

The Education & Training Foundation

Minimum Core Guidance

- **Defining the minimum core of teachers' knowledge, understanding and skills in literacy, language, numeracy and ICT**
- **Using inclusive approaches to address learners' needs**



Updated November 2016

Contents

Introduction	3
Part One – Minimum core specification	
Introduction to the Minimum Core	5
Section 1: Language and literacy	
1A: Knowledge and understanding	6
1B: Personal language skills	18
Section 2: Numeracy	
2A: Knowledge and understanding	23
2B: Personal numeracy skills	30
Section 3: Information and communication technology (ICT)	
3A: Knowledge and understanding	37
3B: Personal ICT skills	45
Part Two – Inclusive learning approaches	
Introduction to inclusive learning approaches	52
Appendices	
Appendix 1 Summary of minimum core elements	66
Appendix 2 Further reading, resources and useful websites	70

Introduction

The Minimum Core was introduced in 2004 to support awarding organisations and teacher education programmes to equip trainee teachers in developing inclusive approaches to addressing the literacy, language, numeracy and ICT needs of their learners.

Revised in 2007, it became part of all initial teacher training programmes as an important aspect of professional development.

The 2015 [Guidance for inspecting initial teacher education training](#) includes a renewed emphasis on the importance of teachers actively promoting the development of English, maths and ICT within all learning programmes. Current inspection of initial teacher education programmes now includes evaluation of the extent to which the training enables trainee teachers to:

- develop the reading, writing, communication and mathematical skills of the learners they teach
- assess learners' achievement and plan and teach lessons that enable learners, including those who are disabled and those who have special educational needs, to make at least expected progress
- use a range of approaches to teaching and learning, including information and communication technology (ICT) and educational technology where relevant.

The updated version of this guidance also supports established teachers in meeting the Professional Standards in further education. Established practitioners may find this document useful for CPD activities that help them to:

- promote the benefits of technology and support learners in its use
- address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning.

Finally, the [New Common Inspection Framework \(2015\)](#) requires evidence from all training providers that they are actively promoting English, mathematics and other essential skills¹ through their teaching and learning programmes.

The revised combined document

This guidance document is divided into two parts.

Part One sets out the Minimum Core specification – that is the expected minimum level of literacy, language, numeracy and ICT skills of all further education teachers.

Part Two is a simplified and updated version of the Inclusive Practice guidance that accompanied the original Minimum Core document. It aims to offer practical suggestions for supporting the English, mathematics and ICT needs of teachers

and learners in further education and provides links to further reading, resources and CPD activities.

Both sections can be used to guide and support:

- trainee teachers
- existing teachers
- teacher educators
- awarding organisations
- leaders and managers in training provision.

This updated version aims to:

- clarify the expected minimum level of literacy, language, numeracy and ICT skills of further education teachers
- emphasise that learners' literacy, language, numeracy and ICT skills may need to be developed for them to achieve their chosen qualification
- encourage the development of inclusive practices to meet the needs of all learners
- highlight the benefits of using embedded approaches in developing learners' literacy, language, numeracy and ICT skills
- promote collaborative practice between vocational specialists and literacy, language, numeracy and ICT specialists
- provide links to useful reading, resources and CPD activities to support teachers' own skills and those of their learners.

Part One

Introduction to the Minimum Core

The Minimum Core is a subject specification. It details the elements of English, mathematics and ICT that every further education teacher should know, understand and be able to use. Teachers who do not have these skills and knowledge themselves will have difficulty supporting the development needs of their learners in these important subject areas.

This updated specification has been slightly modified in an attempt to make it more accessible to users.

Within each subject area, the required knowledge and understanding is divided into two sections:

- Section A relates to the teacher's knowledge and understanding about the subject in relation to learning and the learner.
- Section B relates to the personal skills of the teacher.

The required knowledge and understanding for each subject area is divided into elements. These are linked to objectives which define how a teacher might evidence their knowledge and understanding for each element. The elements do not have equal weighting and the suggested factors to include are for guidance of possible content.

•
•

Minimum Core Specification

Section 1	Language and Literacy
Knowledge and Understanding	
A1	Personal, social and cultural factors influencing language and literacy learning and development
Element	Objectives
The different factors affecting the acquisition and development of language and literacy skills	<p>Teachers will be able to</p> <ul style="list-style-type: none"> • identify personal, social and cultural factors for: <ul style="list-style-type: none"> – some of the different attitudes and expectations of learners – different rates of learner progress • evaluate their own practice in the light of relevant research in literacy and language.
Factors	To include:
Motivation	<ul style="list-style-type: none"> • individual and social movement towards integration • instrumental and integrative factors (for example, for a specific end such as doing a particular job or for somebody working to obtain British citizenship)
Age	<ul style="list-style-type: none"> • difference between perceived and actual difficulties relating to language learning with increasing age • awareness of historical and cultural differences in educational curricula and expectations
Gender	<ul style="list-style-type: none"> • language and gender stereotyping • effect of gender on literacy and language attainment
Socio-economic factors	<ul style="list-style-type: none"> • English language and social inequality
Ethnicity	<ul style="list-style-type: none"> • the possible effects of previous education in another country or English as a second/ other language upon language and literacy learning and development • alternative cultural perspectives on language and literacy
Disability and learning difficulties	<ul style="list-style-type: none"> • the possible effects of disability or learning difficulties upon language and literacy learning and development.
Element	Objectives
The importance of English language and literacy in enabling users to participate in public life, society and the modern economy	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • give examples of the language skills required in occupations related to their curriculum area to better prepare their learners for employment

	<ul style="list-style-type: none"> • research and explain how language can support participation in public life and signpost to specialist support as appropriate • identify the language skills, in addition to content knowledge, required for achieving qualifications within their own practice • explain the value in everyday life of language skills developed in educational settings.
Factors	To include:
Participation and access to society	<ul style="list-style-type: none"> • the impact of limited language skills on: <ul style="list-style-type: none"> - a learner and their family - access to public services, rights and benefits, civil rights and participation in community life - physical and mental well-being • the requirement to pass citizenship tests
Participation and access to the modern economy	<ul style="list-style-type: none"> • the impact of limited language skills, qualifications on obtaining and retaining employment in an increasingly knowledge based economy • the increasing language skills demands of technology and the service economy.
Element	Objectives
Potential barriers that can hinder development of language skills	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify personal, cultural, linguistic, institutional, and teaching and learning factors that may inhibit the development of language and literacy skills • give examples of how to enquire about learners' backgrounds in a way that avoids making assumptions and values their experience whilst recognising potential barriers • evaluate how appropriate the learning experiences provided for learners with little or different formal educational experiences are • give examples of alternative approaches to teaching and learning relating to language acquisition, and seek specialist advice as necessary • identify the language skills, in addition to content knowledge, required for achieving qualifications within their own practice

	<ul style="list-style-type: none"> research and give examples of communities within their institution's catchment area and contribute positively to their organisation's efforts at widening participation.
Factors	To include:
Personal barriers	<ul style="list-style-type: none"> previous educational experience limited formal educational experience social circumstances regarding status, housing etc.
Cultural	<ul style="list-style-type: none"> language as a cultural and social phenomenon, and how this affects language and literacy use the links between language and identity
Institutional	<ul style="list-style-type: none"> appropriate nature of assessment mechanisms access to support that can be used to respond to varying learning needs organisational structures that can hinder or support progress
Teaching and learning	<ul style="list-style-type: none"> alternative educational models - previous education in different cultures may affect learners' ability to adapt to teaching and learning approaches in the UK the need to value informal language acquisition the need to value a range of practical workplace contexts for the acquisition of language.
Element	Objectives
The main learning disabilities and difficulties relating to language learning and skill development	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> research the categories in Access for All/ESOL Access for All and explain their implications for literacy and language learning explain inclusive practices they can use to cater for learners with a range of disabilities and learning difficulties identify resources and specialist equipment that can be used support learners overcome their numeracy difficulties give examples of best practice for working with specialists in supporting learners.
Element	Objectives
Multilingualism	Teachers will be able to:

and the role of the first language in the acquisition of additional languages	<ul style="list-style-type: none"> • research and explain the phenomenon of multilingualism and bilingualism • identify ways in which the first language affects the acquisition of additional languages.
Element	Objectives
Issues that arise when learning another language or translating from one language to another	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • research and explain the important issues that arise when learning another language • identify the common errors likely to occur when learners translate from their languages to English • encourage the use of other languages in the classroom • develop approaches which help learners make best use of their first/other languages in learning new language and literacy skills in English.
Factors	To include:
Awareness of language acquisition	<ul style="list-style-type: none"> • the difference between language acquisition and language learning • the value of language and literacy skills in one language in helping develop skills in another
Important issues when learning another language	<ul style="list-style-type: none"> • the influence of the first language and transference of concepts and grammatical forms between languages • the concept of inter-language
Comparisons between languages	<ul style="list-style-type: none"> • features relating to both oral and written communication.
Element	Objectives
Issues related to variety of English	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify varieties of English and explain their value in order to accept difference rather than deficit models (that one variety of English is not necessarily inferior to another, just different) • give examples of how to extend their learners' language expertise

	<ul style="list-style-type: none"> • provide opportunities to support their learners in using standard oral and written forms as appropriate • identify and use opportunities to develop multi-lingual perspectives in the classroom.
Factors	To include:
	<ul style="list-style-type: none"> • the existence and continuing growth of a variety of Englishes, of which standard English is only one • attitudes towards standard English and other varieties and dialects • the difference between accent and dialect and the effects that these can have on different audiences • how factors relating to regional accent/dialect, socio-economic background and ethnicity may have different effects upon intended audiences • how language variety is used to develop and maintain personal, social and group identity.
Element	Objectives
The importance of context in language use and the influence of the communicative situation	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • evaluate the appropriate nature of language use • identify a range of conventions taken for granted by first language speakers that may not be shared by learners with other first languages • teach conventions explicitly to learners within the context for learning.
Factors	To include:
Different contexts that can affect the choice of language/literacy used by speakers and writers	<ul style="list-style-type: none"> • socio-cultural contexts including appropriacy, communicative value and uses of language in context • situational contexts including settings, role, functions and language.

Section 1	Language and Literacy
Part A	Knowledge and Understanding
A2	Explicit knowledge about language and of the four skills: speaking, listening, reading and writing.

Element	Objectives
<p>Explicit knowledge about language and of the four skills: speaking, listening, reading and writing</p>	<p>Trainee teachers will be able to:</p> <ul style="list-style-type: none"> • explain the features of their personal language and literacy, and evaluate their own experiences • identify their own training and development needs • identify opportunities for language and literacy skills development in their programmes • evaluate the underpinning language and literacy skills required in their courses and how to approach their development • use this evaluation in planning and designing learning, structuring and presenting ideas • interpret information from initial and diagnostic language and literacy assessment and make best use of specialist support • identify potential barriers to effective communication in programme design and delivery and to take steps to overcome them • use the appropriate meta-language to talk about language and literacy with learners, specialist literacy and language teachers and other colleagues • research and explain how language features can and do change.

Speaking	
Element	Objectives
<p>Know how to make appropriate choices in oral communication episodes</p>	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • explain how effective oral communication is dependent upon a range of factors and contexts • give examples of how speaking can be used to develop learners' language and literacy skills • evaluate their own use of speech in different learning and teaching contexts

	<ul style="list-style-type: none"> • evaluate their own use of speech in different professional contexts • give examples of how to use the context of the vocational environment to develop learners' awareness of context and levels • explain how cultural differences can influence levels of formality.
Factors	To include:
Aspects of speaking	<ul style="list-style-type: none"> • how choice of linguistic style is dependent upon the roles and relationships of the speaker and audience • how levels of formality are affected by factors such as age, role and ethnicity • the importance of appropriacy in communication.
Element	Objectives
Knowledge of fluency, accuracy and competence for ESOL learners	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • research and explain the concept of communicative competence • explain the main criteria used to assess levels of spoken English and why different criteria are appropriate in different contexts • give reasons why learners communicate more effectively in certain situations • research and explain the concepts of fluency and accuracy, and how they relate to one another • provide opportunities to develop both accuracy and fluency • give appropriate and constructive feedback to learners.
Element	Objectives
Know how to use spoken English effectively	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • research and explain the key features /conventions of spoken English • give examples of the ways spoken English differs from written English focusing on:

	<ul style="list-style-type: none"> - informal language, slang, idioms and fillers - the impact of media change in blurring the boundaries - a range of features used to convey and check meaning in spoken English <ul style="list-style-type: none"> • identify reasons for why some learners appear to speak more easily and effectively than others • explain why there can be inconsistencies between what the learner can express in writing and express in speech • provide opportunities to practise a range of speaking skills • evaluate their own use of spoken language • adapt own speaking in class to support dyslexic and ESOL learners • recognise the need to refer to a specialist.
--	--

Listening	
Element	Objectives
Know how to listen effectively	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • research and explain how oral information is processed and the importance of prior knowledge and prediction in this processing • give examples of the different approaches to listening depending on purpose • list the sub-skills required for effective listening • explain the importance of inference, background knowledge and context for interpretation and full understanding in listening and spoken language • identify cultural barriers to listening • identify and explain how to support learners who are using inappropriate strategies • explain the importance of knowing how much to talk when in any given situation • explain the importance of signposting and contextualisation

	<ul style="list-style-type: none"> • identify the use of a particular spoken style • explain how to provide support for listening activities • give examples of relevant and appropriate activities to develop and practise a range of listening skills • identify strategies to build confidence in the learners' own knowledge and developing skills • identify when it is appropriate to make the concept of effective listening explicit to learners.
--	--

Reading	
Element	Objectives
Know how to interpret written texts	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • research and give examples of the variety of approaches to text depending on the purpose of reading • explain how to make learners aware of different approaches to reading course materials • explain the likely adverse effect on learners' progression and achievement of not having or using a range of reading strategies • identify ways to manage their reading time more effectively by applying the appropriate strategy • define the term 'full understanding' in the context of reading • identify the different ways in which a written message can be interpreted • explain the importance of inference • explain the value of checking existing knowledge including cultural knowledge which is often taken for granted • identify strategies to stimulate learners' prior/existing knowledge to aid understanding of texts • list a range of discourse features and explain how these convey meaning, indicate purpose and the intended audience • identify activities to support the understanding of texts

	<ul style="list-style-type: none"> • give examples of appropriate pre-teaching activities • identify the level of difficulty in texts they use and potential gaps between learners' skill levels in reading and the level of complexity of vocational texts • identify discourse features in their own and others' written texts • explain how to guide learners to recognise different text types especially when these are unfamiliar.
Factors	To include:
Aspects of the reading process	<ul style="list-style-type: none"> • the models of reading • reading at text, sentence and word level and what this means at the different levels • reading strategies should include skimming, scanning, detailed and critical reading • the different mediums for presenting written texts, for example, on-screen, paper-based
Inference and background knowledge	<ul style="list-style-type: none"> • a range of text types and text layout • the main topic • discourse features • the importance of topical or local information, cultural knowledge and shared experience in matching textual information and structure with their own knowledge • the conventions of structure and cohesion in discursive writing.
Element	Objectives
Knowledge of how textual features support reading	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • research the features which identify the purpose of the text, and explain the role of these features and their use in other languages • explain how to support their learners in producing texts which make effective use of punctuation, typological and graphological features

	<ul style="list-style-type: none"> identify the difficulties that learners from different linguistic backgrounds may have in interpreting and producing texts containing these features.
Factors	To include:
The role of vocabulary, grammar and punctuation and how these affect the accessibility of texts	<ul style="list-style-type: none"> the role of punctuation to clarify meaning and illustrate the grammatical structure of sentences
A range of typographical and graphological features	<ul style="list-style-type: none"> the role of typographical features to support the structure of a text to make material more accessible the role of graphological features to illustrate the main points of a text and to make material more accessible.
Element	Objectives
Knowledge of the barriers to accessing text	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> give examples of the barriers to accessing texts for <ul style="list-style-type: none"> learners with limited language and/or literacy skills bilingual/multi-lingual learners design and produce inclusive and differentiated resources and assessment materials explain when it is appropriate to access specialist advice and/or resources to support learners with limited language or literacy skills.
Factors	To include:
	<ul style="list-style-type: none"> features at text, sentence and word level.

Writing	
Element	Objectives
Know how to communicate the writing process	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> identify the different stages in the production of written work and explain the importance of this process in ensuring the coherence of completed documents give examples of the features of different scripts, including right to left, top to bottom

	<ul style="list-style-type: none"> • give examples of alternative cultural perspectives on writing processes and what makes effective writing • produce effective written materials for colleagues, the institution in which they work or external bodies • identify why teaching and learning materials are well structured and easily understood, including by those from other cultural backgrounds • explain why materials are easily accessible for learners with different literacy skills and perceptions - including bilingual and multilingual learners • explain how to model the writing process for learners and support the production of this written work • explain how they would discuss the writing process with learners.
Factors	To include:
	<ul style="list-style-type: none"> • the writing process including planning, drafting and editing • pre-writing activities to support the writing process • the factors that influence the language and structure of texts including audience, purpose, context and information to be conveyed • alternative cultural perspectives on writing including alternative cultural values in relation to literacy.
Element	Objectives
Know how to use genre to develop writing	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • construct written texts for different contexts, purposes and audiences • provide models of different text types to learners • identify a range of text types and their purpose and use in different contexts • list the significant features of different text types • give examples of cross-cultural differences in the features of written texts.

Element	Objectives
Know how to develop spelling and punctuation skills	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify the significant features of English spelling • explain how to support learners to choose appropriate spelling strategies, especially for learning technical vocabulary in area of learning • give reasons why the spelling difficulties of some bi-literate or multi-literate learners may relate to different spelling systems in their first/other languages • produce accurate written material and explain why learners will be able to understand easily understand it • identify punctuation used creatively for specific effect • explain how to support learners with using punctuation to make meaning clear.
Factors	To include:
Significant features of English spelling	<ul style="list-style-type: none"> • historical development • sound/symbol relationship • common spelling patterns • the use of a range of spelling strategies, including rules and exceptions to rules • common errors/confusions
The contribution of punctuation to meaning	<ul style="list-style-type: none"> • the relation of punctuation to grammar • the use of punctuation to define, refine and denote meaning • the use of punctuation in the transcription of spoken English • the culturally specific nature of much punctuation.

Section 1	Language and Literacy
Part B	Personal language and literacy skills
1B	Speaking personal language skills for teaching and professional life
Element	Objectives

Communication techniques to convey meaning and enhance the delivery and accessibility of the message	Teachers will be able give examples of communication techniques they have used to help convey meaning and to enhance the delivery and accessibility of the message.
Factors	To include:
	<ul style="list-style-type: none"> • structuring material • using a logical sequence and making connections • using verbal illustrations, analogy and real life examples.
Element	Objectives
Language, style and tone to suit audience and recognise use by others	<p>Trainee teachers will be able to:</p> <ul style="list-style-type: none"> • give examples of using language style and tone appropriate to the audience • identify the use of language, style and tone of others.
Factors	To include:
Appropriate use of language	<ul style="list-style-type: none"> • varying the level of formality according to audience and purpose • adapting the delivery according to the level, needs and prior knowledge of the audience • using pitch, pace, stress and intonation to convey and reinforce meaning • explaining specialist terminology or jargon • avoiding excessive or unnecessary use of idiomatic English
Identify and recognise the language use of others	<ul style="list-style-type: none"> • identifying appropriate and inappropriate use of language by others • recognising the motivation of others' language use • evaluating the effectiveness of other speakers' language use.
Element	Objectives
Appropriate communication techniques to reinforce, check	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify appropriate techniques they use to reinforce oral communication

and support learning	<ul style="list-style-type: none"> • explain how to check how well the information is received • give examples of techniques they use to support the understanding of those listening.
Factors	To include:
	<ul style="list-style-type: none"> • repeating, rephrasing and summarising • the provision of written notes or bullet pointed summaries • the use of visual aids such as charts, diagrams and flowcharts • employing a range of questioning techniques • requesting feedback and responding appropriately • asking for a summary of information given.
Element	Objectives
Non-verbal communication to convey meaning and receive information, and recognise use by others	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify appropriate non-verbal techniques they use to assist in conveying meaning • identify non-verbal techniques used by others • explain how communication is affected and assisted by the use of non-verbal features.
Factors	To include:
Awareness of non-verbal communication	<ul style="list-style-type: none"> • a range of non-verbal communication to support, assist and refine • the interpretation of the non-verbal signals of others • how non-verbal features may convey different meanings in other cultures.

1B	Listening personal language skills for teaching and professional life
Element	Objectives
Listen attentively and respond sensitively	<p>Teachers will be able to</p> <ul style="list-style-type: none"> • explain the linguistic and cultural conventions they use that demonstrate active listening and responding during discussions and oral exchanges

	<ul style="list-style-type: none"> • identify a range of listening skills, techniques and responses in their practice.
Factors	To include:
Listening skills, techniques and responses	<ul style="list-style-type: none"> • listening face-to-face and via technology with individuals and groups • listening for different purposes • a range of non-verbal, confirmatory and questioning techniques to show active listening and response.

1B	Reading personal language skills for teaching and professional life
Element	Objectives
Find, and select from, a range of information sources	<p>Trainee teachers will be able to:</p> <ul style="list-style-type: none"> • identify a wide range of reference material and sources of information, including the internet • identify relevant sources of information for different audiences • explain different approaches to conducting general and specific enquiries.
Factors	To include:
Enquiry approaches	<ul style="list-style-type: none"> • the use of both paper-based and electronic systems.
Element	Objectives
Reading strategies	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify different strategies for locating information within texts and for extracting meaning • give examples of strategies appropriate to the purpose of reading.
Factors	To include:
	<ul style="list-style-type: none"> • skimming, scanning, detailed and critical reading for a range of purposes.
Element	Objectives
The key information, themes and concepts in a text and the use of	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify key information or messages in a text

note-taking to record	<ul style="list-style-type: none"> record this information using note-taking techniques appropriate to both the purpose of and the audience for the notes.
Factors	To include:
Identify key information or messages	<ul style="list-style-type: none"> a range of techniques, for example, annotation of the text or text marking
Record key information or messages	<ul style="list-style-type: none"> a range of note-taking techniques, for example, linear and diagrammatic styles.

1B	Writing personal language skills for teaching and professional life
Element	Objectives
Write fluently, accurately and legibly	Teachers will be able to write fluently, accurately and legibly on a range of topics.
Factors	To include:
Write fluently	<ul style="list-style-type: none"> implementing the various stages of the writing process structuring the content appropriately
Write accurately	<ul style="list-style-type: none"> ensuring that spelling, punctuation and use of grammar is accurate
Write legibly	<ul style="list-style-type: none"> using a printed or cursive style in hand written documents that can be read easily using a font size and style appropriate to the intended audience in word-processed documents.
Element	Objectives
Select appropriate format and style of writing	Teachers will be able to explain how to select the appropriate format and style of writing for different purposes and different readers.
Factors	To include:
	<ul style="list-style-type: none"> following the standard conventions for different text types following the standard conventions for texts with different functions demonstrating an awareness of the intended audience.
Element	Objectives
Use spelling and punctuation accurately to	Teachers will be able to: <ul style="list-style-type: none"> spell accurately to ensure that correct meaning is conveyed

make meaning clear	<ul style="list-style-type: none"> • give examples of using a range of checking mechanisms and identify their limitations.
Factors	To include:
Checking mechanisms	<ul style="list-style-type: none"> • personal proof-reading • the use of dictionaries • the use of electronic spell-checking devices • use the full range of punctuation accurately • use punctuation to establish meaning • use punctuation according to accepted rules and conventions • use punctuation to achieve specific effects.
Element	Objectives
Understand and use the conventions of grammar consistently when producing written text	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify the conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) • produce examples of using grammar accurately in order to convey meaning • identify rules and conventions used in sentence syntax • explain how to use grammar to achieve specific effects • correct common errors and confusions • explain what is meant by the appropriate meta-language.

Section 2	Numeracy
Part A	Knowledge and Understanding
A1	Personal, social and cultural factors influencing numeracy learning and development
Element	Objectives
The different factors affecting the acquisition and development of numeracy skills	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify personal, social and cultural factors for: <ul style="list-style-type: none"> – some of the different attitudes and expectations of learners – different rates of learner progress • evaluate their own practice in the light of relevant research in numeracy.
Factors	To include:
Attitudes in the wider society	<ul style="list-style-type: none"> • acceptability of low numeracy skills • influences of family attitudes and peer group pressure • perceptions of numeracy as a difficult or boring subject
Motivation	<ul style="list-style-type: none"> • individual and social impetus towards making sense of our encounters with numeracy in our everyday lives • instrumental (for example, for a specific end such as doing a particular job) and integrative (social impetus, for example, communicating ideas) factors
Age	<ul style="list-style-type: none"> • numeracy skills varying with age • teaching methods and curricula used in schools that have varied over time and the fact that the period during which a learner received their schooling can be important • life experience makes a difference to the development of numeracy skills
Gender	<ul style="list-style-type: none"> • stereotyping • time-related changes in attitudes and achievement
Socio-economic factors	<ul style="list-style-type: none"> • English language and social inequality
Ethnicity	<ul style="list-style-type: none"> • different attitudes, approaches and achievement related to other cultures and countries
Disability and learning difficulties	<ul style="list-style-type: none"> • the possible effects of disability or learning difficulty on numeracy development.
Element	Objectives
The importance of numeracy in	Teachers will be able to:

enabling users to participate in and gain access to public life, society and the modern economy	<ul style="list-style-type: none"> • give examples of the numeracy skills required in occupations related to their curriculum area to better prepare their learners for employment • explain the value in everyday life of numeracy skills developed in educational settings.
Factors	To include:
Participation and access to society	<ul style="list-style-type: none"> • the impact of limited numeracy skills on a learner and their family • the relationship between earnings and level of numeracy skills
Participation and access to the modern economy	<ul style="list-style-type: none"> • the relationship between numeracy skills and obtaining and retaining employment • the increasing numeracy demands of technology and the service economy.
Element	Objectives
Potential barriers that can hinder development of numeracy skills	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • research and explain personal, cultural, linguistic, institutional, and teaching and learning factors that may inhibit the development of numeracy skills • identify how their own attitude and understanding can affect the development of learners • give examples of how to support varying learning needs.
Factors	To include:
Personal barriers	<ul style="list-style-type: none"> • previous educational experience • mismatch between numeracy skills levels and course requirements • social circumstances regarding housing, family commitments, etc.
Institutional	<ul style="list-style-type: none"> • lack of assessment mechanisms to aid identification and need • the language used within numeracy which assumes a knowledge of a wider vocabulary • access to support that can be used to respond to varying learning needs • organisational structures that can hinder or support progress
Teaching and learning	<ul style="list-style-type: none"> • impact of the lack of awareness of the numeracy demands of the course

	<ul style="list-style-type: none"> • failure to take advantage of opportunities to develop numeracy skills • teachers' attitudes and personal confidence • failure to take account of learners' own methods and techniques, some of which may have been acquired in other educational systems • insufficient value placed on informal numeracy strategies adopted by individuals.
Element	Objectives
The main learning disabilities and difficulties relating to numeracy skills learning and development	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • research and explain the categories in Access for All/ESOL Access for All and their implications for learning numeracy • give examples of strategies to support learners overcome their numeracy difficulties • identify resources and specialist equipment to support learners overcome their numeracy difficulties • refer learners to specialists • give examples of best practice for working with specialists in supporting learners.
Element	Objectives
The common misconceptions and confusions related to number-associated difficulties	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify misconceptions and confusions, and explain how to use them positively in their teaching and the development of learners • give examples of a range of strategies, including collaborative practice and peer support, to support learners with number-associated difficulties.
Factors	To include:
Teaching methodology to address misconceptions or confusions	<ul style="list-style-type: none"> • the use of initial and diagnostic assessment to determine learning needs • positive use of misconceptions when they are identified • teaching for understanding

	<ul style="list-style-type: none"> • multiple representations of the same concept • the importance of developing key processes in applying numeracy skills • working collaboratively and utilising peer support.
--	---

Section 2	Numeracy
Part A	Knowledge and Understanding
A2	Explicit knowledge of numeracy communication and processes
Element	Objectives
Explicit knowledge about numeracy communication and processes	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • evaluate their personal numeracy experiences • identify their own training and development needs • explain the appropriate meta-language to talk about numeracy with learners, specialists and other teachers • interpret information from initial and diagnostic numeracy assessment and make best use of specialist support • analyse the numeracy requirements of own learning programme • use this analysis in planning and designing learning, structuring and presenting ideas • identify potential barriers to effective communication in programme design and delivery, and take steps to overcome them • explain how they could contribute to the changes needed in the organisation to ensure opportunities for numeracy are developed and improved • give examples of when to seek advice from a specialist.

Communication	
Element	Objectives
Knowledge of the methods and	Teachers will be able to:

purpose of assessment	<ul style="list-style-type: none"> • assess their own knowledge and understanding, and identify their own development needs • identify different methods of assessment in numeracy and explain the purposes of these • give examples of how to address the needs of learners with learning difficulties and disabilities, and explain when to seek expert advice for specific learning needs • interpret information from initial and diagnostic numeracy assessment, and amend their teaching plans to meet the individual needs of learners • give examples of how to make best use of specialist support.
Factors	To include:
Methods of assessment	<ul style="list-style-type: none"> • personal and peer review • formal and informal assessments • initial, diagnostic, formative and summative assessment
Purpose of assessment	<ul style="list-style-type: none"> • identifying knowledge and understanding • identifying learning preferences • establishing previous learning and experiences • informing practice.
Element	Objectives
Know how to communicate numeracy processes	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • evaluate and suggest strategies for developing their own communication skills • explain the role of communication in numeracy • identify a range of communication strategies • identify how to provide opportunities to develop effective communication in others.
Factors	To include:
Aspects of communication	<ul style="list-style-type: none"> • personal communication skills with learners and colleagues • forms of numeracy communication and their appropriate selection

	<ul style="list-style-type: none"> • accurate use of the language of numeracy • learning environments which support opportunities for communication.
--	--

Processes	
Element	Objectives
Knowledge of the capacity of numeracy skills to support problem solving	Teachers will be able to: <ul style="list-style-type: none"> • explain the capacity of numeracy skills to help solve routine and non-routine problems in a range of contexts • identify the numeracy knowledge and skills required in a particular situation • explain how they would tackle a range of unfamiliar problems in different contexts within their professional setting and area of specialism.
Factors	To include:
Routine and non-routine problems in a range of contexts	<ul style="list-style-type: none"> • word problems • problems arising from practical situations • familiar and non-familiar contexts within the area of specialism • multi-step problems
Selecting numeracy content knowledge and skills	<ul style="list-style-type: none"> • situations in which the skills needed can be seen immediately • situations in which it may be necessary to try several ideas before the skills needed are revealed.
Element	Objectives
Know how to make sense of situations and represent them mathematically	Teachers will be able to: <ul style="list-style-type: none"> • evaluate how they engage in making sense of situations through numeracy • give examples of how to develop learners' awareness of the range of contexts where they can benefit from the use of numeracy • explain the role of models in representing situations • identify the methods, operations and tools, including ICT, that can be used in a situation.

Element	Objectives
Knowledge of process and analysis in numeracy	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • evaluate how they study and analyse situations • identify how to provide opportunities to support learners in applying appropriate numeracy skills in a range of contexts • give examples of the importance of using appropriate procedures, for example, what operations to apply or when it might be appropriate to use a calculator or spreadsheet • explain the role of identifying and examining patterns in making sense of relationships • explain the role of changing values and assumptions in investigating a situation.
Element	Objectives
Numeracy skills and content knowledge required to support learners and their own professional needs	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify the numeracy content knowledge and skills required to support their professional needs • identify opportunities in their area of specialism to support learners' numeracy skill development • identify opportunities for incorporating numeracy in the curriculum and explain how to encourage the take up of numeracy support • give examples of how to address the needs of learners with learning difficulties and disabilities • interpret information from initial and diagnostic numeracy assessment, and amend their teaching plans to meet the individual needs of learners • give examples of how to make best use of specialist support.
Factors	To include:
	<ul style="list-style-type: none"> • positive and negative numbers of any size • calculations with numbers of any size • use and calculate ratio and proportion • fractions

	<ul style="list-style-type: none"> • decimals to a given number of decimal places • percentages • equivalences between fractions, decimals and percentages • working with unknown values • properties of common 2D and 3D objects • 2D representations of 3D objects • area, perimeter, volume and capacity • scale and rates of change • money, metric and, where appropriate, imperial units • conversion tables and scales • discrete and continuous data • frequency diagrams, pie charts and scatter diagrams • the probability scale from 0 to 1 • likelihood or probability • other content knowledge specific to the area of study.
Element	Objectives
Know how to Interpret and evaluate results	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • explain what the outcomes of an investigation tell them about the original situation and evaluate the reliability and validity of their findings • identify opportunities to support learners to see how numeracy can help to make sense of a situation.
Element	Objectives
Know how to communicate and evaluate findings	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify their own needs when applying numeracy to a range of contexts • explain how to tackle situations more effectively and how to learn from their successes and failures.

Section 2	Numeracy
Part B	Personal numeracy skills
2B	Communication personal numeracy skills for teaching and professional life
Element	Objectives
Communicate with others about numeracy in an open and supportive manner	Teachers will be able to give examples of communicating about numeracy in a manner that supports open discussion.
Factors	To include:
	<ul style="list-style-type: none"> • communicating numeracy concepts, skills and information with individuals and groups • developing own and others' understanding of numeracy concepts and skills • promoting enquiry and sharing of numeracy ideas • promoting reflection as a community.
Element	Objectives
Assess own and other people's understanding of numeracy	Teachers will be able to identify appropriate techniques to assess their own and others' understanding of numeracy.
Factors	To include:
Assessment techniques	<ul style="list-style-type: none"> • personal review and reflection • peer assessment • questioning for understanding • recognising and analysing misconceptions • formal assessment methods such as written tests and observations.
Element	Objectives
Express yourself clearly and accurately	Teachers will be able to: <ul style="list-style-type: none"> • communicate number concepts clearly and effectively • give examples of how they use the language of numeracy accurately.

Factors	To include:
	<ul style="list-style-type: none"> • using logical sequences and making connections • structuring material • use of debate around justification and/or argument • using illustrations, analogy and examples that consider real life contexts • accurate use of taxonomy such as equality signs • correct use of language such as for 2D and 3D shapes • appropriateness concerning accuracy and estimation.
Element	Objectives
Communicate about numeracy in a variety of ways that suit and support the intended audience, and recognise such use by others	<p>Teachers will be able:</p> <ul style="list-style-type: none"> • identify differences in language needs • give examples of how they formulate and provide appropriate responses • identify appropriate use of communication about numeracy by others.
Factors	To include:
	<ul style="list-style-type: none"> • checking how the information is received and explaining terms or modifying language appropriately • adapting delivery according to level, needs and prior knowledge of the audience • using pitch, pace, stress and intonation to reinforce meaning • using non-verbal cues • interpreting non-verbal cues of others • listening to the audience to identify the range of their numeracy related vocabulary • identifying errors in terminology and correcting them.
Element	Objectives
Reinforce oral communication of	Teachers will be able to:

numeracy, check how information is received and support the understanding of those listening	<ul style="list-style-type: none"> • explain how to use language and other forms of representation to: <ul style="list-style-type: none"> – reinforce oral communication of numeracy concepts and skills – check how well the information is received – support the understanding of those listening.
Factors	To include:
	<ul style="list-style-type: none"> • provision of notes, summaries and examples • repeating, rephrasing and summarising • employing a range of questioning techniques • requesting feedback and responding appropriately • asking for a summary of information given • the use of visual aids including still and moving images and animations, equipment and artefacts • the use of information and communications technology.

Processes	
Personal numeracy skills for teaching and professional life	
Element	Objectives
Strategies to make sense of a situation requiring the application of numeracy	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify familiar and unfamiliar contexts within the scope of their professional role that can be analysed and explored through numeracy • give examples of how to explore and represent situations requiring the application of numeracy in a range of forms • identify appropriate methods, operations and tools, including ICT, to explore a situation.
Factors	To include:
Range of forms	<ul style="list-style-type: none"> • diagrams, charts and graphs • tables • models
Appropriate methods	<ul style="list-style-type: none"> • making connections between the current situation and those they have met previously

	<ul style="list-style-type: none"> • employing systematic methods • breaking the problem down.
Element	Objectives
Process and analyse data	Teachers will be able to give examples of using appropriate reasoning, strategies and techniques to process and analyse data.
Factors	To include:
Appropriate reasoning	<ul style="list-style-type: none"> • using knowledge of related problems • planning ahead • looking for and examining patterns • making and beginning to justify conjectures • exploring effects of varying values • working logically • taking account of constraints and assumptions • reasoning inductively and deductively • using feedback
Appropriate strategies	<ul style="list-style-type: none"> • using diagrams, charts and graphs • calculating accurately, using a calculator where appropriate • using notation accurately • recording methods, results and conclusions • estimating, approximating and checking working.
Element	Objectives
Numeracy skills and content knowledge required to support learners	Teachers will be able to give examples of applying appropriate knowledge and skills to problem solving processes.
Factors	To include:
Aspects of content and skills knowledge	<ul style="list-style-type: none"> • understanding positive and negative numbers of any size • carrying out calculations with numbers of any size

	<ul style="list-style-type: none"> • understanding and using equivalences between fraction decimals and percentages • calculating with fractions • calculating with decimals to a given number of decimal places • using and calculating with ratio and proportion • working with unknown values and variables • having a knowledge of and using the properties of common 2D and 3D shapes • creating and interpreting 2D representations of 3D objects • working with area, perimeter, volume and capacity of shapes • interpreting and using rates of change • working with money, metric and, where appropriate, imperial units • using conversion tables and scales • manipulating discrete and continuous data • understanding and creating frequency diagrams, pie charts and scatter diagrams • understanding likelihood or probability • using the probability scale from 0 to 1
Note-taking techniques	<ul style="list-style-type: none"> • linear and diagrammatic styles.
Element	Objectives
Make decisions about their own skills and the numeracy content required for their professional role	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • evaluate their own level of understanding of the areas of numeracy required for their professional role • identify how to address their own learning needs.
Factors	To include:
Appropriate approaches to dealing with gaps in personal knowledge	<ul style="list-style-type: none"> • calling upon subject experts for support • using professional development opportunities • using reference material including books and internet.

Element	Objectives
The validity of different methods	Teachers will be able to evaluate the validity of different methods when applied to particular situations.
Factors	To include:
	<ul style="list-style-type: none"> • the use of calculators • formal and informal methods of calculation • graphical methods • the use of ICT tools, such as spreadsheets.
Element	Objectives
Accuracy, efficiency and effectiveness when solving problems and evaluating learning	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • evaluate whether alternative strategies may have helped, been better or more efficient • evaluate the impact of assumptions made and the appropriateness and accuracy of results and conclusions • assess the strength of empirical evidence • explain the difference between evidence and proof • identify connections between the situation currently being studied and ones they have met before.
Element	Objectives
Make sense of data	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • put forward convincing arguments based on findings and make general statements • relate findings to the original context.
Element	Objectives
Appropriate format and style for communicating findings	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify how to communicate findings in a range of forms • explain and discuss their findings.

Section 3	Information and Communication Technology (ICT)
Part A	Knowledge and Understanding
A1	Personal, social and cultural factors influencing ICT learning and development
Element	Objectives
The different factors affecting the acquisition and development of ICT skills	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • identify personal, social and cultural factors for: <ul style="list-style-type: none"> – some of the different attitudes and expectations of learners – different rates of learner progress • evaluate their own practice in the light of relevant research in ICT.
Factors	To include:
Attitudes in the wider society	<ul style="list-style-type: none"> • the role of ICT in society • social attitudes to file sharing and illegal copying or downloading • fear of viruses, spam, phishing, etc. • availability of and access to unsuitable/illegal/pornographic materials
Motivation	<ul style="list-style-type: none"> • motivational factors for ICT learning, for example, maintaining contact with family and friends, promotion and progression at work • ICT as a vehicle for literacy, numeracy or language development
Age	<ul style="list-style-type: none"> • difference between perceived and actual difficulties relating to ICT learning with increasing age • time factors related to the introduction of ICT teaching and learning into the school curriculum
Gender	<ul style="list-style-type: none"> • gender stereotyping and equality of access and expectation • life experience making a difference to the development of ICT skills
Socio-economic factors	<ul style="list-style-type: none"> • the digital divide, for example, links between poverty and access to ICT • access to technological advances, for example, rural communities and broadband availability • increasing technological advances and associated costs to invest in and replace hardware and software, for example, operating systems, wireless networks

Ethnicity	<ul style="list-style-type: none"> • the possible lack of access to ICT education in another country • access to ICT terminology and language for speakers of other languages
Disability and learning difficulties	<ul style="list-style-type: none"> • the possible effects of disability or learning difficulties upon access to ICT and upon learning and development • different cultural viewpoints on disability.
Element	Objectives
The importance of ICT in enabling users to participate in public life, society and the modern economy	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • give examples of the ICT skills required in occupations related to their curriculum area to better prepare their learners for employment • explain how ICT skills can support participation in public life and social and economic activity • explain the value in everyday life of ICT skills developed in educational settings.
Factors	To include:
Participation and access to society	<ul style="list-style-type: none"> • the impact of limited ICT skills and access on a learner and their family • the impact of limited ICT skills on access to public services, rights and benefits, civil rights and participation in community life
Participation and access to the modern economy	<ul style="list-style-type: none"> • the impact of limited ICT skills, qualifications on obtaining and retaining employment in an increasingly knowledge based economy • the increasing ICT skills demands of work processes and the service economy.
Element	Objectives
The range of learners' technological and educational backgrounds	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • give examples of how to enquire about learners' backgrounds in a way that avoids making assumptions and values their aspirations and experiences • evaluate the appropriateness of the learning experiences provided for learners with little or different formal ITC training or experience.

Factors	To include:
Awareness of technological backgrounds	<ul style="list-style-type: none"> • opportunity for continuity of learning outside the classroom, for example, access to ICT equipment at home, and appropriate ICT facilities within the local community • learner experience of ICT across the range, that is other than computers
Awareness of educational backgrounds	<ul style="list-style-type: none"> • the impact of formal, informal or little/no schooling/training on ICT skills development • the spiky ICT skills profiles of learners, for example, competent at word processing but not databases, able to use a digital camera but not a mobile phone • the identification of the literacy demands of course materials.
Element	Objectives
The main learning disabilities and difficulties relating to ICT learning and skill development	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • research and explain the categories in Access for All/ESOL Access for All and their implications for learning numeracy • explain inclusive practices they can use to cater for learners with a range of disabilities and learning difficulties • give examples of strategies to support learners overcome their ICT difficulties • identify resources and specialist equipment to support learners overcome their ICT difficulties • explain when to refer learners to specialists • give examples of best practice for working with specialists in supporting learners.
Factors	To include:
Awareness of the impact of learning difficulties and disabilities	<ul style="list-style-type: none"> • an understanding of how both observable and hidden impairments can affect learning • broad familiarity with relevant legislation such as the Equality Act and DDA (Northern Ireland), and keeping up to date with changes in legislation and terminology • an understanding of disclosure and data protection issues
Understand the strategies learners can use to overcome difficulties	<ul style="list-style-type: none"> • asking learners about strategies they already find effective • having an overview of some strategies outlined in Introducing Access for All/Introducing ESOL Access for All

	<ul style="list-style-type: none"> • creating a supportive and positive learning environment • observing and listening to the learner • encouraging learners to ask for support
Awareness of the resources, specialist equipment, teaching strategies and referral procedures	<ul style="list-style-type: none"> • ways of customising a computer for an individual learner's needs using standard packages and/or system facilities • ways of customising a browser for an individual learner's needs • overview of specialist equipment and assistive technologies • overview of teaching strategies outlined in Access for All/Introducing ESOL Access for All • referral procedures that can be used to get specialist support, such as for communication needs, for example, BSL interpreters, and technical support for the set up and use of assistive technologies.
Element	Objectives
Potential barriers that inhibit ICT skills development	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • research and explain personal, cultural, linguistic, institutional, and teaching and learning factors that may inhibit the development of numeracy skills • give examples of how to enquire about learners' backgrounds in a way that avoids making assumptions and values their experience whilst recognising potential barriers • evaluate how their own attitude, skills, ways of dealing with errors and expectations can affect the engagement and development of learners • identify misconceptions and confusions, and use them constructively in their teaching • give examples of how to support varying learning needs • evaluate the appropriateness of the learning experiences provided for learners in their ICT skills development.
Factors	To include:
Personal barriers	<ul style="list-style-type: none"> • previous educational experience • the jargon used in ICT

	<ul style="list-style-type: none"> • technology phobia
Institutional barriers	<ul style="list-style-type: none"> • lack of understanding of the different methodologies for ICT learning and development, for example, focus on workshop-driven delivery • lack of appropriate support for learners' identified needs • ineffective initial assessment instruments or failure to disseminate results • lack of availability of ICT equipment within provider institution
Teaching and learning factors	<ul style="list-style-type: none"> • impact of a lack of awareness of the ICT demands of the course • failure to take advantage of opportunities to develop ICT skills within the course • misunderstanding the difference between use of ICT as a purposeful tool and use of ICT to support literacy, language and numeracy learning • teachers' attitudes and personal confidence • inappropriate use of e-learning • lack of recognition in planning of learners' spiky profiles and opportunities for informal learning.

Section 3	Information and Communication Technology (ICT)
Part A	Knowledge and Understanding
A2	Explicit knowledge of ICT
Element	Objectives
Knowledge of ICT communication and processes	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • evaluate their personal ICT skills, knowledge and their personal experiences • explain the need for safety and security practices • analyse the ICT requirements of any learning programme • use this analysis in planning courses and designing learning activities • identify potential barriers caused by lack of ICT skills or the ability to apply them effectively

	<ul style="list-style-type: none"> • explain the appropriate meta-language to talk about ICT with learners, specialists and other teachers • identify the opportunities for informal learning of ICT skills in their courses and explain how to approach their development • interpret information from initial and diagnostic assessment of ICT and explain how to make best use of specialist support • explain how they could contribute to the changes needed in the organisation to ensure opportunities for ICT are developed and improved • give examples of when to seek advice from a specialist.
--	---

Communication	
Element	Objectives
Knowledge of the methods and purposes of assessment	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • evaluate their own knowledge and understanding, and identify their own development needs • explain how learners start with and develop spiky profiles, and that the requirements of differing contexts and activities also demand spiky profiles of ICT skills • interpret information from initial and diagnostic ICT assessment, and amend their teaching plans to meet the individual needs of learners • give examples of the many and varied means of assessing ICT skills and explain their differing benefits and limitations • give examples of how to address the needs of learners with learning difficulties and disabilities, and when to seek expert advice for specific learning needs • give examples of how to make best use of specialist support.
Factors	To include:
Methods of assessment	<ul style="list-style-type: none"> • personal and peer review • formal and informal assessments • initial, diagnostic, formative and summative assessment

Purpose of assessment	<ul style="list-style-type: none"> • identifying knowledge and understanding • identifying learning preferences • establishing previous learning and experiences • informing practice.
Element	Objectives
Know how to communicate ICT processes	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • evaluate and suggest strategies for developing their own communication skills • explain the role of communication in ICT • identify a range of communication strategies suited to learners' needs • explain how to provide opportunities to develop effective communication in others.
Factors	To include:
Aspects of communication	<ul style="list-style-type: none"> • personal communication skills with learners and colleagues • forms of ICT communication and their appropriate selection • appropriacy of ICT for task, purpose and audience • accurate use of the language of ICT • learning environments which support opportunities for communication.

Processes	
Element	Objectives
Know about the purposeful use of ICT	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • evaluate their own uses of ICT in teaching and other contexts • explain how to identify and develop the motivation of learners • suggest more effective ways to approach situations and give examples of how to learn from their successes and failures • identify the ICT skills required in various situations

	<ul style="list-style-type: none"> • give reasons for how they study situations, and identify how they can use ICT to good effect and support learners to develop these skills • explain how to develop learners' awareness of where and how they can benefit from the use of ICT • identify how to support learners in applying ICT appropriately in a range of contexts • give examples of how to promote independent ICT capability in learners.
Factors	To include:
	<ul style="list-style-type: none"> • uses and benefits to learners • building on interests and achievements • resources required, including skills, knowledge and the confidence to explore • developing the capability for independent and effective action.
Element	Objectives
Knowledge of the essential characteristics of ICT	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • give examples of how to support learners to understand a range of sources of information, its qualities and its uses • identify how to develop learners' appreciation of the various purposes of communication, and means of communicating matched to purpose • explain how to provide opportunities for learners to increase their awareness of the potential of technology to meet their needs and to develop their ability to judge when and how to use it to good effect • give examples of how to support learners to understand the significance and potential of ICT for themselves and its impact in the wider community.
Factors	To include:
Consideration of methods and purpose of communication	<ul style="list-style-type: none"> • intention, audience, effectiveness, impact, formal/informal, one way and two way, definitive or provisional with feedback and review, authoritative or exploratory

	<ul style="list-style-type: none"> • means of communication such as conversation, discussion, emails, short messages (texts), screen and paper presentations, notes, formal reports
Consideration of technology	<ul style="list-style-type: none"> • types of process related to forms of information, match of application tools to purposes, effective use of system features, efficient operation of software and hardware, appropriate safety and security practices • discriminating judgement in when and how to make best use of technology to meet purpose, as appropriate to trainee teacher's professional role, including: <ul style="list-style-type: none"> - computers and computer-related hardware and software - digital cameras, camcorders and other image capturing equipment - interactive whiteboards - digital television, video, audio and other related multi-media equipment - mobile phones and associated technology to support learning - learning platforms - graphic calculators.
Element	Objectives
Knowledge of the ways learners develop ICT skills	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • evaluate their own learning and development of ICT skills • match their own teaching approaches to the variety of ways in which learners develop ICT experiences and skills • give examples of how to encourage exploration, collaboration and peer review as a means of reinforcing learning • explain how they would emphasise the importance the provisional nature of most ICT activity and the opportunities for review to learners, drawing on feedback, development and refinement • explain the need for flexibility and openness in meeting the needs of learners.
Factors	To include:
	<ul style="list-style-type: none"> • the uses and benefits of interactive environment • stand-alone and embedded approaches • exploration and discovery of principles • dialogue and collaboration

	<ul style="list-style-type: none"> • provisionality, review and refinement • repetition and reinforcement of concepts.
--	--

Section 3	Information and Communication Technology (ICT)
Part B	Personal ICT skills for teaching and professional life
3B	Communication
Element	Objectives
Communicate with others about ICT in an open and supportive manner	Teachers will be able to give examples of how to communicate about ICT in a manner that supports open discussion.
Factors	To include:
Use discussion about ICT	<ul style="list-style-type: none"> • communicating ICT concepts, skills and information with individuals and groups • developing own and others' understanding of ICT concepts and skills • promoting enquiry and sharing of ICT ideas • promoting reflection as a community.
Element	Objectives
Assess own and other people's understanding	Teachers will be able to identify appropriate techniques to assess their own and others' understanding.
Factors	To include:
Assessment techniques	<ul style="list-style-type: none"> • personal review and reflection • peer assessment • questioning for understanding • recognising and analysing misconceptions • formal assessment methods such as written tests and observations.
Element	Objectives
Express yourself clearly and accurately	Teachers will be able to: <ul style="list-style-type: none"> • communicate ICT concepts clearly and effectively • give examples of using the language of ICT accurately.

Factors	To include:
Appropriate communication	<ul style="list-style-type: none"> • structuring material • use of debate around justification and fitness for purpose • using illustrations, analogy and examples in purposeful contexts • correct use of language, for example, for ICT software functionality and systems • appropriateness for audience and purpose.
Element	Objectives
Communicate with/about ICT to suit and support the intended audience, and recognise such use by others	<p>Teachers will be able to</p> <ul style="list-style-type: none"> • identify differences in language needs • formulate and provide appropriate responses • identify appropriate use of communication with/about ICT by others.
Factors	To include:
Appropriate approaches	<ul style="list-style-type: none"> • checking how the information is received and explain terms or modify language appropriately • adapting delivery according to level, needs and prior knowledge of the audience • using pitch, pace, stress and intonation to reinforce meaning • using non-verbal cues • interpreting non-verbal cues of others • listening to the audience to identify the range of their ICT related vocabulary • identifying errors in terminology and correcting them.
Element	Objectives
Appropriate techniques to reinforce oral communication, check how well the information is	<p>Teachers will be able to explain how to use language and other forms of representation to:</p> <ul style="list-style-type: none"> • reinforce oral communication of ICT concepts and skills • check how well the information is received

received and support the understanding of those listening	<ul style="list-style-type: none"> • support the understanding of those listening.
Factors	To include:
Appropriate techniques	<ul style="list-style-type: none"> • provision of notes, summaries and examples • modelling and demonstration • repeating, rephrasing and summarising • employing a range of questioning techniques • requesting feedback and responding appropriately • asking for a summary of information given • the use of visual aids including still and moving images and animations, equipment and artefacts.

Processes	
Personal ICT skills for teaching and professional life	
Element	Objectives
Select, interact with and use ICT systems relevant to their role.	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • give examples of selecting, interacting with and using ICT systems independently to meet a variety of needs in their teaching and professional life • evaluate the effectiveness of the ICT systems they have used • explain how they manage information storage to enable efficient retrieval • follow and explain the need for safety and security practices, particularly in relation to risks to children • give examples of managing basic troubleshooting and identify when they would need to ask for support.
Factors	To include:
Selection, interaction and use of ICT systems	<ul style="list-style-type: none"> • computers and computer-related hardware and software • digital cameras, camcorders and other image capturing equipment • interactive whiteboards

	<ul style="list-style-type: none"> • digital television, video, audio and other related multi-media equipment • mobile phones and associated technology to support learning • learning platforms • graphic calculators
Knowledge and skills to use ICT systems	<ul style="list-style-type: none"> • use correct procedures to start and shut down an ICT system • use a communication service to access the Internet • select and use software applications to meet needs and solve problems • select and use interface features and system facilities effectively to meet needs • adjust system settings as appropriate to learner needs • review the effectiveness of ICT tools to meet needs in order to inform future judgements • manage files and folder structures to enable efficient information retrieval • insert, remove, label and store media safely • minimise physical stress when using ICT • keep information secure • understand the danger of computer viruses, and how to minimise risk • understand the need to stay safe and to respect others when using ICT-based communication • identify ICT problems and take appropriate action.
Element	Objectives
Find, select and exchange information	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • give examples of selecting and using a variety of sources of information independently to meet a variety of needs in their teaching and professional life

	<ul style="list-style-type: none"> • explain how they access, search for, select and use ICT-based information and how they evaluate its fitness for purpose • give examples of selecting and using ICT to communicate and exchange information for a variety of professional and personal purposes safely, responsibly and effectively • evaluate their use of ICT-based communication and exchange of information.
Factors	To include:
	<ul style="list-style-type: none"> • select and use appropriate sources of ICT-based and other forms of information which match requirements • recognise copyright and other constraints on the use of information • access, navigate and search internet sources of information purposefully and effectively • use appropriate search techniques to locate information and design queries to select relevant information • use discrimination in selecting information that matches requirements from a variety of sources, and evaluate its fitness for purpose • recognise characteristics of information, including intention and authority of provider, currency of the information, reliability, accuracy, relevance, potential bias, confidentiality, ownership, applicability to general or specific contexts • create, access, read and respond appropriately to e-mail and other ICT-based communication and adapt style and content to suit audience • manage efficient storage of ICT-based communications, attachments and contact details.
Element	Objectives
Develop and present information relevant to their role	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • explain the appropriate knowledge and skills needed to problem solving processes • explain how they enter, develop and format information independently to suit its meaning and purpose and to meet a

	<p>variety of needs in their teaching and professional life, including text and tables, images, numbers and records</p> <ul style="list-style-type: none"> • give examples of collating information to suit audience, content and purpose • identify how they present information in ways that are fit for purpose and audience • evaluate the selection and use of ICT tools and facilities used to present information.
Factors	To include:
Develop and present information	<ul style="list-style-type: none"> • enter, organise, develop, refine and format information, applying editing techniques to meet needs • use appropriate page layout • enter and format text to maximise clarity and enhance presentation • create and format tables to maximise clarity of the structure and content of information and to enhance presentation • obtain, insert, size, crop and position images that are fit for purpose • enter, develop and organise numerical information in ways that are fit for purpose, including the use of formulas and functions • format numerical information appropriately • create and develop charts and graphs to suit the numerical information, using suitable labels • enter, organise, select and edit records using field names and headings, data types and unique record identifiers where appropriate • sort records on one or more fields in ascending or descending order • bring together and organise components of images and text • organise information of different forms or from different sources to achieve a purpose

	<ul style="list-style-type: none">• work accurately and proof read, using software facilities where appropriate• produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate• evaluate the effectiveness of ICT tools to meet presentation needs• review and modify work as it progresses to ensure the result is fit for purpose and audience, and to inform future judgements.
--	--

Part Two

Inclusive approaches

Over the years many names have been used to describe the skills adults need for their personal and working lives:

- Basic Skills
- Key Skills
- Essential Skills
- Skills for Life
- Functional Skills
- LLN (literacy, language, numeracy).

What has not changed is that teachers of all areas of specialism often work with learners whose skills in English, mathematics and ICT are below Level 2.² Qualified specialist teachers in these subjects are often in place to offer a range of support. Yet more could be done to include the development of these important skills within the main learning programme. It is widely accepted that a more integrated, or ‘embedded’ approach, can lead to higher learner achievement.

This section looks at strategies for supporting learners’ needs, including embedding the important underpinning skills, inclusive approaches to planning and assessment, and working with specialists. It also signposts resources that can help further education teachers develop their own personal skills levels through professional development opportunities.

This guidance can be used by:

- Trainee teachers
- Existing teachers
- Specialist literacy, numeracy and ICT teachers
- Teacher educators
- Awarding organisations
- Further education leaders and managers.

² See [Impact of poor English and Maths Skills on Employers](#) NRDC (2016)

The Learning Journey

In the most successful learning journeys, the best teachers:

- Match learner skills with the literacy, language, numeracy and ICT demands of the main learning programme
- Use initial assessment and induction to check skills development needs
- Identify learning difficulties and/or disabilities and physical/sensory impairment
- Develop individual learning plans (ILPs) with realistic targets
- Plan and enable learning that meets the needs of **all** - whatever the starting point
- Create and use stimulating and varied resources
- Review progress with the learner and get them to identify steps towards the learning goal
- Use assessment to engage, motivate and support, AND to show progress and achievement
- Work with specialists and learning support practitioners to ensure literacy, language, numeracy and ICT needs are met at all stages of the learning journey
- Identify and access relevant CPD to support own skills development.

1. Matching learner skills with the literacy, language, numeracy and ICT demands of the main learning programme

Skills audit of the learning programme

An audit of the English, mathematics and ICT skills required to succeed on a course is generally carried out by a course team, including specialists in the subjects listed above.

It examines:

- Course handouts and worksheets
- Textbooks and reference books
- The use of specialist formats for presenting text or numbers, for example reports, statistical tables, case studies, account ledgers
- The use of specialist terminology
- The use of e-learning, e.g. ICT applications/programmes, websites, CDs, videos, webcams, social media

- common teaching strategies – lecture, demonstration, simulation
- the ways in which learners are expected to record learning points in class
- private study tasks
- group learning activities
- assignment tasks, assessment criteria and feedback
- other assessment tasks, such as portfolio management and multiple-choice exams.

The skills audit is the **first stage** in supporting learners to achieve. Once completed, teachers need to decide which skills:

- it is assumed learners will bring to the course and how learners will be supported on the course
- they will develop while on the programme and how this will be planned into the scheme of work and individual lessons.

Reading and resources

[Identifying underpinning literacy and numeracy and developing schemes of work](#)

2. Using initial assessment and induction to check skills development needs

Initial assessment prior to entry is used to determine if the learner has the skills required to start the learning programme.

If there are gaps in knowledge, teachers need to decide if the skills will be taught through additional support or taught to the whole group before or alongside the vocational activity that requires the skill.

Course and lesson planning will determine how the new skills will be acquired, practised and assessed during the course. The results of the audit can be used in planning to:

- identify naturally occurring opportunities to develop and assess English, mathematics and ICT skills through vocational activities
- plan integrated assignments that demonstrate learners' vocational skills and English, mathematics and ICT skills
- focus the additional support given in order to allow timely development of the

skills needed for particular activities on the programme

Reading and resources

[A checklist for initial assessment](#)

[Adult learning assessment – initial assessment](#)

[Offender learning – Initial and diagnostic assessment for Functional Skills](#) Case study

3. Identifying learning difficulties and/or disabilities and physical/sensory impairment

Learning difficulties and/or disabilities will have an impact on learning. To inform the support that may be required, the following strategies can be used:

- accessing sources of information about the learning needs of individuals such as application forms, specialist reports, formative assessment
- discussing learning histories and learning preferences with learners and respecting learners' rights, boundaries and wishes
- being able to identify some of the key indicators for specific learning difficulties such as dyslexia and dyscalculia
- knowing and using a range of basic support strategies for support, such as enlarging the print on handouts for visually impaired handouts
- seeking and acting on guidance from specialists and support staff on methods and approaches that benefit individual learners
- providing information to learners about guidance and support facilities available, and how to access them.

Reading and resources

[SEND exhibition site](#)

The dedicated exhibition site on the Excellence Gateway houses resources, case studies, reports and examples of effective practice.

[Training materials](#)

Designed to support teachers in mainstream schools but equally useful for further education teachers who teach learners with:

- Autism spectrum disorders (ASD)

- Moderate learning difficulties (MLD)
- Behavioural, emotional and social difficulties (BESD)
- Dyslexia or specific learning difficulties (SpLD)
- Speech, language and communication needs (SLCN).

[Pre-Entry Curriculum Framework](#) provides a flexible curriculum to support the progression of learners with learning difficulties and/or disabilities towards Entry Level.

[ESOL Access for All](#) contains very useful guidance on supporting **all**³ learners (not only ESOL learners) with learning difficulties and disabilities. Part One Section Two includes help for teachers in planning, teaching and understanding learners:

- who are deaf or hearing impaired
- who are blind or visually impaired
- with physical impairments
- with long-term health conditions
- with acquired brain injury
- with memory difficulties
- with mental health difficulties
- with dyslexia and related specific learning difficulties
- with learning difficulties
- with autistic spectrum disorders and Asperger syndrome.

[British Dyslexia Association](#)

Website of the national organisation contains a wealth of information and support for dyslexic learners as well as educators.

[Supporting dyslexic learners in different contexts](#)

Training materials for a CPD module.

4. Developing individual learning plans (ILPs) with realistic targets

A well-planned initial assessment will provide a good starting point for the creation of an individual learning plan (ILP).

Goals for literacy, language, numeracy and ICT skills should be included in the ILPs alongside the goals for other areas of specialism.

³ ESOL Access for All is far more detailed than the original Access for All and is relevant for all learners

ILPs need to be:

- understood by the learner
- owned and used by the learner
- appropriate for the context in which the learning takes place
- regularly reviewed and discussed with the learner.

Encourage learners to become involved in setting their literacy, language, numeracy and ICT goals but be aware that many learners may find this challenging and need support.

Reading and resources

[Using individual learning plans to help personal and vocational learning](#)

Ofsted good practice example showing how HMP and YOI Low Newton uses individual learning plans for personal and vocational skill development.

[Guidance on how to quality assure RARPA in provision for learners with learning difficulties.](#)

[Planning Learning and Recording Progress and Achievement](#)

A DfES publication from the Skills for Life Strategy 2003. Includes support on setting targets and sample ILPs.

5. Planning and enabling learning to meet individual needs – whatever the starting point

The focus in this section is on providing an inclusive learning environment in which all learners can progress.

Learners in the FE sector are very diverse. They require teachers to use an extensive variety of methods and activities to best meet their needs. These may include:

- embedded learning
- problem solving and discovery learning
- learning through discussion
- whole group teaching
- group work
- peer work
- individual and pair work

- individual coaching and tutorials
- workshop practice
- case studies, role play and simulation
- use of different media, including ICT and interactive resources
- independent and resource based learning.

When planning any of the above, teachers will need to consider differentiated outcomes and activities that are appropriate for different learners. They will also need to consider whether specialist help is needed to support learners' literacy, language, numeracy and ICT skills.

Differentiated learning

A working definition of differentiation might be, 'How we cope with difference'.⁴

Differentiation does not just mean adapting work for learners with support needs in language, literacy, numeracy or ICT. It also means ensuring work will stretch to enable ease of progression.

Differentiation can be used in planning:

- learning outcomes
- task/activity
- teaching/learning method
- resources
- learner groupings
- assessment
- use of learning support.

Teaching and learning activities may include:

- learning resources created at more than one level of difficulty
- group work at different levels: activities may have simplified/extended language or content
- group work using learners' other languages in discussion/problem solving tasks
- group tasks where some groups have more 'scaffolding' in place, for example, writing a report – some producing the report using a prepared format and others writing it independently. Could also include extension activities for

⁴ Skills for Life Quality Initiative Training Materials: Using Interactive Approaches in Teaching Literacy, Language and Numeracy – find link

strong learners

- discovery learning and personal research where learners can learn at their own pace
- additional learning support for individuals or small groups
- personal tutorials
- access to self-study ICT materials and learning centres.

Embedding literacy, language, numeracy and ICT

Developing literacy, language, numeracy and ICT skills within meaningful contexts is recognised as one of the most effective drivers for learning for work and life.

The NRDC report⁵ highlighted the key benefits such as

- higher retention and increased success rates on embedded courses
- increased learner achievement in literacy, ESOL and numeracy qualifications.

Working with specialists and learning support practitioners

It is useful for the specialist vocational teacher and the specialist English, maths or ICT teacher to collaborate in interpreting the results of relevant diagnostic tests.

Collaboration is important when identifying goals for the main specialism and also for literacy, language, numeracy and ICT. These goals should relate to naturally occurring activities within the delivery of the main programme. Linking English, maths and ICT targets to their specialist subject helps learners to understand the importance of these skills in successfully completing their specialist programme.

The specific support to be provided by the learning support practitioners should be detailed on the lesson plan. LSPs can make an important contribution to learners' achievement, not just through the individual support provided but also through their feedback to the class teacher who may adapt future learning goals and activities accordingly.

Reading and resources

[Workbased Learning exhibition site](#) on the Excellence Gateway

Numerous resources for embedding maths, English and ICT in a range of vocational courses.

⁵ Casey, H., Cara O. et al: 'You wouldn't expect a maths teacher to teach plastering... Embedding literacy, language and numeracy in post-16 vocational programmes – the impact on learning and achievement. NRDC. 2006

[Integrating English, maths and ICT into apprenticeships](#)
CPD module.

[Embedding literacy, language and numeracy starter kits](#)
CPD module.

[Developing the personal literacy and language skills of teachers and assessors](#)
CPD module.

[Literacy and ESOL: shared and distinctive knowledge, understanding and professional practice](#)

Useful reading for teachers working with both literacy and ESOL learners.

[“You wouldn’t expect a maths teacher to teach plastering”](#)

Research report on embedding literacy, language and numeracy in post 16 vocational training – the impact on learning and achievement.

[Beauty therapy students benefit from enhanced English skills](#)

Case study on embedding functional Skills in vocational beauty therapy courses.

[Starter toolkits](#)

Toolkits for each of the following areas:

- Embedding LLN (literacy, language and numeracy) – for less experienced training providers with the aim of quality improvement in developing learners LLN skills
- Employability
- ESOL
- Flexible Models – different models of delivery of LLN, including blended learning
- Functional Skills
- Numeracy
- Third Sector Toolkit – supports voluntary and community organisations to respond to the LLN needs of service users, staff and volunteers
- Whole Organisation Approach to LLN.

See also CPD section for personal skills development.

6. Using and creating teaching resources

The following are some simple strategies for developing clear, accessible teaching materials:

- avoid grey or faded handouts
- use a 12pt or 14pt non-serif font
- use short, active sentences
- avoid complex sentences with several sub-clauses
- pay attention to layout, using headings and bullet points
- use relevant visuals to support the text
- number pages and lines for clear referencing
- avoid unnecessary use of capital letters
- use key technical terms carefully and avoid jargon
- use clear instructions on worksheets
- talk through all instructions and check understanding.

Reading and resources

[Readability](#)

Downloadable resource with basic advice on ensuring text presented to learners is accessible.

[Creating accessible learning materials](#)

Toolkit on the Excellence Gateway.

[Interactive resources for literacy, language, numeracy and IT](#)

Resources for learners taken from the former ReadWritePlus and Move On websites.

[NLN materials](#)

Large collection of literacy, numeracy and ICT resources for learners.

7. Review progress with the learner and get them to identify steps toward the learning goal

Discussions on progress towards targets should take place on a regular basis, using the ILP to record what is discussed and agreed.

Reviews can take place in class time or in tutorials but should be pre-planned.
Note to managers – adequate staff time is needed to undertake reviews regularly.

Reading and resources

[Planning Learning and Recording Progress and Achievement](#)

A DfES publication from the Skills for Life Strategy 2003. Includes support on setting targets and sample ILPs.

[RARPA resources](#)

Support materials for recognising and recording progress and achievement (RARPA).

8. Use assessment to engage, motivate and support AND to show progress and achievement

Assessment should be **for** learning as well as **of** learning.’

‘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.’⁶

Assessment can take many different forms. For example, one way of checking learners’ progress is ask them to create assessment tasks for their peers or even get them to set ‘exam’ questions. Peer assessment, whether written or performance based, can also help to identify gaps in learners’ knowledge and understanding. It also challenges learners to engage fully in the subject matter.

Assessment of the main subject area and assessment of literacy, numeracy or ICT skills, should be dealt with separately. It can be very beneficial to isolate specific areas of literacy, numeracy or ICT according to an individual’s targets as set out on their ILP.

Sensitive and effective feedback, both spoken and in writing, is a key part of assessment.

Reading and resources

[The Ten Principles of Assessment](#)

⁶ Assessment Reform Group, 2002

[Improving assessment for Functional Skills](#)

[Target setting for Functional Skills](#)

[Planning Learning and Recording Progress and Achievement](#)

[ReadWritePlus diagnostic assessment and learning materials](#)

For English, maths and ESOL teachers – includes audio files.

[Improving formative assessment in maths and improving formative assessment in English](#)

CPD courses offered by ETF through the Maths and English Pipeline.

9. Identify and access relevant CPD

Undertaking regular Continuing Professional Development (CPD) activities is an important part of maintaining professionalism. Some general advice on CPD can be found on the [Society for Education and Training](#) website. Specific links to CPD for maths and English can be found in the **Reading and resources** section below and in Appendix 2.

Reading and resources for CPD

[Maths and English Pipeline](#)

Courses available from the Education and Training Foundation to support English and maths teaching.

[Improving the teaching of maths and English](#)

Online modules of particular help to Functional Skills teachers who are moving into teaching GCSE. There are six modules each for English and maths.

[Self-evaluation tools for maths and English](#) will help you to reflect on your current skills, knowledge and teaching approaches.

[Developing the personal literacy and language skills of teachers and assessors](#)

CPD module.

[Supporting ESOL learners with maths](#)

[Guides to teaching maths in vocational settings](#)

Effective practice – maths contextualised for the workplace.

[Unlocking maths to support the teaching of maths in prisons](#)

Effective practice – maths in offender learning.

[Supporting GCSE maths in the post-16 sector: videos](#)

Short video clips of active learning activities for GCSE.

[Supporting vocational maths in the post-16 sector](#)

Short video clips of successful maths in vocational programmes.

For further education leaders and governors

[Regional Specialist Lead for maths or English](#)

Contact your local specialist lead for detailed information about taught courses from the Foundation.

[You wouldn't expect a maths teacher to teach plastering](#)

NRDC Research project.

[Increasing provision in English and mathematics through planning](#)

Ofsted example of good practice.

[Strategic Guide](#)

Supports leaders and managers to deliver GCSE maths and English to the 16-19 cohort. It incorporates a [Health Check Toolkit](#) and [case studies](#).

[Leading GCSE mathematics and English for post-16 learners](#)

ELMAG portal includes guidance and resources to help increase GCSE maths ng pack.

For employers

[Professional Development Planning Kit](#)

Resources to help organisations plan the professional development of their staff in English and maths.

[Whole Organisation Approach to LLN](#)

Embedding LLN – from strategic leadership and management to delivery practice.

[Mind the gap – Identifying skills gaps in the workplace](#)

Trainer pack.

[Employers – introducing Functional Skills](#)

Trainer pack.

For ESOL teacher trainers and teachers

[Skills for Life Quality Initiative teacher training modules for ESOL](#)

Created as part of the Skills for Life strategy and still very useful for subject specialist teacher trainers, for use in CPD activities, and for individual use:

[Speaking and listening for ESOL teachers](#)

[Reading and writing for ESOL teachers](#)

[English Language Use for ESOL Teachers](#)

[Basic literacy in ESOL](#)

[Discourse for ESOL teachers](#)

[Grammar for ESOL teachers](#)

[Lexis for ESOL teachers](#)

[Language Acquisition and Learning](#)

[The Social Context of ESOL](#)

Appendix 1

Summary of minimum core elements	
Section 1	Language and Literacy
A1	Personal, social and cultural factors influencing language and literacy learning and development
	<ul style="list-style-type: none"> • The different factors affecting the acquisition and development of language and literacy skills • The importance of English language and literacy in enabling users to participate in public life, society and the modern economy • Potential barriers that can hinder development of language skills • The main learning disabilities and difficulties relating to language learning and skill development • Multilingualism and the role of the first language in the acquisition of additional languages. • Issues that arise when learning another language or translating from one language to another • Issues related to varieties of English • The importance of context in language use and the influence of the communicative situation.
Section 1	Explicit knowledge about language and of the four skills: speaking, listening, reading and writing
A2	Speaking
	<ul style="list-style-type: none"> • Know how to make appropriate choices in oral communication episodes • Knowledge of fluency, accuracy and competence for ESOL learners • Know how to use spoken English effectively.
	Listening
	<ul style="list-style-type: none"> • Know how to listen effectively.
	Reading
	<ul style="list-style-type: none"> • Know how to interpret written texts • Knowledge of how textual features support reading • Knowledge of the barriers to accessing text.
	Writing
	<ul style="list-style-type: none"> • Know how to communicate the writing process • Know how to use genre to develop writing • Know how to develop spelling and punctuation skills.

Section 1	Personal Language skills
B1	
	Speaking
	<ul style="list-style-type: none"> • Communication techniques to convey meaning and enhance the delivery and accessibility of the message • Language, style and tone to suit the audience, and recognise use by others • Appropriate communication techniques to reinforce, check and support learning • Non-verbal communication to convey meaning and receive information, and recognise use by others.
	Listening
	<ul style="list-style-type: none"> • Listen attentively and responding sensitively.
	Reading
	<ul style="list-style-type: none"> • Find, and select from, a range of information sources • Reading strategies • The key information, themes and concepts in a text and the use of note-taking to record.
	Writing
	<ul style="list-style-type: none"> • Write fluently, accurately and legibly • Select appropriate format and style of writing • Use spelling and punctuation accurately to make meaning clear • Understand and use the conventions of grammar consistently when producing written text.

Summary of minimum core elements	
Section 2	Numeracy
A1	Personal, social and cultural factors influencing numeracy learning and development
	<ul style="list-style-type: none"> • The different factors affecting the acquisition and development of numeracy skills • The importance of numeracy in enabling users to participate in, and gain access to, society and the modern economy • Potential barriers that hinder development of numeracy skills

<ul style="list-style-type: none"> • The main learning difficulties and disabilities relating to numeracy skills learning and development • The common misconceptions and confusions related to number-associated difficulties. 	
Section 2 A2	Explicit knowledge of numeracy communication and processes
Communication	
<ul style="list-style-type: none"> • Knowledge of the methods and purposes of assessment • Know how to communicate numerical processes. 	
Processes	
<ul style="list-style-type: none"> • Knowledge of the capacity of numeracy skills to support problem solving • Know how to make sense of situations and represent them mathematically • Knowledge of process and analysis in numeracy • The numeracy skills and content knowledge required to support learners and their own professional needs • Know how to interpret and evaluate results • Know how to communicate and reflect on findings. 	
Section 2 2B	Personal numeracy skills
Communication	
<ul style="list-style-type: none"> • Communicate with others about numeracy in an open and supportive manner • Assess own and other people's understanding of numeracy • Express yourself clearly and accurately • Communicate about numeracy in a variety of ways that suit and support the intended audience, and recognise such use by others • Reinforce oral communication, check how the information is received and support the understanding of those listening. 	
Processes	
<ul style="list-style-type: none"> • Strategies to make sense of a situation requiring the application of numeracy • Process and analyse data • Numerical skills and content knowledge required to support the learners • Make decisions about their own skills and the numeracy content required for their professional role • The validity of different methods 	

- Accuracy, efficiency and effectiveness when solving problems and reflect on what has been learnt
- Make sense of data
- Select appropriate format and style for communicating findings.

Summary of minimum core elements

Section 3	Information and Communication Technology (ICT)
A1	Personal, social and cultural factors influencing ICT learning and development
	<ul style="list-style-type: none"> • The different factors affecting the acquisition and development of ICT skills • The importance of ICT in enabling users to participate in public life, society and the modern economy • The range of learners' technological and educational backgrounds • The main learning disabilities and difficulties relating to ICT learning and skill development • Potential barriers that inhibit ICT skills development.
Section 3	Explicit knowledge of ICT communication and processes
A2	Communication
	<ul style="list-style-type: none"> • Knowledge of the methods and purposes of assessment • Know how to communicate ICT processes.
	Processes
	<ul style="list-style-type: none"> • Know about the purposeful use of ICT • Knowledge of the essential characteristics of ICT • Knowledge of the ways learners develop ICT skills.
Section 3	Personal ICT skills
3B	Communication
	<ul style="list-style-type: none"> • Communicate with others about ICT in an open and supportive manner • Assess own and other people's understanding • Express yourself clearly and accurately • Communicate with/about ICT to suit and support the intended audience, and recognise such use by others

- Appropriate techniques to reinforce oral communication, check how well the information is received and support the understanding of those listening.

Processes

- Select, interact with and use ICT systems relevant to their role
- Find, select and exchange information
- Develop and present information relevant to their role.

Appendix 2 – Further reading, resources and useful websites

<https://www.gov.uk/government/topics/further-education-and-skills> - Government website dedicated to Further Education Skills in England.

<http://www.aloscotland.com> - National online databank for literacy and numeracy resources, training and development, research and networking in Scotland.

<http://www.delni.gov.uk/index/successthroughskills/skills-and-training-programmes-2/essential-skills.htm> - Publications, statistics, course information and resources for essential skills in Northern Ireland.

<http://wales.gov.uk/topics/educationandskills/qualificationsinwales/qualificationtypesinwales/essentialskillswales> - Publications, statistics and course information for essential skills in Wales.

Resources (all)

<http://www.bbc.co.uk/skillswise> - BBC resource for learners and teachers in literacy, numeracy and ESOL.

<http://toolkits.excellencegateway.org.uk/> - Starter toolkits for: literacy, numeracy, ESOL, functional skills, dyslexia, accessible materials, employability, whole organisation approach to language, literacy and numeracy (LLN), embedding LLN, third sector LLN, flexible models of LLN, starter kit for CPD, planning professional development.

<http://www.excellencegateway.org.uk/vocabulary/EGresourcetype/How%20to%20-%20Teaching%2C%20learning%20and%20assessment> – Site for English, ESOL and maths resources searchable by subject, level and type of resource. Includes the national learning materials (Skills for Life) and diagnostic assessment resources.

<http://offender-learning.excellencegateway.org.uk/> - Variety of resources for those who work in offender learning, including embedding functional skills, embedding skills for health, OLASS numeracy toolkits, maths diagnostic tests, case studies, employability.

<http://www.excellencegateway.org.uk/search?content=learning+support&=Search> – Learning support standards, qualifications, reports and resources.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/371128/2012-01-16-criteria-for-functional-skills-qualifications.pdf - Criteria for Functional Skills qualifications.

<http://www.functionalskills.com/Functional-Skills/Functional-Skills-Free-Functional-Skills-resources.php> - Selection of Functional Skills resources to download to use with your students.

<http://www.learningandwork.org.uk/> Learning and Work Institute. A new independent policy and research organisation dedicated to lifelong learning, full employment and inclusion.

<http://www.nrdc.org.uk/?cat=7> Catalogue of resources from the former National Research and Development Centre for Adult Literacy and Numeracy (NRDC).

<http://www.skillsforlifework.com> - News and information network for everyone with an interest in learning and skills: Skills for Life, Functional Skills, Foundation Learning, Employability Skills, ESOL, Apprenticeships, NVQ's, Advice and Guidance, Professional Development.

<http://www.skillsworkshop.org> – Large bank of free teaching resources for literacy, numeracy, ESOL and functional skills produced by practitioners.

Literacy

<http://www.foundationonline.org.uk/course/index.php?categoryid=13>

Find out about your own English skills in this free online self-evaluation tool. Note: you will need to register in order to access the programme.

<http://www.foundationonline.org.uk/course/index.php?categoryid=13>

Improving the teaching of English – free online support for those teaching GCSE re-sits. Note you will need to register in order to access the programme.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/371150/11-10-07-functional-skills-criteria-for-english.pdf Functional skills criteria for English.

<http://english.excellencegateway.org.uk/> - Exhibition site on the Excellence Gateway includes resources for practitioners, for managers and for the workplace plus case studies and relevant research. Also includes CPD opportunities.

<http://www.literacytrust.org.uk> - National Literacy Trust, an independent charity dedicated to building a literate nation.

<http://readingagency.org.uk/adults> - Resources and campaigns to encourage adult reading.

<http://www.excellencegateway.org.uk/interactive-resources/literacy> - Interactive resources for literacy learners.

<http://www.excellencegateway.org.uk/content/etf1286> Adult Literacy Core Curriculum.

Direct links to the Skills for Life national and diagnostic materials – literacy

Pre entry		Milestone 4-6	Milestone 7	Milestone 8	
Diagnostic		http://www.excellencegateway.org.uk	http://www.excellencegateway.org.uk	http://www.excellencegateway.org.uk	

		y.org.uk/content/etf1249	uk/content/etf1250	uk/content/etf1251	
	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Diagnostic	http://www.excellencegateway.org.uk/content/etf1252	http://www.excellencegateway.org.uk/content/etf1253	http://www.excellencegateway.org.uk/content/etf1254	http://www.excellencegateway.org.uk/content/etf1255	http://www.excellencegateway.org.uk/content/etf1256
Introduction	http://www.excellencegateway.org.uk/content/etf1335	http://www.excellencegateway.org.uk/content/etf1291	http://www.excellencegateway.org.uk/content/etf1292	http://www.excellencegateway.org.uk/content/etf1293	http://www.excellencegateway.org.uk/content/etf1336
Unit 1	http://www.excellencegateway.org.uk/content/etf643	http://www.excellencegateway.org.uk/content/etf648	http://www.excellencegateway.org.uk/content/etf653	http://www.excellencegateway.org.uk/content/etf658	http://www.excellencegateway.org.uk/content/etf662
Unit 2	http://www.excellencegateway.org.uk/content/etf644	http://www.excellencegateway.org.uk/content/etf649	http://www.excellencegateway.org.uk/content/etf654	http://www.excellencegateway.org.uk/content/etf659	http://www.excellencegateway.org.uk/content/etf663
Unit 3	http://www.excellencegateway.org.uk/content/etf645	http://www.excellencegateway.org.uk/content/etf650	http://www.excellencegateway.org.uk/content/etf655	http://www.excellencegateway.org.uk/content/etf660	http://www.excellencegateway.org.uk/content/etf664
Unit 4	http://www.excellencegateway.org.uk/content/etf646	http://www.excellencegateway.org.uk/content/etf651	http://www.excellencegateway.org.uk/content/etf656	http://www.excellencegateway.org.uk/content/etf661	http://www.excellencegateway.org.uk/content/etf665
Unit 5	http://www.excellencegateway.org.uk/content/etf647	http://www.excellencegateway.org.uk/content/etf652	http://www.excellencegateway.org.uk/content/etf657	http://www.excellencegateway.org.uk/content/etf713	http://www.excellencegateway.org.uk/content/etf668
Rules and tools	http://www.excellencegateway.org.uk/content/etf867	http://www.excellencegateway.org.uk/content/etf868	http://www.excellencegateway.org.uk/content/etf870	http://www.excellencegateway.org.uk/content/etf872	http://www.excellencegateway.org.uk/content/etf884

Numeracy

<http://www.foundationonline.org.uk/course/index.php?categoryid=13> Find out about your own maths skills in this free online self-evaluation tool. Note: you will need to register in order to access the programme.

<http://www.foundationonline.org.uk/course/index.php?categoryid=13> - Improving the teaching of maths – free online support for those teaching GCSE re-sits. Note you will need to register in order to access the programme.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/371154/11-10-07-functional-skills-criteria-for-mathematics.pdf - Functional Skills criteria for mathematics.

<http://maths.excellencegateway.org.uk/> - This exhibition site on the Excellence Gateway includes resources for practitioners, for managers and for the workplace plus case studies and relevant research. Also includes CPD opportunities.

<http://www.nanamic.org.uk> – the National Association of Numeracy and Mathematics in Colleges. Includes numeracy teaching resources.

<https://www.ncetm.org.uk> – the National Centre for Excellence in the Teaching of Mathematics; a major initiative to enhance professional development for mathematics teachers. Includes resources for teaching.

<http://www.excellencegateway.org.uk/interactive-resources/numeracy> - interactive resources for numeracy learners taken from the former ReadWritePlus website.

Direct links to the Skills for Life national and diagnostic materials - numeracy

	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Diagnostic	http://www.excellencegateway.org.uk/content/etf1262	http://www.excellencegateway.org.uk/content/etf1263	http://www.excellencegateway.org.uk/content/etf1264	http://www.excellencegateway.org.uk/content/etf1265	http://www.excellencegateway.org.uk/content/etf1266
Introduction	http://www.excellencegateway.org.uk/content/etf877	http://www.excellencegateway.org.uk/content/etf879	http://www.excellencegateway.org.uk/content/etf881	http://www.excellencegateway.org.uk/content/etf883	http://www.excellencegateway.org.uk/content/etf885
Unit 1	http://www.excellencegateway.org.uk/content/etf712	http://www.excellencegateway.org.uk/content/etf798	http://www.excellencegateway.org.uk/content/etf801	http://www.excellencegateway.org.uk/content/etf780	http://www.excellencegateway.org.uk/content/etf1297
Unit 2	http://www.excellencegateway.org.uk/content/etf712	http://www.excellencegateway.org.uk/content/etf798	http://www.excellencegateway.org.uk/content/etf801	http://www.excellencegateway.org.uk/content/etf780	http://www.excellencegateway.org.uk/content/etf1297

	uk/content/etf711	.org.uk/content/etf670	y.org.uk/content/etf802	y.org.uk/content/etf857	y.org.uk/content/etf862
Unit 3	http://www.excellencegateway.org.uk/content/etf707	http://www.excellencegateway.org.uk/content/etf799	http://www.excellencegateway.org.uk/content/etf671	http://www.excellencegateway.org.uk/content/etf858	http://www.excellencegateway.org.uk/content/etf863
Unit 4	http://www.excellencegateway.org.uk/content/etf710	http://www.excellencegateway.org.uk/content/etf800	http://www.excellencegateway.org.uk/content/etf855	http://www.excellencegateway.org.uk/content/etf859	http://www.excellencegateway.org.uk/content/etf864
Unit 5	http://www.excellencegateway.org.uk/content/etf797	http://www.excellencegateway.org.uk/content/etf801	http://www.excellencegateway.org.uk/content/etf856	http://www.excellencegateway.org.uk/content/etf860	http://www.excellencegateway.org.uk/content/etf865
Unit 6				http://www.excellencegateway.org.uk/content/etf861	http://www.excellencegateway.org.uk/content/etf866
Rules and tools	http://www.excellencegateway.org.uk/content/etf876	http://www.excellencegateway.org.uk/content/etf878	http://www.excellencegateway.org.uk/content/etf880	http://www.excellencegateway.org.uk/content/etf882	http://www.excellencegateway.org.uk/content/etf884

ESOL

<http://www.foundationonline.org.uk/course/index.php?categoryid=13>

Find out about your own English skills in this free online self-evaluation tool. Note: you will need to register in order to access the self-evaluation tool.

<http://esol.britishcouncil.org> – ESOL Nexus, information and resources for learners and teachers.

<http://www.esolscotland.com> - ESOL developments in Scotland, including resources, information about ESOL courses for learners and professional development for practitioners.

<http://www.esoluk.co.uk/index.php> - an educational website for those wanting to develop their English language and learn about different subject specific topics. For tutors by tutors is the aim of ESOL UK, to bring language learning mediated by video, audio and the internet.

<http://www.natecla.org.uk> - National Association for Teaching English and other Community Languages to Adults.

<http://www.excellencegateway.org.uk/interactive-resources/esol-ict>
Interactive resources for IT learners – taken from the former ReadWritePlus website.

<http://www.excellencegateway.org.uk/content/etf1281> ESOL Access for All Part One.

<http://www.excellencegateway.org.uk/content/etf1282> ESOL Access for All Part Two.

<http://www.excellencegateway.org.uk/search?content=ESOL+core+curriculum&=Search> ESOL Core Curriculum.

	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Diagnostic	http://www.excellencegateway.org.uk/content/etf1390	http://www.excellencegateway.org.uk/content/etf1391	http://www.excellencegateway.org.uk/content/etf1392	http://www.excellencegateway.org.uk/content/etf1273 No individual audio file available	http://www.excellencegateway.org.uk/content/etf1274 No individual audio file available
File with all ESOL diagnostic listening tasks This is a large file and may take some time to download. It is the original full set from the tape.				http://s3.excellencegateway.org.uk/ESOLALLDIAGNOSTICMeditation.mp3	
Picture prompts for use at all levels http://www.excellencegateway.org.uk/content/etf1389				Tutor guide for use at all levels http://www.excellencegateway.org.uk/content/etf1388	
Introduction	http://www.excellencegateway.org.uk/content/etf1298	http://www.excellencegateway.org.uk/content/etf1299	http://www.excellencegateway.org.uk/content/etf1300	http://www.excellencegateway.org.uk/content/etf1301	http://www.excellencegateway.org.uk/content/etf1302
Unit 1	http://www.excellencegateway.org.uk/content/etf789	http://www.excellencegateway.org.uk/content/etf699	http://www.excellencegateway.org.uk/content/etf781	http://www.excellencegateway.org.uk/content/etf658	http://www.excellencegateway.org.uk/content/etf794
Unit 2	http://www.excellencegateway.org.uk/content/etf680	http://www.excellencegateway.org.uk/content/etf700	http://www.excellencegateway.org.uk/content/etf782	http://www.excellencegateway.org.uk/content/etf790	http://www.excellencegateway.org.uk/content/etf795
Unit 3	http://www.excellencegateway.org.uk/content/etf701	http://www.excellencegateway.org.uk/content/etf701	http://www.excellencegateway.org.uk/content/etf783	http://www.excellencegateway.org.uk/content/etf791	http://www.excellencegateway.org.uk/content/etf796

	ntent/etf682				
Unit 4	http://www.excellencegateway.org.uk/content/etf683	http://www.excellencegateway.org.uk/content/etf702	http://www.excellencegateway.org.uk/content/etf784	http://www.excellencegateway.org.uk/content/etf792	
Unit 5	http://www.excellencegateway.org.uk/content/etf685	http://www.excellencegateway.org.uk/content/etf703	http://www.excellencegateway.org.uk/content/etf785	http://www.excellencegateway.org.uk/content/etf793	
Unit 6	http://www.excellencegateway.org.uk/content/etf687	http://www.excellencegateway.org.uk/content/etf704	http://www.excellencegateway.org.uk/content/etf786		
Unit 7	http://www.excellencegateway.org.uk/content/etf688	http://www.excellencegateway.org.uk/content/etf705	http://www.excellencegateway.org.uk/content/etf787		
Unit 8	http://www.excellencegateway.org.uk/content/etf690	http://www.excellencegateway.org.uk/content/etf706	http://www.excellencegateway.org.uk/content/etf788		
Unit 9	http://www.excellencegateway.org.uk/content/etf691				
Unit 10	http://www.excellencegateway.org.uk/content/etf693				
Rules and tools	http://www.excellencegateway.org.uk/content/etf886	http://www.excellencegateway.org.uk/content/etf888	http://www.excellencegateway.org.uk/content/etf890	http://www.excellencegateway.org.uk/content/etf892	http://www.excellencegateway.org.uk/content/etf892

ICT

<http://www.excellencegateway.org.uk/interactive-resources/esol-ict>

Interactive resources for IT learners – taken from the former ReadWritePlus website.

Offender learning

<http://offender-learning.excellencegateway.org.uk/> Exhibition site for anyone involved in offender learning. Includes news, events, reports and specialist resources for literacy, numeracy, ESOL and employability.

SEND

<http://send.excellencegateway.org.uk/> - Exhibition site includes SEND materials, case studies, reports and examples of effective practice plus material from the Recognising and Recording Progress and Achievement (RARPA) project.