Key Skills
SUPPORT PROGRAMME

Good practice guide

Integrating key skills, literacy and numeracy

department for
education and skills

learning
and skills
development
agency

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For the full range of Key Skills Support Programme publications and online resources, please visit the website at www.keyskillssupport.net.

Introduction

What is the purpose of this guide?

This publication is one of a series of Good practice guides published by the Key Skills Support Programme (KSSP). All the guides are designed to provide practical advice and guidance to staff delivering and assessing key skills in schools and colleges. Each guide can be used as an introduction, as the basis of training sessions, as a source of ideas, for reference, as a handbook, or just for reassurance. They are based on the experience of centres that have been delivering key skills in the last few years and particularly since September 2000.

This guide is designed to illustrate how the skills that underpin key skills and the skills that are described in detail in the adult literacy and numeracy core curricula can be drawn together for the benefit both of students and of organisations. It has been updated to take account of the revised 2004 key skills standards.

The term 'basic skills' is gradually being replaced by the term 'skills for life'. This covers provision for post-16 learners in literacy, language, ESOL, numeracy and ICT, for which there are core curricula and qualifications from Entry Level to Level 2 of the National Qualifications Framework. This guide relates only to adult literacy and adult numeracy and uses the term 'basic skills' as a shorthand for these.

Who is this guide for?

This guide is for readers who already have an interest in literacy, numeracy, key skills, or all of these, but it recognises that most are likely to be more familiar with one set of standards or another. The next section is a brief introduction to both sets of skills and the relationship between them.

The guide is written for those who are working across or seeking to work across the two sets of standards and their curricula. It provides models and approaches for college managers to consider when they are seeking ways to develop and coordinate literacy and numeracy provision alongside key skills provision.

What is this guide about?

This guide provides information about the relationship between the national standards for adult literacy and numeracy and the key skills standards for Communication and Application of Number. It also explores how the adult literacy and numeracy core curricula, which clarify what teachers should teach to enable learners to reach the standards for literacy and numeracy, can be used to support those progressing to key skills qualifications. Through a variety of case studies, it illustrates how the two sets of curricula can be more effectively used and managed for the benefit of students, staff and organisations.

What is not included in this guide?

- Detailed advice and guidance on interpreting the key skills standards or the national standards for adult literacy and numeracy and on assessing students' work. Assessment is the responsibility of the awarding bodies, who provide specialised training. For contact details, please see Appendix 2.

- Information about how organisations can fund their models and approaches.

Readers of this guide should have access to copies of:

- *National standards for adult literacy and numeracy* **(available from QCA Publications, ref. QCA/00/621)**

- *Adult literacy core curriculum* **(available from the Basic Skills Agency, ref. A1041)**

- *Adult numeracy core curriculum* **(available from the Basic Skills Agency, ref. A1042)**

- *The key skills qualifications standards and guidance: communication, application of number and information and communication technology; Levels 1–4 2004* **(available from QCA Publications, ref. QCA/04/1272).**

Contact details for QCA and the Basic Skills Agency can be found in Appendix 2.

Key skills, literacy and numeracy

What are the key skills of Communication and Application of Number?

Communication and Application of Number are two of the six key skills. The other key skills are:

■ Information and Communication Technology

■ Working with Others

■ Improving Own Learning and Performance

■ Problem Solving.

The last three key skills are often referred to as the wider key skills.

There are standards for all six key skills at Levels 1–4, while at Level 5 there is a single unit for Personal Skills Development comprising Communication and the three wider key skills.

The key skills standards set out what candidates need to know and what they must do to meet national standards of performance. The standards are written in two parts:

■ Part A – what you need to know, ie the underpinning skills and knowledge required at the relevant level

■ Part B – what you must do, ie the evidence that candidates must present if they are to achieve the key skill.

In simple terms, the key skill of Communication covers the ability to:

■ speak and listen

■ read and understand

■ write.

The key skill of Application of Number covers the ability to:

■ obtain and interpret numerical information

■ carry out calculations

■ interpret and present results.

Whereas the underpinning skills required at Levels 1 and 2 of these key skills are closely aligned to the adult literacy and numeracy standards at Levels 1 and 2, candidates undertaking the key skills are expected to show greater independence in their ability to apply and use the skills in contexts and for a purpose. They are expected to be able to transfer their skills to different situations and different contexts. It is important that this facet of their skills and knowledge is apparent in their Part B evidence, ie their portfolio.

What do we mean by adult literacy and adult numeracy?

Literacy and numeracy can be summarised as 'the ability to read, write and speak English/Welsh and use mathematics at a level necessary to function and progress at work and in society in general' (Basic Skills Agency).

Following the report *Improving literacy and numeracy: a fresh start* (DfEE 1999), produced by Sir Claus Moser's Working Group, the government launched, in autumn 2000, a national strategy to tackle the literacy and numeracy needs of adults.

The strategy includes:

- national standards of adult literacy and numeracy – to ensure consistency
- a core curriculum to clarify what teachers should teach – to enable learners to reach those standards
- a new system of qualifications matched to these standards.

The adult literacy and numeracy standards are the outcome of a review of existing or similar frameworks, including the:

- national literacy strategy for schools
- national numeracy strategy for schools
- National Curriculum for English
- National Curriculum for mathematics
- key skill of Communication
- key skill of Application of Number.

The standards are written at five levels:

- Entry levels 1, 2 and 3
- Level 1
- Level 2

and cover:

- in **adult literacy**, the ability to:
  - speak, listen and respond
  - read and comprehend
  - write to communicate
- in **adult numeracy**, the ability to:
  - understand and use mathematical information
  - calculate and manipulate mathematical information
  - interpret results and communicate mathematical information.

It is apparent how closely these descriptions relate to the key skills of Communication and Application of Number outlined on page 3.

The developers of the standards took particular care to ensure coherence and consistency with the key skills of Communication and Application of Number at Levels 1 and 2. Figure 1 is an example of how key skills can be mapped against basic skills. Full sets of mapping documents for the 2004 key skills standards can be found on the KSSP Shared Resources Index www.keyskillssupport.net/resources.

Figure 1 Mapping key skills to basic skills

Communication Level 1	Literacy Level 1
C1.1 Take part in either a one-to-one discussion or a group discussion	Listen and respond
Part A for C1.1 includes: ■ prepare for the discussion so that you can say things that are relevant ■ judge when to speak and how much to say ■ say things that suit the purpose of the discussion ■ speak clearly in ways that suit the situation ■ listen carefully and respond appropriately to what others say ■ use body language to support what you are saying and to show you are listening.	Skills, knowledge and understanding: ■ listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context ■ speak to communicate information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium ■ engage in discussion with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics all in formal exchanges connected with education, training, work and social roles.

What are the core curricula for adult literacy and numeracy?

The core curricula are central to the national strategy and set out the entitlement to learning for all adults who need to develop their literacy and numeracy skills. They describe the content of what should be taught in literacy and numeracy programmes in:

- further and adult education

- the workplace

- programmes for the unemployed

- prisons

- community-based and family literacy and numeracy programmes.

Although written primarily for use by literacy and numeracy teachers and tutors working with adults, the core curricula can be used to support the continuum of skills development of younger learners (see page 9).

Each of the core curriculum documents follows the same format, with double pages clearly laid out to show:

- **the national standard** – describing what adults can do at the level

- **the curriculum element** – describing the skills and knowledge at this level (at Levels 1 and 2 the curriculum's alignment to the 'equivalent' key skill is given)

- **example** – a relevant task which clarifies the element

- **sample activities** – ideas for teachers and trainers

- **guidance** – guidance for teachers on techniques and approaches

- **curriculum referencing** – the system used to identify the component parts of the curriculum.

For details of the core curriculum documents and their reference systems, please see case studies 4 and 7 (pages 22 and 32). A brief introduction to the referencing system is included in case study 4 but readers will gain a clearer view of the core curriculum if they obtain their own copies of the documents (see page 2). Each document also includes a glossary of terms that will be of particular interest and help to non-specialists.

What is the relationship between adult literacy and numeracy and Communication and Application of Number?

Whereas key skills (originally core skills) were developed to meet the needs of 16–19-year-old learners, the national standards for adult literacy and numeracy and the associated core curricula were developed as part of the national strategy to tackle the literacy and numeracy needs of adults. However, as more attention has been paid to the continuum of key skills development (see page 9), practitioners have recognised the synergy that exists between the two sets of standards.

Case study 5 on page 29 shows one way in which colleges can prepare for students' progression from basic skills qualifications to key skills by collecting portfolio evidence while preparing learners for the basic skills test at the equivalent level.

Curriculum

The national standards for adult literacy and numeracy at Levels 1 and 2 relate most directly to Part A of the key skill standards for Communication and Application of Number at these levels. The national literacy and numeracy standards can be used to provide amplification of the knowledge, techniques and understanding described in Part A of the key skill standards at the equivalent level. Part A describes what candidates need to know at the relevant level in order to have the confidence and competence to apply their skills appropriately. A critical difference between the two sets of standards is that with key skills the learner will not only have the underpinning basic skills but can also independently select and apply those skills. Some practitioners consider that the two sets of standards describe stages along a continuum of learning and development (see page 9).

Assessment

The key skills tests at Levels 1 and 2 in Communication and Application of Number also act as the tests for adult literacy and numeracy. Candidates can achieve a literacy or numeracy qualification by passing the test. They could then progress to achieving the appropriate key skill qualification by fulfilling the internal assessment component – the completion of a suitable portfolio of evidence.

Convergence

In 2004, the DfES commissioned QCA to undertake a 'convergence project' for key skills and basic skills, leading to a single set of qualifications covering the current basic and key skills qualifications. The purpose of the project is to develop clearer progression routes for learners moving on from basic literacy, numeracy and ICT skills to achievement of the relevant key skills. The project will also advise the DfES on assessment (including ICT-mediated assessment) and on how best to exchange good practice approaches and materials for teaching and learning. It may recommend a new title to replace the terms 'key skills' and 'basic skills'. Convergence is not expected to involve major changes to the content of the basic and key skills qualifications. The project is due to be completed in March 2007.

Tomlinson

The final report of the working group on 14–19 reform (the Tomlinson report), published in October 2004, recommended a system of diplomas at four levels from Entry to Advanced. The structure for the diploma would be the same at each level, and would involve a core that includes 'functional mathematics', 'functional literacy and communication' and 'functional ICT'. All 14–19 programmes should also ensure the development of a range of common knowledge, skills and attributes (CKSA), such as personal awareness, problem solving, creativity, team-working and moral and ethical awareness. It is not difficult to identify the current six key skills in these proposals, though Tomlinson tends to use the term 'generic skills'.

The continuum of key skills development

As will be evident from the case studies in this guide, many managers and practitioners in colleges recognise that students may learn best by following an incremental programme of development taking them through basic skills to key skills or other appropriate qualifications.

Figure 2 shows the continuum of key skills development. This is a model that KSSP has been promoting for some time. Its relationship with adult literacy and numeracy is explained in the white boxes.

Figure 2 The continuum of key skills development

Progression

→

Led by the tutor	Guided by the tutor	Independent learner
What students need to know Basic techniques and underpinning knowledge	**What students need to do** Practise and build skills	**What students must be able to demonstrate** Applying skills in different contexts
Described in Part A of the key skills standards. Tutors can use the standards for adult literacy or adult numeracy to further analyse the skills and knowledge required.	The core curricula for adult literacy or numeracy provide strategies and activities that can be used both to acquire and to practise the skills.	The student demonstrates key skills. Many tutors working with basic skills students will also encourage this type of application.

Progression

→

The case studies on teaching and learning (pages 22–40) illustrate some of the good practice that is being developed to help students to progress along this continuum of development.

Where do Communication and Application of Number and adult literacy and numeracy fit in the National Qualifications Framework?

The following table shows the levels of demand within the Framework:

National Qualifications Framework	National Curriculum	Adult literacy/ numeracy	Key skills
Level 3			Level 3
Level 2	Level 6	Level 2	Level 2
Level 1	Levels 4 and 5	Level 1	Level 1
	Level 3	Entry level 3	
Entry level	Level 2	Entry level 2	
	Level 1	Entry level 1	

This section has given a brief introduction to the relationship between the basic skills of adult literacy and numeracy and the key skills of Communication and Application of Number. The case studies in the rest of this publication are snapshots of practice that illustrate how effective use of both initiatives can support the individual student/learner, teachers/tutors and managers.

Managing provision

Many colleges have reviewed their key and basic skills provision in response to the national agenda for raising standards in these areas. College managers are looking for ways in which they can more effectively support the basic and key skills needs of their learners. This work is being done in the light of the alignment of the two sets of standards and is also influenced by other recent initiatives such as:

■ the 'widening participation' agenda and the provision of basic skills for adults in colleges and in community outreach settings

■ the 'inclusion' agenda and provision of learning support for individual learners

■ the introduction of Curriculum 2000 and the key skills qualifications

■ the development of learning technologies and targeted initiatives such as Learndirect

■ the response to *Improving literacy and numeracy: a fresh start* (DfEE 1999) and *Skills for life: the national strategy for improving adult literacy and numeracy skills* (DfES 2001)

■ the focus on the teaching and learning of basic and key skills in the Common Inspection Framework (ALI/Ofsted 2001).

In addition to this, many colleges have found they are recruiting a higher proportion of learners whose basic skills are initially below those required for their preferred vocational programme.

Organisation and management

Although, historically, basic skills and key skills provision have been organised and managed separately, it is increasingly being recognised that there are benefits for students, staff and organisations in the alignment of the two areas. Colleges are approaching this alignment in different ways.

Some colleges have reorganised so that the same senior or middle manager coordinates both basic and key skills. However, in many cases there are still distinct 'key' and 'basic' staff teams, resources and curricula. Whereas managers often recognise the benefits of sharing and pooling expertise and resources, this does not always translate into effective strategies at the 'chalk face'. A number of factors can hinder this pooling and sharing, not least of which can be staff attitudes and perceptions. One manager stated:

Many of my basic skills staff are more accustomed to working with well-motivated adults and find it more challenging to support 16–19 year olds who are sometimes difficult and resistant learners. We don't want to risk losing these members of staff; we need the skills they have if we are to meet our learners' needs.

Another commented:

> *Key skills and basic skills staff have often entered further education from very different directions and consequently do not always share similar attitudes, experience and values. Historically the two groups have tended to have different conditions of employment and different aspirations. It is important to focus on blending them into a team.*

…and:

> *Basic skills have always been somewhat marginalised in the college and some of our vocational staff do not understand their importance. We need to address staff attitudes so that we can better meet the basic and key skill needs of our learners.*

The following case studies illustrate some of the strategies being adopted by colleges to address the basic and key skill issues. These snapshots of good practice are presented as evolving models, with all the college managers recognising that they must always be open to change within an ever-developing education and training environment.

Case study 1: College A

This is a small rural college with fewer than 800 full-time students who are taught in small groups.

Structure and organisation

The college has brought basic and key skills staff together to form one department named 'Essential Skills'. It offers a range of provision, from that for students with learning difficulties and disabilities to support for students undertaking key skills at Level 3. The Essential Skills manager commented:

> *There is a 'vision' of a whole-college approach whereby all staff are involved in supporting the literacy and numeracy needs of their students. This is, of course, what inspectors are looking for and it requires total support and commitment from senior management.*

This 'vision' was reinforced when the college's consultant from KPMG stated categorically:

> *Basic and key skills are everybody's responsibility and will be inspected as such.*

The college has an entitlement model in which all Level 1 and Level 2 vocational learners undertake, as a minimum, the qualifications in Communication, Application of Number, and Information and Communication Technology. In addition each student undertakes the key skill of Improving Own Learning and Performance (IOLP) through the tutorial programme. This has been made more effective by the appointment of four tutor advisers who oversee and support the IOLP/tutorial process across the college.

Feedback from initial and diagnostic assessment is a key factor in the effective use of the basic and key skills curricula to support students' progression. All students, with the exception of those taking a Level 3 qualification, who are screened, take an initial assessment based on the materials published by the Basic Skills Agency (www.basic-skills.co.uk).

Staff from the Essential Skills department manage and deliver the initial assessment process. If the results indicate the need for diagnostic assessment, this is the responsibility of the student's subject teacher. The results of the assessments are used to identify the most appropriate route for the student and any additional support needed. Students may take basic skill qualifications, a key skills route or GCSE resits.

Whatever their qualification aims, the feedback from the initial and diagnostic assessments becomes an integral part of the student's IOLP programme. This has proved to be effective in supporting coherence and progression.

The college uses various strategies to facilitate skills development including:

- 'Study Plus' site on the college intranet
- drop-in study centre
- surgeries in the library – half-day and lunchtime sessions
- one-to-one support sessions
- timetabled additional sessions
- well-focused tutorial programme based on IOLP
- greater use of information and learning technology (ILT) including integrating ICT into basic skills
- initiatives which facilitate differentiation in groups
- use of learning support assistants
- a bank of schemes of work for basic skills and key skills which focus on motivating subjects – eg driving theory test, mobile phone tariffs
- embedded additional support
- embedded basic skills.

The key factors contributing to the successful delivery of this complex and flexible entitlement are:

- **the commitment to meeting the learning needs of each individual student**
- **the policy being owned by staff**
- **the well-focused professional development programme.**

Policy development

The college's strategy for developing
a policy that is centrally defined
but locally owned was to go through
the following process:

> Centrally agree a policy for basic and
> key skills, written generically in a way
> that all vocational areas can sign up to.

> Vocational areas write their delivery and assessment model/process in line
> with their awarding body's framework and their staffing capacity.

eg Vocational area A	**eg Vocational area B**	**eg Vocational area C**
Course team delivers basic and key skills.	Buys in support for key and basic skills from the Essential Skills department.	Has on-course support from Essential Skills, co-teaching with Essential Skills staff and some additional teaching for underpinning skills.

At the beginning of each academic year, each course team writes an outline for their course. This provides details of course hours etc and it allows the Essential Skills manager to plan sufficient staffing and resources to support the departments.

Allowing this flexibility at local level is leading to departments taking more responsibility for meeting the basic and key skill needs of their learners.

The Essential Skills manager was keen to avoid the situation whereby the vocational departments saw key skills as the responsibility of the Essential Skills team. She said:

I have read recent college inspection reports and inspectors report on key and basic skills within practically every vocational area under the heading of teaching and learning. This convinces me that the ownership of basic and key skills must lie within the vocational areas.

A 'link' member of the Essential Skills team is allocated to each vocational area. As previously mentioned, this person carries out the initial assessments for the vocational area. Thereafter, the 'link' member's role in the vocational area will vary according to the delivery and assessment model used, but they are a key conduit for information exchange between the Essential Skills department and the vocational team. One benefit for the student is that the Essential Skills staff 'pick up' on what is being delivered in the vocational programme and can, therefore, offer support in the right context.

The college does not see this as a static arrangement and aims to continue the embedding of skills through a comprehensive programme of continuing professional development.

Staff development

For a number of years the college offered the City & Guilds Initial Certificate in Teaching Basic Skills to vocational tutors.[†] As a result, some vocational teams feel confident enough to fully embed key and basic skills within their vocational teaching. The college would like to continue this type of development using appropriate new qualifications based on the FENTO standards.

For two years, the Leisure and Tourism team used on-course support for key and basic skills from a member of staff from the Essential Skills department. They also undertook the Initial Certificate in Teaching Basic Skills. They are now confident enough to fully embed the basic and key skills within their own teaching programme. As a result the students see this work as an integral part of their course.

[†] This qualification has been replaced by the City & Guilds Certificate for Adult Learner Support (Literacy, Numeracy or ESOL) 9295, a Level 2 qualification.

Some tutors have attended the Basic Skills Agency core curriculum training (for details, see www.basic-skills.co.uk) and all tutors have attended in-house basic skills awareness sessions. The Essential Skills manager sees the need to make this investment for the future, especially as the college increasingly enrols students with low levels of basic skills. The manager says:

I include reading-level awareness in the basic skills awareness session, using the 'SMOG' readability formula recommended by the Basic Skills Agency. Vocational tutors are sometimes unaware of just how difficult some of their texts are for their students.

I ask tutors to 'think outside the box' and look at ways in which they can use the vocational context to deliver the literacy and numeracy development that their students need.

Case study 2: College B

This medium-sized general FE college successfully shares key and basic skills staff but maintains separate departments. 80% of the college's students are enrolled at Level 2 or below.

Structure and organisation

The organisational structure can be summarised as follows:

Assistant Principal Curriculum and Quality

Learning Services manager, responsible for:

- basic skills
- pre-entry
- entry level
- cross-college learning support.

Key skills and Key stage 4 manager, responsible for:

- key skills Levels 1–3
- Key stage 4.
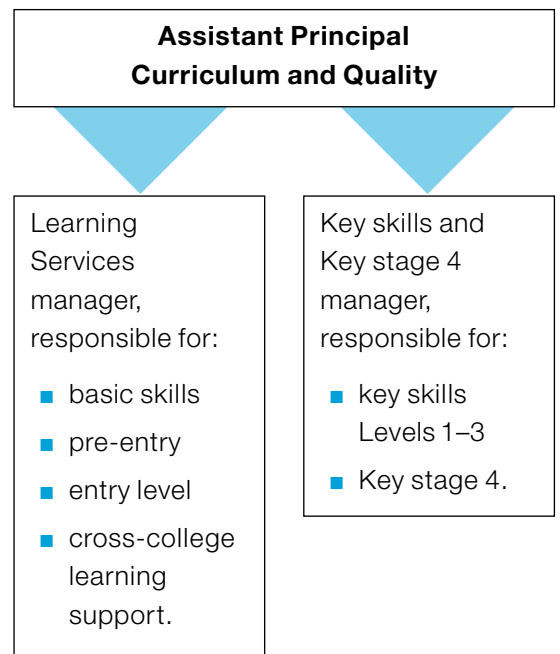
The college was reorganised following the appointment of a new principal and the departments had to justify this model. This they did, arguing that the spread of provision from pre-entry to Key stage 4 through to Level 3 key skills, plus the complexity of cross-college support, was too wide, variable and complex to be managed by one middle manager.

The departments share multi-skilled staff, and key skills are largely embedded within the subject areas. These multi-skilled staff come from a variety of backgrounds but all have developed their skills to support both basic and key skills learning needs.

The two managers agree that the overriding aim is to maintain the focus on meeting the learning needs of the individual learner. Establishing and maintaining effective communication between the two departments is seen as essential to ensure this.

The view of both managers is:

Vocational content and curriculum content are the same – it is an artificial division to say, 'I am a hairdresser, I don't teach key skills or basic skills.'

The question has to be 'Have we made the drive for an improvement in generic skills too complex? Does the confusion over terminology and different standards just put up barriers?'

Staff development

Considerable effort has been devoted
to developing all staff in order to
deliver a continuum of skills development
to learners.

Many of the shared, multi-skilled staff
are paid by the hour and receive an
enhanced rate of pay that recognises
staff development time. All staff who
teach for $2\frac{1}{2}$ days or more are entitled
to 12 hours' staff development per year to
complete their personal development plans.
In addition, the staff appraisal system
is used to support continuing
professional development.

This is the outline of a staff development programme delivered to vocational tutors.

Title of the course:	**Raising basic skills awareness**
Delivered:	Eight sessions in spring term 2003
Duration:	20 hours
Based on:	The C&G 9295 Level 2 Adult Learner Support specification

Topics (based on the 9295 units):

Working in the sector – a brief introduction focused
on the Moser Report and the ***Skills for Life*** Initiative

Supporting learners – with the emphasis on
communication skills and an introduction to the
core curricula and Access for All

Introduction to teaching literacy/numeracy –
the group was split into two subject groups for three
of the eight sessions

Dyslexia – a number of staff requested a session
on this topic.

Participants wrote two assignments: one on supporting learners and one on
literacy or numeracy teaching.

Successful participants received a college certificate and will be given appropriate
credit for this should they wish to progress onto the new qualifications based on the
FENTO standards, ie Adult Literacy Subject Support, Level 3 C&G 9483,
Adult Numeracy Subject Specialists, Level 4 C&G 9486 (www.city-and-guilds.co.uk).
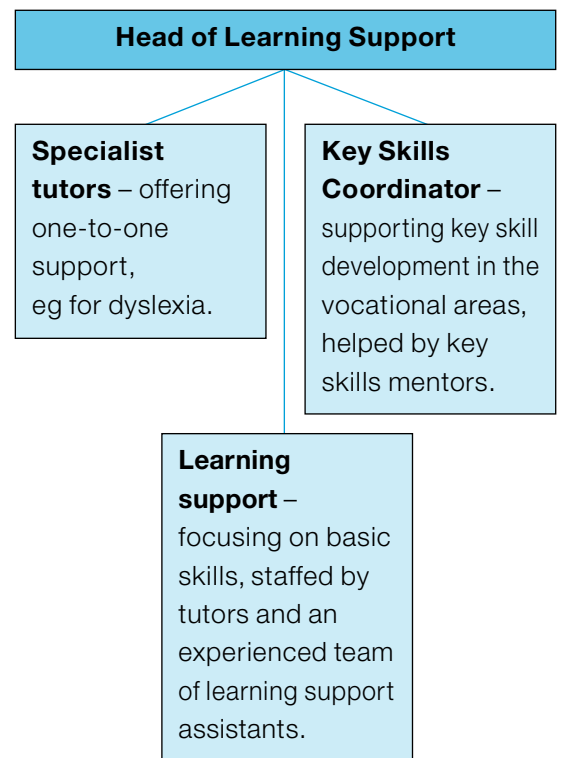
Case study 3: College C

Like College A, this agricultural college in the West Midlands manages key and basic skills support through a single department. However, in this case, delivery and assessment of key skills are the responsibility of all vocational lecturers, with the teaching of underpinning basic skills being provided through discrete sessions that are part of the students' timetables. The emphasis from the first day of each student's programme is that key skills form an integral and essential part of their course and there isn't an 'opt out'. The two skills areas are managed by the Head of Learning Support, whose commitment to basic and key skills goes back some twenty years.

I realised the importance of these skills when teaching a group of greenkeepers – I wanted them to use the machinery to do a 10mm cut. But before they could even attempt that I had to teach them about measurements. That convinced me that you couldn't separate the 'basics' from the vocational. It took some years to convince everyone but now, with senior managers committed and everyone on board, developments are roaring ahead.

Head of Learning Support

Structure and organisation

The structure is:

Head of Learning Support

Specialist tutors – offering one-to-one support, eg for dyslexia.

Key Skills Coordinator – supporting key skill development in the vocational areas, helped by key skills mentors.

Learning support – focusing on basic skills, staffed by tutors and an experienced team of learning support assistants.

The college has a high proportion of students with additional support needs. Some students enter the college with poor reading and/or numerical skills. In some cases this will be due to learning difficulties, in other cases it will be due to educational or personal/social disadvantage. Some students will never aspire to a key skill qualification, while others will achieve this via a basic skills route. The college ethos is that there is no stigma attached to receiving extra help. This message is reinforced through the presence of learning support assistants in every class.

Key to the success of this college's continuum model of skills development are the skills possessed by staff, but these would not be harnessed as effectively without the systems which have been established by the Quality Manager. The Quality Manager was appointed following a disappointing inspection.

It is so important to get the paperwork right. We now have basic and key skills in all schemes of work and lesson plans and they are all audited. Our quality systems do help to keep us all on track.

Quality Manager

The comprehensive paperwork systems include individual learning plans (ILPs) and tutorial action plans, all of which are reviewed and rewritten every eight weeks. The ILPs for vocational areas and key skills are managed by the vocational tutor, with the course manager usually assuming the tutor role. Students also have a basic skills ILP, an example of which is included in the section on teaching and learning (see page 34).

The ILP is used to track students' progress, with individual learning needs being met through differentiation delivered through one-to-one support in the context of group sessions, ie lessons within lessons.

All vocational tutors are committed to the embedding of key skills but there are some members of staff who, because of their own particular difficulties, are unable to deliver a key skill. For example, one vocational tutor is himself dyslexic and cannot fully support and assess Communication. In this case there is sufficient flexibility within the team to compensate.

He does more on the number front and another tutor takes the lead on Communication. We also provide some additional support for basic skills. Because we don't doubt his commitment we are happy to do this. Because he has overcome his learning difficulties he is a good role model for students.

Key Skills Coordinator

The primary aim of this approach is to meet the individual learning needs of each student. To facilitate this, the college links one basic skills tutor to each vocational area.

The vocational and basic skills tutors come together for regular minuted meetings. In conjunction with this, each vocational area has a nominated vocational tutor who has been trained to be their 'key skill mentor'. This person becomes their 'departmental key skill guru' and is actively supported by the key skills coordinator.

The discrete, timetabled sessions could best be described as 'assignment workshops'. The students bring their vocational assignments to these sessions, which provide the focus for the development of underpinning skills and knowledge. The embedded nature of the key skills is further emphasised by vocational staff co-teaching these sessions alongside the support staff.

The most gratifying outcomes of the emphasis on quality systems and staff development in this integrated model of skills development have been:
- **considerable improvement in teaching grades**
- **enhanced retention and achievement**
- **a decrease in disruptive behaviour.**

Staff development

The college has a history of offering vocational tutors the City & Guilds Initial Certificate in Teaching Basic Skills.[†] There has also been considerable effort put into staff development for key skills with, as has already been indicated, additional support being offered to vocational tutors with specific needs.

Apart from formal training sessions, there has been significant professional development through joint planning of schemes of work and lesson plans. These activities have benefited both groups of staff as they have shared and exchanged their skills and knowledge.

These three case studies illustrate some of the good practice in basic and key skills alignment that is being developed in the sector. The colleges also feature in the section on teaching and learning and are identified again as colleges A, B and C.

[†] This qualification has been replaced by the City & Guilds Certificate for Adult Learner Support (Literacy, Numeracy or ESOL) 9295, a Level 2 qualification.

Teaching and learning

In recent years, colleges have devoted considerable time and resources to the initial and diagnostic assessment of their learners and to identifying appropriate teaching and learning styles. There is more emphasis on individual learning plans (ILPs) with a consequent need for individual support and differentiated teaching. The drive to provide good practice in teaching is producing a range of models of delivery and support.

The integration of key skills provides challenges to staff, who recognise that varied approaches to teaching and learning are required to maximise learners' opportunities to develop and evidence key skills. In some cases, staff are developing new skills and are stepping outside their 'comfort zone' in their teaching styles. Some staff recognise that their task can be made easier by using the skills amplification provided by the core curricula for adult literacy and numeracy.

The Common Inspection Framework has been another 'driver' influencing how colleges are trying to meet learners' key skills entitlements. Inspectors wish to see that learners have the basic/key skills that enable them to access their studies. Where key skills are part of the students' entitlement, they wish to see learners developing and demonstrating them within the context of their main programmes. Where discrete provision is used to teach the underpinning knowledge and skills, inspectors want to see a close relationship with the main programmes of study.

These case studies illustrate some examples of good practice in this area.

Case study 4: College B – a medium-sized general FE college

Contemporary English Studies – a stepping stone to GCSE and Communication

Concerns had been raised as to the effectiveness and appropriateness of the cross-college provision for English and Communication. The issues across the college were wide-ranging and included aspects of the Communication key skill, learning support, GCSE English and the Certificate in Adult Literacy. A policy review led to the establishment of a new course, 'Contemporary English Studies', targeted at learners who had achieved a grade D or below at GCSE.

The course is based on the adult literacy core curriculum while being mapped, for certification and funding purposes, against both the key skill Communication standards and the Certificate in Adult Literacy specifications. If screening indicated the need for individual learning support, this would be provided through the Learning Services department. The scheme of work for the course was devised during a staff development session by a team drawn from key skills, basic skills, learning support and GCSE English.

The course is delivered in three hours per week for 33 weeks.

Mapping key skills and basic skills

To fully understand the content of this course, and the examples in Case Study 7 (pages 34 and 35), you need to be familiar with the numbering and coding systems used in the key skill standards and in the adult literacy and adult numeracy core curricula, and to have copies of these to hand as you study the scheme of work.

For the key skills, the letter and two-digit code refers to the key skill, the level and the Part B component. So, for example, C1.1 refers to Communication Level 1 component 1, and N2.3 means Application of Number Level 2 component 3.

For adult literacy and adult numeracy, the letter/number references refer to the curriculum section, the sub-section, the Level and the element. So, for example, Wt/L1.1 refers to 'Writing, text, Level 1, element 1', SLlr/L2.4 refers to 'Speaking and listening, listen and respond, Level 2, element 4'. On page 34, MSS1/E2.1, for example, refers to 'Measures shape and space, common measures, Entry level 2, component 1'.

The keys for adult literacy and numeracy are as follows:

Literacy

Speaking and listening	SL	**Reading**	R	**Writing**	W
Listen and respond	SLlr	Text	Rt	Text	Wt
Speak to communicate	SLc	Sentence	Rs	Sentence	Ws
Engage in discussion	SLd	Word	Rw	Word	Ww

Numeracy

Number	N	**Measures, shape and space**	MSS	**Handling data**	HD
Whole numbers	N1	Common measures	MSS1	Data	HD1
Fractions, decimals and percentages	N2	Shape and space	MSS2	Probability	HD2

	Module	Activity	Communication key skill opportunities	Adult literacy core curriculum (selected examples)
Phase 1 **Term 1**		Bones of a short story. Develop the story (diagnostic piece)		
	Non-fiction coursework task	Autobiographical piece	1.3/2.3	Wt/L1.1, Wt/L1.2, Wt/L1.3, Wt/L1.5, Wt/L1.6, Ws/L1.1, Ws/L1.2, Ws/L1.3, Ww/L1.1, Ww/L1.2 **or** Wt/L2.1, Wt/L2.2, Wt/L2.7, Ws/L2.1, Ws/L2.2, Ws/L2.3, Ws/L2.4, Ww/L2.1
	Literature Speaking and Listening	Speaking and Listening work on *Romeo and Juliet* extract plus Zeffirelli video	1.1/2.1	SLlr/L1, SLc/L1, SLd/L1 **or** SLlr/L2, SLc/L2, SLd/L2
	Literature coursework task	Write a diary entry for the day when Juliet meets Romeo or vice versa, outlining their feelings towards each other	2.3	Wt/L1, Ws/L1, Ww/L1 **or** Wt/L2, Ws/L2, Ww/L2
Phase 2 **Term 2**	Media Speaking and Listening	In a group, comment on and analyse two magazine adverts and agree which is most effective	1.1/2.1 1.2	Rt/L2.5, Rw/L2.2, Rw/L2.3, SL1r/L2.4, SLd/L2.1, SLd/L2.4 **or** SL1r/L1.4, SL1r/L1.5, SLc/L1.1, SLd/L1.1, SLd/L1.2
	Media coursework task	Select a magazine of your choice and create an appropriate set of instructions to suit your intended audience	1.3/2.3	Wt/L1, Ws/L1, Ww/L1 **or** Wt/L2, Ws/L2, Ww/L2
	Literature supervised task	Text and task to be advised		Rt/L1, Rs/L1, Rw/L1 **or** Rt/L2, Rs/L2, Rw/L2
Phase 3 **Term 3**	Media Speaking and Listening	Why do people watch *The weakest link?* What is the attraction?	1.1/2.1	SLlr/L1, SLc/L1, SLd/L1 **or** SLlr/L2, SLc/L2, SLd/L2
	Media supervised task	What is your opinion of the way Anne Robinson presents *The weakest link?*	1.3/2.3	Wt/L1, Ws/L1, Ww/L1 **or** Wt/L2, Ws/L2, Ww/L2
	Non-fiction Speaking and Listening	Discuss and explain job adverts in local papers	1.1/2.1 1.2	SLlr/L1, SLc/L1, SLd/L1 **or** SLlr/L2, SLc/L2, SLd/L2
	Non-fiction coursework task	Complete a job application form, CV and letter of application	1.3/2.3	Wt/L1, Ws/L1, Ww/L1 **or** Wt/L2, Ws/L2, Ww/L2

Using the core curriculum has helped to break down skills development into bite-sized pieces of learning, which really helps these students. Once you understand how the core curriculum is coded and written it is a very useful tool for teachers. I have used it so much that I am on my second copy. I am always recommending it to other tutors.

Course tutor

The Contemporary English Studies (CES) course was tutored by an English tutor renowned for connecting with students who are initially seen as resistant learners.

The teacher's comments on the first run of this course were:

- Attendance has been good.
- The group has gelled well, with the group dynamics improving with each session.
- The group members are eager to support each other in both whole-group and small-group activities.
- The autobiography exercise is a supervised task that is produced within the class and is normally the only task that takes a number of weeks to complete.
- I understand that many of the group are worried about being 'bogged down' with work because of various deadlines across the college. Therefore, I am not working to deadlines, though the work is being produced on time without my putting any pressure on the students.
- All the students are working well and are keeping up with the schedule of the scheme of work.

- It is my aim to help these students through this course and make sure that they recognise that this is a stepping stone for them.
- My aim was also to retain the students and make their time on the course as rewarding and enjoyable as possible, so that they can progress to exploring English at a higher level, armed with the necessary skills to achieve their full potential.

The final aim was achieved: all the students completed the course, having first built their skills and only then moving on to certification.

The programme area manager commented that the presentation and content of this innovative course contributed towards its success. However, she added:

The key element is the skilled teacher who can enthuse and motivate what are considered to be 'reluctant' learners.

For their part the students found the course:

- interesting
- fun
- different
- relevant
- 'about us'.

One student was listening to the teacher when he suddenly interjected 'that's onomatopoeia'. It wasn't the topic or focus at the time – but it illustrated his real interest and learning.

Communication teacher

The students can progress to GCSE or to higher-level Communication as appropriate to their needs and aspirations. Whatever they choose, the skills developed through the CES course will enable them to access their vocational studies more effectively.

The course seems to be successful in breaking the cycle of failure so often experienced when students move directly from 'failure' at GCSE to GCSE resit programmes.

The students

The following profiles illustrate how the approach taken in CES has benefited students.

Student X

Student X is male and 17 years old. He had gained a grade D in English GCSE and lacked confidence. He signed up for the CES class because he didn't have the confidence to try to improve his GCSE grade. It became apparent that he was covering up his inability to comprehend concepts by becoming disruptive and outspoken in class.

The tutor comments:

By using the adult literacy core curriculum in my sessions, I was able to pitch certain activities within the class (either through small-group work or on a one-to-one basis) to take account of his individual learning needs. He was able to work at his own pace, knowing that the tasks set were within his capability.

As the year progressed he became:
- *less disruptive*
- *more confident*
- *able to take on more challenging work.*

Most of the elements of the core curriculum we used for this student were at Level 1. An example of the activities we focused on were:
- *Ws/L1.1 – Write in complete sentences*
- *Ws/L1.2 – Use correct grammar (eg subject-verb agreement, correct use of tense)*
- *WsL1.3 – Punctuate sentences correctly.*

However, as with many students he had a 'spiky profile' with different levels of achievement in different areas. We were able to use Level 2 elements for his reading comprehension.

Student X achieved a merit grade for his work and now has the confidence to move on.

Student Y

Student Y is female and 22 years of age. She has a young daughter and has enrolled as a mature student on a Health and Social Care course. She had started a GCSE course but struggled and was redirected to the CES course.

She lacked confidence in almost every aspect of her work and was receiving additional support from the Learning Services team. The CES tutor worked with the support tutor to ensure that the student's work was appropriately structured.

The tutor comments:

She would continually ask 'Have I got that right?' and was genuinely surprised when I said 'Yes'.

We started with the core curriculum at Level 1 to encourage her and she was able to develop her understanding of key concepts fully at this level. As she gained confidence, she was able to progress to Level 2, with which she coped well.

It was not long before she had found the courage to be assertive with her answers to questions during groupwork and in class in general. She appreciated that she had attained skills and knowledge and this realisation made her grow in confidence.

Student Y achieved a merit grade for her work and is progressing well in her studies.

Student Z

Student Z is male and 17 years old. He was a very quiet individual who never used to say very much due to the fact that he had experienced problems with speech as a child and visited speech therapists regularly.

The tutor comments:

This is how he used to be. By the end of the course there was a real change and he became one of the more ebullient members of the class.

I am sure that one of the reasons for this change was the fact that the adult literacy core curriculum contains activities and elements that work well using small groups. I would, therefore, place him in different groups each time so that he built a rapport with each member of the group. The CES group were very supportive of one another and I feel that Student Z felt that his learning environment suited him well. He did not feel threatened by his peers, as he may have done in the past, so he was able to be himself.

I used various elements of the core curriculum, with initial emphasis on his speaking and listening skills. The core curriculum provided opportunities and strategies to overcome his unease when using these skills. A good example of this is found at Level 1 Speaking and Listening (Adult Literacy Core Curriculum page 40) – where the activities call for less speech and more focus on elements such as facial expressions and other non-verbal signs to clarify understanding. These exercises were a good starting point for him as the whole class did the exercise and everyone found some of the facial expressions comical.

This is a case where I feel the core curriculum has been used not only to enable learning but also as a vehicle through which an individual has learnt to overcome a personal difficulty.

Student Z was awarded a merit grade for his CES work and progressed to English GCSE.

Case study 5: College D – a general FE college

Partnership teaching in Hairdressing

A substantial number of learners enrolling on vocational courses at this college are identified by screening as requiring some basic skills support. The college recognised that many of the basic skills which underpin Part A of the key skills standards would need to be addressed if learners were to complete their chosen course of study and achieve key skills qualifications at an appropriate level.

One strategy used to address the issue of basic skills development was the introduction of 'partnership teaching' into all Level 1 and some Level 2 courses. Partnership teaching involved basic skills tutors working with vocational course tutors to identify and enhance opportunities for basic skills support and development within lessons. The approach was piloted in Hairdressing with a view to transferring the model across the college.

After one year there has been an improvement in the rates of retention and achievement – some of this could be attributed to the level of support provided during the lessons.

Course tutor

- Schemes of work for Levels 1, 2 and 3 Hairdressing have been re-written, clearly identifying the opportunities for both basic and underpinning key skills development within the core course content.

- Delivery methods have been reviewed and a variety of teaching and learning styles have been incorporated which enhance learning in both the course content and the underpinning skills development.

- Resource materials have been reviewed in the light of best basic skills practice and simplified or adapted. Simplified basic skills core curriculum checklists were produced, contextualised to Hairdressing wherever possible.

- The course was revised to include assessment opportunities that supported the coursework. The approach aligns the underpinning theory required for the course to the application of that work in a key skill activity.

- Vocational tutors uncertain about their ability to support basic skills development with learners are supported, with the partnership tutor providing contextualised input for skills development.

- Vocational tutors who have learned to use the basic skills core curricula have a better grasp of skills development in terms both of content and of learning styles.

Case study 6: College E – a medium-sized FE college

'Seamless' basic and key skills in Catering

This college has established a link system whereby vocational tutors with an interest in key and basic skills have been given a small amount of remission to act as a conduit for information exchange between the central services for key and basic skills and their department. This model of 'link personnel' is gaining in popularity as colleges recognise the benefits, to staff and students, of well-supported and embedded basic and key skills.

In previous years the Catering department had struggled to engage students in key skills, despite the presence of some enthusiastic and committed vocational tutors. Typically, the response to key skills from the students had been 'I came here to learn how to cook not to do more Maths and English' with the implied message that these subjects were linked to poor experiences and failure.

When the key skills were seen as separate and therefore 'extra' work, the students viewed them as unrelated and non-essential with consequent poor levels of retention and achievement. Tutors, on the other hand, were continually frustrated as their learners did not have the basic skills required to perform well in their main programme. It was agreed that an innovative approach was needed if the pattern of poor retention and achievement was to be reversed.

A team was set up incorporating tutors in:

- Catering
- Literacy/Communication
- Numeracy/Application of Number
- ICT.

The approach adopted was to establish a continuum of skills development in catering contexts. All assignments and activities were to be framed around the NVQ course with the basic skills development and the key skills development and assessment being fully integrated.

The team re-wrote a number of NVQ Level 1 Catering assignment briefs to provide development activities for basic and key skills and portfolio assessment opportunities for both the vocational programme and key skills. None of the assignment briefs and associated task and worksheets referred explicitly to basic or key skills.

The students saw the assignments as part of their NVQ. The fact that they were developing basic and key skills was not an issue as they recognised that they needed to learn these skills to do their vocational work. Developing these skills has really benefited their vocational work.

Catering tutor

The revised assignment briefs included scenarios such as:

- planning and holding a sponsored charity coffee morning
- producing and analysing the results of a questionnaire designed to gather information on the views of customers using the college restaurant
- planning and holding a themed function in the college restaurant
- writing letters to obtain catering equipment and to complain of faulty catering equipment
- producing a CV.

The assignment briefs were clearly written and well laid out and they used language at an appropriate level. Tasks were well supported by worksheets, and discussion and groupwork were encouraged. As a result, the catering assignments provided opportunities for the development and assessment of key skills through relevant activities such as:

Producing a recipe book

This provided opportunities for:

- speaking, listening and discussion skills
- reading and obtaining information
- writing documents
- carrying out straightforward calculations including amounts or sizes, scales or proportions
- presenting information (ICT1.3).

Planning a themed function in the college restaurant

- This provided the same range of opportunities as the previous activity but in a very different context.

Discussing our work in groups is much better than just being told what to do. The task sheets are really helpful.

Catering student

Using the computer to produce the recipe book makes it look really professional – being able to check my spellings was very useful.

Catering student

I was very pleased with the menu I produced on the computer. I'm going to get it laminated so that it will look good when it is handed round.

Catering student

Producing and using a customer satisfaction questionnaire

This provided opportunities for:

- speaking, listening and discussion skills
- reading and obtaining information
- writing documents
- carrying out and checking calculations and handling statistics
- interpreting results of calculations and presenting findings
- finding, selecting and developing information (ICT1.1, ICT1.2)
- presenting information (ICT1.3).

I liked using the computer to analyse the results. I now understand what bar and pie charts are for!

Catering student

The questionnaire was interesting to produce and has helped me to understand how the questions you ask influence the answers you get.
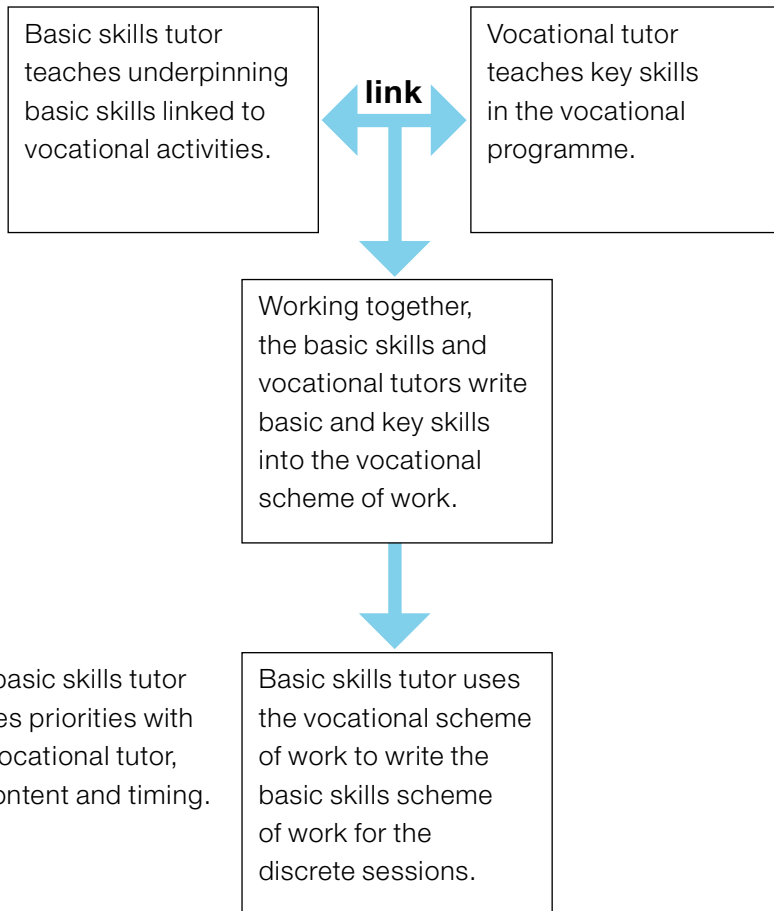
Catering student

Case study 7: College C – an agricultural college

This college has embedded key skills development and assessment firmly within vocational programmes. However, the range of abilities of its students necessitates substantial learning support in both group and one-to-one sessions.

Students are recruited to vocational programmes in which key skills are fully integrated; they do not have an option of opting out. However, there are some students for whom a key skill qualification is not immediately, or ever, an option. The college provides a continuum of provision from basic skills at Entry level 3 up to key skills, mainly Levels 1 and 2. The basic skills are delivered through discrete, timetabled lessons. These lessons are effectively 'assignment support workshops' where skills are developed through the vocational assignments. The sessions are co-tutored by both learning support and vocational staff.

The discrete sessions are closely aligned to the vocational courses. This has been achieved through the process shown on the next page.

Basic skills tutor teaches underpinning basic skills linked to vocational activities.

link

Vocational tutor teaches key skills in the vocational programme.

Working together, the basic skills and vocational tutors write basic and key skills into the vocational scheme of work.

✳ The basic skills tutor agrees priorities with the vocational tutor, eg content and timing.

Basic skills tutor uses the vocational scheme of work to write the basic skills scheme of work for the discrete sessions.

The college has developed quality support systems and paperwork for individual learning plans, schemes of work, lesson plans, tutorial action plans etc. Records are computerised and are used to monitor and manage students' learning and progress.

By adopting this approach the learner experiences a seamless programme of skills development according to need and with close alignment to the vocational programme. Differentiation is achieved and individual learning needs are addressed through one-to-one support during the discrete lessons.

Individual learning plans

Each student's individual learning plan for basic skills details their basic skills profile, long-term aims, short-term targets and specific targets. A common feature of the students' profiles is their 'spikiness', ie they exhibit different levels in different areas. The profile identified through initial and diagnostic assessment might be:

	Literacy	
Reading	**Writing**	**Speaking and Listening**
E3	L1	E2
	Numeracy	
Understanding	**Calculating**	**Interpreting and communicating**
E3	E1	L1

Staff recognised that they needed to have strategies in place to meet the varied ability levels and learning needs within their groups.

Using the information from the profile and the core curriculum references in the schemes of work and lesson plans, detailed and specific targets can be identified and tracked through the individual learning plan. This is exemplified through the following documents.

This individual learning plan would be used in conjunction with the scheme of work and lesson plans, both of which would be referenced to basic and key skills.

Basic skills individual learning plan

Literacy			Numeracy		
Reading	Writing	S&L	Understanding	Calculating	Interpreting and communicating
E3	L1	E2	E3	E1	L1

Name: **Programme: Premier Animal Care Group A**

Long-term aims:

Short-term aims:
- Read a range of reading materials
- Measure in metric measurement
- Measure temperature in ℉ and ℃
- Use money
- Give a presentation

Specific targets	Date achieved	Curriculum reference	Comments
Read a range of reading materials, including instruction		Rt/L1.1 to L1.5	
Measure a range of items using metric measurement – length, width (depth), height		MSS1/L.1.4	
Measure temperature in ℉ and ℃ and read scales		MSS1/L.1.4	
Recognise coins and notes, do simple calculations using money and buy goods within budget from a catalogue		MSS1/E2.1, 2.2	
Give a talk about a hobby to the group		SLc/E3.1, 3.3	

Signed: Student: **Tutor:**

Date: **Date of next review:**

Lesson plan Week 3

Course: **Premier Animal Care**	Module: **Basic skills**	Lesson title: **Sequencing**

Lesson objective: The student will be able to:
- Recognise the words that describe dog behaviour
- Sequence dog-handling and restraining tasks
- Give instructions that someone else can follow

Lesson content and activities
(include key skills and basic skills on this lesson plan if they are in your scheme)

- How are you going to differentiate?
  The use of pictures and/or written sentences
- What methodology are you going to use?

Special points to note: (eg student abilities)	Key/basic skills	Aids/resources
1:1 support for _____		
- Introduction and recap on practical task started in vocational area – dog-handling and restraint - Discuss the words used when describing dog behaviour and match the words to the pictures - Discuss the importance of knowing how a dog is feeling - Discuss the task started in the vocational area – dog-handling and restraint and the order in which to follow instructions. Explain order and instructions (2 groups) Students to use the pictures and/or sentences to sequence the task - Discuss results of groups and compare - Go to kennels, students to give verbal instructions to someone else in the group on how to catch, handle and restrain a dog - Recap and finish	SLc/E1.1, SLc/E2.3, SLc/E3.3, SLc/L1.3, Rt/E1.2, Rt/E2.1, 2.2, 2.4, Rt/E3.2	OHT, cards and matching words Picture and word cards, worksheet

Forward planning (see over for lesson evaluation checklist)

Record of work done in this session – any written comments? (see over for lesson evaluation checklist)

Note See page 23 for an explanation of the letter/number referencing.

This comprehensive system for delivering and managing basic and key skills is being rewarded with better quality teaching and improved retention and achievement.

Case study 8: College A – a small rural FE college

A sideways step

More colleges are recognising the value of using basic skills qualifications as a stepping stone for those wishing to progress to programmes incorporating key skills. In this case progression can be 'sideways', ie progression from a Level 1 basic skill programme or qualification to the same level in key skills.

At College A, learners identified through the initial and diagnostic assessment process as needing basic skills development are directed to a programme which supports them towards achieving a basic skills qualification. They are taught the underpinning skills and given plenty of opportunities to practise the skills, with the resulting skills-building work being kept on file as potential evidence for a key skill portfolio.

The Essential Skills manager comments:

The programme is designed to give the students a good learning experience – we don't just teach to the test. Our aim is to ensure that the learners can retain the skills they have learned. Keeping the evidence of this is very important.

Information and Communication Technology is integrated into the basic skills teaching and this has stimulated learners' interest. The potential for differentiation through the use of ICT is being exploited and groups are not 'streamed'. The tutors are keen to avoid groups streamed on ability level, though they have commented that:

There might be grounds for streaming on motivation. We could then use different strategies in different groups and both the well-motivated and the more challenging learners might be better served.

Achieving the basic skills qualification can be a significant motivator for students. By using their skill development work as portfolio evidence they can often be 'fast-tracked' through to key skills at the equivalent level. The fact that the basic skills tests and the key skills tests at Levels 1 and 2 are the same clearly facilitates this process. It also reinforces the point that the skills and knowledge base for both basic and key skills at Levels 1 and 2 share the same content.

This college's well-developed tutorial system, based on the key skill of Improving Own Learning and Performance, supports students throughout the progression from basic to key skills.

Case study 9: College F – a tertiary college

Managers at this college, which has Beacon College status, were concerned about the complexity of their Level 1 curriculum. As is usually the case, students enrolling were bringing with them a wide range of abilities and difficulties. The proposition was that, by developing strategies to align key and basic skills, the complexity and sometimes confusion of the Level 1 curriculum could be reduced.

An audit showed that there was a lack of ownership of basic and key skills by some of the vocational teachers and some members of middle management.

Other factors that had a negative impact on the drive for coherence were:

- the extensive use of generic materials across Level 1 programmes
- lack of confidence among basic and key skills staff in the use and assessment of their own and each other's materials
- lack of knowledge of each other's curriculum between cross-college key and basic skills staff.

We wanted to bring mixed teams together to develop both resources and staff for the Level 1 programmes – we wanted to develop ideas into materials. With their different skills and experience they were able to generate some really innovative ideas and strategies for achieving them.

Curriculum manager

First Diploma in Performing Arts

The staff team was keen to increase the relevance of basic and key skills by integrating them into established course activities. One such activity is the writing of a performance review – a task which Level 1 students find quite challenging. By adopting sound basic skills practice the students developed the skills to write their reviews to a standard that also satisfied key skill requirements.

The stages in this process were:

Discussion activity What is a review/report? How is it written?	Students are provided with a pro forma showing the main headings to be incorporated into a review.
Learning and development activities in class 'reviewing reviews' using simplified newspaper and/or magazine reviews	Students study a variety of published reviews and discuss style, approach, etc.
Class discussions about the live performance to be seen – the plot, the cast etc	Students gain an understanding of what they will be looking for.
The performance	Students complete their pro forma immediately after the performance – capturing their first impressions.

Back in the classroom – **group discussion** on their first impressions

Students draft their review and produce their **final copy**. (Communication 1.3)

This structured process of breaking the activity down, practising and reviewing, and providing support resources and lots of reinforcement enabled the students to produce good-quality reviews which met both their course requirements and the key skill standards.

By planning the activity jointly the cross-college staff gained a greater understanding of the vocational programme and of how they could support the development of skills in context.

First Diploma in ICT

The course team worked with basic and key skills staff to integrate Application of Number into course materials. However, as they began to explore the various possibilities, they identified a number of websites specific to the acquisition and development of number skills.

Our students are interested in ICT – that is the medium they want to work in – and we realised that it made sense to engage their interest in number through ICT. Our students are much more motivated to tackle number in this way.

Tutor

Once the team had identified websites that offered interactive number and maths learning, they were trialled with the students. Completed student evaluation questionnaires and staff observations were used to identify the best websites. These were then given shortcuts to bring them into the college intranet. This made the resources readily available to other students and staff. In addition the websites were integrated into the ICT teachers' schemes of work, with an indication of how the websites would be used.

The internet has lots of potential in this direction but we do need to evaluate the resources to make sure that they are appropriate in terms of level and content. We also need to make sure that students are supported in this type of learning. If left too much to their own devices they can, on occasions, waste a lot of time!

Tutor

The development of learning enhanced by the use of computers for key and basic skills supports the college's strategic aims. However, it has also created a need for staff development focused on the integration and use of ILT.

Case study 10: College G – a medium-sized FE college

Progression from basic skills (including ESOL) to vocational programmes

The college undertook a development programme to:

- align key skills and basic skills more effectively

- harmonise delivery and facilitate the development of progression routes for basic skills learners, including ESOL learners, into vocational provision.

At the same time as this work, the lesson observation team was reporting that a significant number of students were attending vocational courses in which the level of basic skills required was higher than the level at which the students operated. Teaching staff were giving programme managers the same message. The college had recruited a significant number of asylum-seekers and the issue was highlighted in the language skills of these ESOL students.

It was realised that the college's initial assessment tool did not assess the oral language skills of these students and their problems were consequently 'masked'.

The college has undertaken a number of tasks to address these issues.

- It has devised an innovative course that links the ESOL curriculum to Construction.

- It has devised another equally innovative course that links the C&G 3792 Adult Literacy and Numeracy qualification at Entry level to Catering.

- As a result of the links forged between the basic and key skills areas, the college is offering the C&G 3792 qualification to learners on vocational programmes who are not yet ready to undertake a Level 1 key skill qualification.

- Detailed guidance charts have been produced to enable student advisers and personal tutors to guide students to appropriate programmes of study and to effective screening and initial assessment tools.

- The college has devised and piloted an oral assessment for learners for whom English was not their first language. This will be developed into contextualised initial oral assessments for each curriculum area.

> **Note**
> **City & Guilds now offers a 'Skills for Life ESOL' qualification (3692) at Entry Levels 1–3.**

The work undertaken to date has identified other areas for development including:

- the need to facilitate the embedding of key skills within vocational areas by appointing a member of staff from key skills as a 'link'

- the need to inform and develop cross-college staff so that they understand the basic skills demands, including language demands, of vocational courses

- the need for vocational staff to be informed and developed to take due account of cultural issues.

Conclusion

An analysis of the ten case studies described in this publication highlights the following key issues.

- Coherence in basic and key skills can be achieved through a variety of organisational structures – there is no 'one right model'.

- Implementing changed practices requires commitment from senior management.

- Developing an over-arching policy which allows for flexibility for local delivery, can encourage ownership of cross-college initiatives at local level.

- Change requires an investment in the professional development of staff and is best approached incrementally.

- Strategies such as partnership teaching can be an effective way of developing staff skills.

- Changed models of delivery are more effectively developed and tested with a small group of enthusiastic staff and then disseminated more widely across the institution.

- Embedding basic and key skills in main programmes can:
  - improve the quality of teaching
  - enhance students' learning experiences
  - motivate students to acquire their key skills.

- Bringing coherence to basic and key skills provision enhances the learning experience of learners, facilitates progression and can be rewarded with improved retention and achievement.

- Much staff development can be achieved through well-focused in-house activities where mixed groups of staff come together to exchange and share information and approaches.

- Training focused on basic skills teaching for vocational tutors can enable them to meet both the basic and the key skill needs of their students.

- Managers are recognising that inspectors expect students to have basic skills at a level that enables them to access their main programme of study.

- Inspectors expect to see students learning and developing basic and, where appropriate, key skills within their main programme of study.

Appendix 1

Glossary

Note

The following abbreviations are used in this glossary.

Guidance; Comm, AoN, ICT

for *The key skills qualifications standards and guidance: communication, application of number, and information and communication technology; Levels 1–4 2004*.

Guidance; WWO, IOLP, PS

for *The wider key skills qualifications standards and guidance: working with others, improving own learning and performance, and problem solving; Levels 1–4 2004.*

Key skills policy and practice

for *Key skills policy and practice: your questions answered.*

Accuracy

(a) *In Communication*

Accuracy in written communication 'includes the ability to punctuate, spell and apply the rules of grammar with accuracy at increasing levels of sophistication'. Part A of the standards prescribes the skills required at each level. At Level 1, 'one or two' spelling mistakes may be tolerated, 'as long as these are not repeated in the second document'. The same applies at Levels 2 and 3, but only 'providing meaning is still clear'. However, fitness for purpose is an important factor. (Guidance; Comm, AoN, ICT, page 29)

At all levels, learners must demonstrate the skill of proofreading, whether of hand-written or word-processed material.

(b) *In Application of Number*

The requirements for accuracy vary between the levels. For details on accuracy and checking, see Guidance; Comm, AoN, ICT: Level 1, pages 55–56; Level 2, page 60; Level 3, page 66.

Evidence of checking for accuracy is required at all levels. At Levels 1–3 'where there is a series of calculations of the same type, evidence of checking at least the first few of each type should be recorded for assessment purposes. For the remainder, accurate results should confirm that effective checking has taken place.' (Guidance; Comm, AoN, ICT, pages 55–56, 60, 66)

Adult literacy and adult numeracy

QCA adopts the Basic Skills Agency's definition of adult literacy and adult numeracy skills as 'the ability to read, write and speak in English/Welsh and to use mathematics at a level necessary to function at work and in society in general'. (Guidance; Comm, AoN, ICT, page 4). The standards for adult literacy and adult numeracy at Levels 1 and 2 (which are for learners aged 16+) are aligned to the standards for Communication and Application of Number key skills, respectively, at these levels. The key skills tests at Levels 1 and 2 in Communication and Application of Number also act as the tests for adult literacy and numeracy. Candidates who gain the adult literacy and adult numeracy certificates by passing these tests can progress to achieving the full key skills qualifications if they wish. In order to meet the full requirements of the internal assessment component of the key skills qualifications, candidates have to develop a suitable portfolio of evidence. (Guidance; Comm, AoN, ICT, page 4). See also 'Basic skills'.

Advanced

Advanced level qualifications are at Level 3 of the National Qualifications Framework and include AS levels, A-levels, BTEC and OCR Nationals, NVQs at Level 3 and key skills at Level 3.

Assessment

(a) *Formative assessment*

This is part of the feedback that a teacher provides during a learning programme to help the learner reflect on and review their progress. It is often referred to as 'assessment **for** learning' in contrast to 'assessment **of** learning' or summative assessment. It has no direct effect on the student's final result.

'Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.' (Assessment Reform Group, 2002)

For more information, see www.qca.org.uk/7659.html.

(b) *Summative assessment*

This is the assessment which determines whether a candidate has achieved a qualification and, if appropriate, with what grade. See also 'Internal assessment' and 'External assessment'.

Assessor
The person responsible for the initial judgment of a candidate's performance against defined standards expressed as assessment criteria or mark schemes.

Awarding body
There are 17 awarding bodies offering key skills qualifications, including the unitary awarding bodies in England (AQA, Edexcel, OCR) WJEC in Wales and CCEA in Northern Ireland. They are listed on the QCA website www.qca.org.uk/603.html under 'Contacts'.

Basic skills
A set of literacy, numeracy and ICT skills and associated curricula and qualifications designed for use with adult learners and available at Entry level and Levels 1 and 2 of the National Qualifications Framework. These skills are increasingly referred to as 'Skills for life'. The ICT skills for life standards have been available since September 2004. See also 'Adult literacy and adult numeracy' and 'Skills for life'.

Chart
For the purpose of the Application of Number key skill, it is not necessary to distinguish between 'chart' and 'graph'. QCA defines these as 'a representation of the relationship between variables such as categories and frequency data, or x and y coordinates. Examples include: pie or bar chart, histogram, pictogram, frequency polygon, frequency chart or diagram, single or multiple line graph, scatter graph with or without line of best fit'. (Guidance; Comm, AoN, ICT, page 51). See also 'Diagram'.

Complex

For the Communication key skill at Level 3, complex subjects include those that deal with abstract or sensitive issues, and lines of enquiry dependent on clear reasoning. The subject matter, as well as having a number of strands, must also be challenging to the individual candidate in terms of the ideas it presents. (Guidance; Comm, AoN, ICT, pages 43–44). At Level 3, the candidate must write two different types of documents, each one giving different information about complex subjects.

For Application of Number at Level 3, the activity from which evidence is taken must be complex, requiring candidates to consider carefully the nature and sequence of tasks when planning how to obtain and use information to suit their purpose. (Guidance; Comm, AoN, ICT, page 68)

Diagnostic assessment
In the context of key skills, diagnostic assessment is the process which helps to identify the skill areas in which students are already competent and those in which they are in need of further development. See also 'Initial assessment'.

Diagram
QCA defines a diagram as any graphical method of representation other than a chart or graph where scale is or is not a factor. (Guidance; Comm, AoN, ICT, page 51). Examples include: scale drawing, plan or workshop drawing, circuit drawing, 3D representation, flow chart, critical path or network diagram, and organisation chart. See also 'Chart'.

Entry level
Entry level qualifications recognise basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance and supervision. Key skills are not available at Entry level.

Exemption
Key skills candidates can claim exemption from all or part of particular key skills qualifications (most commonly the test) for up to three years from the date of the award of specific accredited proxy qualifications. See also 'Proxy qualifications'.

Expectation
The Secretary of State wishes to see key skill programmes offered to all post-16 learners. Where learners have not already achieved A*–C grades in GCSE English, Maths or Information and Communication Technology, their programmes should lead to the formal acquisition of the relevant key skills qualification/s at Level 2. Where young people are starting on advanced level programmes with the aim of pursuing a professional or higher level qualification post-19, then institutions should support them in gaining at least one relevant key skills qualification at Level 3. (Key skills policy and practice page 7)

Extended period
For the first three key skills at Level 4, an extended period of time is about three months.

External assessment

In England and Northern Ireland, the external assessment for the first three key skills takes the form of a test which samples from the whole standard at the appropriate level. The tests are externally set, taken under supervised conditions and externally marked. (Guidance; Comm, AoN, ICT, page 14). See also 'Tests' and 'Exemption'.

From September 2004, candidates for the wider key skills qualifications are required to give satisfactory answers to questions asked by an assessor (eg tutor, trainer, supervisor).

The assessor will select these questions (the 'Part A questions') from a list supplied by the awarding body, in order to confirm candidates' knowledge and understanding of areas of Part A where the assessor cannot infer this from the portfolio of evidence. This will mean that some candidates are asked more questions than others. Where a candidate has clearly covered the whole of Part A in their portfolio, no questions need be asked. Candidates' answers should be recorded in note form, or in an audio or video format. These notes or records should be available to standards moderators/verifiers if required. Guidance on the effective use of Part A questions will be provided by the awarding body.

Fitness for purpose
Key skills portfolio evidence should be appropriate for the wider context and purpose for which it was produced. See also 'Purposeful'.

Foundation
Foundation level qualifications are at Level 1 of the National Qualifications Framework and include GCSEs at grades D to G, NVQs at Level 1 and key skills at Level 1.

Funding
Brief guidance on the funding of key skills and basic skills provision in schools, colleges and work-based training can be found in *Key skills policy and practice*.

Grading
There are no grades for key skills.

Graph
See 'Chart'.

Image

Information and Communication Technology and Communication both require the use of images. Examples include models, plans, sketches, diagrams, pictures, graphs and charts. Whatever form the image takes, it must be fit for purpose and must aid understanding of the written or spoken text.

At Levels 1 and 2 of Communication, candidates must use at least one image **either** to obtain information **or** to convey information in a discussion **or** a talk **or** a document they write. At Level 3, candidates must use an image or other support material in their presentation and at least once more – either to obtain information **or** to convey information in a document they write.

At Levels 1, 2 and 3 of Information and Communication Technology, candidates must use at least one example of an image (as well as examples of text and of number).

A table of text or numbers does not count as an image for Information and Communication Technology or for Communication. (Guidance; Comm, AoN, ICT, page 27)

Independent assessment
All qualifications in the National Qualifications Framework must include a form of independent assessment or an alternative approved by the regulatory authorities (QCA, ACCAC, CCEA). For key skills, this requirement is met by external assessment (qv).

Information
Where the standard for the key skill Information and Communication Technology, at every level, refers to 'information', this can take the form of text and/or images and/or numbers.

Initial assessment
In the context of key skills, initial assessment is the process of identifying the appropriate level at which a student should start their key skills learning programme. This may vary from one skill to another. See also 'Diagnostic assessment'.

Inspection
Brief guidance on Ofsted and ALI inspection of key skills provision in schools, colleges and work-based training can be found in *Key skills policy and practice*.

Intermediate
Intermediate level qualifications are at Level 2 of the National Qualifications Framework and include GCSE at grades A*–C, NVQs at Level 2 and key skills at Level 2.

Internal assessment
Internal assessment of key skills is organised by the centre. It focuses on the requirements of Part B of the standards, is based on a portfolio of evidence, is internally assessed, internally verified, and externally moderated. (Guidance; Comm, AoN, ICT, page 14)

Internal verification
This is the process through which an identified person in a centre ensures that the standards of assessment in the centre are consistent both across the centre and with national standards. There are no formal qualification requirements for internal verifiers but the awarding bodies provide training and IVs should aim to achieve the appropriate Verifier units that replaced the D units in 2003. An internal verifier is often referred to as an 'IV'.

Interpersonal skills
Candidates for the wider key skills are encouraged to develop and apply their interpersonal skills eg skills in responding appropriately to others, offering support and encouragement, communicating their ideas and needs, accepting constructive feedback, helping to resolve conflict. (Guidance; WWO, IOLP, PS, pages 20, 40). See also 'Process skills'.

Moderation
The process through which internal assessment is monitored by an awarding body to ensure that it is valid, reliable, fair and consistent with the required national standards. Each centre will be allocated a standards moderator for key skills. This role is sometimes referred to as external verifier.

National Qualifications Framework
The National Qualifications Framework was created by the 1997 Education Act and includes all external qualifications that are accredited by QCA (ACCAC in Wales and CCEA in Northern Ireland), plus degrees and other higher-level qualifications which are regulated by the universities and QAA. A revised version of the NQF came into effect on 1 September 2004. See www.qca.org.uk/493.html.

Objectives
The purposes for working together that are shared by the people involved in an activity for Working with Others. They may be set by a tutor, supervisor or project leader, or by members of the group or team, depending on the level. (Guidance; WWO, IOLP, PS, pages 22, 28, 34)

Portfolio
Key skills candidates have to organise and present evidence of how they have met the requirements of the standards, normally in a portfolio. This is usually a file of hard copy but may be an electronically based storage-and-retrieval system. (Guidance; Comm, AoN, ICT, page 14)

Problem
There is a problem when there is a need to bridge a gap between a current situation and a desired situation. (Guidance; WWO, IOLP, PS, pages 60–61, 65, 71)

Process skills
All the wider key skills standards include process skills eg skills in planning, target-setting, organising and carrying out activities and reviewing progress. These skills are the main focus of assessment. (Guidance; WWO, IOLP, PS, pages 20, 40). See also 'Interpersonal skills'.

Proxy qualifications
Proxy qualifications are qualifications that have been agreed to assess the same knowledge and skills as aspects of the key skills qualifications. Because of this overlap, key skills candidates can claim exemption from all or part of particular key skills qualifications (most commonly the test) for up to three years from the date of the award of the specific proxy qualification. For a current list of proxy qualifications, see the QCA website www.qca.org.uk/603.html. See also 'Relaxation'.

Purposeful
Key skills evidence must be generated in the context of a task or activity that satisfies some purpose in the student's work or leisure. Evidence that is collected simply to satisfy the requirements of the key skills portfolio is not purposeful and does not meet the assessment requirement. See also 'Fitness for purpose'.

Qualification
All six key skills are qualifications and are included in the National Qualifications Framework (qv).

Relaxation
The relaxation ruling allows Apprentices and Advanced Apprentices who started on or after 1 September 2001, and who have achieved a grade A*–C GCSE in English and/or Maths within five years of the date of registration for the Apprenticeship, to complete their frameworks without being required to take the Level 2 Communication and/or Application of Number key skills qualifications. This is distinct from the use of proxy qualifications (qv).

Skills for Life
'Skills for Life', the government's strategy for improving adult literacy and numeracy skills, was launched in January 2001, largely in response to the Moser Report *A fresh start* (1999). The term 'skills for life' is now preferred to the term 'basic skills' and, since September 2004, includes ESOL (English for Speakers of Other Languages) and Information and Communication Technology. See the QCA websites www.qca.org.uk/7423.html and www.qca.org.uk/596.html.

Specification
The complete description – including mandatory and optional aspects – of the content, the assessment arrangements and the performance requirements for a qualification. In the past, this has often been referred to as a 'syllabus'. See also 'Standards'.

Standards
From September 2004, the key skills units (specifications) are referred to as the 'key skills standards'.

Straightforward

(a) *Straightforward subjects* and materials are those that candidates commonly meet in the context in which they are working or studying. The content is put across in a direct way so that candidates can easily identify the information they need for their task. In Communication, sentence structures are simple and candidates will be familiar with the vocabulary.

(b) *Straightforward tasks* can be broken down into easily-managed steps and involve familiar resources and situations. (Guidance; WWO, IOLP, PS, page 23)

Targets
Targets are the steps for helping to achieve personal, learning and/or career goals. Targets should be Specific, Measurable, Achievable, Realistic, and Time-bound (SMART). (Guidance; WWO, IOLP, PS, pages 41, 48)

Tests
In England and Northern Ireland, assessment of the first three key skills includes a written test. Details can be found on the QCA website www.qca.org.uk/603.html. There are no written tests for the wider key skills. Increasingly, tests at Levels 1 and 2 are available on-screen and on-demand. The tests for Communication and for Application of Number at Levels 1 and 2 also act as the tests for adult literacy and adult numeracy at these levels. (Guidance; Comm, AoN, ICT, page 26). See also 'External assessment'.

Transferable
Key skills are transferable. This means simply that, once a student has developed a skill for the purpose of one context, they should be able to identify when and how to apply the same skill for another purpose in another context.

Witness statement
A statement signed by a competent person which confirms that the candidate has completed the activity in question at the required standard. A witness statement should not be the sole form of evidence. Assessors are responsible for judging the validity of witness statements. They are most likely to be used in Communication (Guidance; Comm, AoN, ICT, pages 33, 37, 43 and 49), Information and Communication Technology (Guidance; Comm, AoN, ICT, pages 80 and 84–85) and in the wider key skills.

Note

Copies of the following publications can be ordered from:
QCA Publications
PO Box 99
Sudbury
Suffolk CO10 2SN
Tel 01787 884444
Fax 01787 312950

The key skills qualifications standards and guidance: communication, application of number, and information and communication technology (ref. QCA/04/1272; price: £10)

The wider key skills qualifications standards and guidance: working with others, improving own learning and performance, and problem solving (ref. QCA/04/1294; price: £10)

Copies of *Key skills policy and practice: your questions answered* can be ordered free of charge from:
Department for Education and Skills
Key Skills Policy Team
Room E3c
Moorfoot
Sheffield S1 4PQ
Tel 0114 259 3759
key.skills@dfes.gsi.gov.uk

All three publications can be downloaded from the QCA website www.qca.org.uk/603.html.

Appendix 2

Useful addresses

ACCAC (Qualifications, Curriculum and Assessment Authority for Wales)
Castle Buildings
Womanby Street
Cardiff CF10 1SX
Tel 029 2037 5400
www.ccw.org.uk

ALI (Adult Learning Inspectorate)
Spring Place
Coventry Business Park
Herald Avenue
Coventry CV5 6UD
Tel 0870 240 7744
www.ali.gov.uk

AQA (Assessment and Qualifications Alliance)
Devas Street
Manchester M15 6EX
Tel 0161 953 1180
Publications 0161 953 1170
www.aqa.org.uk

ASDAN (Award Scheme Development and Accreditation Network)
Wainbrook House
Hudds Vale Road
St George
Bristol BS5 7HY
Tel 0117 941 1126
Publications 0117 941 1448
www.asdan.co.uk

BSA (Basic Skills Agency)
Commonwealth House
1–19 New Oxford Street
London WC1A 1NU
Tel 020 7405 4017
Publications 0870 600 2400
www.basic-skills.co.uk

CCEA (Northern Ireland Council for the Curriculum, Examinations and Assessment)
Clarendon Dock
29 Clarendon Road
Belfast BT1 3BG
Tel 028 9026 1200
Publications 028 9026 1228
www.ccea.org.uk

City & Guilds
1 Giltspur Street
London EC1A 9DD
Tel 020 7294 2468
www.city-and-guilds.co.uk

DfES (Department for Education and Skills)
Key Skills Policy Team
Room E3c
Moorfoot
Sheffield S1 4PQ
Tel 0114 259 3759
Publications 0845 602 2260
www.dfes.gov.uk/keyskills

The Duke of Edinburgh's Award Scheme
Gulliver House
Madeira Walk
Windsor
Berkshire SL4 1EU
Tel 01753 727400
www.theaward.cix.co.uk

Edexcel
One90 High Holborn
London WC1V 7BH
Tel 0870 240 9800
Publications 01623 467467
www.edexcel.org.uk

Key Skills Support Programme
(LSDA)
Regent Arcade House
19–25 Argyll Street
London W1F 7LS
Helpline 0870 872 8081
kssp@LSDA.org.uk
www.keyskillssupport.net

Key Skills Support Programme
(Learning for Work)
The Cottage Office
Eightlands Road
Dewsbury
West Yorkshire WF13 2PF
Helpline 0845 602 3386
Publications 0117 971 9583
www.keyskillssupport.net

LSC (Learning and Skills Council)
Cheylesmore House
Quinton Road
Coventry CV1 2WT
Tel 0845 019 4170
www.lsc.gov.uk

LSDA (Learning and Skills Development Agency)
Regent Arcade House
19–25 Argyll Street
London W1F 7LS
Tel 020 7297 9000
Information Services 020 7297 9144
enquiries@LSDA.org.uk
www.LSDA.org.uk

OCR (Oxford Cambridge and RSA Examinations)
Coventry Office
Westwood Way
Coventry CV4 8JQ
Tel 024 7647 0033
Publications 0870 870 6622
www.ocr.org.uk

Ofsted
Alexandra House
33 Kingsway
London WC2B 6SE
Tel 020 7421 6800
Publications 0700 263 7833
www.ofsted.gov.uk

Outward Bound Trust
Watermillock
Penrith
Cumbria CA11 0JL
Tel 0870 5134 227
www.outwardbound-uk.org.uk

The Prince's Trust
18 Park Square East
London NW1 4LH
Tel 020 7543 1234
www.princes-trust.org.uk

QCA (Qualifications and Curriculum Authority)
83 Piccadilly
London W1J 8QA
Tel 020 7509 5555
Publications 01787 884444
www.qca.org.uk/keyskills

UCAS (Universities and Colleges Admissions Service)
Rosehill
New Barn Lane
Cheltenham GL52 3LZ
Tel 01242 222444
Publications 01242 544903
www.ucas.ac.uk

Young Enterprise
Peterley House
Peterley Road
Oxford OX4 2TZ
Tel 01865 776845
www.young-enterprise.org.uk

What is the Key Skills Support Programme?

This support programme for schools and colleges with post-16 provision is funded by the DfES and the European Social Fund. The Programme provides teachers, lecturers and managers with information, advice, materials and training.

What are the priorities of the Programme?

The priorities of the Programme are to:

- raise awareness and understanding of key skills
- produce materials on teaching and learning key skills
- provide practical advice, solutions, exemplars and models
- provide training at conferences, workshops, courses and regional sessions.

The Programme is run by a consortium led by LSDA with partners including AoC, BTL e-learning, CDELL and CfBT.

What services are available?

A dedicated Key Skills Helpline is available on 0870 872 8081 every weekday to answer questions on key skills and provide information updates. The website on www.keyskillssupport.net provides news and information on key skills developments, resources, publications, consultancy support, training and conferences, contacts and links. Newsletters are published each term and sent to all maintained schools with post-16 provision and colleges in England.

There are links with the awarding bodies and with the parallel support programme for trainers in work-based learning, managed by Learning for Work (Helpline 0845 602 3386).

How can I find out more?

- You can contact the Key Skills Helpline tel 0870 872 8081
- or e-mail kssp@LSDA.org.uk
- or visit the website www.keyskillssupport.net or the student website on www.keyskills4u.com.

Key Skills
SUPPORT PROGRAMME

department for
education and skills

learning and skills development agency

EUROPEAN UNION
European Social Fund