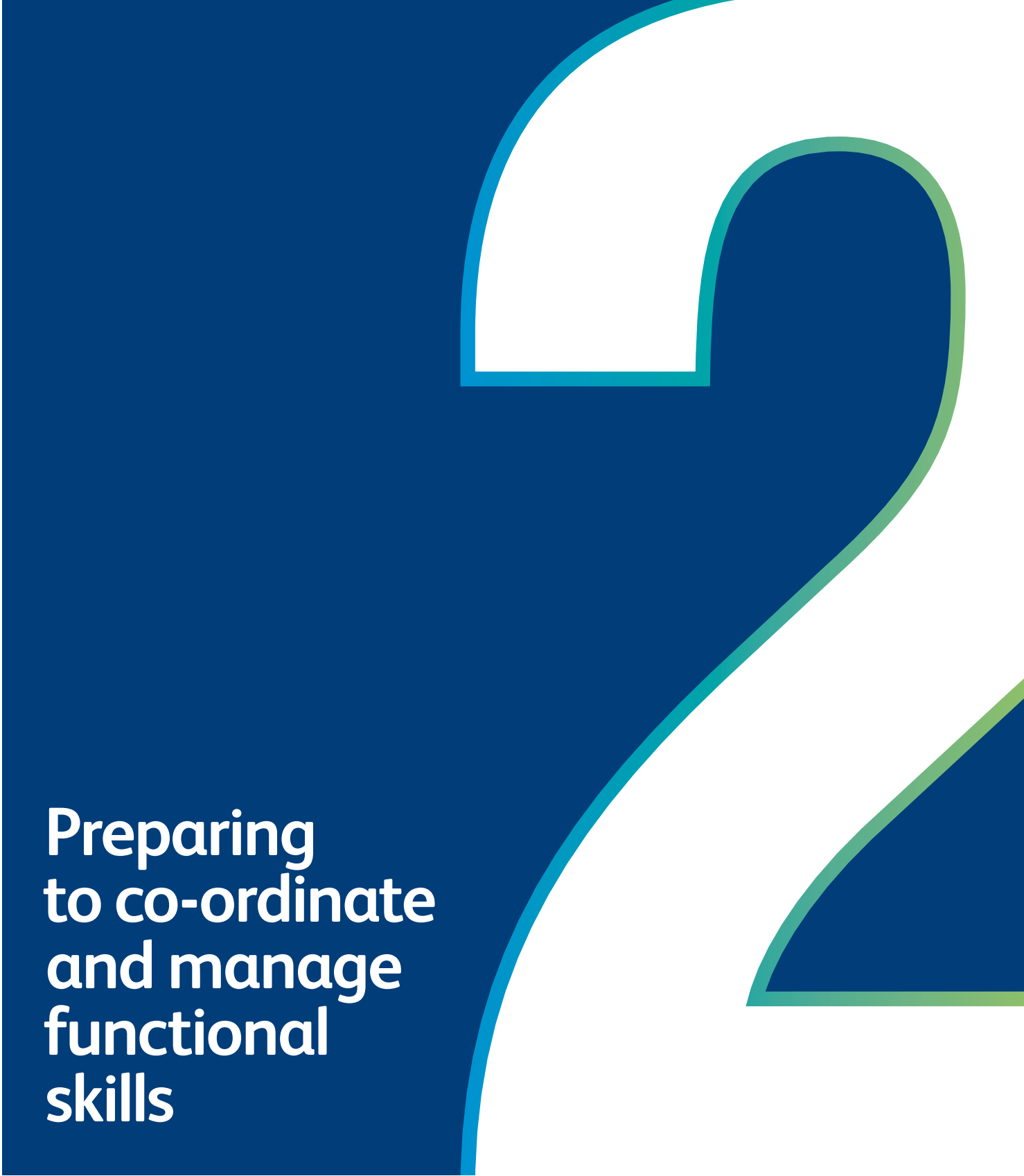


Functional Skills
for Adults

LSIS LEARNING
AND SKILLS
IMPROVEMENT
SERVICE



**Preparing
to co-ordinate
and manage
functional
skills**



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Preface

The Department for Children, Schools and Families (DCSF) has defined functional skills as: 'practical skills in English, mathematics and ICT that help learners gain the most out of work, education and everyday life' (www.dcsf.gov.uk/14-19).

Why are functional skills needed?

Learners...

(and their teachers, trainers and advisers) need readily accessible qualifications that best meet their needs.

- Many find the current range of skills qualifications complex and confusing. Functional skills provide a single set of qualifications with a clear ladder of progression.
- Functional skills are suitable for learners of all ages and crucial to their personal development.

Employers...

and the UK economy need a skilled workforce.

- The changing context of work and employment requires a workforce that can confidently and effectively apply their skills to new challenges.
- Functional skills are fundamental to tackling the skills gap in England.

The Government...

has placed functional skills at the core of education and training.

- Surveys and research have shown that, for the UK to be economically competitive, the knowledge and skills of the workforce must increase.
- Functional skills focus on efficient application and use of skills in real-life situations.

Key dates

Date	Activity
September 2007	Start of three-year certificated pilot of functional English, mathematics and ICT in over 1,000 centres in the first year, growing to 3,000 centres by year 3
September 2008	All three functional skills become a mandatory part of the first tranche of Diplomas
End August 2010	Last registration for the Communication, Application of Number and ICT key skills
September 2010	Functional English, mathematics and ICT available nationally
September 2010	First teaching of revised GCSEs in English, mathematics and ICT (for examination in 2012)
End August 2012	Last accreditation for the Communication, Application of Number and ICT key skills

Introduction

The first publication in this series, *Where are you now? A diagnosis of centre needs*, will have helped you identify your experience of the delivery and management of Skills for Life or key skills qualifications. In this second publication we will look at how you can use your experience to plan for a positive transition to functional skills.

This booklet is for managers and co-ordinators who have been given responsibility for leading the transition to functional skills in adult settings, such as adult community learning, voluntary learning, work-based learning and the secure estate. It aims to:

- provide advice and strategies to help you to prepare for functional skills
- outline approaches to delivery and assessment
- support you in planning staff development and continuous professional development (CPD)
- suggest further sources of guidance and support.

Why functional skills for adults?

Recent government reports highlight the need for significant numbers of adults to develop their levels of Functional English, mathematics and ICT in order to support employers' needs to have a workforce that is:

enterprising, productive and equipped to compete in business. These skills will also assist adults to interact confidently within their communities.

'Functional' skills – Your questions answered
(DfES, October 2006)

Where are you now? highlighted the reasons for introducing functional skills for adults. Adult learners, employers and providers are faced with confusion about the equivalence and validity of the different qualifications currently available. There is a need for coherent qualifications in English, mathematics and ICT, available from Entry 1 through to Level 2. Functional skills qualifications will represent a single ladder of achievement to all learners aged 14+, in all sectors. As such, they will be fundamental to tackling the skills gap.

Functional skills focus on efficient application and use of skills in real-life situations. There is a requirement for learners to demonstrate 'mastery' of a wide range of skills. Mastery is achieved when a learner can select from the skills they possess and apply these to tackle a problem or task.

In planning your functional skills programme, you will be looking to provide teaching and learning opportunities to help learners to work through this process in contexts that are realistic and relevant to them.

Putting action planning into practice

The change to functional skills presents you with an opportunity to review your current provision and think about how best to introduce functional skills. *Where are you now?* explained the 10 critical success factors, and suggested how you can use these to carry out a self-assessment.

You can also use the critical success factors to produce an implementation plan for delivery and assessment:

Critical success factor	Next steps
1 Promoting a positive agenda for functional skills	<i>Where are you now?</i> has highlighted some of the key steps you will need to take, such as ensuring a member of the leadership team has overall responsibility for functional skills, gaining the visible and consistent commitment of teaching staff to functional skills, and identifying the key messages that you want to communicate about functional skills.
2 Implementing an effective curriculum model	You will need to plan how functional skills will fit with existing curricula and qualifications. See 'Approaches to functional skills delivery' on page 4
3 Establishing clearly defined roles and responsibilities	Who will be involved with functional skills? See the sections on 'Approaches to functional skills delivery' on page 4 and 'Planning staff development and CPD' on page 12
4 Co-ordinating activity across the institution/ consortium	How will you work together internally and across institutions? See the section on 'Collaborative partnerships' on page 11
5 Delivering effective teaching and learning	You will need to plan functional skills delivery – see 'Approaches to functional skills delivery' on page 4 and the case studies on pages 4, 5 and 6
6 Establishing clear assessment procedures, both internal and external	You will need to plan functional skills assessment – see 'Assessing learners' on page 7 and 'Choosing an awarding body to pilot with' on page 10
7 Using resources efficiently and effectively	How will you use resources in your delivery? See 'Approaches to functional skills delivery' on page 4
8 Embedding quality assurance	What systems will you need to monitor learners' progress, share good practice, etc.? See the section on 'Quality assurance' on page 14
9 Delivering appropriate staff development	How will you prepare, support and train staff? See the section on 'Planning staff development and CPD' on page 12
10 Reviewing and planning ahead	See the material on evaluating practice within the section on 'Quality assurance' on page 14

The *Good Practice Guide: Leading from the middle* (KSSP, 2007) points out that this could lead to anything from **evolution** – small modifications and improvements to your current practice – to **revolution** – a complete re-think leading to a fresh start.

Approaches to functional skills delivery

Fundamental to your success with functional skills is how you approach teaching and learning. In particular, you need to plan how you will:

- approach functional skills at the level of the organisation
- embed and contextualise functional skills learning.

A whole-organisation approach to functional skills

The Skills for Life Strategy Unit defines a whole-organisation approach as one where skills provision is 'central to the whole organisation at all levels, ranging from strategic leadership and management to delivery of practice'. The approach recognises the impact that poor skills will have on learner retention, achievement and progression, and the need to address this as a whole organisation.

Case study A whole organisation approach in Solihull College

Participation in the functional skills pilot has represented the next stage in developing skills provision at Solihull FE College. The management of functional skills across the college has been based on the whole-organisation approach, with the proactive engagement of senior management critical to its success.

In 2007/8, responsibility for the initial and diagnostic assessment process was transferred from the Learning Support Service to vocational areas and supported by English and mathematics specialists. Free writing was introduced to assess learners' levels of English, and was contextualised within the main programme of learning. In addition, there has been much more collaboration between vocational tutors and skills specialists, with the former visiting English and mathematics classes and the latter attending team meetings in the vocational programme areas. This has led to a greater degree of differentiation in vocational programmes and, as a result, improved learner skills.

Introducing a whole organisation approach will involve managing change. Reflect on previous curriculum changes (eg introduction of key skills or Skills for Life) and consider questions like:

- What made them successful or could have made them more successful?
- What can you learn from this? How best can you respond to reluctance to change?
- How can you convince senior managers of the benefits of a whole organisation approach?

For more information about a whole-organisation approach, go to the Skills for Life Improvement Programme website (www.sflip.org.uk). You can also download the *A health check for providers of further education and training* (QIA, 2007) from: <http://excellence.qia.org.uk/pdf/QIA%20Healthcheck.pdf>

Embedding functional skills

An **embedded** approach to functional skills delivery is one where staff identify opportunities to consolidate, practise and develop their learners' English, mathematics and ICT skills through their vocational programme – for example as part of an apprenticeship, NVQ or employability programme. Skills staff and vocational or subject specialists work closely together to ensure that the skills underpinning practical tasks are identified and introduced in a relevant way, so learners are able to use and apply skills in real tasks in a variety of settings. This is shown to increase motivation and achievement – see the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) 2006 report: *You wouldn't expect a mathematics teacher to teach plastering*.

Case study **Embedded learning in construction**

The construction team at Yeovil College worked with a skills specialist to list the mathematics and English skills that underpin carpentry and joinery, plumbing and electrical installation qualifications. This helped staff to work together to plan a more cohesive programme for apprentices. Skills tutors were able to bring mathematics and English to life by giving examples of how the skills are practically applied in context, in workshops and on site. The tutors now work with vocational tutors to embed skills in vocational lessons.

Because organisations and their learners are so diverse, no single strategy or approach will serve all. You will have to decide how firmly you can embed your functional skills teaching. However, embedding has several benefits:

- learners see the relevance of skills to their vocational or subject work
- learners perceive both vocational and English, mathematics and ICT development as being delivered by a single team
- formal shared planning between vocational and skills staff supports integration of English, mathematics and ICT into vocational teaching
- all staff are viewed as contributing towards learners' vocational aspirations.

The importance of contextualising

Even within a largely embedded approach, some skills teaching may happen away from vocational or subject areas. Where this is the case, linking this learning to learners' everyday lives, work and/or programme of study serves to make the subject matter both purposeful and relevant.

The introduction of functional skills provides an ideal opportunity to review your skills teaching:

- To what extent is your skills teaching embedded?
- Is there scope for further embedding of stand-alone teaching?
- Can you contextualise stand-alone activities?
- Can you find more opportunities for skills staff and vocational staff to collaborate?

For in-depth information on different curriculum models for functional skills, including embedding, see LSN's good practice guide, *Leading from the middle*, available for download from www.lsneducation.org.uk/functionalskills

You will find two examples of contextualised approaches on page 9.

Examples from the pilot

The following short case studies show how some of the pilot centres are approaching functional skills delivery.

Case study **Walsall College: functional English**

In the functional skills pilot at Walsall College, English is not the first language for some learners, and they are developing their English skills alongside various vocational courses. The tutors have revised existing activities focused on developing reading skills and discussion, to ensure these are relevant to the functional skills standards. They are also developing additional activities asking learners to write responses that show their understanding of texts, giving opinions and using texts to support their opinions.

More real-life texts are also being incorporated into the course. This is important, as the texts and questions used in the functional English assessment are all based on current issues; for example, the trial assessment was based on the recent smoking ban in public places.

Functional skills also calls for development of speaking and listening skills. The college has developed many real-life, relevant situations for discussion; these will develop learners' ability until mastery is achieved in their speaking and listening skills.

Adapted from Teaching and Learning functional English (FSSP, 2008)

Case study **Hairdressing apprentices: preparing for functional mathematics**

When preparing to pilot functional mathematics with a group of hairdressing apprentices, one training provider decided to build on the good practice established through delivering and assessing key skills at Level 2. A mathematics specialist works closely with the salon-based staff. The mathematics specialist can address common concerns and issues, and provide individual support and extension as appropriate.

Learners practise the skills in context, through a range of salon-based activities, such as planning a promotional campaign of products and services after analysing appointments and product sales over a two-week period, or working out average profit per customer and making recommendations as to how this could be increased. By doing this, learners will be **interpreting** the results of their analysis, a key aspect of functional mathematics. The learners will demonstrate 'mastery' through the successful completion of their work on the salon-based activities and related tasks.

Case study **Functional ICT in Media**

In one pilot college, 10 learners in the second year of a BTEC National Diploma in Media are taking Level 1 Functional ICT. They frequently use ICT within their course and are confident in using most of the software that is required in the functional skills curriculum, and the BTEC National Diploma in Media lends itself to extensive practice of the ICT functional skills. For some learners, completing the UCAS application allowed them to apply their ICT skills in a real-life situation with a valuable outcome.

Assessing learners

Assessment is a vital aspect in ensuring a successful functional skills outcome for the learner. The assessment process can be broken down into three main stages:

- initial assessment – at or before programme entry
- assessment for learning – throughout the programme
- summative assessment – final assessment procedure.

Initial assessment

When a learner arrives at your centre, you will need to carry out an initial assessment of their skills, to identify their learning needs and ensure they are placed on the right level of the functional skills programme.

Initial assessment is important because:

- it informs learners about their strengths, skills profile and learning needs, which may be at different levels in different subjects and in the component skills
- it helps staff gauge their learners' skills level, so they can plan personalised individual learning programmes. It enables them to make additional support arrangements for their learners, where appropriate
- it supports the monitoring of learners' progress, achievement and distance travelled.

You will already have some form of initial assessment system which may be relevant to functional skills. Bear in mind that it is not just assessment tools that are important, but how you work with learners and how you use results. Use the functional skills standards and amplification to judge the level of the learner's skills. For example, you may include a piece of free writing within the initial assessment process, as the ability to write clearly and accurately is a fundamental aspect of functional English.

- Which aspects of your existing initial assessment are relevant to functional skills?
- How might you improve your existing initial assessment system?

To learn more about a range of initial assessment methods, see *The initial assessment toolkit* (KSSP, 2007) and *Improving Initial Assessment: Guide to good practice* (KSSP, 2007). You can download both documents from the key skills support area of <http://excellence.qia.org.uk> or www.ksspforwork.net

Assessment for learning

An essential aspect of developing a learner's functional skills is ongoing assessment for learning or formative assessment, which supports the learner in mastering the skills learned.

Assessment for learning means:

- establishing where the learners are in their learning
- giving feedback, support and encouragement
- monitoring and reviewing goals and targets.

‘ This process will be central to all learners’ success in mastering English, mathematics and ICT functional skills at all levels and to being able to transfer these skills to tasks associated with their learning, work or personal lives. ’

Managing delivery of functional skills, (FSSP, 2007), p32

Therefore, it is essential that from the start learners are given clear guidance about the functional skills standards and the assessment criteria and process. So it is important that staff know which systems to use when tracking their learners' progress, as well as being aware of any internal moderation procedures.

‘ Good quality, comprehensive feedback that provides learners with clear targets is an essential feature of assessment for learning and underpins progress. This means more than marking a learner’s work. Oral and written feedback aid understanding and teachers should comment on what has been done well, and why it is good, as well as suggesting improvements. ’

Teaching and Learning Functional English, (FSSP, 2007), p95

Assessment for learning (SfLIP) gives detailed guidance on verbal feedback including:

- stress the positive – always give specific feedback on what a learner has done well
- ask learners' views, and value their contribution
- use open questions – resist asking more than one at a time
- avoid generalisations and focus on things each learner can change
- look for ways forward together and agree what you will both do as a result.

- How will you monitor and standardise assessment for learning procedures throughout the centre or partnership organisations?
- How will you share good practice among teachers?

For more guidance, you can download *Assessment for learning* in the 'Assessment and Learning Guidance Booklets' series from www.sflip.org.uk

Summative assessment

QCA has produced functional skills assessment principles, which stipulate that curriculum teaching and learning must cover the skills standards for functional English, mathematics and/or ICT in their entirety at the appropriate level. Summative assessment can be entirely task based, or a combination of task(s) with test-style items. This will vary, depending on which awarding body you are with. You should ensure that all members of staff associated with the summative assessment process are familiar with the procedures for preparing, carrying out and recording the final assessment. In order to prepare learners for summative assessment, you should make sure that they:

- are being assessed at the appropriate level
- are familiar with the layout and requirements of the assessment task
- have opportunities to take practice assessments with feedback on outcomes.

Finally, get learners used to reading the questions carefully, to make sure they know what they are being asked to do – a lot of exam technique is down to interpretation, as well as concentration and attention.

The following case studies show how two different organisations have approached contextualising their teaching, as discussed on page 5.

Case study **Contextualising learning in adult learning**

One adult learning provider contextualises skills teaching to the learners' lives and interests. For instance, this may involve a learner practising writing letters to their child's school, reading instructions to put together a piece of furniture, or reading a bus timetable to decide which bus to catch to get to a job interview on time.

Case study **Contextualising learning in a young offender institution**

One young offender institution aims to contextualise skills teaching material to learners' vocational interests: for example, preparing an invoice for a customer or employer, or completing a job record card of tasks carried out in a workshop. This is particularly important, as learners in custody consistently report a preference for vocational 'hands on' learning, with little inclination towards traditional classroom-based practices.

Choosing an awarding body to pilot with

At the time of writing, 11 awarding bodies have been accredited to offer functional skills qualifications. You can find the full and up-to-date list on the QCA website at www.qca.org.uk/qca_18861.aspx

Case study Which awarding body?

One college piloting functional skills asked a member of staff to do some research to help them choose an awarding body. She:

- identified a list of questions that were important to the organisation
- graded each awarding body against each question.

The questions are shown below. Some may be more important to some organisations and less important to others. You may wish to adapt them in order to carry out research of your own.

Question to ask awarding bodies	Answers	Grades
Approval process – how do we apply for approval to pilot functional skills qualifications?		
Registration – what is the process for registering learners for functional skills qualifications?		
How many assessment opportunities are available through the year?		
Assessment approach – what are your comments/thoughts on the approach to summative assessment?		
What training/support is offered to centres piloting the qualification?		
What are the costs of registration and re-sits?		
What paperwork is involved?		
What are the verification and moderation arrangements?		
General comments		

Collaborative partnerships

Working collaboratively within centres and across partnerships can be beneficial for all concerned. It can provide an opportunity for organisations to reflect on their practice 'through the eyes' of another provider, with a view to building on their expertise. For less experienced providers, it provides an opportunity to learn about tried-and-tested systems and how problems were identified and solved.

Working within centres and across partnerships can help with:

- identifying and sharing effective practice, i.e. embedded or contextualised learning
- gaining new ideas for improving quality
- use of resources, such as staffing, buildings and materials
- sharing new ideas and having the confidence to implement them in your centre, knowing they are being developed collaboratively
- shared staff development
- arranging visits between providers to share and review systems; paperwork; standardising delivery and assessment of functional skills.

Key points to consider in your partnerships:

- One key person needs to be identified within a centre or across the partnership to manage functional skills.
- It is important to identify representatives from partner organisations who have the relevant skills to disseminate information effectively and influence change in their centres at all levels.
- Transparency and consistency need to be established in:
 - the quality of teaching and learning
 - data management systems
 - cross-centre documentation.
- Good communication systems need to be developed to keep all staff informed with regular updates. This could be done via virtual learning environment, email or by setting up a functional skills forum on the intranet.
- Build in time within centres and across partnerships to allow staff to:
 - share schemes of work and lesson plans
 - plan work-related learning with subject specialists
 - receive training
 - carry out peer observations for standardising delivery
 - create and share materials and resources
 - standardise formative and summative assessment procedures.

At the end of the process, centres and partnerships can evaluate and review their functional skills delivery, identify areas of good practice and plan for the future.

Planning staff development and CPD

To plan staff development and CPD, you need to answer three questions:

- Who are the target groups?
- What are their training needs?
- How should these needs be met?

You can use a table like the one opposite to map out your functional skills staff development.

You may decide to carry out an audit of staff qualifications and confidence in delivering, supporting and assessing functional English, mathematics and ICT, to help you to ensure that staff have – or are working towards – appropriate qualifications and training.

Support for ongoing CPD is critical for:

- securing the resources needed for development
- conveying shared aims of the workforce
- motivating everyone to take part
- making sure the strategic needs of the organisation are met.

Lifelong Learning UK (LLUK) is the independent employer-led sector skills council responsible for the professional development of staff working in the UK lifelong learning sector. Go to www.lluk.org for information and advice.

<div style="text-align: right;">Target group</div> <div style="text-align: left;">Training</div>	Subject tutors	Curriculum managers/ programme heads	Support staff, eg exams, admin staff	Senior managers	Who will deliver/ facilitate the training, eg FSfA?	When?
Introduction to functional skills for adults						
Keeping up to date with national developments – functional skills in context						
Functional English – prepare for first delivery						
Functional mathematics – prepare for first delivery						
Functional ICT – prepare for first delivery						
Resources workshop						
Assessment workshop – getting the levels right						
Lesson observation training						

Quality assurance

Quality assurance of your functional skills programme will help you to:

- keep up the momentum
- measure impact and evaluate practice
- plan and monitor strategic developments
- share and transfer good practice.

Quality assurance systems

Quality assurance systems help to make sure that you offer a coherent functional skills programme, which ensures that each learner receives the right support at the right time. You will already have quality assurance systems for your existing skills provision. These are likely to involve:

- setting targets both for learner achievement and retention and for skills delivery
- gathering, recording and sharing information about progress towards targets
- having clear procedures for all aspects of delivery and assessment
- reviewing and evaluating performance.

These systems will also help to tie in skills delivery with other organisational activities.

Evaluating practice

The statements in the table opposite highlight some key aspects of quality assurance. You can use them both during your planning and to evaluate your programme. It will be important to link your quality assurance systems with your organisation's development plan.

Key aspects of quality assurance

Prior to delivery	Yes	Partly	No	Priority
Learners are initially assessed and placed on appropriate functional skills programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learners are given clear guidance on the functional skills standards and what is expected of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are clear about their roles and responsibilities concerning the teaching, development and assessment of functional skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are both competent and confident to deliver and assess functional skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systems for tracking learner progress are in place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a timetable for the moderation of internally assessed components (eg speaking and listening).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivery	Yes	Partly	No	Priority
Procedures are in place to monitor and review learners' progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff have a clear understanding of the differences between functional skills levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignment tasks are meaningfully contextualised, purposeful, and designed to develop learners' ability to respond to and solve problems, using a range of skills, in real-life situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is sufficient differentiation in approach and resources to ensure all learners are challenged and stimulated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment for learning	Yes	Partly	No	Priority
Learners are given constructive verbal and written feedback, with comments on what has been done well, and what still needs improvement, along with clear guidance (using language that learners understand) on how to make that improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are clear as to who is responsible for assessing learners' work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summative tests (past papers or exemplar materials) are used in assessment for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learners are encouraged to identify their own development needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learners' work is assessed against the appropriate functional skills assessment criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summative assessment	Yes	Partly	No	Priority
Systems are clear and learners are informed of summative assessment dates and arrangements in good time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learners are sufficiently prepared for summative assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Re-sits are arranged, where necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learners are entered for summative assessment at the appropriate level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Further information and support

Qualifications and Curriculum Authority (QCA)

The functional skills standards can be accessed at www.qca.org.uk/qca_6066

The QCA website www.qca.org.uk/functionalskills contains up-to-date information about functional skills developments. There are a number of documents to download including:

- *'Functional' skills – Your questions answered* (DfES, 2006)
- *Functional skills: essential for life, learning and work* (QCA, 2008)
- *Functional skills guidance: Amplification of the standards* (QCA, 2008)
- *Final functional skills assessment principles: second year of the pilot programme*
- *Functional skills bulletin*.

The Excellence Gateway

The QIA Excellence Gateway (<http://excellence.qia.org.uk>) contains resources produced by the Functional Skills Support Programme (FSSP) and publications produced as part of the Key Skills Support Programme (KSSP), including:

- *Functional skills in work-based learning* (Learning for Work/KSSP, 2007)
- *Managing key skills and Skills for Life in work-based learning – A handbook for training providers*. (Learning for Work/KSSP, 2006)
- *Managing delivery of functional skills* (FSSP, 2007, updated 2008) can be downloaded from <http://excellence.qia.org.uk/functionalskills>
- *Teaching and learning functional English/ICT/mathematics* (FSSP, 2007)
- *Good Practice Guide: Leading from the middle* (KSSP, 2007)
- *Key Skills – a Handbook for Coordinators* (KSSP, 2006)
- *Improving Learner Success by Embedding Literacy, Language and Numeracy* (QIA, 2008)
- *Improving quality through a whole organisation approach to Skills for Life: A health check for providers of further education and training* (QIA, 2007)
- *Working in Partnership for Quality Improvement in Skills for Life* (QIA, 2008)
- *Improving Initial Assessment: Guide to good practice* (KSSP, 2006).

In addition:

- The **FSSP** also offers Regional Network meetings and training and support.
- **Lifelong Learning UK (LLUK)** provides information on workforce development for the lifelong learning sector (www.lluk.org).
- **Awarding bodies** provide information on: how to take part in a pilot; sample assessment materials and resources; and training.
- The **Learning and Skills Council (LSC)** provides funding guidance and Guided Learning Hours.
- The **Skills for Life Improvement Programme (SfLIP)** provides support for a whole-organisation approach to embedding.

The Functional Skills for Adults programme

This resource has been prepared by the Functional Skills for Adults programme on behalf of the Learning and Skills Improvement Service (LSIS). The programme supports non-pilot centres preparing to deliver functional skills to adults. These centres include colleges, schools with sixth forms, sixth form colleges, training providers, work-based learning, adult and community learning, and secure contexts.

Publications

This resource is one of a series of five publications designed to help readers to move forward with the introduction of functional skills. The titles are:

- Where are you now? A diagnosis of centre needs
- Preparing to co-ordinate and manage functional skills
- Preparing to deliver functional English
- Preparing to deliver functional mathematics
- Preparing to deliver functional ICT

Training modules

The Functional Skills for Adults programme is also offering a series of half-day, in-house briefing and training sessions delivered on demand to non-pilot centres. These training modules are as follows:

- Introduction to functional skills for adults
- Preparing for the transition from key skills to functional skills
- Preparing for functional skills: a workshop for SfL providers
- Using ICT to prepare for the introduction of functional skills to adults
- Transferring whole organisation approaches to the management of functional skills
- Preparing to implement functional English with adult learners
- Preparing to implement functional mathematics with adult learners
- Preparing to implement functional ICT with adult learners.

Functional Skills Co-ordinators

A functional skills co-ordinator has been allocated to each region in England to facilitate the introduction of functional skills in pilot and non-pilot centres. Please contact them if you need any further information:

East	Jane Williams	FunctionalSkills.East@fsmail.net
East Midlands	Howard Parker	FunctionalSkills.EastMidlands@fsmail.net
London	Lorna Jackson	FunctionalSkills.London@fsmail.net
North East	Judy Carrick	FunctionalSkills.NorthEast@fsmail.net
North West	Barbara Calvert	FunctionalSkills.NorthWest@fsmail.net
South East	Annette Welfare	FunctionalSkills.SouthEast@fsmail.net
South West	Rosemary Brooke	FunctionalSkills.SouthWest@fsmail.net
West Midlands	Heather Frier	FunctionalSkills.WestMidlands@fsmail.net
Yorkshire & Humberside	Gail Lydon	FunctionalSkills.YorkshireAndHumberside@fsmail.net

LSN functional skills helpline:
functionalskills@lsneducation.org.uk
or 0870 872 8081

About this guide

This guide is for managers and co-ordinators who have been given responsibility for leading the transition to functional skills.

It aims to: provide advice and strategies to help you prepare for functional skills; outline approaches to delivery and assessment; support you in planning staff development and continuous professional development (CPD).

About this series

This guide is one of a series of five publications designed to help readers move forward with the introduction of functional skills.