding developments: **'How many other curriculum areas have publicly stated specific Public Service Agreement targets up to 2007 that strongly indicate continued funding up to this date?'** Don't build the business plan on the basis of a single income stream. Build in project and development income projections; partnership helps here. Financial projections need to have a foundation in reality and may be informed by the outcomes of local and national market research. They should generally cover a three-year period to fit in with other Further Education planning cycles.
Human resources	▪ Contractual issues. Many lecturing contracts can be restrictive ▪ Avoid part time, fixed term contracts as the basis of the structure. Interest from suitable candidates will be limited on this basis ▪ Staff profile must be broad enough to meet the demands of the locality	The approach taken to terms and conditions of appointment are fundamental to any capacity building process. (In the case of West Nottinghamshire College this was the creation of a specialist unit). Different should, and can, mean better. The unit costs for staffing should be comparable with other curriculum and vocational areas, but it should be possible to increase expenditure for *Skills for Life* through the extra income delivered by the Cost Weighting in the LSC

Our key issues	What we considered	Comments and lessons learned
	▪ Staff profile should take account of the development and engagement processes ▪ Incentives for high quality response and delivery ▪ Identification of approach to CPD and qualifications ▪ Support for CPD within contractual and deployment arrangements ▪ Staffing structure which allows for advancement/career progression and has enhanced status within the organisation ▪ Selection processes that are testing ▪ Effective leadership and management	funding methodology and by identifying other income streams. Staff will need to be flexible (available on a 24/7 basis), motivated, accountable, suitably qualified, friendly and adaptable. The staff profile will need to be broad to take into account the need for vocational expertise in particular areas (especially for work-based/workplace provision), project management and research skills, leadership and management and personal skills. Attractive opportunities for career development, remuneration, challenge and variety should be devised and offered to attract candidates. Educational journals may not be the only route to good candidates. Other vocational publications and local media may be appropriate for attracting specialist staff. Present rules lay out the requirements for those new to the profession. A staff qualification policy for *Skills for Life* will raise the profile of the new qualifications within the organisation and produce clear targets. A clear decision on how this is to be implemented must be made. Recruitment process needs to be rigorous and must genuinely test the ability of candidates to support learners. This is preferable to relying on traditional interview processes as the only selection tool.
Flexibility	▪ Rapid response time ▪ Ability to meet employer and community requirements. eg. Shift work, weekends etc ▪ Built in development processes	It is impossible to address this in isolation. The Human Resources strategy should build a flexible and responsive service. Developing work-based or workplace provision is time-consuming and can be expensive. The same can be true of

Our key issues	What we considered	Comments and lessons learned
	▪ Materials development process	community provision. The procedure for employing staff must allow for flexible delivery of teaching and for staff development.
5. Marketing and promotion	▪ Build a positive welcoming identity/image or brand ▪ High-quality ▪ Build on national campaigns ▪ Multi-media	All promotional materials should convey a single-minded, persuasive message from the start–there is little point in using the flashiest multimedia or taking out enormous advertisements if you are not clear about what is to be communicated. Poor quality advertising may actually deter the target audience. Use of the term 'basic skills' is not advised. The public are also aware of a range of other terminologies and relate them directly to old perceptions of ABE. Hence at West Nottinghamshire College, we referred to 'The *Get On* Unit'. It is also wise to avoid re-inventing the wheel. Check with the local Learning and Skills Council and Adult Basic Skills Strategy Unit Regional Co-ordinator to find out what is already happening locally, regionally and nationally, and build on that. High quality materials, IT facilities, premises, surroundings and staff with good communication skills all help to build the image. Always remember that you are not starting from a neutral point. Prior to *Skills for Life*, adult literacy, language and numeracy support had a very poor image.
6. Implementation – the recruitment process	The detailed analysis of this stage of the process is outlined below.	

1. The local market – the challenge

SO WHAT WAS THE LOCAL CHALLENGE FOR THE COLLEGE?

West Nottinghamshire College is a large general Further Education college based in the north of Nottinghamshire, in the ex-coalfield areas of Mansfield and Ashfield. It has a developing Information and Communication Technology (ICT) and workforce development strategy and runs a broad range of vocational and academic programmes. The college has had a strong focus on screening and initial and diagnostic assessment through its 'basic and key SKILLBUILDER' developments.

While the need for *Skills for Life* support was clear, learners were not easy to reach, with a culture of non-learning prevalent in the most needy community settings. For engagement to be successful, it was essential that provision was user-friendly, responsive, flexible and in some cases invisible on an individual learner level. The needs of employers also had to be addressed, and here the focus needed to be on flexibility, quick response and vocational training.

Basic Skills Agency and local **LMR** statistics showed that the literacy, language and numeracy needs of the communities in these areas were well above the national average, with associated other deprivation factors impacting also. It also indicated the absence of a general culture of learning in the area.

2. The vision statement

WHAT'S THE BIG IDEA?

'The vision of West Nottinghamshire College was to create an entirely new workforce with the necessary range of skills, experience and talents to deliver high-quality *Skills for Life* provision flexibly.'

The key to the strategy was the need to attract and recruit *the right* people with *the right* skills profile for the college's present and projected client groups. The key function of this workforce is to help embed adult literacy, language and numeracy into the vocational and academic curricula and respond flexibly to employer and community needs. This meant recruiting a workforce from a diverse range of vocational and professional backgrounds.

3. Developing partnerships/building support and securing commitment – internally and externally

HOW DID WE BUILD SUPPORT WITHIN THE ORGANISATION AND SECURE COMMITMENT FOR THE UNIT MODEL?

Without a clear commitment from the Principal/Chief Executive, Finance Director and the Governing Body of the institution, it is unlikely that even the most innovative and sustainable approach will be successful. It is worth taking the time to develop this fully before proceeding.

In doing this, it is useful to follow the research shown in the **step-by-step** plan, but in particular to gain support and guidance from your Adult Basic Skills Strategy Unit (ABSSU) Regional Co-ordinator, Local Learning and Skills Council (LLSC) and Regional Development Agency, where possible. External views and support can be valuable in these initial stages. At West Nottinghamshire College we took advice and gained support from the ABSSU and the LSC in particular.

Quality assurance

Issues of **quality assurance** should be taken into account at this stage and described clearly. The potential for successful outcomes to inspection can be a powerful tool for gaining top-level support in the organisation.

4. Sustainability and affordability

WHAT WAS THE ORGANISATION'S FINANCIAL COMMITMENT TO THE UNIT?

The **first stage of the process** was to establish commitment at the highest levels of the college, and in particular the Governing Body and Principal. In financial terms this required an annual commitment from the staffing budget of approximately £500,000 and a contractual model which allowed for rapid response and flexibility at the same time as making a clear statement that the staff were valued members of the college community.

HOW WAS THIS FUNDED?

A business plan was prepared which identified income to meet the ongoing costs of the staffing structure, based on a whole-college strategy. Funding for appointments was agreed on this basis and the benefits in terms of retention, achievement and attendance were stressed across the college to gain support from other areas.

The main target of the plan was to establish *Skills for Life* provision as the core right of all learners in the college.

So the three-year plan was appropriately comprehensive and inclusive. It included projected Learning and Skills Council income from 19+ and 16–18, learndirect, Additional Learning Support, ESOL, key skills (communication and application of number at Levels 1 and 2). It also included projected income from fee-paying full-cost courses, project and research funding and other funding, through self-financing activities (consultancy etc.). Of these sources, approximately 69 per cent was revenue funding from the Learning and Skills Council, 25 per cent from consultancy and other funding sources and 6 per cent from full-cost courses (fee-paying, including English as a Foreign Language (EFL).

This loosely resembled the ratio of funding for the whole college: the annual turnover of approximately £25.5 million p.a. comprised funding from the following sources: approximately 78 per cent from the Learning and Skills Council, 5 per cent from the European Social Fund, 5 per cent from Ufi, 5 per cent from fees and 7 per cent from other income.

The projection plotted how income received would support the salaries of the employments made, and forecast a 25 per cent overall increase per financial year.

Above all, the key message is not to rely on a single funding stream.

WHAT DID THIS MEAN FOR LEARNERS?

The benefits are already being realised as learner achievements were on target for 2002–3. The total target to 2004 is 4,150 learner outcomes (roughly 20 per cent of the Nottinghamshire Learning and Skills Council target). This is rather more than would be expected of us given the number of colleges in Nottinghamshire and our relative size. However, it is probably the minimum we should set as a target to establish us as the leader in the field.

The business plan included key delivery milestones for improving the capacity to deliver adult literacy, language and numeracy provision through recruitment and subsequent learner outcomes, as follows:

Proposed draft action plan to 2003/2004

Date	Outcome	Action
06/02	Support and Quality Assurance framework in place for literacy and numeracy across the college.In particular in vocational /embedded contexts	Development of Quality Assurance structure Development of staff training proposals Recruitment of staff
01/02	All college staff have a working knowledge of literacy and numeracy	Rolling programme of staff development
01/02	Staffing profile to meet projected demands is established	Agree staffing model and make appointments
01/02	National Tests are established, particularly in Additional Learning Support delivery. Participate in on-line pilot project	Staff development for Additional Learning Support co-ordinators. Staff development for all Additional Learning Support delivery staff. Contact City and Guilds to participate in pilot on-line tests as available.
01/02	200 National Test outcomes	Pilot through Pathfinder Project and identify existing learners for whom this will be beneficial
01/02	450 soft target, National Test and Key Skills tests at Levels 1 and 2	Identify Additional Learning Support outcomes and develop Individual Learning Plan implementation across the college with National Tests utilised as a learning tool
01/02	Essential Skills is established in Mansfield Library Learning Centre	Purchase screens and desks. Establish free-phone helpline. Implement staffing rota, six days a week 9.00am-9.00pm
01/02	X College literacy and numeracy support opportunities developed	Map all college programmes against the National Adult Numeracy, Literacy and ESOL core curricula

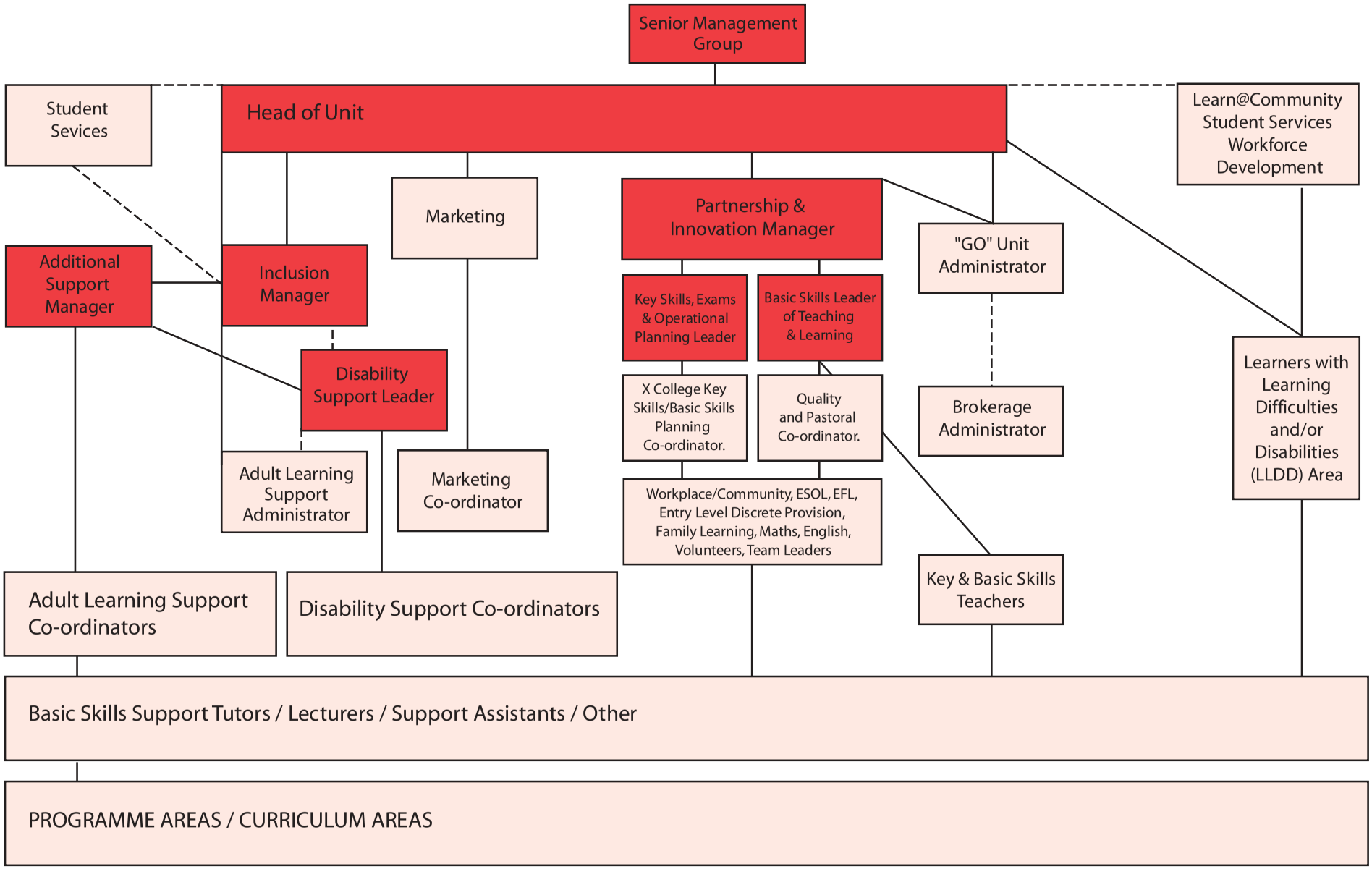
01/02	Implementation of the ESOL curricula is planned	Provide staff development. Map existing programmes to the new curriculum. Ensure that tracking documentation reflects this.
01/02	Bank of volunteers established	Establish a rolling programme of volunteers' recruitment and induction. Identify volunteers from key community and other areas and recruit.
02/03	All volunteers trained to Department for Education and Skills/FENTO standards	Provide mentoring and approved training for all volunteers
02/03	All Entry Level programmes contain basic skills as defined in the national curricula	Map all Entry Level programmes and ensure that they are meeting national curriculum requirements
02/03	LDD and ESOL curricula are implemented	Continue to build on staff development. Map existing programmes to the new curriculum and ensure that new programmes comply. Ensure that tracking documentation reflects this.
02/03	Literacy and numeracy activity is increased by 50%	Expand Learn @ Work Centre presence, work with targeted large employers, devise an SME strategy and provide more flexible community activity
02/03	ESOL activity is increased by 30%	Work with the Home Office and Refugee Council to identify new learners. Work with BEGIN in Nottingham
02/03	1200 National Test and Entry Qualification	Ensure that National Tests are established as the main certification for outcomes Essential Skills across the college and with external and electronic/flexible learners. Identify Additional Learning Support National Test outcomes and develop ILP implementation across the college. Meet cross-curricular targets.
03/04	Literacy and numeracy activity increased by 70%	Expand Learn @ Work Centre presence, work with targeted large employers, implement Small Medium Enterprises strategy and provide more flexible community activity
03/04	ESOL activity increased by 30%	Work with the Home Office and Refugee Council to identify new learners. Work with BEGIN in Nottingham.
03/04	2,300 National Test and Entry	Identify Adult Learner Support National Test outcomes and develop Individual Learning Plan implementation across the college. Meet cross-curricular targets.

Human resources

WHO DID WE NEED TO RECRUIT TO PERFORM UNIT ROLES AND ACHIEVE THE AGREED TARGETS?

With the *Get On* Unit functions, structure and targets agreed, the next stage was to establish the roles we needed to fill to make the strategy a success. The outline map was as follows:

INITIAL *GET ON* UNIT STAFFING STRUCTURE



HOW DID WE RECRUIT THE STAFF WE NEEDED?

The real challenge started here! We were looking to attract people who would probably not have the requisite qualifications and experience at the time of selection. But by recruiting **the right people**, achievement of national qualifications was expected to be straightforward, with the support of the employer.

The right people are only likely to be attracted by the right jobs. Genuine career opportunities and salaries that reflect equal status with teachers of other subjects need to be put in place for literacy, language and numeracy teachers. Progression opportunities and Continuing Professional Development (CPD) support that make it clear that you value your employees are essential for successful staff recruitment and retention. This does not necessarily mean that terms and conditions should be identical to those in other subject areas. Flexibility and the ability to respond to change *anytime, anyplace, anywhere* are the keystones to lasting success.

Success or failure was entirely dependant on the ability to attract and then select the best people for the posts. The first priority was to ensure that, following market research and discussions with colleagues, we had a clear view of the shape, size and make-up of the team we wanted. For instance: did we need engineers, hairdressers, IT specialists, people with private sector experience, workplace expertise, community expertise, project management expertise?

The next stage was the development of an appropriate contractual model and a process for making appointments. It became apparent early on that a significantly different approach to the existing 'ABE' type was needed. While the contracts were devised to be flexible and take account of anti-social working hours, they were intended to match other lecturers' terms and conditions regarding teaching hours. They also provided the opportunity for staff to earn bonus payments by meeting individually negotiated targets.

The resulting process, along with its approach and starting objectives, are given in detail in the following pages. The reference to 'starting' objectives is made to emphasise the fact that this, like any model, needs to be reviewed and developed to adapt to the changing needs of the market.

5. Marketing and promotion

HOW DID WE PROMOTE THE JOBS?

Job advertisements are not the same as job specifications. We kept the net wide in these initial stages. The bulk of investment in time and energy was in the selection process. We found it useful to set a minimum level of

education or equivalent experience, but felt that requiring people to have specific basic skills teaching qualifications such as the City and Guilds 928 series would restrict the numbers of applicants. Many of the people we needed would not even take the time to apply if asked to meet a detailed qualification profile.

We had to make it clear in the advertisement that the recruitment campaign was part of a broader strategic development by the institution (the best quality applicants will be looking for as much evidence of security of tenure as you can give). We also emphasised career opportunities. Another attractive incentive was free training to obtain nationally recognised professional qualifications such as the Cert Ed or *Skills for Life* qualifications in Literacy, Numeracy and ESOL. (While this may be common practice in Further Education, it is not necessarily the case outside the sector, so making this explicit in the advertisement made the posts more attractive).

The campaign attracted over 100 applicants at each stage of advertising.

6. Implementation – the recruitment process

SELECTION

This was the most important stage and took us three days of selection with extra associated preparation time. The focus of the process up to this point was to ensure an inclusive approach to recruitment. The next challenge was to apply a selection process that was robust enough to differentiate the best from the rest. Or, more accurately, those people who best *fitted* the roles we had in mind.

We recognised that an interview process alone would not provide the outcomes we sought. We used the following three stage process:

A) Long-list

B) Activities and profiling

C) Final interview

A) Long-list

This stage of the selection was completed through the application process and was mainly paper-based. We made a point of asking applicants to describe their reasons for wanting to enter the profession, which gave us a start. We kept in mind the skills profile we needed for our team (never lose sight of this throughout the process). We also considered starting qualifications at this stage. However, at this stage we were mostly ruling out those people who were clearly not suitable and did not fit our required skills profile.

B) Activities and profiling

This can be the most demanding of the stages. We involved a range of people, both internal and external to the institution, particularly learners where they were willing and available. It is really important to remind yourself continually that the learners are the end-users of the service you are creating, and you need their views.

The activities chosen reflected the staff profile we had decided upon. However, we were particularly careful to ensure that they:

- covered the range of skills and qualities we needed; and
- could be assessed through the process.

We feel that the investment in time and energy we put into this paid off in the quality of the team we appointed. It was an arduous, time-consuming and expensive process. But then we were potentially making our most expensive investment and the keystone to future success.

At West Nottinghamshire College we included:

- **Personality profiling (senior posts only)**

Many people are sceptical about this profiling, but it does provide useful indicators when used as part of a broader process. Like all of the components of a process of this type, however, it should only be used to inform rather than decide.

- **Team-working exercises**

These are generally scenario-based simulations, which include problem solving and work best where learners form part of the team and the subsequent assessment process. These exercises helped us to get a view of the personality mix and whether it was likely to work. Bear in mind that no team needs too many leaders, but most need one.

A major challenge was the observation process. Making sure that there were sufficient observers and assessors to do justice to the process and the participants was difficult. We also included an assessor who was external to the organisation to avoid too narrow a perspective on the process.

- **Learner initial assessment**

Given that this plays a crucial role in most *Skills for Life* provision, we needed to be sure that the candidates had the personal and communication skills to perform this function effectively. We needed to brief more carefully those new to the profession on the process and function before they could demonstrate their potential. It was more about personal and communication skills at this stage of the process than expertise in applying set or standardised methods and techniques.

- **Candidate initial assessment**

You will need to ensure that prospective teachers have an appropriate level of

literacy, language or numeracy to teach and/or support learners. Academic or vocational qualifications are not always a guarantee of this. We sought to ensure this through assessment of applications and other aspects of the selection process, as well as the final interview stages. We decided against a formal initial assessment, but you may find this useful, depending on the context.

- **Information Technology work**

For us, this was an important skill requirement because we had IT approaches planned for family learning and work-based learning, using particular software packages. So we put together some group and individual tasks for the candidates.

- **Learning process simulation**

The ideal is to put someone into a real teaching situation. However, this will not always be possible, and may not be desirable for learners. However, an observation of the process will provide indicators for this stage of the selection process. After a good deal of consideration we decided not to adopt this approach, but concentrated on the observation of learner initial interviews and assessment.

- **Work shadowing**

This can be useful as part of the selection process. Some candidates will not want to progress further following an experience of this kind. Others will be highly enthused. Some may display characteristics that will reveal a real aptitude for the job. We did not undertake work-shadowing in our final selection process, but still recognised its value. We did make shadowing arrangements for some unsuccessful candidates to give them the opportunity to develop their skills for future applications.

- **Meet the team**

This was a vital exercise. We took feedback from team members as part of the process and made sure that we avoided personality clashes wherever possible. Again, this activity cannot give the full picture, but it gave a useful, if low-priority, indicator of the applicant's suitability.

C) Final interview

We only short-listed the strongest candidates, so this was the final, and in some respects most difficult, indicator to judge. During the interview process we did bear in mind that some candidates were naturally inclined to excel at interviews and others were not. Some were confident, others terrified. We were very keen to provide equality of opportunity for all the candidates and so took these insights into consideration.

On the whole, the multi-dimensional approach gave each candidate the opportunity to display the necessary qualities and skills.

EXAMPLE JOB DESCRIPTION

THIS IS NOT NECESSARILY THE MODEL FINALLY AGREED

WEST NOTTINGHAMSHIRE COLLEGE

Our purpose is to meet the learning and skills needs of individuals, employers and the community through high quality education, training and support

Literacy, Numeracy, ESOL and Key Skills Support Tutors

1. THE APPOINTMENT

These posts are available as a result of a significant strategic initiative in the provision of adult literacy, numeracy, ESOL and Key Skills support at West Nottinghamshire College. They present genuine career opportunities in a rapidly expanding area. The successful candidates will be required to support learners in adult literacy, numeracy, ESOL and Key Skills in a range of broad contexts and environments, including community venues and the workplace.

You should be qualified to the advertised minimum educational levels for the post , hold (or be willing to obtain within two years of appointment) an appropriate Level 4 FENTO-endorsed teaching qualification, a FENTO-approved qualification in literacy and/or numeracy and/or ESOL and be willing to participate in the national *Skills for Life* Continuing Professional Development programme. Appropriate training will be provided for the successful candidates as part of an individual continuous professional development plan.

The post may involve working anti-social hours, in order to respond to the need for a full-time service, on the basis of a five-day working week.

2. THE POST

2.1 Main Duties and Responsibilities

a) To carry out initial assessments and report on these to cross college adult literacy, numeracy and Key Skills and Additional Learning Support co-ordinators.

b) To negotiate Individual Learning Plans with learners, which identify appropriate soft and hard targets.

c) To deliver adult literacy, numeracy, ESOL and Key Skills support on a one-to-one, small group and programme basis, as part of the central literacy, numeracy, ESOL and Key Skills and Additional Learning Support provision across and outside the college.

d) To work flexibly as directed by the line manager.

e) To liaise with, and provide information for, the adult literacy, numeracy, ESOL and Key Skills and Additional Learning Support Teams.

f) To comply with procedures for reporting and monitoring of attendance, retention and achievement.

g) To contribute to continuous professional development in adult literacy, numeracy, ESOL and Key Skills.

h) To keep up-to-date with curriculum initiatives, development of standards and general developmental and professional issues and initiatives relating to the delivery of adult literacy, numeracy, ESOL and Key Skills.

i) To implement quality procedures contributing to thorough, evaluative course reviews that feed into the Self-Assessment.

j) To comply with, and develop, the Internal Verification process for adult literacy, numeracy, ESOL and Key Skills.

k) To develop best practice in learning, teaching and assessment, ensuring standardisation and continuity.

l) To lead and/or co-ordinate programmes or projects as directed.

2.2 Other Responsibilities

a) To uphold College policies and procedures, promoting those specifically applicable to this area of work.

b) To keep up-to-date, as far as is necessary for the efficient execution of the job, new legislation, procedures and techniques.

c) To be conversant with and participate in activities and developments at College, regional and national level that are relevant to the post.

d) To present and promote an appropriate public image in representing the College.

e) To undertake any other duties as may reasonably be required commensurate with grade at any of the College premises.

3. POSITION WITHIN THE COLLEGE

The post holder will be part of the Access and Continuing Education Curriculum Area and report directly to the Programme Manager.

4. TERMS AND CONDITIONS

4.1 The post is subject to those terms and conditions determined by the West Nottinghamshire College.

4.2 You will be required to work a 37-hour week on a flexible basis.

WHAT WERE THE RESULTS?

In all 29 people were appointed to the new Unit (7 from existing staff), all on permanent contracts, although many preferred fractional appointments (from 0.5 upwards). Of these 22 were female and 7 male. Only one was from a minority ethnic group (This was much lower than we had hoped, but may have something to do this the fact that Mansfield and its catchment only has an ethnic minority population of around 1 per cent). Approximately 15 were graduates with an educational background, 5 were graduates from outside the education sector and 9 were non-graduates from within and outside education.

Successful candidates commented:

The selection process was really demanding because there was a lot to do and so much that you wanted to show that you could do, but at the same time it gave me a buzz because I had to think on my feet. This has prepared me well for my present post as Partnership and Innovation Leader for the Unit.

Susan Routledge

I found the selection process so challenging, demanding, stretching and exhausting that it made me feel that selection from the process was an achievement. Although it didn't specifically prepare me for the job to come, it was certainly an indicator of the pressure of the job and the flexibility and quality standards that the selectors were looking for.

John Wheeldon

As a result of the process, the college has become a preferred provider for a broad range of programmes, with significant successes in the workplace, where it works closely with the Learn @ Work area (this is the name given to the college's ICT outreach learning centres, which also became *Skills for Life* learning centres). It has been successful in winning contracts such as the East Midlands Small Firms Brokerage project and a range of European Social Fund co-financing and local Learning and Skills Council projects. Following a recent financial review, it was confirmed that the Unit is generating enough income to remain viable for the foreseeable future, and its reputation continues to build. It is contributing more than its share to the Local Learning and Skills Councils' Public Service Agreement targets and has a strategy to address the more challenging future agenda up to 2007.

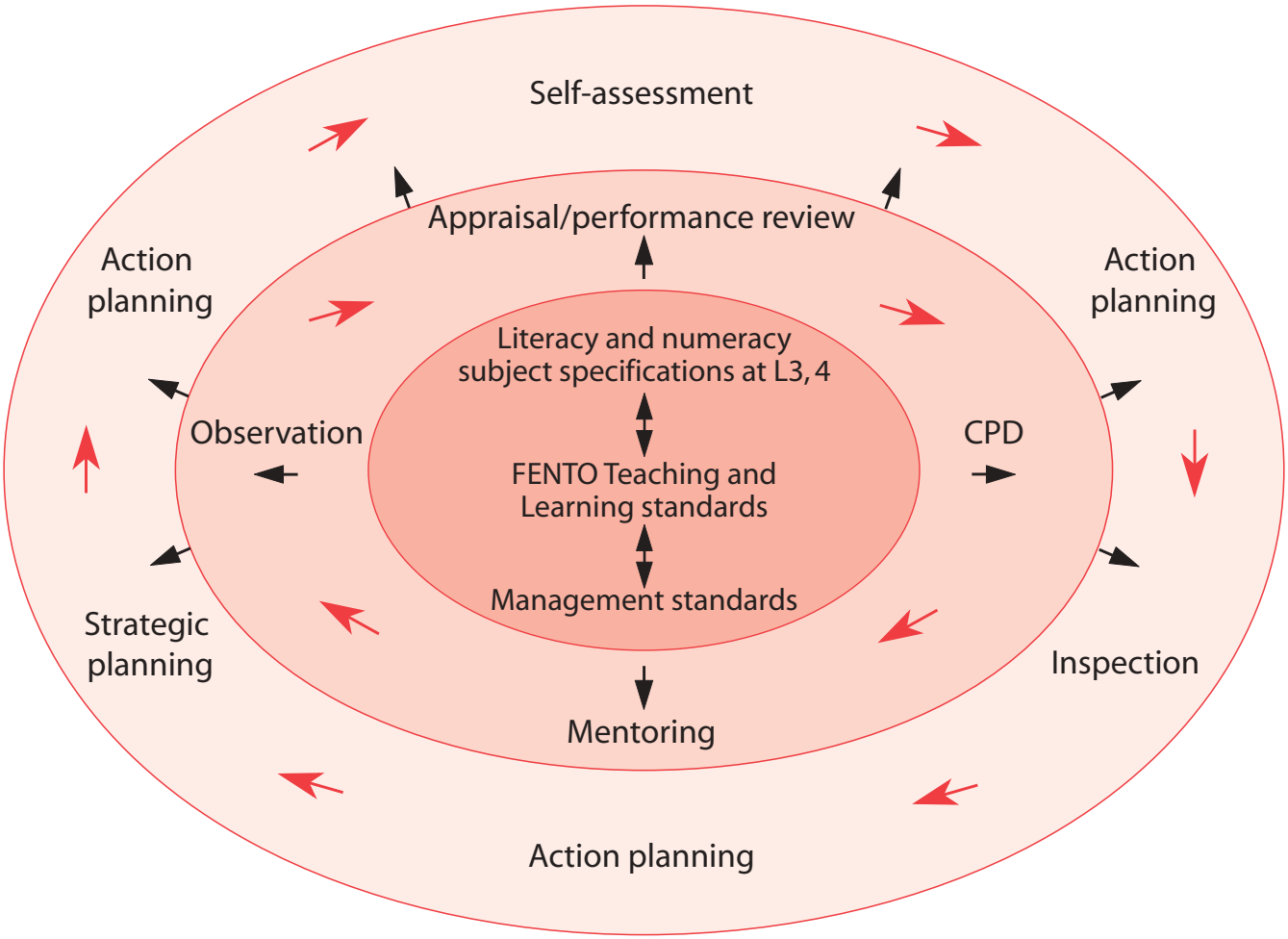
HOW WILL THE COLLEGE SUSTAIN THE STRATEGY IN THE FUTURE?

The vision of West Nottinghamshire College was to create an entirely new workforce with the necessary range of skills, experience and talents to deliver high-quality Skills for Life provision flexibly.

To turn our vision into a sustainable reality it was essential for us to consider more closely how we would monitor and review staff performance and offer progression opportunities. The following diagram illustrates the relationship between high-quality management and high-quality teaching at West Nottinghamshire College that we developed to achieve effective continuing professional development. Also consider the **Senior Management Briefing Note** that follows it, setting out the college's commitment to deliver continuing professional development to clearly specified timescales.

We commend the model in these pages to you and hope it helps you to improve continuously as it has helped us.

CONTINUOUS IMPROVEMENT



Appendix 1

SENIOR MANAGEMENT BRIEFING NOTE ON STAFF QUALIFICATIONS FOR *SKILLS FOR LIFE*

INDICATIVE CPD DEVELOPMENTS

Implementation of the new qualification requirements for teachers of Literacy, Numeracy and ESOL

General

Skills for Life has introduced new requirements for all new entrants to the teaching profession who wish to specialise in teaching adult literacy or numeracy, from September 2002.

Effectively this means that all staff must hold a FENTO-endorsed Initial Teacher Training qualification at Level 4 (Cert Ed, PGCE or City and Guilds Stage 3). This is the same as our present college requirement and we have a Continuing Professional Development strategy that prioritises this.

Moreover, the September 2002 requirements state that teachers of adult literacy and numeracy must hold what is essentially a vocational qualification as well. These come in the form of FENTO-approved qualifications at Levels 3 and 4 in adult literacy and numeracy that comply with the FENTO Subject Specifications for literacy and numeracy (Level 3 to support deliverers and Level 4 for specialist adult literacy and numeracy teachers). Further qualifications of this type will be available in September 2003 for ESOL teachers.

Proposed ways forward

- In the interests of sustaining consistent quality in teaching across the college, we ensure that all specialists (this will include all *Get On* Unit staff) are targeted to acquire the Level 4 Qualification(s). *Get On* staff have already been tasked with this and are aware that this will form one of the targets in their individual performance review, which in turn links to payment of their £1,500 bonus. The Level 4 qualification will take between 90 and 120 GLH to achieve, and I propose that we consider this as part of their contractual hours, with a proportion (say 50 per cent) as delivery hours. This is straightforward with the *Skills for Life* Support Tutor flexible contracts.

- The timescale for the acquisition of qualifications at Level 3 will need to be less rigid. In the context of a Further Education college it would make sense for those applying for vocational teaching posts to deliver embedded adult literacy and numeracy through Additional Learning Support. These include learner supporters, for instance. Within our *Get On* Unit structure we can be confident that vocational teachers are working within the quality framework supported by our literacy, numeracy and ESOL specialists.

However, in the interests of quality and consistency, we must ensure that these staff members attain qualifications as quickly as possible. The big challenge is that we need to take care not to alienate or demoralise anyone at this stage of our development. I propose that we run a pilot group of volunteers from Sept/Oct 2002. This will need a positive sell and we should offer some release from teaching for those staff willing to participate. Staff would then be encouraged to attain the Level 4 subject specialist qualification. If we do this positively and successfully we will then be able to roll out the training across the college the following year. Again, we should expect the GLH to be between 90 and 120 to facilitate this.

EXTRACT FROM NEW DRAFT POLICY

2.1 Teacher Training

2.1.1 All staff recruited for the teaching of adult literacy and numeracy will hold a teaching qualification that complies with the FENTO-endorsed Standards for Teaching and Supporting Learning. Where existing staff do not presently hold a qualification of this type the college will support them in obtaining one within agreed timescales as part of Continuing Professional Development.

2.1.2 Specialist *Get On* Unit Literacy, Numeracy and ESOL Support Teachers will obtain a qualification, that meet the requirements of the FENTO Subject Specifications for teachers of adult literacy, numeracy or ESOL at Level 4. The college will support them in obtaining this within agreed timescales as part of Continuing Professional Development.

2.1.3 Vocational and academic teachers who are recruited to support learners in literacy and/or numeracy in the context of their vocational or academic studies (including those providing Additional Support for adult literacy and numeracy though the college's Additional Learning Support system) will obtain a

qualification, that meets the requirements of FENTO Subject Specification for teachers of adult literacy or numeracy at Level 3. The college will support them in obtaining this within agreed timescales as part of Continuing Professional Development. Where existing staff do not presently hold these qualifications they will be actively encouraged to achieve them and will be supported by the college through Continuing Professional Development. All work of this type will take place with the support of specialist teachers from the *Get On* Unit.

2.1.4 Adult Learner Supporters will be actively encouraged to obtain the new Level 2 certificate for Adult Learner Support, and will be supported by the college through Continuing Professional Development.

See Appendix 4, (p31) for more information on the new *Skills for Life* teaching qualifications framework.

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