

Functional Skills Support Programme



Functional Skills in Foundation Learning

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Date – 19 May 2010

Functional Skills in Foundation Learning

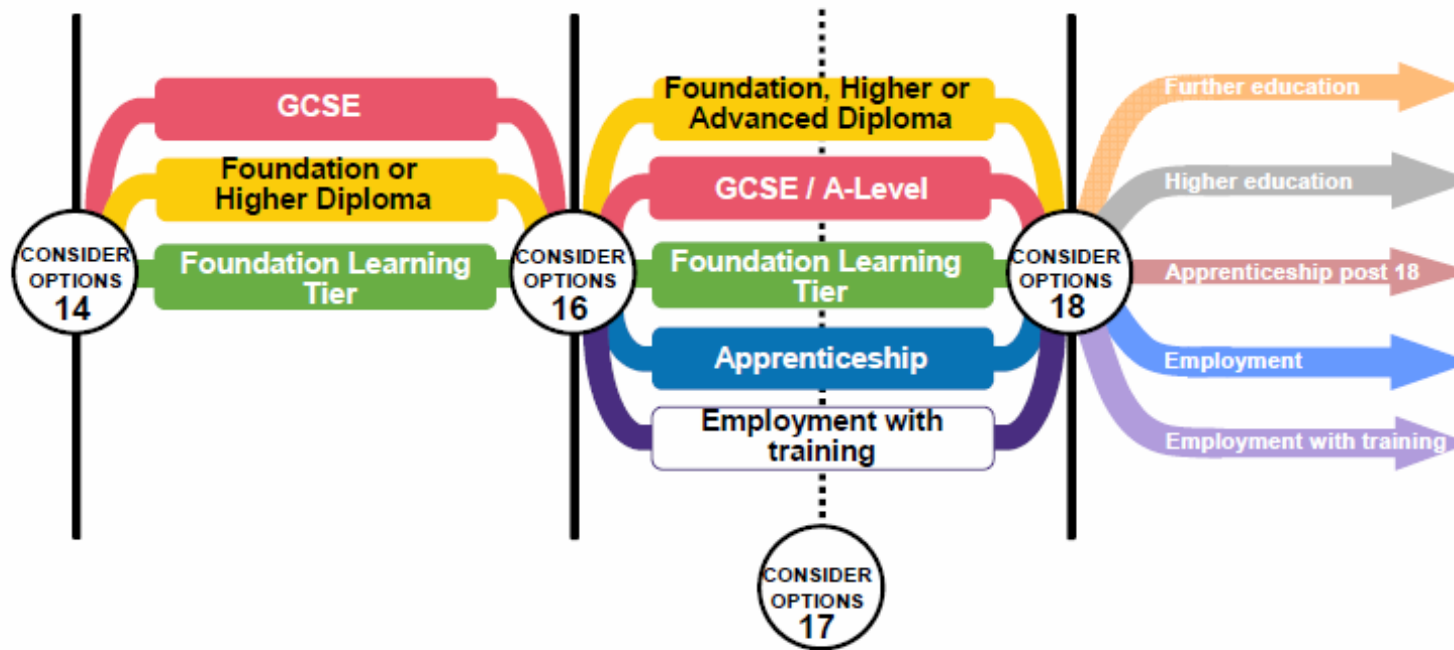


The session learning outcomes:

- summarise national policy on functional skills within Foundation Learning and the wider 14-19 agenda
- identify the value of Functional Skills within Foundation Learning
- use knowledge of approaches to teaching and learning to plan Functional Skills delivery within Foundation Learning
- identify suitable resources for delivery
- plan an appropriate model for whole organisation and partnership delivery

Functional skills within the reform agenda

The qualifications currently available are being brought together into a series of distinct pathways:



← Functional skills →



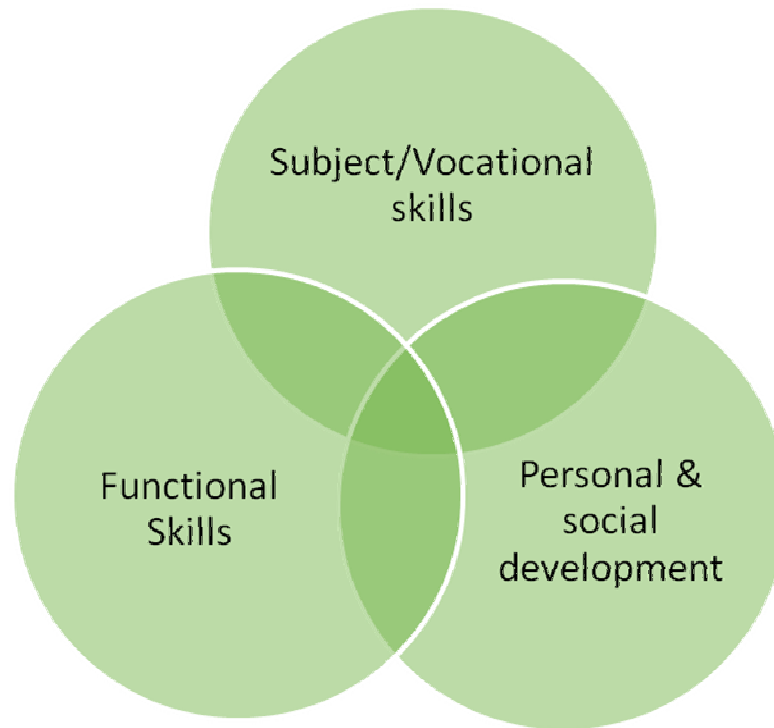
Foundation Learning is:

- One of the four recognised 14-19 pathways for learners
- Designed for Entry and Level 1 for 14+ learners
- Based on Personalised Learning Programmes which are destination led (previously referred to as Progression Pathways)
- Learners supported by a 'wrap-around' of Information Advise and Guidance, Initial Assessment, ongoing review and collaborative working
- ILPs essential to a coherent Personalised Learning Programme

Foundation Learning: Policy and practice



Personalised Learning Programmes contain:

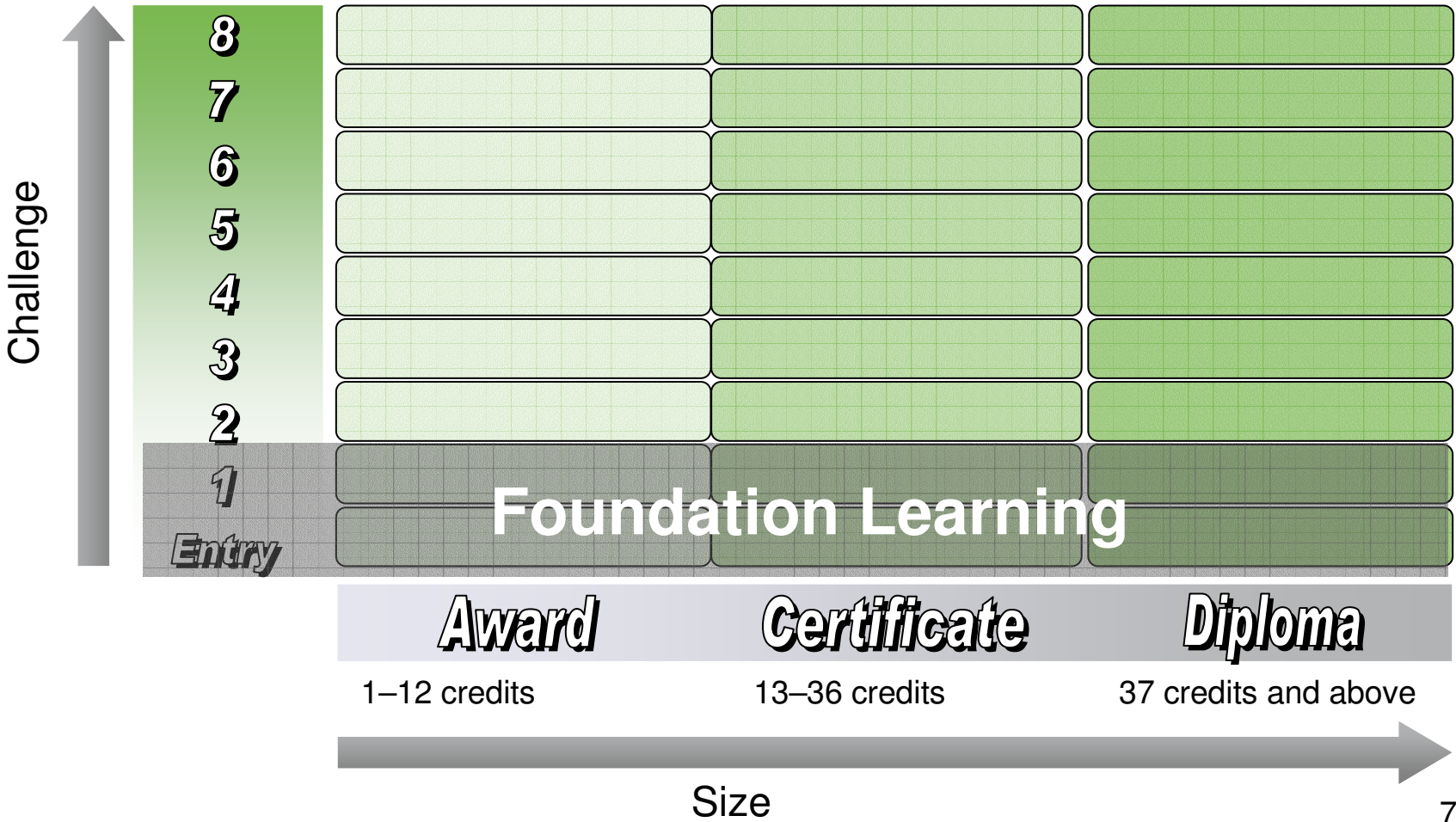


Foundation Learning: Policy and practice



- Foundation Learning achievements should be captured in qualifications from the QCF
- Qualifications in the catalogue are categorised as:
- vocational, PSD (some employability qualifications are combined as they allow coverage of both) or FS
- All qualifications have a 'credit' value in the QCF
- Qualifications can be achieved as Awards, Certificates or Diplomas depending on their size:

Foundation Learning: Policy and practice



Foundation Learning: Policy and practice



- At Entry 1:
- ‘An innovative approach to learner referenced achievement at Entry 1 – recognising pre-Entry in a bottomless approach to Entry 1 of the QCF’ (QCA, 2008)
- For Personal and Social Development, this includes the development of over 30 common units which can be delivered as an Award- or Certificate- or Diploma- sized personal progress qualification
- This, combined with a 10-stage achievement continuum and a unit transcript ... will allow learners to get on the credit ladder using a nationally accredited set of units or qualifications ...’

Foundation Learning: Policy and practice



- The intention is for the Personalised Learning Programme to be based on the Qualifications and Credit Framework.
- This approach begins from September 2009.
- The approach is a result of the outcomes of the pilot and developmental delivery activity of Foundation Learning across a range of organisations

Functional skills in Foundation Learning

Learners who are functional in:

- **English** are able to communicate effectively in a wide range of meaningful contexts -in life, work, learning and their communities
- **Mathematics** are able to use and apply the mathematics they know to address problems that arise in their life and work
- **ICT** are able to apply technology to a wide range of practical tasks -in life, work, education and in their communities

Foundation Learning: Policy and practice



Activity 1

- Choose one functional skill at Entry 1, 2 or 3 and identify areas which would be accessible to your learners and those which would be challenging
- Discuss your views and share them with the group

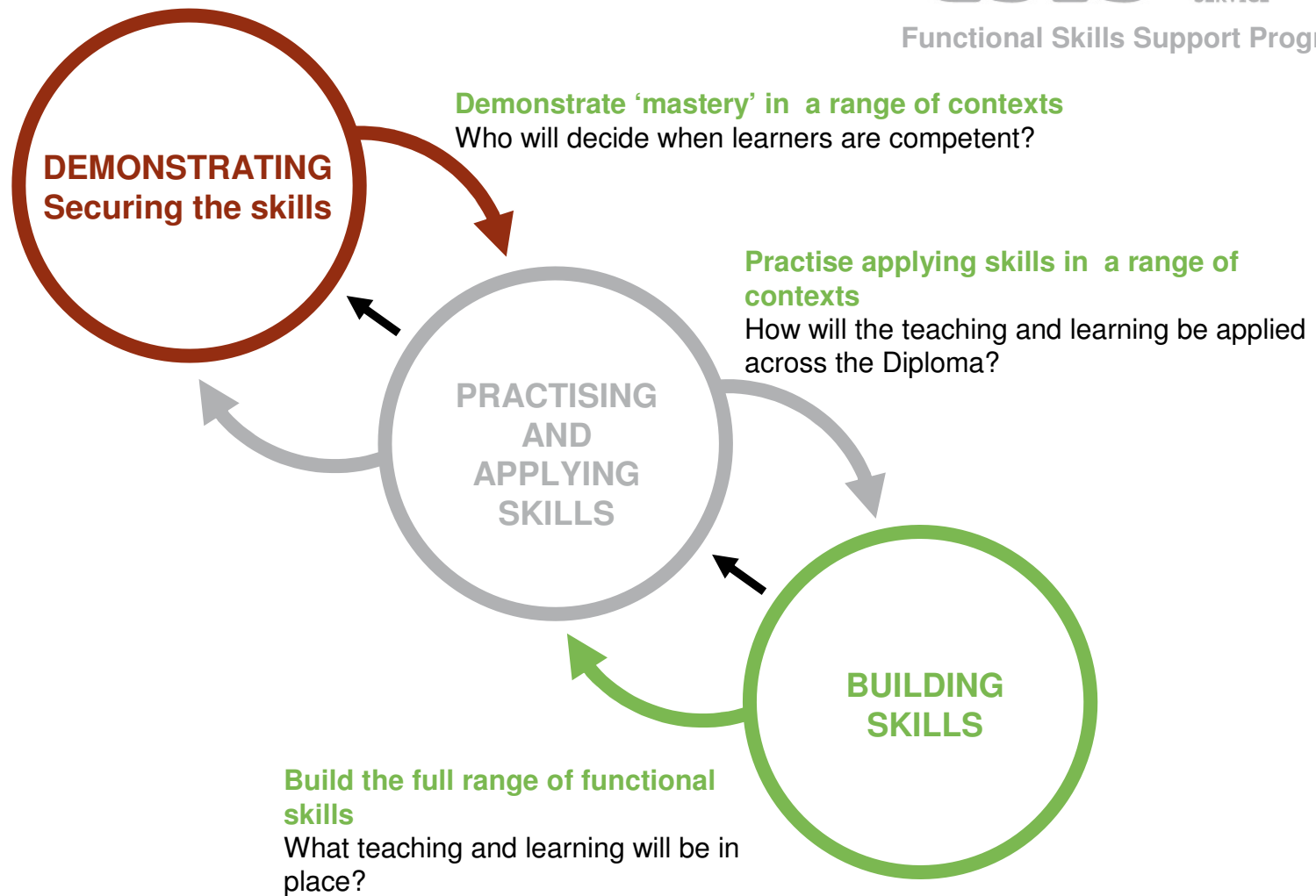
oundation Learning:
Unit 3 Teaching and Learning



Approaches to support the delivery of FS

Discrete	Partly embedded
Mostly embedded	Fully embedded

The Three Stage Process



Foundation Learning: Teaching and Learning



When teaching Functional Skills.....

- Incorporate the three stage process in planning
- Identify objectives that are skills focused
- Make explicit the skills that are being developed, their purpose and where else they might be applied
- Know when to support learning through scaffolding and when to withdraw that support
- Adopt active, collaborative and problem solving approaches to learning

Foundation Learning: Teaching and Learning



Progression in functional skills is shown by four factors:

- **Complexity** of the situation
- **Familiarity** of the situation to the learner
- **Technical demand** of the skill required
- **Independence** of the learner in identifying and selecting the skills they will need, and in tackling the situation

Foundation Learning: Teaching and Learning



Activity

- Consider the implications of the four progression factors for a group of learners you work with for whom Foundation Learning would be appropriate.
- Discuss in pairs and record your discussions to give feedback to the group.

Foundation Learning: Teaching and Learning



Within Foundation Learning the PSD part of the programme is strongly linked to PLTS

- Independent enquirers
- Creative thinkers
- Team Workers
- Effective participants
- Reflective learners
- Self Managers

Foundation Learning: Teaching and Learning



Activity

- Consider ways in which PSD (PLTS) delivery can be integrated with the delivery of FS.
- Using an example PSD unit from the Qualifications Catalogue and one Functional Skill at the corresponding level, try to plan a session for learners incorporating the teaching of both PSD and FS

Foundation Learning: Unit 4 Planning Delivery



QCDA has published characteristics of effective delivery

(Foundation Learning: 14-19 Delivery Guidance for 2009/10 August 2009)

- I. Personalised Learning
- II. Reaching and Engaging Priority Learners
- III. Effective Initial Assessment and Ongoing Review
- IV. Coherent delivery of Learning Programmes

Foundation Learning: Planning Delivery



QCDA has published characteristics of effective delivery

(Foundation Learning: 14-19 Delivery Guidance for 2009/10 August 2009)

- V. Recognition of Achievement and Progression
- VI. Support for Learners
- VII. Partnerships
- VIII. Leadership and Management

Foundation Learning: Planning Delivery



Writing contextualised activities: an approach

- Identify a context or topic within the Foundation Learning Programme
- Plan and draft a personalised activity that will engage, motivate and challenge
- Identify the functional skills needed
- Review the activity with colleagues and revise as necessary
- Trial with learners and evaluate
- 16

Foundation Learning: Planning Delivery



Activity

- Using the Planning and Analysis template (Handout 2) based on the letter, form and map (Handout 3) plan the delivery of the identified aspects of FS to a group of learners
- Share your ideas and use Handout 4 to plan your delivery

FSSP training modules (1)



Preparation for functional skills:

1. Introduction for new centres
2. In the context of Skills for Life
3. Transition from key skills
4. A whole organisation approach

FSSP training modules (2)



Teaching and learning functional skills:

5. Functional English
6. Functional mathematics
7. Functional ICT

FSSP training modules(3)



Functional Skills in context:

8. Functional skills in the context of Foundation Learning
9. Functional skills in the context of Diplomas
10. Functional skills in the context of Apprenticeships

FSSP training modules(4)



New modules

Functional Skills – Lessons Learned from the Pilot

Developing Functionality mathematics*

Developing Functionality English*

Developing Functionality ICT*

Functional Skills in Personal Learning and Thinking Skills*

Functional Skills assessment*

* These modules will be available on a staged basis from autumn onwards – the titles should be viewed as working titles.

Support for functional skills



- Functional Skills Support Programme
<http://www.fssupport.org>
- National Strategies (Secondary) (via local authority)
<http://nationalstrategies.standards.dcsf.gov.uk/secondary>
- Qualifications and Curriculum Development Agency
<http://www.qcda.gov.uk/>
- Excellence Gateway
<http://www.excellencegateway.org.uk/page.aspx?o=home>
- <http://www.qcda.gov.uk/22238.aspx> for DVD and accompanying report on lessons learned from the pilot

LSIS support (1)



Helpline	Helpline number: 0844 335 2938 Email address: helpline@fssupport.org Also regional support.
Standard Training	Delivery of existing updated modules, from September 2009 and new modules available between October 2009 and August 2010.
Bespoke Training and Consultancy	Training to meet your centre's specific needs (e.g. face-to-face support or awareness raising events).
Training materials	All training materials are available to download from www.fssupport.org and use in your organisation/consortium.

LSIS support (2)



Publications and materials	A range of publications are available on the Functional Skills Support Programme website.
Development Projects	Collaborative working to develop materials, tools and resources. Outputs will be shared at regional networks and available on www.fssupport.org
Regional networks	Quarterly network events to find out more about the programme and to share ideas. See www.fssupport.org for details.
Web Presence	Materials and resources posted on www.fssupport.org to enable Communities of Practice to share outputs and to extend the reach of workforce development.

Regional helplines and emails



Region	Number	Email address
North West	0127 065 4677	northwest@fssupport.org
North East	0191 215 6800	northeast@fssupport.org
Yorkshire and Humberside	0148 447 8250	yorkshirehumberside@fssupport.org
East of England	0148 040 9318	eastern@fssupport.org
West Midlands	0121 678 7205	westmidlands@fssupport.org
East Midlands	0115 854 1605	eastmidlands@fssupport.org
South East	0844 335 2938	southeast@fssupport.org
South West	0182 336 5651	southwest@fssupport.org
London	0844 335 2938	london@fssupport.org