

**The requirements for implementing the
Minimum Core of Language, Literacy
and Numeracy within the
Certificate in Further Education Teaching
(7407)**

A Centre Guide

August Version

7407 Stage 2 – Minimum Core Centre Guide

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Introduction

The introduction of the minimum core in August 2003 strengthens the focus on **Language, Literacy and Numeracy** in initial teacher education programmes and details, for the first time, the minimum personal skill requirements of any teacher working in the learning and skills sector.

This document is designed to support centres in preparing trainee teachers:

- To develop inclusive approaches to learners with language, literacy and numeracy needs
- To ensure sufficient emphasis on how to teach vocational and other subjects in ways that support the language, literacy and numeracy needs of learners.
- To develop their personal skill needs in language, literacy and numeracy
- To demonstrate their skills, at least equal to that demanded of learners in the national curriculum for schools

Many teacher education programmes already address the personal skill level of their trainees and some may address the numeracy skills. The introduction of the minimum core will help ensure that all programmes address the personal skill needs of their trainee teachers

This guide is designed to be used in conjunction with the 7407 scheme handbook. Centres are advised to refer to the following documents for further reference on the minimum core:

Addressing Language, Literacy and Numeracy needs in education and Training: Defining the minimum core of teachers' knowledge, understanding and personal skills.' A guide for initial teacher education programmes.

Ref: DfES/MCGEN 2004:

Including Language, Literacy and Numeracy learning in all post-16 Education: guidance on curriculum and methodology for generic initial Teacher education programmes.

Ref: DfES/SPGEN/2004:

Addressing Language, Literacy, and Numeracy needs in Education and Training: Defining The minimum core of teachers, knowledge, understanding and personal skills.' A guide for initial teacher education programmes.

Centres are advised to use the Indicative reading lists and resources which are provided as further support for both teacher trainers and candidates; it includes a comprehensive list of *Skills for Life* nationally available resources and can be downloaded from the NRDC website: http://www.nrdc.org.uk/uploads/documents/doc_2843.pdf.

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Course Design

Centres will note that many of the elements are an integral part of an understanding of the whole teaching role with regard to learners with literacy, language or numeracy needs. Reinforcing aspects of the minimum core elements throughout the course delivery would be helpful and supportive for their learners.

Delivery Options

Centres can decide ~~on~~ how to deliver the minimum core within the curriculum. It can be:

- Embedded/integrated into the taught aspects of the course
 - Delivered as an additional module with the assistance of the Skills for Life team
- or
- Through a combination of the above approaches

It may be advisable, both at the planning and the delivery stage, to involve literacy, numeracy or ESOL specialists. They would be able to provide the relevant expertise in planning how to embed the elements into the ~~core~~ course and assist in the delivery of specific and specialist aspects of the content.

Introduction to the course content

This document follows the units of the Certificate in Further Education Teaching (7404) Stage 2. For **each** unit, elements of the minimum core which could be naturally and meaningfully delivered within the content of the unit, are indicated.

This **does not** imply that these elements **must** be delivered through the ~~core~~ content for the units as identified in this document. Centres can deliver the elements in a way that is appropriate to their own course delivery, whilst ensuring that the range of underpinning skills, understanding and knowledge for the minimum core can be integrated across the whole course plan.

The mapping grid on page 15 demonstrates where the elements of the minimum core may be appropriately included in the course unit content. However, it is not necessary to include all of the elements in all the units identified. This guidance provides an overall view of opportunities that the course planning team can utilise, as appropriate.

Sample activities for development and practice of each element of the minimum core are identified within each Stage 2 unit, we have provided these as suggestions and ideas for delivering and integrating the minimum core into the course content. It is important to remember that each element need only be covered once.

Structure

Delivery

The elements of the minimum core in Language, Literacy and Numeracy will be delivered and assessed through the Stage 2, 7407 programme.

The minimum core requirements apply to all candidates on programmes as from September 2005. **Centres will be expected to deliver Parts A and B of the minimum core during Stage 2 programmes.**

Assessment

The assessment arrangements for the minimum core only apply to Part A at present. Further details are outlined in this document. There is no assessment requirement for Part B currently; however, centres may find that during the programme learners are able to evidence aspects of the Part B naturally through their completed work.

For Part A, Language, Literacy and Numeracy

This will be internal assessment of 7407 stage 2. Evidence will be drawn either from the taught programme or from work completed through the course activities, observations and/or assignments. The work should be drawn from activities and assessments completed throughout the course. It is unlikely that all the evidence will come from one unit alone, although the main evidence for these elements is likely to be naturally occurring.

A recoding pro-forma can be found on Appendix D?, together with a sample completed pro-forma, Appendix D?. This can be used to identify and detail where and when evidence of meeting the identified elements of the minimum core can be found. This may be through referencing to course work, activities, assessments, observation reports or tutor notes.

We have identified four units from the 7407 Stage 2 programme where the Part A element of the minimum core outcomes occur naturally. The units identified are:

- Identify and assess learners' needs (109)
- Communication Seminar paper (113)
- Develop Resources (114)
- Educational Issues (117).

Please see the Assessment Requirement grid on the following page

Centres may use units other than those specified to assess the minimum core Part A, however, a rationale will be required for the External Verifier, to confirm the selection as appropriate.

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Quality Assurance

Quality assurance of the minimum core will be maintained through EV moderation and sampling of the 7407 programme in the usual way. EVs will need to see the centres' schemes of work indicating where the minimum core Part A and B will be delivered and where Part A will be assessed. Centres may use the blank mapping grid provided at Appendix C to indicate where the minimum core will be delivered and assessed.

Staffing and Resources

At present there are no formal requirements in relation to qualifications and/or experience of staff delivering the minimum core. However it is recommended that the staff involved are familiar with course content and minimum core requirements.

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The Minimum Core elements for Language, Literacy and Numeracy

To ease referencing, we have numbered the elements of the minimum core

***LA** = Language and Literacy (part A)

***LB** = Personal Language and Literacy skills (part B)

***NA** = Numeracy (Part A)

***NB** = Numeracy (Part B)

Section 1 Language and Literacy

Part A Knowledge and Understanding

Personal, social and cultural factors influencing language and literacy learning and development

Elements

- LA.1 The different factors affecting the acquisition and development of language and literacy
- LA.2 The importance of English language and literacy in enabling users to participate in and gain access to society and the modern economy
- LA.3 Understanding of the range of learners' cultural, linguistic and educational backgrounds
- LA.4 Awareness of the main learning disabilities and learning difficulties that hinder language learning and skill development
- LA.5 Multilingualism and the role of the first language in the acquisition of additional languages
- LA.6 Issues that arise when learning another language or translating from one language to another
- LA.7 Awareness of issues related to varieties of English, including standard English, dialects and attitudes towards them
- LA.8 The importance of context in language use and the influence of the communicative situation

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A2 Explicit knowledge of the four skills

Productive skills – speaking and writing

Speaking

- LA.9 Awareness of context and levels of formality in spoken discourse
- LA.10 An understanding of the concepts of fluency, accuracy and competence for ESOL learners
- LA.11 Understanding of the key features of spoken English and some of the ways spoken English differs from written English

Writing

- LA.12 Have an understanding of the process of drafting written text, from purpose or idea through planning and drafting to final editing
- LA.13 Understand some of the significant features of written texts for different contexts and purposes
- LA.14 Have an understanding of significant features of English spelling and of the contribution of punctuation to meaning in written texts

Receptive Skills – listening and reading

Listening

- LA.15 The importance of prior knowledge and prediction in the processing of oral information
- LA.16 Awareness of different approaches to listening depending on purpose
- LA.17 The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language

Reading

- LA.18 Awareness of the variety of approaches to text depending on the purpose of reading
- LA.19 Importance of inference and background knowledge for interpretation and full understanding of texts
- LA.20 Range of discourse features, which convey meaning and indicate the purpose and intended audience of text
- LA.21 Understanding of the roles of punctuation and of layout and typographical features in texts
- LA.22 An understanding of the barriers to accessing text

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Part B Personal Language Skills

Productive Skills – speaking and writing

Speaking

- LB.1 Expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message
- LB.2 Showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others
- LB.3 Using appropriate techniques to reinforce oral communication, check how well the information is received and support the understanding of those listening
- LB.4 Using non-verbal communication to assist in conveying meaning and receiving information, and recognising its use by others

Writing

- LB.5 Write fluently, accurately and legibly on a range of topics
- LB.6 Select appropriate format and style of writing for different purposes and different readers
- LB.7 Use spelling and punctuation accurately in order to make meaning clear
- LB.8 Understand and use the conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written text

Receptive Skills – listening and reading

Listening

- LB.9 Listening attentively and responding sensitively to contributions made by others

Reading

- LB.10 Find, and select from, a range of reference material and sources of information, including the Internet
- LB.11 Use and reflect on a range of reading strategies to interpret texts and to locate information or meaning
- LB.12 Identify and record the key information or messages contained within reading material using note-taking techniques

Section 2 Numeracy

Part A Knowledge and Understanding

The influence different social and personal factors have on the development of numeracy skills

Elements

- NA.1 The influence different social and personal factors have on the development of numeracy skills
- NA.2 The different barriers that inhibit development of number skills
- NA.3 The main learning difficulties and disabilities relating to number skills learning and development
- NA.4 The common misconceptions and confusions related to number-associated difficulties
- NA.5 How limited number attainment can restrict or disadvantage individuals as active participants in the community and economy

Part B Personal numeracy skills

Numbers and numeric understanding

- NB.6 A sense of magnitude and relative position of numbers
- NB.7 How to represent and manipulate numbers in equivalent forms and order relations
- NB.8 Estimation to develop number and operation sense and check reasonableness of results

Measurement, geometry and spatial awareness

- NB.9 Measurement and different systems for gauging dimension
- NB.10 Dimensions such as area, perimeter and volume in plane and solid figures
- NB.11 Concepts and properties of geometry as a means of describing the physical world
- NB.12 How to solve multi-step problems involving the effects of change in angle and measurement

Statistics

- NB.13 How to formulate questions that can be analysed using statistical methods
- NB.14 The basic concepts associated with probability
- NB.15 How to make enquiries, inferences and evaluating arguments based on data analysis
- NB.16 Data sets using measures of location, spread and statistical diagrams
- NB.17 Applying the key ideas relating to correlation and regression

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NB.18 How to estimate, check work and use an appropriate degree of accuracy

On the next page we have mapped the minimum core elements to the units of the 7407 Stage 2 programme. This mapping coverage identifies opportunities to deliver and assess the minimum Core for both Part A and B of the core in Language, Literacy and Numeracy.

Centres can use this mapping grid in order to decide where and how they will deliver all elements of the Part A and B.

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Minimum Core Mapping grid for Stage 2

Literacy and Language

Part A Knowledge and Understanding

Part A Personal, social and cultural factors influencing language and literacy learning and development

Element	Unit	109	110	111	112	113	114	115	116	117	118
LA.1	The different factors affecting the acquisition and development of language and literacy	v		v	v	v		v	v	v	v
LA.2	The importance of English language and literacy in enabling users to participate in and gain access to society and the modern economy	v						v		v	v
LA.3	Understanding of the range of learners' cultural, linguistic and educational backgrounds	v	v	v	v	v	v	v	v	v	v
LA.4	Awareness of the main learning disabilities and learning difficulties that hinder language learning and skill development	v	v	v	v	v	v	v	v	v	v
LA.5	Multilingualism and the role of the first language in the acquisition of languages		v	v	v	v	v			v	v
LA.6	Issues that arise when learning another language or translating from one language to another		v	v	v	v	v			v	v
LA.7	Awareness of issues related to varieties of English, including standard English, dialects and attitudes towards them		v	v		v	v			v	v

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LA.8 The importance of context in language use and the influence of the communicative situation		v	v		v	v			v	v
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Part A Explicit knowledge of the four skills

Productive Skills - Speaking and Writing

Element	Unit	109	110	111	112	113	114	115	116	117	118
LA.9 Awareness of context and levels of formality in spoken discourse		v	v	v	v	v		v	v		v
LA.10 An understanding of the concepts of fluency, accuracy and competence for ESOL learners		v	v	v		v		v	v		v
LA.11 Understanding of the key features of spoken English and some of the ways spoken English differs from written English		v		v	v	v	v	v	v		v
LA.12 Have an understanding of the process of drafting written text, from purpose or idea through planning and drafting to final editing			v		v	v	v		v	v	v
LA.13 Understand some of the significant features of written texts for different contexts and purposes			v		v	v	v		v	v	v
LA.14 Have an understanding of significant features of English spelling and the contribution of punctuation to meaning in written texts			v		v	v	v		v	v	v

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Receptive Skills - Reading and Listening

Element	Unit	109	110	111	112	113	114	115	116	117	118
LA.15	The importance of prior knowledge and prediction in the processing of oral information	v	v	v	v	v	v	v	v		v
LA.16	Awareness of different approaches to listening depending on purpose	v	v	v	v	v	v	v	v		v
LA.17	The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language	v	v	v	v	v	v	v	v		v
LA.18	Awareness of the variety of approaches to text depending on the purpose of reading	v	v	v	v	v	v		v	v	v
LA.19	Importance of inference and background knowledge for interpretation and full understanding of texts		v		v	v	v		v	v	v
LA.20	Range of discourse features, which convey meaning and indicate the purpose and intended audience of text		v		v	v	v		v	v	v
LA.21	Understanding of the roles of punctuation and of layout and typographical features in text	v	v		v	v	v		v	v	v
LA.22	An understanding of the barriers to accessing text	v	v	v	v	v	v		v	v	v

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Part B Personal Language Skills

Part B Productive Skills - Speaking and Writing

Element	Unit	109	110	111	112	113	114	115	116	117	118
LB.1	Expressing yourself clearly, using communication techniques to help convey the meaning and to enhance the delivery and accessibility of the message	v	v	v	v	v	v	v	v	v	v
LB.2	Showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others	v	v	v	v	v	v	v	v	v	v
LB.3	Using appropriate techniques to reinforce oral communication, check how well the information is received and support the understanding of those listening	v	v	v	v	v	v	v	v	v	v
LB.4	Using non-verbal communication to assist in conveying meaning and receiving information, and recognising its use by others	v	v	v	v	v	v	v	v	v	v
LB.5	Write fluently, accurately and legible on a range of topics	v	v	v	v	v	v	v	v	v	v
LB.6	Select appropriate format and style of writing for different purposes and different readers	v	v	v	v	v	v	v	v	v	v
LB.7	Use spelling and punctuation accurately in order to make meaning clear	v	v	v	v	v	v	v	v	v	v

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LB.8 Understand and use the conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written text	v	v	v	v	v	v	v	v	v	v
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Receptive Skills - Listening and reading

Element	Unit	109	110	111	112	113	114	115	116	117	118
LB.9	Listening attentively and responding sensitively to contributions made by others	v	v	v	v	v	v	v	v	v	v
LB.10	Find, and select from, a range of reference material and sources of information, including the Internet	v	v	v	v	v	v	v	v	v	v
LB.11	Use and reflect on a range of reading strategies to interpret texts and to locate information or meaning	v	v	v	v	v	v	v	v	v	v
LB.12	Identify and record the key information or messages contained within reading material using note-taking techniques	v	v	v	v	v	v	v	v	v	v

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Numeracy
Part ‘A’ Knowledge and Understanding

The influence different social and personal factors have on the development of numeracy skills.

Element	Unit	109	110	111	112	113	114	115	116	117	118
NA.1	The influence different social and personal factors have on the development of numeracy skills	v		v	v	v		v	v	v	v
NA.2	The different barriers that inhibit development of number skills	v	v	v	v	v	v	v	v	v	v
NA.3	The main learning difficulties and disabilities relating to number skills learning and development	v	v	v	v	v	v	v	v	v	v
NA.4	The common misconceptions and confusions related to number associated difficulties						v		v	v	
NA.5	How limited number attainment can restrict or disadvantage individuals as active participants in the community and economy	v	v	v			v	v		v	v

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Part B Personal Numeracy Skills.

Numbers and numeric operations

Element	Unit	109	110	111	112	113	114	115	116	117	118
NB.1	A sense of magnitude and the relevant position of numbers	v	v	v	v	v	v	v	v	v	v
NB.2	How to represent and manipulate numbers in equivalent forms and order relations	v	v	v	v	v	v	v	v	v	v
NB.3	Estimation to develop number and operation sense and to check reasonableness of results		v	v	v	v	v	v	v	v	v

Measurement, geometry and spatial awareness

Element	Unit	109	110	111	112	113	114	115	116	117	118
NB.4	Measurement and the different systems for gauging dimensions		v	v	v		v		v		v
NB.5	Dimensions such as area, perimeter and volume in plane and solid figures		v				v	v	v		v
NB.6	Concepts and properties of geometry as a means of describing the physical world		v				v	v	v		v
NB.7	How to solve multi-step problems involving the effects of change in angle and measurement						v		v		v

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Statistics

Element	Unit	109	110	111	112	113	114	115	116	117	118
NB.8 How to formulate questions that can be analysed using statistical methods		v	v			v	v	v	v	v	v
NB.9 The basic concepts associated with probability									v	v	v
NB.10 How to make enquiries, inferences and evaluating arguments based on data analysis		v	v			v	v	v	v	v	v
NB.11 Data sets using measures of location, spread and statistical diagrams		v	v			v	v	v	v	v	v
NB.12 Applying the key ideas relating to correlation and regression						v	v		v	v	v
NB.13 How to estimate, check work and use an appropriate degree of accuracy		v	v			v	v	v	v	v	v

NOTE:-The range of personal numeracy skills which can be developed and practised will depend on the level and complexity of numeracy skills demand in the candidate’s teaching context. Some of the numeracy skills can also be developed and practised in the context of the candidate’s professional role as a teacher to meet institutional and organisational needs.

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Assessment requirement for Part A of the minimum core in Language, Literacy and Numeracy

The mapping grid below indicates the opportunities to assess the elements of the Part A within the four Stage 2 units identified.

The shaded areas are the units that have been identified as most suitable for the assessing Part A of the minimum core, where the evidence occurs naturally.

Personal, social and cultural factors influencing language and literacy learning and development

Element	Unit	109	110	111	112	113	114	115	116	117	118
LA.1	The different factors affecting the acquisition and development of language and literacy	v								v	
LA.2	The importance of English language and literacy in enabling users to participate in and gain access to society and the modern economy	v								v	
LA.3	Understanding of the range of learners' cultural, linguistic and educational backgrounds	v					v			v	
LA.4	Awareness of the main learning disabilities and learning difficulties that hinder language learning and skill development	v					v			v	
LA.5	Multilingualism and the role of the first language in the acquisition of languages									v	
LA.6	Issues that arise when learning another language or translating from one language to another									v	
LA.7	Awareness of issues related to varieties of English, including standard English, dialects and attitudes towards them						v			v	

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LA.8 The importance of context in language use and the influence of the communicative situation						v			v	

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Explicit knowledge of the four skills

Speaking and Writing

Element	Unit	109	110	111	112	113	114	115	116	117	118
LA.9	Awareness of context and levels of formality in spoken discourse					v					
LA.10	An understanding of the concepts of fluency, accuracy and competence for ESOL learners					v					
LA.11	Understanding of the key features of spoken English and some of the ways spoken English differs from written English					v					
LA.12	Have an understanding of the process of drafting written text, from purpose or idea through planning and drafting to final editing					v	v			v	
LA.13	Understand some of the significant features of written texts for different contexts and purposes					v	v			v	
LA.14	Have an understanding of significant features of English spelling and the contribution of punctuation to meaning in written texts					v	v			v	

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Listening and Reading

Element	Unit	109	110	111	112	113	114	115	116	117	118
LA.15	The importance of prior knowledge and prediction in the processing of oral information					v	v				
LA.16	Awareness of different approaches to listening depending on purpose					v	v				
LA.17	The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language					v	v				
LA.18	Awareness of the variety of approaches to text depending on the purpose of reading					v	v				
LA.19	Importance of inference and background knowledge for interpretation and full understanding of texts					v	v				
LA.20	Range of discourse features, which convey meaning and indicate the purpose and intended audience of text					v	v				
LA.21	Understanding of the roles of punctuation and of layout and typographical features in text					v	v				
LA.22	An understanding of the barriers to accessing text					v	v				

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Numeracy Part 'A' Knowledge and Understanding

The influence different social and personal factors have on the development of numeracy skills.

Element	Unit	109	110	111	112	113	114	115	116	117	118
NA.1	The influence different social and personal factors have on the development of numeracy skills	v								v	
NA.2	The different barriers that inhibit development of number skills	v								v	
NA.3	The main learning difficulties and disabilities relating to number skills learning and development	v								v	
NA.4	The common misconceptions and confusions related to number associated difficulties									v	
NA.5	How limited number attainment can restrict or disadvantage individuals as active participants in the community and economy	v								v	

DRAFT

Unit 109: Identify and assess learners' needs

Unit Summary

To meet minimum core requirements in addressing language, literacy and numeracy needs in education and training, there are opportunities within Unit 109 to develop and embed elements of Part A, Knowledge and Understanding and to practice and evidence aspects of the elements of Part A, Language and Literacy - Explicit knowledge of the four skills and of Part B Personal Language Skills and Part B Personal Numeracy Skills.

Links with other units:

Units 110, 111, 114, 115, 116

Part A Language and Literacy Part A Numeracy

Part A, Knowledge and understanding – Personal, social and cultural factors

Sample activities for development and practice for Part A Language and Literacy Part A Numeracy

The process of assessing learner needs should include identification of the personal, social and cultural factors that have contributed to the learner's experience, needs and aspirations. The following sample activities suggest ways in which awareness of these factors can be incorporated into course activities and content.

- A written profile of an adult learner, which details how the individual's literacy/language/number attainment has been influenced by social, cultural and personal factors. This may be from own practice or from a case study relevant to the candidate.
- Research into the languages spoken by learners in their group identifying the characteristics of the languages.
- Commentary on how this may have impacted on the learner's active participation in the community and economic life.
- Clear links identified in the initial assessment of the learner, of their experience, capabilities and preferred learning styles, and indication of further support, if appropriate, e.g. referral to educational psychologist for assessment for indicators of dyslexia, referral to a literacy, language or numeracy specialist for additional learning support..

7407 Stage 2 – Minimum core mapping

Assessment

Assessment will be through internal assessment of 7407 Stage 2 unit activities, assignments or course activities, which enable candidates to demonstrate their understanding of the minimum core elements in the context of their teaching role.

Outcomes

Part A Language and Literacy: Personal, social and cultural factors influencing language and literacy learning and development:

- The different factors affecting the acquisition and development of language and literacy
- The importance of English language and literacy in enabling users to participate in and gain access to society and the modern economy
- Understanding of the range of learners' cultural, linguistic and educational backgrounds
- Awareness of the main learning disabilities and learning difficulties that hinder language learning and skill development

Part A Numeracy: The influence different social and personal factors have on the development of numeracy skills

- The influence different social and personal factors have on the development of numeracy skills
- The different barriers that inhibit development of number skills
- The main learning difficulties and disabilities relating to number skills learning and development
- How limited number attainment can restrict or disadvantage individuals as active participants in the community and economy.

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*.

Literacy and Language: Pages 4 – 8, Numeracy: Pages 24 - 28

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual and group tasks (case studies, interviews with learners, reading, videos, discussion, number games, mental maths) as well as individual work in evaluating own financial, social and economic effectiveness, online learning and self-study/reading.

Part A Language and Literacy - Explicit knowledge of the four skills

Part B Personal language skills Part B Personal numeracy skills

Sample activities for development and practice

The process of assessing learner needs requires knowledge and skills relating to the literacy and language demands of the role, together with an appropriate level of personal skills. The following sample activities suggest ways in which awareness of these factors can be incorporated into course activities and content, and thus provide evidence of competence against the outcomes.

- Evaluation of tools that signpost potential literacy, numeracy and language needs e.g. Move On mini test, informal screening, and of initial assessment tools e.g. BSA Initial Assessment, Target Skills Initial Assessment, etc.
- Analysis of organisational information and documentation to identify key features such as text type, function of spelling, punctuation and grammar, experience and understanding required to access both written and spoken information and instruction.
- Role play or case study (audio or video) in questioning and information seeking skills when completing initial assessments with learners who have verbal processing difficulties e.g. using appropriate language, allowing sufficient time for learner to answer, etc
- Group discussion and development of guidelines for sensitivity issues in identifying and communicating literacy, language and/or numeracy skills needs.
- Analysis of initial assessment results against requirements of a course assignment, e.g. identification of percentages and/or ratios of learners requiring additional literacy, language or numeracy support.

Outcomes

Part A Literacy and language: Productive skills – speaking and writing

- Awareness of content and levels of formality in spoken discourse
- An understanding of the concepts of fluency, accuracy and competence for ESOL learners
- Understanding spoken English and some of the ways spoken English differs from written English.

Part A Literacy and language: Receptive skills – listening and reading

- The importance of prior knowledge and prediction in the processing of oral information
- Awareness of different approaches to listening depending on purpose
- The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language
- Awareness of the variety of approaches to text depending on the purpose of reading
- Understanding of the roles of punctuation and of layout and typographical features in texts
- An understanding of the barriers to accessing texts

Part B Personal language skills

The Personal language skills required throughout the 7407 Stage 2; the *Productive skills – speaking and writing* and *Receptive Skills – listening and reading*, are common to all units.

Productive skills – speaking and writing

- Expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message
- Showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others
- Using appropriate techniques to reinforce oral communication, check how well the information is received and support the understanding of those listening
- Using non-verbal communication to assist in conveying meaning and receiving information, and recognising its use by others
- Write fluently, accurately and legibly on a range of topics
- Select appropriate format and style of writing for different purposes and different readers
- Use spelling and punctuation accurately in order to make meaning clear
- Understand and use the conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written text

Receptive Skills – listening and reading

- Listening attentively and responding sensitively to contributions made by others
- Find, and select from, a range of reference material and sources of information, including the Internet
- Use and reflect on a range of reading strategies to interpret texts and to locate information or meaning

- Identify and record the key information or messages contained within reading material using note-taking techniques

Part B Personal numeracy skills

- A sense of magnitude and relative position of numbers
- How to represent and manipulate numbers in equivalent forms and order relations
- How to formulate questions that can be analysed using statistical methods
- How to make enquiries, inferences and evaluating arguments based on data analysis
- Data sets using measures of location, spread and statistical diagrams
- How to estimate, check work and use an appropriate degree of accuracy

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*

Literacy and Language: Pages 9 – 16, 17 - 21, Numeracy: Pages 29 - 36

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: group tasks (e.g. case studies, audio and video analysis, role play and discussion, analysis of initial assessment data) as well as individual work in evaluating own use of receptive and productive literacy skills and numeracy skills, online learning and self-study/reading.

Indicative reading for Part A: Knowledge and understanding – personal, social and cultural factors

Basic Skills Agency:

Basic Skills Awareness Raising Pack
Basic Skills and Political and Community Participation
Basic Skills and Social Exclusion
Literacy and Numeracy – what adults can and can't do.
Basic Skills and Financial Exclusion
Basic Skills and Jobs
Basic Skills and Social Exclusion
Does Numeracy Matter?
Getting Better Basic Skills
Influences on Adult Basic Skills
It Doesn't Get Any Better (John Bynner and Samantha Parsons)

Skills for Life – strategy documents and core curricula:

Skills for Life – The national strategy for improving adult literacy and numeracy skills (DfES, 2001)

Delivering Skills for Life – The national strategy for improving adult literacy and numeracy skills (DfES, 2002)

7407 Stage 2 – Minimum core mapping

National Standards for adult literacy and numeracy (QCA, 2000)

Adult Literacy core curriculum including Spoken Communication (The Basic Skills Agency, 2001)

Adult Numeracy core curriculum (The Basic Skills Agency, 2001)

Adult ESOL core curriculum (The Basic Skills Agency, 2001)

Access for All – guidance on making the adult literacy and numeracy core curricula accessible (DfES, 2002)

Adult Pre-entry Curriculum Framework (DfES 2002)

Key Skills standards (QCA 2005)

Mace J (1992) *Talking about Literacy* Routledge

Krupska, M and Klein, C (1995) *Demystifying Dyslexia*, London Language and Literacy Unit

Mason, M (2000) *Incurably Human* Working Press

Sunderland, H et al (2001) *Dyslexia and the Bilingual learner* London Language and Literacy Unit

DfES *Freedom to Learn: Basic Skills for Learners with Learning Difficulties and/or Disabilities*.

London Language and Literacy Unit *On being Dyslexic: adults talking about dyslexia (video)*

'Researching Mathematics Life Histories: A Case Study' in D.Coben (comp.) Coben, D. and Thumpston, G. (1995)

Useful website addresses:

Hearing Impairment

RNID

www.rnid.org.uk

www.dfes.gov.uk/readwriteplus *Interactive Core Curricula*

Visual Impairment

RNIB and National Library for the Blind

www.rnib.org.uk

Dyslexia:

Adult Dyslexia Organisation

www.futurenet.co.uk/charity/ado

British Dyslexia Association

www.bda-dyslexia.org.uk

Dyslexia Institute

www.dyslexia-inst.org.uk

Autism

National Autistic Society

www.nas.org.uk

Disabled learners/learners with Learning difficulties

BASIL

www.ctad.co.uk/basil

MENCAP

www.mencap.org.uk

Skill: National Bureau for Students

With Disabilities

www.skill.org.uk

SCOPE

www.scope.org.uk

Mental Health

Mental Health Foundation

www.mentalhealth.co.uk

Further Reading list

See complete suggested reading list at Appendix A

Unit 110: Plan and manage the learning process

Unit Summary

To meet minimum core requirements in addressing language, literacy and numeracy needs in education and training, there are opportunities within Unit 110 to develop and embed elements of Part A, Knowledge and Understanding. There are also opportunities within Unit 110 to develop, practice and evidence aspects of the elements of Part A, Language and Literacy - Explicit knowledge of the four skills and of Part B Personal Language Skills and Part B Personal Numeracy Skills.

Links with other units:

Units 109, 111, 113, 114, 115, 116

Part A Language and Literacy

Sample activities for development and practice

The process of planning and managing the learning process should include identification of the **personal, social and cultural factors** that have contributed to the learner's experience, needs and aspirations. The following sample activities suggest ways in which awareness of these factors can be incorporated into course activities and content.

- Notes Identifying areas in a teaching and learning programme where learners with literacy, numeracy or language needs may require support, together with an indication of some strategies to provide this.
- Commentary on how implementation of the strategies has impacted on the learner's achievement of the programme's aims.
- Literacy, numeracy and language development opportunities identified within the teaching and learning programme, and activities developed in line with embedded teaching and learning, as defined by the DfES:

Embedded teaching and learning combine the development of literacy, language and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to succeed in qualifications, in life and at work.'

(DfES definition, 2004)

Assessment

Assessment will be through internal assessment of 7407 Stage 2 Unit activities, assignments or course activities, which enable candidates to demonstrate their understanding of the minimum core elements in the context of their teaching role.

Outcomes

Part A Language and Literacy: Personal, social and cultural factors influencing language and literacy learning and development:

- Understanding of the range of learners' cultural, linguistic and educational backgrounds
- Awareness of the main learning disabilities and learning difficulties that hinder 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
- Awareness of issues related to varieties of English, including standard English, dialects and attitudes towards them
- The importance of context in language use and the influence of the communicative situation

Part A Numeracy: The influence different social and personal factors have on the development of numeracy skills

- The different barriers that inhibit development of number skills
- The main learning difficulties and disabilities relating to number skills learning and development
- How limited number attainment can restrict or disadvantage individuals as active participants in the community and economy

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*.

Literacy and Language: Pages 4 – 8, Numeracy: Pages 24 - 28

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small and whole group tasks (presentations, case studies, interviews with learners, videos, discussion, visiting speakers) as well as individual work in evaluating own effectiveness in responding to learner needs, online learning and self-study/reading.

Part A Language and Literacy – Explicit knowledge of the four skills

Part B Personal language skills

Part B Personal numeracy skills

Sample activities for development and practice

The process of planning and managing the learning process requires knowledge and skills relating to the literacy, language and numeracy demands of the role, together with an appropriate level of personal skills. The following sample activities suggest ways in which awareness of these factors can be incorporated into course activities and content, and thus provide evidence of competence against the outcomes.

- Review of learning programme content to determine literacy, language and numeracy skills levels and demand, and identification of skills development opportunities (skills audit).
- Relating and comparing initial assessment results to levels and skills from skills audit to identify areas of support needed.
- Micro-teaching sessions on areas of literacy, numeracy and language skills required by the learning programme.
- Understanding course planning requirements for health & safety, and availability and disposition of space in the teaching context, including the provision required to accommodate learners with specific needs e.g. wheelchair access.
- Analysing learner perception of course information to include data collection and presentation.
- Reflecting on own personal skills and development opportunities against the requirements of the learning programme and the literacy, language and numeracy minimum core elements.

Outcomes

Part A Language and Literacy – Explicit knowledge of the four skills

Part A Literacy and language: Productive skills – speaking and writing

- Awareness of content and levels of formality in spoken discourse
- An understanding of the concepts of fluency, accuracy and competence for ESOL learners
- Have an understanding of the process of drafting written text, from purpose or idea through planning and drafting to final editing
- Understand some of the significant features of written texts for different contexts and purposes
- Have an understanding of significant features of English spelling and of the contribution of punctuation to meaning in written texts

Part A Literacy and language: Receptive skills – listening and reading

- The importance of prior knowledge and prediction in the processing of oral information
- Awareness of different approaches to listening depending on purpose
- The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language
- Awareness of the variety of approaches to text depending on the purpose of reading
- Importance of inference and background knowledge for interpretation and full understanding of texts
- Range of discourse features, which convey meaning and indicate the purpose and intended audience of text
- Understanding of the roles of punctuation and of layout and typographical features in texts
- An understanding of the barriers to accessing text

Part B Personal language skills

The Personal language skills required throughout the 7407 Stage 2; the *Productive skills – speaking and writing* and *Receptive Skills – listening and reading*, are common to all units. These are listed under Unit 109, Page XXXX, and further information on the elements of these skills can be obtained from: *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*, Literacy and Language: Pages 17 – 21.

Part B Personal numeracy skills

The range of personal numeracy skills which can be developed and practised will depend on the level and complexity of numeracy skills demand in the candidate's teaching context. The following is an indicator of some of the elements which are common to many teaching and learning programmes.

It should be noted, however, that in order to support learners to achieve accreditation in the core skills of literacy and numeracy, opportunities for learners to develop and practise the full range of skills required, either through the learning programme or as additional learning opportunities, will need to be identified as part of the learner's overall Individual Learning Plan.

- A sense of magnitude and relative position of numbers
- How to represent and manipulate numbers in equivalent forms and order relations
- Estimation to develop number and operation sense and check reasonableness of results
- Measurement and different systems for gauging dimension
- Dimensions such as area, perimeter and volume in plane and solid figures
- Concepts and properties of geometry as a means of describing the physical world
- How to formulate questions that can be analysed using statistical methods
- How to make enquiries, inferences and evaluating arguments based on data analysis
- Data sets using measures of location, spread and statistical diagrams
- How to estimate, check work and use an appropriate degree of accuracy

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*

Literacy and Language: Pages 9 – 16, 17 - 21, Numeracy: Pages 29 - 36

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small group and whole group tasks (e.g. case studies, presentations, peer presentations, micro-teaching sessions, audio and video analysis, role play and discussion, skills analyses of core course to identify underpinning literacy, numeracy and language skills) as well as individual work in reflecting on own use of receptive and productive literacy skills and numeracy skills, online learning and self-study/reading.

Indicative reading for Part A: Knowledge and understanding – personal, social and cultural factors

Skills for Life – resource materials and core curricula

Living Our Lives (DfES)

The Self-Advocacy Action Pack (DfES)

Working with Refugees and Asylum Seekers: Support materials for ESOL providers (DfES)

National Standards for adult literacy and numeracy (QCA, 2000)

Adult Literacy core curriculum including Spoken Communication (The Basic Skills Agency, 2001)

Adult Numeracy core curriculum (The Basic Skills Agency, 2001)

Adult ESOL core curriculum (The Basic Skills Agency, 2001)

Access for All – guidance on making the adult literacy and numeracy core curricula accessible (DfES, 2002)

Adult Pre-entry Curriculum Framework (DfES 2002)

7407 Stage 2 – Minimum core mapping

Key Skills standards (QCA 2005)

Further Reading list

See complete suggested reading list at Appendix A

DRAFT

Unit 111: Use techniques and facilitate learning

Unit Summary

To meet minimum core requirements in addressing language, literacy and numeracy needs in education and training, there are opportunities within Unit 111 to develop and embed elements of Part A, Knowledge and Understanding and there are opportunities within Unit 111 to develop, practice and evidence aspects of the elements of Part A, Language and Literacy - Explicit knowledge of the four skills and of Part B Personal Language Skills and Part B Personal Numeracy Skills.

Links with other units:

Units 109, 110, 114, 115, 116

Part A Language and Literacy

Part A Knowledge and understanding – personal, social and cultural factors

Sample activities for development and assessment

The process of using techniques and facilitating learning should include identification of the **personal, social and cultural factors** that have contributed to the learner's experience, needs and aspirations. The following sample activities suggest ways in which awareness of these factors can be incorporated into course activities and content.

- Commentary on strategies to support multilingual learners in the development of learning activities, including preteaching vocabulary, setting the context, clarity in instruction, supported listening, importance of visual support, avoiding idiomatic language etc
- Inclusion of differentiation in teaching and learning strategies to accommodate learners with literacy, numeracy or language needs, including specific learning difficulties such as dyslexia or dyscalculia, within a specific area of the curriculum
- Explicit acknowledgement in activity development of the importance of context in language use within a group setting.

Assessment

Assessment will be through internal assessment of 7407 Stage 2 Unit activities, assignments or course activities, which enable candidates to demonstrate their understanding of the minimum core elements in the context of their teaching role.

Outcomes

Part A Language and Literacy: Personal, social and cultural factors influencing language and literacy learning and development:

- The different factors affecting the acquisition and development of language and literacy
- Understanding of the range of learners' cultural, linguistic and educational backgrounds
- Awareness of the main learning disabilities and learning difficulties that hinder 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
- Awareness of issues related to varieties of English, including standard English, dialects and attitudes towards them
- The importance of context in language use and the influence of the communicative situation

Part A Numeracy: The influence different social and personal factors have on the development of numeracy skills

- The influence different social and personal factors have on the development of numeracy skills
- The different barriers that inhibit development of number skills
- The main learning difficulties and disabilities relating to number skills learning and development.
- How limited number attainment can restrict or disadvantage individuals as active participants in the community and economy

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*.

Literacy and Language: Pages 4 – 8, Numeracy: Pages 24 - 28

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small and whole group tasks (presentations, case studies, guided

7407 Stage 2 – Minimum core mapping

individual learning, and discussion, visiting speakers) as well as individual work in evaluating own effectiveness in responding to learner needs in a group setting.

DRAFT

Part A Language and Literacy - Explicit knowledge of the four skills

Part B Personal language skills Part B Personal numeracy skills

Sample activities for development and practice

The process of using techniques and facilitating learning requires knowledge and skills relating to the literacy and language demands of the role, together with an appropriate level of personal skills. The following sample activities suggest ways in which awareness of these factors can be incorporated into course activities and content, and thus provide evidence of competence against the outcomes.

- Commentary on a range of sample individual learning/action plans highlighting the key features of how written English differs from spoken English.
- Evaluation of role play activities as learner and tutor agreeing targets for learning goals demonstrating effective use language, style and tone together with non-verbal communication to support understanding.
- Micro-teaching sessions using strategies to facilitate learning of numbers and numeric operations in groups, as appropriate to candidates' subject area, including differentiated learning opportunities.
- Reflecting on own personal skills and development opportunities against the requirements of the learning programme and the literacy, language and numeracy minimum core elements.

Outcomes

Part A Language and Literacy – Explicit knowledge of the four skills

Part A Literacy and language: Productive skills – speaking and writing

- Awareness of content and levels of formality in spoken discourse
- An understanding of the concepts of fluency, accuracy and competence for ESOL learners
- Understanding of the key features of spoken English and some of the ways spoken English differs from written English

Part A Literacy and language: Receptive skills – listening and reading

- The importance of prior knowledge and prediction in the processing of oral information
- Awareness of different approaches to listening depending on purpose
- The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language
- Awareness of the variety of approaches to text depending on the purpose of reading
- An understanding of the barriers to accessing text

Part B Personal language skills

The Personal language skills required throughout the 7407 Stage 2; the *Productive skills – speaking and writing* and *Receptive Skills – listening and reading*, are common to all units. These are listed under Unit 109, Page XXXX, and further information on the elements of these skills can be obtained from: *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*, Literacy and Language: Pages 17 – 21.

Part B Personal numeracy skills

The range of personal numeracy skills which can be developed and practised will depend on the level and complexity of numeracy skills demand in the candidate's teaching context. The following is an indicator of some of the elements which are appropriate to many group activities, although a group activity could cover a wider range of number skills e.g. a customer survey, planning an event.

- A sense of magnitude and relative position of numbers
- How to represent and manipulate numbers in equivalent forms and order relations
- Estimation to develop number and operation sense and check reasonableness of results
- Measurement and different systems for gauging dimension

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*

Literacy and Language: Pages 9 – 16, 17 - 21, Numeracy: Pages 29 - 36

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small group and whole group tasks (e.g. case studies, modelling, presentations, micro-teaching sessions, audio and video analysis, role play and discussion, resource evaluation) as well as individual work in reflecting on own use of receptive and productive literacy skills and numeracy skills, online learning and self-study/reading.

Indicative reading for Part A: Knowledge and understanding – personal, social and cultural factors

Skills for Life – resource materials and core curricula

Living Our Lives (DfES)

The Self-Advocacy Action Pack (DfES)

Working with Refugees and Asylum Seekers: Support materials for ESOL providers (DfES)

National Standards for adult literacy and numeracy (QCA, 2000)

Adult Literacy core curriculum including Spoken Communication (The Basic Skills Agency, 2001)

Adult Numeracy core curriculum (The Basic Skills Agency, 2001)

Adult ESOL core curriculum (The Basic Skills Agency, 2001)

Access for All – guidance on making the adult literacy and numeracy core curricula accessible (DfES, 2002)

Adult Pre-entry Curriculum Framework (DfES 2002)

Key Skills standards (QCA 2005)

Further Reading list

See complete suggested reading list at Appendix A

Unit 112: Principles of learning

Unit Summary

To meet minimum core requirements in addressing language, literacy and numeracy needs in education and training, there are opportunities within Unit 112 to develop and embed elements of Part A, Knowledge and Understanding. There are also opportunities to develop, practice and evidence aspects of the elements of Part A, Language and Literacy - Explicit knowledge of the four skills and of Part B Personal Language Skills and Part B Personal Numeracy Skills.

Links with other units:

Units 114, 116

Part A Language and Literacy

Part A Knowledge and understanding – personal, social and cultural factors

Sample activities for development and practice

The range of principles and models of learning should be transferable to supporting learners' literacy, language and numeracy skills. This unit provides opportunities for candidates to consider strategies for developing models of learning within the candidate's course context, which also considers the **personal, social and cultural factors** that have contributed to the learner's experience, needs and aspirations. The following sample activities suggest ways in which awareness of these factors can be incorporated into course activities and content.

- Commentary on the opportunities for using multi sensory teaching methods within the planning and structuring of activities to meet the learning styles of learners with learning difficulties and disabilities.
- Inclusion of strategies to support literacy, numeracy or language learner's entitlement and autonomy, acknowledging the difficulties literacy, numeracy or language learners may face in accessing learning.
- Mapping the learning cycle for the acquisition of literacy, language and numeracy skills to Kolb's learning cycle. Comments on similarities or differences, if any.

Assessment

Assessment will be through internal assessment of 7407 Stage 2 Unit activities, assignments or course activities, which enable candidates to demonstrate their understanding of the minimum core elements in the context of their teaching role.

Outcomes

Part A Language and Literacy: Personal, social and cultural factors influencing language and literacy learning and development:

- The different factors affecting the acquisition and development of language and literacy
- Understanding of the range of learners' cultural, linguistic and educational backgrounds
- Awareness of the main learning disabilities and learning difficulties that hinder 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

Part A Numeracy: The influence different social and personal factors have on the development of numeracy skills

- The influence different social and personal factors have on the development of numeracy skills
- The different barriers that inhibit development of number skills
- The main learning difficulties and disabilities relating to number skills learning and development

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*.

Literacy and Language: Pages 4 – 8, Numeracy: Pages 24 - 28

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small and whole group tasks (presentations, lecture, case studies, discussion, self study, research and evaluation) as well as individual work in evaluating own effectiveness in the planning and delivery of inclusive (embedded) literacy, language and numeracy learning in response to theories selected.

Part A Language and Literacy - Explicit knowledge of the four skills**Part B Personal language skills Part B Personal numeracy skills*****Sample activities for development and practice***

Understanding and applying the principles of learning requires knowledge and skills relating to the literacy and language demands of the role, together with an appropriate level of personal skills. The following sample activities suggest ways in which awareness of the principles of learning can be incorporated into course activities and content and thus provide evidence of competence against the outcomes.

- Use of live website examples for the development of number competence. This could include discussion of some methods for teaching number using ICT and the underpinning learning principles.
- Review of case studies of learners to identify motivational factors especially with regard to returning to learn literacy, numeracy or language, success in learning and learning styles and needs, e.g. Move On case studies (www.move-on.org)
- Research to include the different models of literacy, numeracy and/or language development opportunities available within candidate's own institution and the underpinning learning principles e.g. short brush up sessions, partnership teaching with Skills for Life specialists, inclusive (embedded) Skills for Life learning.
- Reflecting on own personal skills and development opportunities against the requirements of the learning programme and the literacy, language and numeracy minimum core elements.

Outcomes

Part A Language and Literacy – Explicit knowledge of the four skills

Part A Literacy and language: Productive skills – speaking and writing

- Awareness of context and levels of formality in spoken discourse
- Understanding of the key features of spoken English and some of the ways spoken English differs from written English
- Have an understanding of the process of drafting written text, from purpose or idea through planning and drafting to final editing
- Understand some of the significant features of written texts for different contexts and purposes
- Have an understanding of significant features of English spelling and of the contribution of punctuation to meaning in written texts

Part A Literacy and language: Receptive skills – listening and reading

- The importance of prior knowledge and prediction in the processing of oral information
- Awareness of different approaches to listening depending on purpose
- The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language
- Awareness of the variety of approaches to text depending on the purpose of reading
- Importance of inference and background knowledge for interpretation and full understanding of texts
- Range of discourse features, which convey meaning and indicate the purpose and intended audience of text
- Understanding of the roles of punctuation and of layout and typographical features in texts
- An understanding of the barriers to accessing text

Part B Personal language skills

The Personal language skills required throughout the 7407 Stage 2; the *Productive skills – speaking and writing* and *Receptive Skills – listening and reading*, are common to all units. These are listed under Unit 109, and further information on the elements of these skills can be obtained from: *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*, Literacy and Language: Pages 17 – 21.

Part B Personal numeracy skills

The range of personal numeracy skills which can be developed and practised will depend on the level and complexity of numeracy skills demand in the candidate's teaching context. The following is an indicator of some of the elements which may be appropriate in the context of an understanding of the principles of learning in a number context.

- A sense of magnitude and relative position of numbers
- How to represent and manipulate numbers in equivalent forms and order relations
- Estimation to develop number and operation sense and check reasonableness of results
- Measurement and different systems for gauging dimension

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*

Literacy and Language: Pages 9 – 16, 17 - 21, Numeracy: Pages 29 - 36

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small group and whole group tasks (e.g. modelling, presentations, analysis and evaluation, discussions, website searches, case studies) as well as individual work in reflecting on own use of receptive and productive literacy skills and numeracy skills, online learning and self-study/reading.

Indicative reading for Part A: Knowledge and understanding – social, cultural and personal factors

Skills for Life – resource materials and core curricula

National Standards for adult literacy and numeracy (QCA, 2000)

Adult Literacy core curriculum including Spoken Communication (The Basic Skills Agency, 2001)

Adult Numeracy core curriculum (The Basic Skills Agency, 2001)

Adult ESOL core curriculum (The Basic Skills Agency, 2001)

Access for All – guidance on making the adult literacy and numeracy core curricula accessible (DfES, 2002)

Adult Pre-entry Curriculum Framework (DfES 2002)

Key Skills standards (QCA 2005)

Websites

www.move-on.org

www.keyskillssupport.net

www.bbc.co.uk/skillswise

Further Reading list

See complete suggested reading list at Appendix A

Unit 113: Communication Seminar Paper

Unit Summary

To meet minimum core requirements in addressing language, literacy and numeracy needs in education and training, there are opportunities within Unit 113 to develop and embed elements of Part A, Knowledge and Understanding and to develop, practice and evidence aspects of the elements of Part A, Language and Literacy - Explicit knowledge of the four skills and of Part B Personal Language Skills and Part B Personal Numeracy Skills.

Links with other units:

Units 110

Part A Language and Literacy

Part A Knowledge and understanding – personal, social and cultural factors

Sample activities for development and practice

This unit provides opportunities for candidates to research and evaluate how communication skills are used in their teaching context to address **the personal, social and cultural factors** that have contributed to the learner's experience, needs and aspirations. The following sample activities suggest ways in which awareness of these factors can be incorporated into course activities and content.

- Discussion on the non-verbal communication and body language appropriate in different cultures and social groupings.
- Development of case studies to detail how support has been provided to encourage effective communication when working with learners with learning difficulties and disabilities.
- Sample individual learning plans and reviews demonstrating support for ESOL learners in communication skills development within the candidate's teaching context.

Assessment

Assessment will be through internal assessment of 7407 Stage 2 Unit activities, assignments or course activities, which enable candidates to demonstrate their understanding of the minimum core elements in the context of their teaching role.

Outcomes

Part A Language and Literacy: Personal, social and cultural factors influencing language and literacy learning and development:

- The different factors affecting the acquisition and development of language and literacy
- Understanding of the range of learners' cultural, linguistic and educational backgrounds
- Awareness of the main learning disabilities and learning difficulties that hinder 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
- Awareness of issues related to varieties of English, including standard English, dialects and attitudes towards them
- The importance of context in language use and the influences of the communicative situation.

Part A Numeracy: The influence different social and personal factors have on the development of numeracy skills

- The influence different social and personal factors have on the development of numeracy skills
- The different barriers that inhibit development of number skills
- The main learning difficulties and disabilities relating to number skills learning and development

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*.

Literacy and Language: Pages 4 – 8, Numeracy: Pages 24 - 28

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small and whole group tasks (presentations, peer presentations, case studies, discussion, self study, simulation, research and evaluation) as well as individual work in evaluating own effectiveness the use of communication.

Part A Language and Literacy - Explicit knowledge of the four skills

Part B Personal language skills Part B Personal numeracy skills

Sample activities for development and practice

Preparing and delivering the communication seminar paper requires knowledge and skills relating to the literacy and language demands of the role, together with an appropriate level of personal skills. The following sample activities suggest ways in which awareness of the skills required to communicate effectively can be incorporated into course activities and content, and thus provide evidence of competence against the outcomes.

- Use of research data in determining evidence of correlation in areas appropriate to the overall research topic e.g. identification of support needs against provision.
- Commentary on the organisation or institution policy on inclusiveness and the effectiveness of communicating such entitlement.
- Reflective log of candidate's own use of communication skills in the teaching context and learning points arising.
- Peer presentation of examples of communication strategies when working with learners in the teaching context to develop an aspect of number skills development required as an underpinning skill for effective course achievement e.g. different methods of addition, etc
- Reflecting on own personal skills and development opportunities against the requirements of the learning programme and the literacy, language and numeracy minimum core elements.

Outcomes

Part A Language and Literacy – Explicit knowledge of the four skills

Part A Literacy and language: Productive skills – speaking and writing

- Awareness of context and levels of formality in spoken discourse
- An understanding of the concepts of fluency, accuracy and competence for ESOL learners
- Understanding of the key features of spoken English and some of the ways spoken English differs from written English
- Have an understanding of the process of drafting written text, from purpose or idea through planning and drafting to final editing
- Understand some of the significant features of written texts for different contexts and purposes
- Have an understanding of significant features of English spelling and of the contribution of punctuation to meaning in written texts

Part A Literacy and language: Receptive skills – listening and reading

- The importance of prior knowledge and prediction in the processing of oral information
- Awareness of different approaches to listening depending on purpose
- The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language
- Awareness of the variety of approaches to text depending on the purpose of reading
- Importance of inference and background knowledge for interpretation and full understanding of texts
- Range of discourse features, which convey meaning and indicate the purpose and intended audience of text
- Understanding of the roles of punctuation and of layout and typographical features in texts
- An understanding of the barriers to accessing text

Part B Personal language skills

The Personal language skills required throughout the 7407 Stage 2; the *Productive skills – speaking and writing* and *Receptive Skills – listening and reading*, are common to all units. These are listed under Unit 109, Page XXXX, and further information on the elements of these skills can be obtained from: *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*, Literacy and Language: pages 17 – 21.

Part B Personal numeracy skills

The range of personal numeracy skills which can be developed and practised will depend on the level and complexity of numeracy skills demand in the candidate's teaching context, although some of the numeracy skills can be developed and practiced in the context of the candidate's professional role as a teacher to meet institutional and organisational needs. The following is an indicator of some of the elements which may be appropriate in the context of both.

- A sense of magnitude and relative position of numbers
- How to represent and manipulate numbers in equivalent forms and order relations
- Estimation to develop number and operation sense and check reasonableness of results
- How to formulate questions that can be analysed using statistical methods
- How to make enquiries, inferences and evaluating arguments based on data analysis
- Data sets using measures of location, spread and statistical diagrams
- Applying the key ideas relating to correlation and regression
- How to estimate, check work and use an appropriate degree of accuracy

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*

Literacy and Language: Pages 9 – 16, 17 - 21, Numeracy: Pages 29 - 36

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small group and whole group tasks (e.g. presentations, analysis and evaluation, discussions, website searches, case studies) as well as individual work in reflecting on own use of receptive and productive literacy skills and numeracy skills, online learning and self-study/reading.

Indicative reading for Part A: Knowledge and understanding – personal, social and cultural factors

Skills for Life – resource materials and core curricula

National Standards for adult literacy and numeracy (QCA, 2000)

Adult Literacy core curriculum including Spoken Communication (The Basic Skills Agency, 2001)

Adult Numeracy core curriculum (The Basic Skills Agency, 2001)

Adult ESOL core curriculum (The Basic Skills Agency, 2001)

Access for All – guidance on making the adult literacy and numeracy core curricula accessible (DfES, 2002)

Adult Pre-entry Curriculum Framework (DfES 2002)

Key Skills standards (QCA 2005)

Further Reading list

See complete suggested reading list at Appendix A

Unit 114: Develop resources

Unit Summary

To meet minimum core requirements in addressing language, literacy and numeracy needs in education and training, there are opportunities within Unit 114 to develop and embed elements of Part A, Knowledge and Understanding. This unit also helps to develop, practice and evidence aspects of the elements of Part A, Language and Literacy - Explicit knowledge of the four skills and of Part B Personal Language Skills and Part B Personal Numeracy Skills.

Links with other units:

Units 109, 110, 111, 115, 116

Part A Language and Literacy

Part A Knowledge and understanding – personal, social and cultural factors

Sample activities for development and practice

This unit provides opportunities for candidates to develop resources in their teaching context to take into account the **personal, social and cultural factors** that have contributed to the learner's experience, needs and aspirations and to ensure that any such resource material enables learners to access and complete activities and learning. The following sample activities suggest ways in which awareness of these factors can be incorporated into course activities and content.

- Group discussions on the strategies for ensuring appropriacy of materials for a range of learners e.g. multilingual learners, learners with learning difficulties and disabilities, with reference to accessibility and inclusiveness e.g. use of coloured filters/papers for dyslexic learners with Meares-Irlen syndrome, use of culturally appropriate materials for ESOL learners.
- Commentary following a presentation by a visiting speaker on how access to ICT can be facilitated for learners with learning difficulties and disabilities e.g. voice recognition software, Bobby compliant web resources.
- Group development of a checklist as a reminder on ways access to ICT can be facilitated for learners with learning difficulties and disabilities and can be incorporated into session planning and resource development.
- Notes of previous methods of learning number calculations from learners' own experiences and ways these can be incorporated into resource development e.g. methods of subtraction

- Presentation by a number specialist on common misconceptions and confusions and notes of how resource development may support a learner to overcome these, both through ICT and paper based materials.

Assessment

Assessment will be through internal assessment of 7407 Stage 2 Unit activities, assignments or course activities, which enable candidates to demonstrate their understanding of the minimum core elements in the context of their teaching role.

Outcomes

Part A Language and Literacy: Personal, social and cultural factors influencing language and literacy learning and development:

- Understanding of the range of learners' cultural, linguistic and educational backgrounds
- Awareness of the main learning disabilities and learning difficulties that hinder 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
- Awareness of issues related to varieties of English, including standard English, dialects and attitudes towards them
- The importance of context in language use and the influence of the communicative situation

Part A Numeracy: The influence different social and personal factors have on the development of numeracy skills

- The different barriers that inhibit development of number skills
- The main learning difficulties and disabilities relating to number skills learning and development
- The common misconceptions and confusions related to number-associated difficulties
- How limited number attainment can restrict or disadvantage individuals as active participants in the community and economy

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*.

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small and whole group tasks (presentations, peer presentations, case studies, discussion, visiting speaker, self study, simulation, research and evaluation) as well as individual work in evaluating resources used within the course context.

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Part A Language and Literacy - Explicit knowledge of the four skills
Part B Personal language skills Part B Personal numeracy skills
Sample activities for development and practice

Understanding and developing resources requires knowledge and skills relating to the literacy and language demands of the role, together with an appropriate level of personal skills. The following sample activities suggest ways in which awareness of the methods for supporting literacy, numeracy and language skills can be incorporated into course activities and content, and thus provide evidence of competence against the outcomes.

- Calculations of the readability of the texts used in resources to ascertain the level of literacy demand and data analysis and comparison of the results across a range of resource material e.g. SMOG calculations of a range of texts.
- Discussion and checklist development of pointers to effective resources e.g. font size, white space, image appropriateness, use of text highlighting – boldening, italicising, etc. Similarly with ICT resources available through the Internet or commercially available products for learning
- Development of a ‘swap shop’ exchange of most effective resources, together with supporting rationale
- Identification and evaluation of a range of resource materials, including video and audio material, to support the development of listening and speaking skills within the candidate’s teaching context e.g. discussion activities, role play, non-verbal communication, interview techniques
- Review of nationally available materials developed to support literacy, numeracy and language e.g. *Skills for Life* Embedded Learning Materials, *Skills for Life* Core Materials, and identification of how these can be used within the candidate’s teaching context.
- Development of learner activities in literacy and numeracy to raise awareness and understanding of the technical language appropriate to each area as identified in the glossary of the core curricula documents e.g. card matching activity of technical word to meaning.
- Reflecting on own personal skills and development opportunities against the requirements of the learning programme and the literacy, language and numeracy minimum core elements.

Outcomes

Part A Language and Literacy – Explicit knowledge of the four skills

Part A Literacy and language: Productive skills – speaking and writing

- Understanding of the key features of spoken English and some of the ways spoken English differs from written English
- Have an understanding of the process of drafting written text, from purpose or idea through planning and drafting to final editing
- Understand some of the significant features of written texts for different contexts and purposes
- Have an understanding of significant features of English spelling and of the contribution of punctuation to meaning in written texts

Part A Literacy and language: Receptive skills – listening and reading

- The importance of prior knowledge and prediction in the processing of oral information
- Awareness of different approaches to listening depending on purpose
- The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language
- Awareness of the variety of approaches to text depending on the purpose of reading
- Importance of inference and background knowledge for interpretation and full understanding of texts
- Range of discourse features, which convey meaning and indicate the purpose and intended audience of text
- Understanding of the roles of punctuation and of layout and typographical features in texts
- An understanding of the barriers to accessing text

Part B Personal language skills

The Personal language skills required throughout the 7407 Stage 2; the *Productive skills – speaking and writing* and *Receptive Skills – listening and reading*, are common to all units. These are listed under Unit 109, and further information on the elements of these skills can be obtained from: *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*, Literacy and Language: Pages 17 – 21.

Part B Personal numeracy skills

The range of personal numeracy skills which can be developed and practised will depend on the level and complexity of numeracy skills demand in the candidate's teaching context, although some of the numeracy skills can be developed and practised in the context of the candidate's professional role as a teacher to meet institutional and organisational needs. The following is an indicator of some of the elements which may be appropriate in the context of resource development.

It should be noted, however, that, in order to support learners to achieve accreditation in the core skills of literacy and numeracy, opportunities for learners to develop and practise the full range of skills required, either through the learning programme or as additional learning opportunities, will need to be identified as part of the learner's overall Individual Learning Plan.

7407 Stage 2 – Minimum core mapping

This may have implications for resource development outside the context of the learner's core course, to ensure they are meaningful and motivational for learners

- A sense of magnitude and relative position of numbers
- How to represent and manipulate numbers in equivalent forms and order relations
- Estimation to develop number and operation sense and check reasonableness of results
- Measurement and different systems for gauging dimension
- Dimensions such as area, perimeter and volume in plane and solid figures
- Concepts and properties of geometry as a means of describing the physical world
- How to solve multi-step problems involving the effects of change in angle and measurement
- How to formulate questions that can be analysed using statistical methods
- How to make enquiries, inferences and evaluating arguments based on data analysis
- Data sets using measures of location, spread and statistical diagrams
- Applying the key ideas relating to correlation and regression
- How to estimate, check work and use an appropriate degree of accuracy

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*

Literacy and Language: Pages 9 – 16, 17 - 21, Numeracy: Pages 29 - 36

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small group and whole group tasks (e.g. presentations, analysis and evaluation, discussions, website searches, reviews) as well as individual work in reflecting on own use of receptive and productive literacy skills and numeracy skills, online learning and self-study/reading.

Indicative reading for Part A: Knowledge and understanding – personal, social and cultural factors

Skills for Life – resource materials and core curricula

National Standards for adult literacy and numeracy (QCA, 2000)

Adult Literacy core curriculum including Spoken Communication (The Basic Skills Agency, 2001)

Adult Numeracy core curriculum (The Basic Skills Agency, 2001)

Adult ESOL core curriculum (The Basic Skills Agency, 2001)

Access for All – guidance on making the adult literacy and numeracy core curricula accessible (DfES, 2002)

Adult Pre-entry Curriculum Framework (DfES 2002)

Key Skills standards (QCA 2005)

Further Reading list

7407 Stage 2 – Minimum core mapping

See complete suggested reading list at Appendix A

Resource Materials

See list of nationally available materials developed through *Skills for Life* projects on Appendix A

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Unit 115: Support and guidance

Unit Summary

To meet minimum core requirements in addressing language, literacy and numeracy needs in education and training, there are opportunities within Unit 115 to develop and embed elements of Part A, Knowledge and Understanding. This unit also helps to develop, practice and evidence aspects of the elements of Part A, Language and Literacy - Explicit knowledge of the four skills and of Part B Personal Language Skills and Part B Personal Numeracy Skills.

Links with other units:

Units 109, 110, 111, 114, 116

Part A language and Literacy

Part A Knowledge and understanding – personal, social and cultural factors

Sample activities for development and practice

This unit provides opportunities to raise awareness of the appropriate support and guidance to enable learners to access learning, through an understanding of the social, cultural and personal factors that have contributed to their experience, needs and aspirations. The following sample activities suggest ways in which awareness of these factors can be incorporated into course activities and content.

- Data collection, analysis, evaluation and presentation of learners' feedback on their experiences of the organisation.
- Review and discussion of case studies detailing learners' support and guidance needs.
- Peer observation of a review session with a learner, identifying literacy, language or numeracy progress and achievement.
- Plan of teaching or workshop environment to determine best use of available space for learners to ensure inclusiveness e.g. access for wheelchair users
- Reports of attendance at key and/or basic skills staff development events identifying how the learning points from these sessions can provide opportunities to support learners' key and basic skills within the candidate's teaching context.
- Critique of organisational information available to learners regarding support and guidance with reference to the literacy and language demands of the information.
- Reflecting on own personal skills and development opportunities against the requirements of the learning programme and the literacy, language and numeracy minimum core elements.

Assessment

Assessment will be through internal assessment of 7407 Stage 2 Unit activities, assignments or course activities, which enable candidates to demonstrate their understanding of the minimum core elements in the context of their teaching role.

Outcomes

Part A Language and Literacy: Personal, social and cultural factors influencing language and literacy learning and development:

- The different factors affecting the acquisition and development of language and literacy
- The importance of English language and literacy in enabling users to participate in and gain access to society and the modern economy
- Understanding of the range of learners' cultural, linguistic and educational backgrounds
- Awareness of the main learning disabilities and learning difficulties that hinder language learning and skill development

Part A Numeracy: The influence different social and personal factors have on the development of numeracy skills

- The influence different social and personal factors have on the development of numeracy skills
- The different barriers that inhibit development of number skills
- The main learning difficulties and disabilities relating to number skills learning and development
- How limited number attainment can restrict or disadvantage individuals as active participants in the community and economy

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*.

Literacy and Language: Pages 4 – 8, Numeracy: Pages 24 - 28

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small and whole group tasks (presentations, peer presentations, case studies, discussion, visiting speaker, self study, research) as well as individual work in evaluating own effectiveness in managing the learning process.

Sample activities for development and practice

Providing support and guidance to learners requires knowledge and skills relating to the literacy and language demands of the role, together with an appropriate level of personal skills. The following sample activities suggest ways in which awareness of the support and guidance for literacy, numeracy and language skills can be incorporated into course activities and content, and thus provide evidence of competence against the outcomes.

- Information gathering and exchange regarding support and guidance provision for learners with learning difficulties and disabilities within candidates' own institution or organisation.
- Identification on learning programme developed for unit 110 of opportunities to develop and support key and basic skills with learners with learning difficulties and disabilities e.g. use of ICT for dyslexic learners, provision of large print handouts for learners with visual difficulties, use of multi-sensory resources for learners .
- Research on information and publicity about appropriate courses, within own and other local provision, to develop literacy, language and numeracy skills as a progression route to employability and further core subject learning to meet aspirations of learners.

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Outcomes

Part A Language and Literacy – Explicit knowledge of the four skills

Part A Literacy and language: Productive skills – speaking and writing

- Awareness of context and levels of formality in spoken discourse
- An understanding of the concepts of fluency, accuracy and competence for ESOL learners
- Understanding of the key features of spoken English and some of the ways spoken English differs from written English

Part A Literacy and language: Receptive skills – listening and reading

- The importance of prior knowledge and prediction in the processing of oral information
- Awareness of different approaches to listening depending on purpose
- The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language

Part B Personal language skills

The Personal language skills required throughout the 7407 Stage 2; the *Productive skills – speaking and writing* and *Receptive Skills – listening and reading*, are common to all units. These are listed under Unit 109, Page XXXX, and further information on the elements of these skills can be obtained from: *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*, Literacy and Language: Pages 17 – 21.

Part B Personal numeracy skills

The range of personal numeracy skills which can be developed and practised will depend on the level and complexity of numeracy skills demand in the candidate's teaching context, although some of the numeracy skills can be developed and practiced in the context of the candidate's professional role as a teacher to meet institutional and organisational needs. The following is an indicator of some of the elements which may be appropriate in the context of support and guidance.

- A sense of magnitude and relative position of numbers
- How to represent and manipulate numbers in equivalent forms and order relations
- Estimation to develop number and operation sense and check reasonableness of results
- Dimensions such as area, perimeter and volume in plane and solid figures
- Concepts and properties of geometry as a means of describing the physical world
- How to formulate questions that can be analysed using statistical methods
- How to make enquiries, inferences and evaluating arguments based on data analysis
- Data sets using measures of location, spread and statistical diagrams
- How to estimate, check work and use an appropriate degree of accuracy

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small group and whole group tasks (e.g. lectures, peer presentations, data collection, analysis and evaluation, discussions, case studies) as well as individual work in reflecting on own use of receptive and productive literacy skills and numeracy skills, online learning and self-study/reading.

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*

Literacy and Language: Pages 9 – 16, 17 - 21, Numeracy: Pages 29 - 36

Indicative reading for Part A: Knowledge and understanding – personal, social and cultural factors

Skills for Life – resource materials and core curricula

National Standards for adult literacy and numeracy (QCA, 2000)

Adult Literacy core curriculum including Spoken Communication (The Basic Skills Agency, 2001)

Adult Numeracy core curriculum (The Basic Skills Agency, 2001)

Adult ESOL core curriculum (The Basic Skills Agency, 2001)

Access for All – guidance on making the adult literacy and numeracy core curricula accessible (DfES, 2002)

Adult Pre-entry Curriculum Framework (DfES 2002)

Key Skills standards (QCA 2005)

Further Reading list

See complete suggested reading list at Appendix A

Unit 116: Assessment

Unit Summary

To meet minimum core requirements in addressing language, literacy and numeracy needs in education and training, there are opportunities within Unit 116 to develop and embed elements of Part A, Knowledge and Understanding and to practice and evidence aspects of the elements of Part A, Language and Literacy - Explicit knowledge of the four skills and of Part B Personal Language Skills and Part B Personal Numeracy Skills.

Links with other units:

Units 109, 110, 111, 114, 115

Part A Language and Literacy

Part A Knowledge and understanding – personal, social and cultural factors

Sample activities for development and practice

This unit provides opportunities for candidates to use assessment with an understanding of the **personal, social and cultural factors** that have contributed to the learner's experience, needs and aspirations. The following sample activities suggest ways in which awareness of these factors can be incorporated into course activities and content.

- Group discussions and information sharing on organisational recording documentation for identifying progress and achievement in literacy, numeracy or language.
- Exercises that enable candidates to identify common misconceptions and confusions in number calculations.
- Group development of a checklist on sensitivity issues when reviewing progress and achievement with learners with reference to literacy, numeracy or language needs.
- Individual research to identify technical language in assessment e.g. competence, outcomes, etc, and group discussions to determine alternative explanations for learners to aid understanding.

Assessment

Assessment will be through internal assessment of 7407 Stage 2 Unit activities, assignments or course activities, which enable candidates to demonstrate their understanding of the minimum core elements in the context of their teaching role.

Outcomes

Part A Language and Literacy: Personal, social and cultural factors influencing language and literacy learning and development:

- The different factors affecting the acquisition and development of language and literacy
- Understanding of the range of learners’ cultural, linguistic and educational backgrounds
- Awareness of the main learning disabilities and learning difficulties that hinder language learning and skill development

Part A Numeracy: The influence different social and personal factors have on the development of numeracy skills

- The influence different social and personal factors have on the development of numeracy skills
- The different barriers that inhibit development of number skills
- The main learning difficulties and disabilities relating to number skills learning and development
- The common misconceptions and confusions related to number-associated difficulties

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers’ knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*.

Literacy and Language: Pages 4 – 8, Numeracy: Pages 24 - 28

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small and whole group tasks (presentations, peer presentations, case studies, discussion, visiting speaker, self study, simulation, research and evaluation) as well as individual work in evaluating own effectiveness in managing the learning process.

Part A Language and Literacy - Explicit knowledge of the four skills
Part B Personal language skills Part B Personal numeracy skills
Sample activities for development and practice

Assessment requires knowledge and skills relating to the literacy and language demands of the role, together with an appropriate level of personal skills. The following sample activities suggest ways in which awareness of the assessment issues for literacy, numeracy and language skills can be incorporated into course activities and content, and thus provide evidence of competence against the outcomes.

- Introduction to assessment methods for literacy and numeracy using nationally developed resources e.g. Move On National Test Toolkit, Move On Study Skills Module (www.move-on.org), Key Skills Support Programme student website (www.keyskills4u.com).
- Self reflection following candidates own experience of using the national literacy and numeracy practice tests, identifying areas for own development.
- Discussion of methods used across candidates' organisations to record progress in literacy, numeracy and language on learners' individual learning plans, including example plans.
- Review of ALI and Ofsted reports on assessment of literacy, numeracy and language (including key skills) to identify areas highlighted as good practice from inspection.
- Self study and report back on 'Planning Learning and Recording Progress & Achievement: a guide for practitioners' (*available from DfES Publications on 0845 60 222 60. The reference you will need to quote is PLRA1*)
- Data collection, analysis, evaluation and presentation of achievement and retention data for candidate's own teaching context.
- Reflecting on own personal skills and development opportunities against the requirements of the learning programme and the literacy, language and numeracy minimum core elements.

Assessment

Assessment will be internally assessed by portfolio evidence drawn either from the taught programme or from work completed through the course activities, observations and/or assessments. The work should be drawn from activities and assessments completed throughout the course. It is unlikely that all the evidence will come from one unit alone, although the main evidence for these elements should be naturally occurring from Unit 113, Communication seminar paper, and observation of the candidate during the teaching practice.

Outcomes

Part A Language and Literacy – Explicit knowledge of the four skills

Part A Literacy and language: Productive skills – speaking and writing

- Awareness of context and levels of formality in spoken discourse
- An understanding of the concepts of fluency, accuracy and competence for ESOL learners
- Understanding of the key features of spoken English and some of the ways spoken English differs from written English
- Have an understanding of the process of drafting written text, from purpose or idea through planning and drafting to final editing
- Understand some of the significant features of written texts for different contexts and purposes
- Have an understanding of significant features of English spelling and of the contribution of punctuation to meaning in written texts

Part A Literacy and language: Receptive skills – listening and reading

- The importance of prior knowledge and prediction in the processing of oral information
- Awareness of different approaches to listening depending on purpose
- The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language
- Awareness of the variety of approaches to text depending on the purpose of reading
- Importance of inference and background knowledge for interpretation and full understanding of texts
- Range of discourse features, which convey meaning and indicate the purpose and intended audience of text
- Understanding of the roles of punctuation and of layout and typographical features in texts
- An understanding of the barriers to accessing text

Part B Personal language skills

The Personal language skills required throughout the 7407 Stage 2; the *Productive skills – speaking and writing* and *Receptive Skills – listening and reading*, are common to all units. These are listed under Unit 109, Page XXXX, and further information on the elements of these skills can be obtained from: *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*, Literacy and Language: Pages 17 – 21.

Part B Personal numeracy skills

The range of personal numeracy skills which can be developed and practised will depend on the level and complexity of numeracy skills demand in the candidate's teaching context, and, within the context of assessment, candidates should be familiar with all the numeracy skills identified in the minimum core. Some of the numeracy skills can also be developed and practiced in the context of the candidate's professional role as a teacher to meet institutional and organisational needs. The following are the elements which may be appropriate in the context of assessment.

- A sense of magnitude and relative position of numbers
- How to represent and manipulate numbers in equivalent forms and order relations
- Estimation to develop number and operation sense and check reasonableness of results
- Measurement and different systems for gauging dimension
- Dimensions such as area, perimeter and volume in plane and solid figures
- Concepts and properties of geometry as a means of describing the physical world
- How to solve multi-step problems involving the effects of change in angle and measurement
- How to formulate questions that can be analysed using statistical methods
- The basic concepts associated with probability
- How to make enquiries, inferences and evaluating arguments based on data analysis
- Data sets using measures of location, spread and statistical diagrams
- Applying the key ideas relating to correlation and regression
- How to estimate, check work and use an appropriate degree of accuracy

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*

Literacy and Language: Pages 9 – 16, 17 - 21, Numeracy: Pages 29 - 36

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small group and whole group tasks (e.g. presentations, data collection, analysis and evaluation, discussions, website searches, reviews, experiential learning) as well as individual work in reflecting on own use of receptive and productive literacy skills and numeracy skills, online learning and self-study/reading.

Indicative reading for Part A: Knowledge and understanding – personal, social and cultural factors

Skills for Life – resource materials and core curricula

National Standards for adult literacy and numeracy (QCA, 2000)

Adult Literacy core curriculum including Spoken Communication (The Basic Skills Agency, 2001)

Adult Numeracy core curriculum (The Basic Skills Agency, 2001)

Adult ESOL core curriculum (The Basic Skills Agency, 2001)

Access for All – guidance on making the adult literacy and numeracy core curricula accessible (DfES, 2002)

Adult Pre-entry Curriculum Framework (DfES 2002)

Key Skills standards (QCA 2005)

'Planning Learning and Recording Progress & Achievement: a guide for practitioners' (DfES 2004)

Further Reading list

See complete suggested reading list at Appendix A

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Unit 117: Educational issues

Unit Summary

To meet minimum core requirements in addressing language, literacy and numeracy needs in education and training, there are opportunities within Unit 117 to develop and embed all of the elements of Part A, Knowledge and Understanding. As the government's current strategy to develop the literacy, language and numeracy skills of all learners to a minimum of level 2, this unit will provide opportunities to highlight and identify how this strategy and its implementation will impact of the candidate's own teaching context.

To meet minimum core requirements in addressing language and literacy needs in education and training, there are opportunities within Unit 117 to develop, practice and evidence aspects of the elements of Part A, Language and Literacy - Explicit knowledge of the four skills and of Part B Personal Language Skills and Part B Personal Numeracy Skills.

Part A Language and Literacy

Part A Knowledge and understanding – personal, social and cultural factors

Sample activities for development and practice

This unit provides opportunities for candidates to research the **personal, social and cultural factors** that have contributed to the learner's experience, needs and aspirations. The following sample activities suggest ways in which awareness of these factors can be incorporated into course activities and content.

- Review of candidate's own organisation's strategy for a whole organisation approach to *Skills for Life* and inclusion.
- Report on attendance at staff development events on inclusion and support for learning difficulties and disabilities, and the impact on candidate's own teaching and learning
- Identification of own development needs in the field of learning difficulties and disabilities to enable the candidate to facilitate access to learning for these learners.

Assessment

Assessment will be through internal assessment of 7407 Stage 2 Unit activities, assignments or course activities, which enable candidates to demonstrate their understanding of the minimum core elements in the context of their teaching role.

Outcomes

Part A Language and Literacy: Personal, social and cultural factors influencing language and literacy learning and development:

- The different factors affecting the acquisition and development of language and literacy
- The importance of English language and literacy in enabling users to participate in and gain access to society and the modern economy
- Understanding of the range of learners' cultural, linguistic and educational backgrounds
- Awareness of the main learning disabilities and learning difficulties that hinder 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
- Awareness of issues related to varieties of English, including standard English, dialects and attitudes towards them
- The importance of context in language use and the influence of the communicative situation

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*.

Literacy and Language: Pages 4 – 8, Numeracy: Pages 24 - 28

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small and whole group tasks (presentations, peer presentations, case studies, discussion, visiting speaker, self study, research and evaluation) as well as individual work in evaluating own personal understanding of the impact of the *Skills for Life* strategy for candidate's teaching and learning.

Part A Language and Literacy - Explicit knowledge of the four skills**Part B Personal language skills Part B Personal numeracy skills*****Sample activities for development and practice***

Research into and understanding of educational issues requires knowledge and skills relating to the literacy and language demands of the role, together with an appropriate level of personal skills. The following sample activities suggest ways in which awareness of the educational issues arising from the national strategy to develop learners' literacy, numeracy and language skills can be incorporated into course activities and content, and thus provide evidence of competence against the outcomes.

- Calculations of funding for courses in candidates' own teaching context, and the relationship of the funding generated to the probability of the course being viable.
- Calculations demonstrating correlation and/or regression between learner progress in literacy, numeracy and language and subject course achievement.
- Peer briefings on the impact and implementation of embedding *Skills for Life* teaching and learning in the candidates' own teaching contexts.
- Presentations on the organisational strategies which can be employed to support embedded *Skills for Life* teaching and learning e.g. partnership teaching, one-to-one support, etc
- Group discussion on research methodologies and skills, including synthesis, referencing and presentation.
- Web search to identify professional development courses appropriate to *Skills for Life* and candidate's own teaching context e.g. Key Skills Support Programme events, etc
- Reflecting on own personal skills and development opportunities against the requirements of the learning programme and the literacy, language and numeracy minimum core elements.

Outcomes

Part A Language and Literacy – Explicit knowledge of the four skills

Part A Literacy and language: Productive skills – speaking and writing

- Have an understanding of the process of drafting written text, from purpose or idea through planning and drafting to final editing
- Understand some of the significant features of written texts for different contexts and purposes
- Have an understanding of significant features of English spelling and of the contribution of punctuation to meaning in written texts

Part A Literacy and language: Receptive skills – listening and reading

- Awareness of the variety of approaches to text depending on the purpose of reading
- Importance of inference and background knowledge for interpretation and full understanding of texts
- Range of discourse features, which convey meaning and indicate the purpose and intended audience of text
- Understanding of the roles of punctuation and of layout and typographical features in texts
- An understanding of the barriers to accessing text

Part B Personal language skills

The Personal language skills required throughout the 7407 Stage 2; the *Productive skills – speaking and writing* and *Receptive Skills – listening and reading*, are common to all units. These are listed under Unit 109, Page XXXX, and further information on the elements of these skills can be obtained from: *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*, Literacy and Language: Pages 17 – 21.

Part B Personal numeracy skills

The range of personal numeracy skills which can be developed and practised will depend on the level and complexity of numeracy skills demand in the candidate's teaching context, and the continuing professional development requirements of their subject area to be able to respond to changes in technologies and other advances within that area. Some of the numeracy skills can also be developed and practiced in the context of the candidate's professional role as a teacher to meet institutional and organisational needs. The following are the elements which may be appropriate in the context of educational issues.

- A sense of magnitude and relative position of numbers
- How to represent and manipulate numbers in equivalent forms and order relations
- Estimation to develop number and operation sense and check reasonableness of results
- How to formulate questions that can be analysed using statistical methods

- The basic concepts associated with probability
- How to make enquiries, inferences and evaluating arguments based on data analysis
- Data sets using measures of location, spread and statistical diagrams
- Applying the key ideas relating to correlation and regression
- How to estimate, check work and use an appropriate degree of accuracy

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*

Literacy and Language: Pages 9 – 16, 17 - 21, Numeracy: Pages 29 - 36

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small group and whole group tasks (e.g. presentations, briefings, analysis and evaluation, discussions, website searches, reviews) as well as individual work in reflecting on own use of receptive and productive literacy skills and numeracy skills, online learning and self-study/reading.

Indicative reading for Part A: Knowledge and understanding – personal, social and cultural factors

Skills for Life – resource materials and core curricula

National Standards for adult literacy and numeracy (QCA, 2000)

Adult Literacy core curriculum including Spoken Communication (The Basic Skills Agency, 2001)

Adult Numeracy core curriculum (The Basic Skills Agency, 2001)

Adult ESOL core curriculum (The Basic Skills Agency, 2001)

Access for All – guidance on making the adult literacy and numeracy core curricula accessible (DfES, 2002)

Adult Pre-entry Curriculum Framework (DfES 2002)

Key Skills standards (QCA 2005)

Further Reading list

See complete suggested reading list at Appendix A

Unit 118: Personal development

Unit Summary

To meet minimum core requirements in addressing language, literacy and numeracy needs in education and training, there are opportunities within Unit 118 to develop and embed elements of Part A, Knowledge and Understanding. There are also opportunities to develop, practice and evidence aspects of the elements of Part A, Language and Literacy - Explicit knowledge of the four skills and of Part B Personal Language Skills and Part B Personal Numeracy Skills.

Part A Language and Literacy

Part A Knowledge and understanding – personal, social and cultural factors

Sample activities for development and practice

This unit provides opportunities for candidates to identify their own personal development with reference to the understanding of the **personal, social and cultural factors** that have contributed to the learner's experience, needs and aspirations. The following sample activities suggest ways in which awareness of these factors can be incorporated into course activities and content.

- Group discussion of underpinning values and ethical issues with reference to the personal, social and cultural factors influencing literacy, language and numeracy skills development.
- Development of case studies of learners within candidate's teaching context illustrating the social, personal and cultural factors which have influenced literacy, language and numeracy skills development.
- Self assessment of own personal development with reference to an understanding of the social, personal and cultural factors influencing own and learners' literacy, language and numeracy skills development.

Assessment

Assessment will be through internal assessment of 7407 Stage 2 Unit activities, assignments or course activities, which enable candidates to demonstrate their understanding of the minimum core elements in the context of their teaching role.

Outcomes

Part A Language and Literacy: Personal, social and cultural factors influencing language and literacy learning and development:

- The different factors affecting the acquisition and development of language and literacy
- The importance of English language and literacy in enabling users to participate in and gain access to society and the modern economy
- Understanding of the range of learners' cultural, linguistic and educational backgrounds
- Awareness of the main learning disabilities and learning difficulties that hinder 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
- Awareness of issues related to varieties of English, including standard English, dialects and attitudes towards them
- The importance of context in language use and the influence of the communicative situation

Part A Numeracy: The influence different social and personal factors have on the development of numeracy skills

- The influence different social and personal factors have on the development of numeracy skills
- The different barriers that inhibit development of number skills
- The main learning difficulties and disabilities relating to number skills learning and development
- How limited number attainment can restrict or disadvantage individuals as active participants in the community and economy

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*.

Literacy and Language: Pages 4 – 8, Numeracy: Pages 24 - 28

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small and whole group tasks (presentations, case studies, discussion, self study, research and evaluation) as well as individual work in evaluating own effectiveness in managing the learning process.

Part A Language and Literacy - Explicit knowledge of the four skills**Part B Personal language skills Part B Personal numeracy skills*****Sample activities for development and practice***

Personal development requires knowledge and skills relating to the literacy and language demands of the role, together with an appropriate level of personal skills. The following sample activities suggest ways in which awareness of the personal development for literacy, numeracy and language skills can be incorporated into course activities and content, and thus provide evidence of competence against the outcomes.

- Group discussion on the potential use of the Progress File for learners.
- Review of example learner portfolios for the wider key skills and discussion on the potential application for both candidate and learners (<http://www.qca.org.uk>)
- Commentary on inspection summaries of reports on key skills implementation, and completion of self-assessment grids downloaded from the Key Skills Support Programme website (www.keyskillssupport.net).
- Comparison of candidate's own organisation's key skills results against national benchmarks, or literacy and numeracy achievements against organisation's targets.
- Reflecting on own personal skills and development opportunities against the requirements of the learning programme and the literacy, language and numeracy minimum core elements.

Outcomes

Part A Language and Literacy – Explicit knowledge of the four skills

Part A Literacy and language: Productive skills – speaking and writing

- Awareness of context and levels of formality in spoken discourse
- An understanding of the concepts of fluency, accuracy and competence for ESOL learners
- Understanding of the key features of spoken English and some of the ways spoken English differs from written English
- Have an understanding of the process of drafting written text, from purpose or idea through planning and drafting to final editing
- Understand some of the significant features of written texts for different contexts and purposes
- Have an understanding of significant features of English spelling and of the contribution of punctuation to meaning in written texts

Part A Literacy and language: Receptive skills – listening and reading

- The importance of prior knowledge and prediction in the processing of oral information
- Awareness of different approaches to listening depending on purpose
- The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language
- Awareness of the variety of approaches to text depending on the purpose of reading
- Importance of inference and background knowledge for interpretation and full understanding of texts
- Range of discourse features, which convey meaning and indicate the purpose and intended audience of text
- Understanding of the roles of punctuation and of layout and typographical features in texts
- An understanding of the barriers to accessing text

Part B Personal language skills

The Personal language skills required throughout the 7407 Stage 2; the *Productive skills – speaking and writing* and *Receptive Skills – listening and reading*, are common to all units. These are listed under Unit 109, Page XXXX, and further information on the elements of these skills can be obtained from: *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*, Literacy and Language: Pages 17 – 21.

Part B Personal numeracy skills

The range of personal numeracy skills which can be developed and practised will depend on the level and complexity of numeracy skills demand in the candidate's teaching context, although some of the numeracy skills can also be developed and practiced in the context of the candidate's professional role as a teacher to meet institutional and organisational needs. The following are the elements which candidates will need to demonstrate to meet minimum core elements and they should reflect on their personal development in all these areas:

- A sense of magnitude and relative position of numbers

- How to represent and manipulate numbers in equivalent forms and order relations
- Estimation to develop number and operation sense and check reasonableness of results
- Measurement and different systems for gauging dimension
- Dimensions such as area, perimeter and volume in plane and solid figures
- Concepts and properties of geometry as a means of describing the physical world
- How to solve multi-step problems involving the effects of change in angle and measurement
- How to formulate questions that can be analysed using statistical methods
- The basic concepts associated with probability
- How to make enquiries, inferences and evaluating arguments based on data analysis
- Data sets using measures of location, spread and statistical diagrams
- Applying the key ideas relating to correlation and regression
- How to estimate, check work and use an appropriate degree of accuracy

Indicative content

The knowledge and understanding required for the elements is detailed in *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher education programmes (FENTO 2004)*

Literacy and Language: Pages 9 – 16, 17 - 21, Numeracy: Pages 29 - 36

Teaching and learning strategies

Strategies used by tutors in the delivery of these elements are likely to include a selection of the following: individual, small group and whole group tasks (e.g. presentations, analysis and evaluation, discussions, website searches, self-assessment, reviews) as well as individual work in reflecting on own use of receptive and productive literacy skills and numeracy skills, online learning and self-study/reading.

Indicative reading for Part A: Knowledge and understanding – personal, social and cultural factors

Skills for Life – resource materials and core curricula

National Standards for adult literacy and numeracy (QCA, 2000)

Adult Literacy core curriculum including Spoken Communication (The Basic Skills Agency, 2001)

Adult Numeracy core curriculum (The Basic Skills Agency, 2001)

Adult ESOL core curriculum (The Basic Skills Agency, 2001)

Access for All – guidance on making the adult literacy and numeracy core curricula accessible (DfES, 2002)

Adult Pre-entry Curriculum Framework (DfES 2002)

Key Skills standards (QCA 2005)

Further Reading list

See complete suggested reading list at Appendix xxx

Appendix A Resource Bank

Literacy

Bryson, B (1990) *Mother Tongue*. Penguin

Crystal, D (1988) *Rediscover Grammar*. Longman

Daines, C., Daines, J., and Graham (2002) *Adults Learning, Adults Teaching*. Welsh Academic Press (section on presentations)

Fowler, H., Winchester, D. (2002) *Fowler's Modern English Usage (Introduction)*.

Oxford Language Classics: Oxford University Press.

Basic Skills Agency (1996) *The Spelling Pack*

Rinvoluceri, M (1984) *Grammar Games*. Cambridge University Press

Rinvoluceri, M., and Davis, P. (1995) *More Grammar Games*. C.U.P

Spiegel, M., and Sunderland, H. (1999) *Writing Works, Using a Genre Approach for Teaching Writing*.

Harris, Roxy, Savitzky, Foufou *My Personal Language History*. Inner London Education Authority

Freeborn, D (1993) *Varieties of English – An Introduction to the Study of Language* MacMillan

Numeracy

Conquering Math Phobia A Painless Primer. Calvin C. Clawson (John Wiley & Sons Inc.) 1992

Murderous Maths. Kjartan Poskitt (Scholastic) 1999

More Murderous Maths. Kjartan Poskitt (Scholastic) 1999

Murderous Maths – Numbers, The Key to the Universe. Kjartan Poskitt (Scholastic) 2002

Murderous Maths – The Essential Arithmetricks. Kjartan Poskitt (Scholastic) 1999

Murderous Maths – Fractions and Averages, The Mean and Vulgar Bits. Kjartan Poskitt (Scholastic) 2000

Murderous Maths - Desperate Measures, Length, Area and Volume. Kjartan Poskitt (Scholastic) 2000

Murderous Maths – Vicious Circles and other Savage Shapes. Kjartan Poskitt (Scholastic) 2002

7407 Stage 2 – Minimum core mapping

Murderous Maths – Do You Feel Lucky? The Secrets of Probability. Kjartan Poskitt (Scholastic) 2001

The Alternative GCSE Guides – Maths. Kjartan Poskitt (Scholastic) 2001

Why Do Buses Come In Threes? The hidden mathematics of everyday life. Rob Eastaway, Jeremy Wyndham (Robson Books) 1999

How Long Is A Piece Of String? More hidden mathematics of everyday life. Rob Eastaway, Jeremy Wyndham (Robson Books) 2002

NEC Mathematics Intermediate GCSE / KS4

Edexcel GCSE Mathematics Intermediate Course (Heinemann) 2001

STP New National Curriculum Maths Intermediate GCSE 11B (2002) & STP Maths for GCSE 10B (2001). L. Bostock, S. Chandler, A. Shepherd, E. Smith (nelson thornes).

Websites (which were current at the time of printing, but no guarantee can be made that the site will always be available)

The Internet is a rich source of maths help and many more websites are available – a selection is shown below:

Maths Help

<http://www.maths-help.co.uk/index.html>

MathsDirect Ltd

<http://www.mathsdirect.co.uk/pure/purtut.htm>

BBCi Bitesize revision

<http://www.bbc.co.uk/schools/gcsebitesize/maths/>

learn.co.uk from The Guardian

<http://www.learn.co.uk/default.asp?WCI=Home>

NRICH Online Maths Club

<http://www.nrich.maths.org.uk/>

MathsRevision.net GCSE Maths Revision

<http://www.gcsemaths.fsnet.co.uk/>

Count On

<http://www.mathsyear2000.co.uk/>

MathsRevision.net A/AS Level Maths Revision

<http://www.mathsa.fsnet.co.uk/>

Skills for Life national publications available to support tutors and learners for the minimum core of the Certificate in Further Education Teaching (7407)

All publications, unless otherwise stated, can be obtained free from DfES Publications by quoting the relevant reference number.

(information adapted from the national publications list provided through the *Skills for Life* Quality Initiative)

Tel: 0845 60 222 60

Fax: 0845 60 333 60

Textphone: 0845 60 555 60

E-mail: dfes@prolog.uk.com

To support Part A: Personal, social and cultural factors influencing language, literacy, numeracy learning and development		
Title	Description	Reference
Introducing Access for All (also see Standards and Curriculum section)	Guidance to support teachers who have learners with a range of learning difficulties and/or disabilities	IAFA
Living our Lives	Life stories of ten people with learning difficulties. A resource for learners and tutors, includes an audio CD	LOL
Yesterday I Never Stopped Writing	Guidance on developing community-based provision for adults with learning difficulties or disabilities	YNSW
Self Advocacy Action Pack	A pack written for adults with learning difficulties on speaking up and self advocacy, includes audio CD	SAAP
Skills Explorer for British Sign Language Users	Practical literacy activities for British Sign Language users at Entry Level	SEBSL
Basic Skills for Adults with Learning Difficulties and/or Disabilities CD ROM version	A resource pack to support staff development	RPST CDRPST
A Framework for Understanding Dyslexia	Information on theories and approaches to dyslexia and dyscalculia	AFDD2

Resources to support the development of personal numeracy and literacy skills and the practical application to teaching		
Title	Description	Reference
Move On with a national qualification File 1 Practice tests	Paper based version of the nine practice tests and the CD-Rom version	NTT/PT04
Practice test CD-Rom only	CD – Rom version only	NTT/PT04CD
Skills for Life national Learner Materials pack	Numeracy Level – integrated tasks and activity sheets	SFLLM/NL1
Skills for Life national Learner Materials pack	Numeracy Level 2 – integrated tasks and activity sheets	SFLLM/NL2
Skills for Life national Learner Materials pack	Literacy Level 1 – integrated tasks and activity sheets	SFLLM/LL1
Skills for Life national Learner Materials pack	Literacy Level 2 – integrated tasks and activity sheets	SFLLM/LL2
Move On with your Learners - Literacy (within File 2 Teaching and Learning) of Move On with a national Qualification –updated National Test Toolkit	A course and accompanying materials written specifically for vocational assessors without a current Level Two qualification	Due out April 2004 NTT/TL04
The standards and curricula for language, literacy and numeracy		
National Literacy and Numeracy Standards		NSALN
Adult Literacy Core Curriculum		A1041
Large print		LP/A1041
Adult Numeracy Core Curriculum		A1042
Large print		LP/A1042
Adult ESOL Core Curriculum		A1182
Large print		LP/A1182

Adult Pre-Entry Curriculum Framework for Literacy and Numeracy Large print	Adult Pre-Entry Curriculum Framework for literacy and numeracy	A1212 LP/A1212
Adult Literacy Core Curriculum and <i>Access for All</i> CD ROM	Interactive CD ROM version of the Adult Literacy Core Curriculum, searchable and cross referenced to <i>Access for All</i>	CDALCC
Adult Numeracy Core Curriculum with <i>Access for All</i> CD ROM	Interactive CD-ROM version of Adult Numeracy Core Curriculum with <i>Access for All</i>	CDANCC
Adult ESOL Core Curriculum with <i>Access for All</i> CD ROM	Interactive CD-ROM of Adult ESOL Core Curriculum <i>with Access for All</i>	CDAECC
Adult Pre-entry Curriculum Framework for Literacy and Numeracy CD ROM	Interactive CD-ROM of Adult Pre-entry Curriculum Framework for Literacy and Numeracy	CDAPCF
Delivering Skills for Life (toolkit)	A shelf-top library box containing nine publications and a CD ROM to aid the delivery of <i>Skills for Life</i>	DSFL
Delivering Skills for Life (booklet & CD ROM)	Delivering Skills for Life – a briefing pack designed to assist organisations as they prepare to deliver the new teaching and learning infrastructure	DSFL/booklet
Pathways to Proficiency	The alignment of language proficiency scales for assessing competence in English language	PTP

Embedded Learning Materials		
Skills for Life Materials for Embedded Learning: Social care	Develops the LLN skills demanded by units from NVQ Level 2 Health and Social Care. Teacher reference file, which includes photocopiable learner materials.	Embedded/SC
Skills for Life Materials for Embedded Learning: Horticulture	Develops the LLN skills demanded by units from NVQ Level 2 Amenity Horticulture. Teacher reference file, which includes photocopiable learner materials.	Embedded/HO
Skills for Life Materials for Embedded Learning: Trowel occupations	Develops the LLN skills demanded by units from NVQ Level 2 Trowel Occupations. Teacher reference file, which includes photocopiable learner materials.	Embedded/TR

Skills for Life Learning Materials – Teachers’ Packs		
Learning Materials Teacher Pack for Literacy	This comprehensive pack contains both the teacher files of learning resources from Pre entry to Level 2 and the teacher notes.	SfL TPLM/L
Learning Materials Teacher Pack for Numeracy	This comprehensive pack contains both the teacher files of learning resources from Pre entry to Level 2 and the teacher notes.	SfL TPLM/N
Learning Materials Teacher Pack for ESOL	This comprehensive pack contains both the teacher files of learning resources from Pre entry to Level 2 and the teacher notes.	SfL TPLM/E
Learner Assessment materials		
ESOL Screening Tool	Paper based tool with accompanying CD - Rom and cassette. This pack contains three different tools and can be administered by non-specialist and specialists.	STESOL
ESOL Initial Assessment Tool	Paper based tool with accompanying cd and cassette. This pack assesses speaking and listening skills from Entry 1 through to Level 2.	IAESOL
Diagnostic Assessment Pack for Literacy	Full paper based boxed assessment pack designed to provide a detailed assessment of the learners’ skills and abilities as well as their weaknesses.	DAM1
Diagnostic Assessment Pack for Numeracy	As above	DAM2
Diagnostic Assessment Pack for ESOL	As above	DAM3
Diagnostic Assessment Pack for Dyslexia	As above	DAM4
Diagnostic Assessment Interactive CD-ROM	Highly efficient CD-ROM which assesses the learners’ abilities for lit, num, ESOL and dyslexia	DAM6
Diagnostic Assessment CD-ROM	CD-ROM which contains the Acrobat PDFs of all four subjects	DAM7
Diagnostic Assessment Miscue Analysis Video	Assessment materials	A1503

National Qualifications		
A guide to the national tests in adult literacy and numeracy	An introduction to the national tests for providers	DSFL/NT
A Guide to National Certificates in Adult Numeracy and Adult Literacy	A leaflet which gives guidance to adult learners about the National Certificates.	DSFL/NTL
ESOL Skills for Life Qualifications	A promotional leaflet aimed at learners operating at Levels 1 & 2.	QLESOL
File 1 National Test Toolkit Update	Outlines the Move On approach and gives samples of recruiter sessions and other activities	NTT/NTT/04
File 2 Teaching and Learning	A range of materials to support the Move On delivery in a range of contexts	NTT/TL04
File 3 Practice Tests (on paper and on CD Rom)	Outlines the role of the practice tests in the learning cycle and provides a mini-test and nine practice tests plus interactive CD-Rom	NTT/PT04
Quality and Training		
Skills for Life Teaching and Qualifications Framework: A User's Guide	A guide to help everyone understand the new framework of professional qualifications for teachers, and those who support the teaching and learning of literacy, numeracy and ESOL	SFLTQG
Subject Specifications for Adult Literacy and Numeracy	Guidelines for existing and new teachers	SS01/2002
Subject Specifications for teachers of English for Speakers of Other Languages	Guidelines for existing and new teachers	ESOL/SS01/2002
Managing Success	A study of the management systems and styles that promote successful teaching of literacy, numeracy for adults	SFLMS
Inspection Guide	Five publications giving guidance on the inspection of literacy, numeracy and ESOL provision	SFLIG
ESOL Exemplars	A collection of learners' speech, writing and reading texts linked to the National Standards by detailed comment	EXESOL

7407 Stage 2 – Minimum core mapping

Success in Adult Literacy, Numeracy and ESOL provision	A guide to support the Common Inspection Framework	DFES/GCIF02/2002
Raising Standards – Adult and Community Learning	A guide to help providers achieve excellence for learners in Adult and Community Learning	SFLACL
Raising Standards – E - Learning	A guide to help providers achieve excellence for learners using E-Learning and in E - Learning contexts	SFLE-Learning
Raising Standards – Further Education Colleges	A guide to help providers achieve excellence for learners in FE colleges	SFLFE
Raising Standards – Embedded learning	A guide to help providers achieve excellence for embedded learning	SFLEMBEDDED
Raising Standards - Prisons	A guide to help providers achieve excellence for learners in prison	SFLprisons
Raising Standards – Young Offenders Institutions for young people aged (18 -21)	A guide to help providers achieve excellence for young offenders in institutions for young people	SFLYO1
Raising Standards – Job Centre plus programmes	A guide to help providers achieve excellence for learners on job centre plus programmes	SFLJCP
Raising Standards - Students with Learning Difficulties and/or Disabilities	A guide to help providers achieve excellence for learners with learning difficulties and/or disabilities.	SFLLLDD
Raising Standards – Work-based and work-related learning	A guide to help providers achieve excellence for learners in the workplace.	SFLWBL
Raising Standards –Guide Family Learning	A guide to help providers achieve excellence for family learning	SFLFL

Making the grade with <i>Skills for Life</i> : 6 good practice case studies of colleges which have been recognised at inspection for changing the quality of the learning experience		
Rodbaston College, Staffordshire		CSROD
Liverpool Community College		CSLIV
Evesham and Malvern Hills College		CSEVMAL
Lewisham College		CSLEW
Blackpool and Fylde College		CSBLAFY
Solihull College		CSSOL
Skills for Life in the Workplace		
Benefit your business What difference will literacy and numeracy make to your business.	Information for employers about the benefits to business when employees improve their literacy, language and numeracy skills	SFL EMP BBL
Building the Bridges What Works in the Workplace	Information for employers about building bridges in the workplace.	SFL Building Bridges
Skills for Life: Make it your business	A revised toolkit to help employers improve literacy and numeracy in the workplace	ETKV2-2004
Skills for Life: Make it your business (Accompanying video)	Transform your business through Skills for Life: a video guide.	ETKV2/CD2004
Skills for Life – improving literacy and numeracy at work	A message for Chief Executives, Managing Directors and Senior Management outlining the problems poor literacy, language and numeracy can cause in the workplace.	SFL WPL

Funding information		
A guide to Learning and Skills Council Funding 2003/04		SFLFG0304
Promotional materials and information		
Promotions and Communications Strategy	Get On Campaign Promotions and Communications Strategy	SFL CP0405
Marketing Toolkit	Aimed at helping learning providers to plan their campaigns to recruit new learners.	SFL/GOMT
Resources for Move On/Get On at Work		
Move On scratchcards	Motivational scratchcards with Level 1 sample questions	SFLMO-card SFLGO-card
Get On at Work scratchcards		
Move On Badge		SFL MO-badge
Get on at work badges		SFLGO-card
Move On Jigsaw	Links to quizzes on move on website - answers	SFLMO-jigsaw
Move On posters		SFLMO-poster
Move On Fliers		SFLMO-flier
Quizzes, recruiter session plans, taster session plans	A range of resources to promote the approach to learners and train signposters	www.move-on.org.uk
Get On materials	Balloons Postcard Paper mask Beer mats Posters Plastic mask Bookmark Post-it notes	

	<p>Scratch cards</p> <p>Get On pencils</p> <p>CD Rom: gremlin images Carrying hi-res gremlin images, for PC (Photoshop programmes) and Mac. Low-res images featuring the gremlin can downloaded from www.dfes.gov.uk/get-on</p> <p>Video – shows what to expect on adult basic skills courses featuring real-life case studies. Not suitable for repeat screenings as made from lightweight packaging.</p> <p>Window sticker</p> <p>Get on stickers</p> <p>Gremlin stickers</p> <p>Print adverts: CD Rom</p>	
<p>Working with specific groups Refugees and Asylum Seekers</p>		
Working with Refugees and Asylum Seekers - Support Materials for ESOL providers		WRASPACK
<p>Family Programmes</p>		
Family literacy language and Numeracy (Booklet)	Family literacy, language and numeracy - a guide for policy makers	FLLN
Family literacy language and numeracy (Leaflet)	A3 leaflet/poster to promote family literacy language and numeracy	FLLN1
Why not learn together (scratch card)	A5 size scratch card to promote Family literacy language and numeracy to working parents	FLLN2

Why not learn together (scratch card)	A5 size scratch card to promote family literacy language and numeracy to lone parents	FLLN3
Other		
<i>Skills for Work</i> CD rom	Provides information, advice and guidance (IAG) on a wide range of vocations to IAG professionals and their clients. It catalogues the literacy, language and numeracy skills requirements of each vocation and links to relevant learning materials.	embedded/SFWC D
Skills Explorer (CD ROM)	CD Rom with literacy and numeracy activities for learners at Entry Level	SEABS
Planning Learning and Recording Progress and Achievement - a guide for practitioners'	A guide designed to help Practitioners' to develop procedures and recording systems, evaluate, revise and improve the effectiveness of their current systems	PLRA1
Differentiation on ESOL	This video is designed for use in teacher training and is in addition to the PLRA Guide. It comes with notes for trainers which include lesson plans for the filmed sessions, copies of the materials used in these sessions and questions trainers can use with participants in training to stimulate discussion	PLRA V1

On line interactive learning and teaching materials can also be accessed from the Adult Basic Skills Strategy Unit's website on www.dfes.gov.uk/readwriteplus

The *Skills for Life* Materials for Embedded Learning can be accessed online at www.dfes.gov.uk/readwriteplus/embeddedlearning

Appendix B

The minimum core of language, literacy and numeracy for inclusion in all post-16 teacher education programmes

Introduction

The Department for Education and Skills is committed to securing an appropriately qualified workforce for all contexts and offering adult learners increased access to excellent provision taught by highly skilled teachers. Since 2000 there has been an expectation that initial teacher education programmes should equip all trainee teachers to develop inclusive approaches to addressing the language, literacy and numeracy for inclusion in all post-16 teacher education programmes, introduced by FENTO in August 2003, will support awarding institutions and teachers' education programmes in doing this. Inclusive teaching and learning practice relating to language, literacy and numeracy is present in the FENTO Standards for Teaching and Supporting Learning. The introduction of the minimum core strengthens the focus on language, literacy and numeracy in initial teacher education programmes and details the minimum personal requirements of any teacher working in the learning and skills sector.

Language and Literacy

- Personal, social and cultural factors influencing language and literacy learning and development of language and literacy
- The importance of English language and literacy in enabling users to participate in and gain access to society and the modern economy
- Understanding of the range of learners' cultural, linguistic and educational backgrounds
- Awareness of the main learning disabilities and learning difficulties that hinder 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
- Awareness of issues related to varieties of English, including standard English, dialects and attitudes toward them
- The importance of context in language use and the influence of the communicative situation

Listening

- The importance of prior knowledge and prediction in processing of oral information
- Awareness of different approaches to listening depending on purpose
- Importance of inference and background knowledge for interpretation and full understanding in listening to spoken language
- Listening attentively and responding sensitively to contributions made by others

Speaking

- Awareness of context and levels of formality in spoken discourse
- An understanding of key features of spoken English and some of the ways spoken English differs from written English
- Expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message
- Showing the ability to use language, style and tone in ways that suit the intended purpose and audience, and to recognise their use by others
- Using appropriate techniques to reinforce oral communication, check how well the information is received and support the understanding of those listening
- Using non verbal communication to assist in conveying meaning and receiving information, and recognising its use by others

Reading

- Awareness of a variety of approaches to text depending on the purpose of reading
- Importance of inference and background knowledge for interpretation and full understanding of texts
- Range of discourse features, which convey meaning and indicate purpose and intended audience of text
- Understanding of the roles of punctuation and of layout and typographical features in texts
- An understanding of barriers to accessing texts
- Find, and select from, a range of reference material and sources of information, including the internet
- Use and reflect on a range of reading strategies to interpret texts and to locate information or meaning
- Identify and record the key information or messages contained within reading material using not-taking techniques.

Writing

- Have an understanding of the process of producing written text, from purpose or idea through planning and drafting to final editing
- Understand some of the significant features of written texts for different contexts and purposes
- Have an understanding of significant features of English spelling and of the contribution of punctuation to meaning in written texts
- Write fluently, accurately in order to make meaning clear
- Select appropriate format and style of writing for different purposes and different readers
- Understand and use the conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written text.

Numeracy

- The influence different social and personal factors have on the development of numeracy skills
- The different barriers that inhibit development of number skills

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- The main learning difficulties and disabilities relating to number skills learning and development
- The common misconceptions and confusions related to a number associated difficulties
- How limited number attainment can restrict or disadvantage individuals as active participants in the community and economy.

Numbers and numeric operations

- A sense of magnitude and the relative position of numbers
- How to represent and manipulate numbers in equivalent forms and order relations
- Estimation to develop number and operation sense and to check reasonableness of results

Measurement, geometry and spatial awareness

- Measurement and different systems for gauging dimension
- Dimensions such as area, perimeter and volume in plane and solid figures
- Concepts and properties of geometry as a means of describing the physical world
- How to solve multi-step problems involving the effects of change in angle and measurement

Statistics

- How to formulate questions that can be analysed using statistical methods
- The basic concepts associated with probability
- How to make enquiries, inferences and evaluating arguments based on data analysis
- Data sets using measures of location, spread and statistical diagrams
- Applying the key ideas relating to correlation and regression
- How to estimate, check work and use an appropriate degree of accuracy.

Appendix C

Course Planning Grid for the minimum core elements

* Centres may use this grid to indicate the coverage of the elements within the minimum core.

Literacy and Language

Part A Knowledge and Understanding

A1 Personal, social and cultural factors influencing language and literacy learning and development

Element	Unit	109	110	111	112	113	114	115	116	117	118
L1.1	The different factors affecting the acquisition and development of language and literacy										
L1.2	The importance of English language and literacy in enabling users to participate in and gain access to society and the modern economy										
L1.3	Understanding of the range of learners' cultural, linguistic and educational backgrounds										
L1.4	Awareness of the main learning disabilities and learning difficulties that hinder language learning and skill development										
L1.5	Multilingualism and the role of the first language in the acquisition of languages										
L1.6	Issues that arise when learning another language or translating from one language to another										

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L1.7 Awareness of issues related to varieties of English, including standard English, dialects and attitudes towards them										
L1.8 The importance of context in language use and the influence of the communicative situation										

A2 Explicit knowledge of the four skills**Speaking and Writing**

Element	Unit	109	110	111	112	113	114	115	116	117	118
L2.1	Awareness of context and levels of formality in spoken discourse										
L2.2	An understanding of the concepts of fluency, accuracy and competence for ESOL learners										
L2.3	Understanding of the key features of spoken English and some of the ways spoken English differs from written English										
L2.4	Have an understanding of the process of drafting written text, from purpose or idea through planning and drafting to final editing										
L2.5	Understand some of the significant features of written texts for different contexts and purposes										
L2.6	Have an understanding of significant features of English spelling and the contribution of punctuation to meaning in written texts										

Listening and Reading

Element	Unit	109	110	111	112	113	114	115	116	117	118
L2.7	The importance of prior knowledge and prediction in the processing of oral information										
L2.8	Awareness of different approaches to listening depending on purpose										
L2.9	The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language										
L2.10	Awareness of the variety of approaches to text depending on the purpose of reading										
L2.11	Importance of inference and background knowledge for interpretation and full understanding of texts										
L2.12	Range of discourse features, which convey meaning and indicate the purpose and intended audience of text										
L2.13	Understanding of the roles of punctuation and of layout and typographical features in text										
L2.14	An understanding of the barriers to accessing text										

Part B Personal Language Skills

Speaking and Writing

Element	Unit	109	110	111	112	113	114	115	116	117	118
LB1.1	Expressing yourself clearly, using communication techniques to help convey the meaning and to enhance the delivery and accessibility of the message										
LB1.2	Showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others										
LB1.3	Using appropriate techniques to reinforce oral communication, check how well the information is received and support the understanding of those listening										
LB1.4	Using non-verbal communication to assist in conveying meaning and receiving information, and recognising its use by others										
LB1.5	Write fluently, accurately and legible on a range of topics										
LB1.6	Select appropriate format and style of writing for different purposes and different readers										
LB1.7	Use spelling and punctuation accurately in order to make meaning clear										
LB1.8	Understand and use the conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written text										

Listening and reading

Element	Unit	109	110	111	112	113	114	115	116	117	118
LB1.9	Listening attentively and responding sensitively to contributions made by others										
LB1.10	Find, and select from, a range of reference material and sources of information, including the Internet										
LB1.11	Use and reflect on a range of reading strategies to interpret texts and to locate information or meaning										
LB1.12	Identify and record the key information or messages contained within reading material using note-taking techniques										

Numeracy

Part A Knowledge and Understanding

The influence different social and personal factors have on the development of numeracy skills.

Element	Unit	109	110	111	112	113	114	115	116	117	118
NA1.1	The influence different social and personal factors have on the development of numeracy skills										
NA1.2	The different barriers that inhibit development of number skills										
NA1.3	The main learning difficulties and disabilities relating to number skills learning and development										
NA1.4	The common misconceptions and confusions related to number associated difficulties										
NA1.5	How limited number attainment can restrict or disadvantage individuals as active participants in the community and economy										

Part B Personal numeracy skills.

Numbers and numeric operations

Element	Unit	109	110	111	112	113	114	115	116	117	118
• A sense of magnitude and the relevant position of numbers											
• How to represent and manipulate numbers in equivalent forms and order relations											
• Estimation to develop number and operation sense and to check reasonableness of results											

Measurement, geometry and spatial awareness

Element	Unit	109	110	111	112	113	114	115	116	117	118
• Measurement and the different systems for gauging dimensions											
• Dimensions such as area, perimeter and volume in plane and solid figures											
• Concepts and properties of geometry as a means of describing the physical world											
• How to solve multi-step problems involving the effects of change in angle and measurement											

Statistics

Element	Unit	109	110	111	112	113	114	115	116	117	118
• How to formulate questions that can be analysed using statistical methods											
• The basic concepts associated with probability											
• How to make enquiries, inferences and evaluating arguments based on data analysis											
• Data sets using measures of location, spread and statistical diagrams											
• Applying the key ideas relating to correlation and regression											
• How to estimate, check work and use an appropriate degree of accuracy											

NOTE:-The range of personal numeracy skills which can be developed and practised will depend on the level and complexity of numeracy skills demand in the candidate's teaching context. Some of the numeracy skills can be developed and practiced in the context of the candidate's professional role as a teacher to meet institutional and organisational needs.

Appendix D

Record of evidence for the Minimum Core, Literacy, Numeracy and Language

Centres can use this to reference evidence of assessment of the minimum core, literacy, numeracy and language. The form can be completed by the tutor and candidate. (An example of a completed form can be found in the main minimum core document Appendix)

Personal, social and cultural factors influencing language and literacy learning and development

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
<ul style="list-style-type: none"> The different factors affecting the acquisition and development of language and literacy 		
<ul style="list-style-type: none"> The importance of English language and literacy in enabling users to participate in and gain access to society and the modern economy 		
<ul style="list-style-type: none"> Understanding of the range of learners' cultural, linguistic and educational backgrounds 		

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<ul style="list-style-type: none"> • Awareness of the main learning disabilities and learning difficulties that hinder language learning and skill development 		
<ul style="list-style-type: none"> • Multilingualism and the role of the first language in the acquisition of additional languages 		
<ul style="list-style-type: none"> • Issues that arise when learning another language or translating from one language to another 		
<ul style="list-style-type: none"> • Awareness of issues related to varieties of English, including standard English, dialects and attitudes towards them 		
<ul style="list-style-type: none"> • The importance of context in language use and the influence of the communicative situation 		

Part A: The influence different social and personal factors have on the development of numeracy skills

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
<ul style="list-style-type: none"> The influence different social and personal factors have on the development of numeracy skills 		
<ul style="list-style-type: none"> The different barriers that inhibit development of number skills 		
<ul style="list-style-type: none"> The main learning difficulties and disabilities relating to number skills learning and development 		
<ul style="list-style-type: none"> The common misconceptions and confusions related to number-associated difficulties 		

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<ul style="list-style-type: none"> • How limited number attainment can restrict or disadvantage individuals as active participants in the community and economy 		
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A2 Explicit knowledge of the four skills

Speaking

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
<ul style="list-style-type: none"> • Awareness of context and levels of formality in spoken discourse 		
<ul style="list-style-type: none"> • An understanding of the concepts of fluency, accuracy and competence for ESOL learners 		
<ul style="list-style-type: none"> • Understanding of the key features of spoken English and some of the ways spoken English differs from written English 		

Writing

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
<ul style="list-style-type: none"> • Have an understanding of the process of drafting written text, from purpose or idea through planning and drafting to final editing 		
<ul style="list-style-type: none"> • Understand some of the significant features of written texts for different contexts and purposes 		
<ul style="list-style-type: none"> • Have an understanding of significant features of English spelling and the contribution of punctuation to meaning in written texts 		

Listening

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
<ul style="list-style-type: none"> The importance of prior knowledge and prediction in the processing of oral information 		
<ul style="list-style-type: none"> Awareness of different approaches to listening depending on purpose 		
<ul style="list-style-type: none"> The importance of inference and background knowledge for interpretation and full understanding in listening and spoken language 		

Reading

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
<ul style="list-style-type: none"> Awareness of the variety of approaches to text depending on the purpose of reading 		
<ul style="list-style-type: none"> Importance of inference and background knowledge for interpretation and full understanding of texts 		
<ul style="list-style-type: none"> Range of discourse features, which convey meaning and indicate the purpose and intended audience of text 		
<ul style="list-style-type: none"> Understanding of the roles of punctuation and of layout and typographical features in text 		

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<ul style="list-style-type: none">• An understanding of the barriers to accessing text		
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Part B Personal Language Skills

Speaking

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
<ul style="list-style-type: none"> Expressing yourself clearly, using communication techniques to help convey the meaning and to enhance the delivery and accessibility of the message 		
<ul style="list-style-type: none"> Showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others 		
<ul style="list-style-type: none"> Using appropriate techniques to reinforce oral communication, check how well the information is received and support the understanding of those listening 		
<ul style="list-style-type: none"> Using non-verbal communication to assist in conveying meaning and receiving information, and recognising its use by others 		

Writing

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
<ul style="list-style-type: none"> Write fluently, accurately and legible on a range of topics 		
<ul style="list-style-type: none"> Select appropriate format and style of writing for different purposes and different readers 		
<ul style="list-style-type: none"> Select appropriate format and style of writing for different purposes and different readers 		
<ul style="list-style-type: none"> Understand and use the conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written text 		

Listening

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
<ul style="list-style-type: none"> Listening attentively and responding sensitively to contributions made by others 		
<ul style="list-style-type: none"> Find, and select from, a range of reference material and sources of information, including the Internet 		

Reading

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
<ul style="list-style-type: none"> Use and reflect on a range of reading strategies to interpret texts and to locate information or meaning 		
<ul style="list-style-type: none"> Identify and record the key information or messages contained within reading material using note-taking techniques 		

Part B Personal numeracy skills.**Numbers and numeric operations**

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
<ul style="list-style-type: none"> • A sense of magnitude and the relevant position of numbers 		
<ul style="list-style-type: none"> • How to represent and manipulate numbers in equivalent forms and order relations 		
<ul style="list-style-type: none"> • Estimation to develop number and operation sense and to check reasonableness of results 		

Measurement, geometry and spatial awareness

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
<ul style="list-style-type: none"> Measurement and the different systems for gauging dimensions 		
<ul style="list-style-type: none"> Dimensions such as area, perimeter and volume in plane and solid figures 		
<ul style="list-style-type: none"> Concepts and properties of geometry as a means of describing the physical world 		
<ul style="list-style-type: none"> How to solve multi-step problems involving the effects of change in angle and measurement 		

Statistics

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
<ul style="list-style-type: none"> How to formulate questions that can be analysed using statistical methods 		
<ul style="list-style-type: none"> The basic concepts associated with probability 		
<ul style="list-style-type: none"> How to make enquiries, inferences and evaluating arguments based on data analysis 		
<ul style="list-style-type: none"> Data sets using measures of location, spread and statistical diagrams 		

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<ul style="list-style-type: none">• Applying the key ideas relating to correlation and regression		
<ul style="list-style-type: none">• How to estimate, check work and use an appropriate degree of accuracy		

Appendix E

Completed exemplar

Assessment grid Minimum Core, Literacy, Numeracy and Language

We would recommend that this form is completed by the tutor and candidate to reference evidence of assessment of the minimum core, literacy, numeracy and language

Part A: Personal, social and cultural factors influencing language and literacy learning and development

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
L1.1 The different factors affecting the acquisition and development of language and literacy	City & Guilds Sample Assessment - Task 1 In candidate's portfolio - reference AT1	A tutor 21/1/06
L1.2 The importance of English language and literacy in enabling users to participate in and gain access to society and the modern economy	City & Guilds Sample Assessment - Task 2 In candidate's portfolio - reference AT2	A tutor 28/1/06
L1.3 Understanding of the range of learners' cultural, linguistic and educational backgrounds	City & Guilds Sample Assessment - Task 1 In candidate's portfolio - reference AT1	A tutor 21/1/06
L1.4 Awareness of the main learning disabilities and learning difficulties that hinder language learning and skill development	City & Guilds Sample Assessment - Task 1 In candidate's portfolio - reference AT1	A tutor 21/1/06

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L1.5 Multilingualism and the role of the first language in the acquisition of additional languages	City & Guilds Sample Assessment - Task 3 In candidate's portfolio - reference AT3	A tutor 2/2/06
L1.6 Issues that arise when learning another language or translating from one language to another	City & Guilds Sample Assessment - Task 3 In candidate's portfolio - reference AT3	A tutor 2/2/06
L1.7 Awareness of issues related to varieties of English, including standard English, dialects and attitudes towards them	City & Guilds Sample Assessment - Task 3 In candidate's portfolio - reference AT3	A tutor 2/2/06
L1.8 The importance of context in language use and the influence of the communicative situation	Observation of candidate during delivery of communication seminar paper - presentation - for Unit 113. Observation Report in candidate's portfolio - reference U113.5	A tutor 6/2/06

Part A: The influence different social and personal factors have on the development of numeracy skills

Minimum core element	Evidence (<i>reference to course work, activities, assessments, observation reports or tutor notes</i>)	Tutor's signature and date
NA1.1 The influence different social and personal factors have on the development of numeracy skills	City & Guilds Sample Assessment - Task 5 In candidate's portfolio - reference AT5	A tutor 17/3/06

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<p>NA1.2 The different barriers that inhibit development of number skills</p>	<p>City & Guilds Sample Assessment - Task 5 In candidate's portfolio - reference AT5</p>	<p>A tutor 17/3/06</p>
<p>NA1.3 The main learning difficulties and disabilities relating to number skills learning and development</p>	<p>City & Guilds Sample Assessment - Task 4 In candidate's portfolio - reference AT4</p>	<p>A tutor 22/2/06</p>
<p>NA1.4 The common misconceptions and confusions related to number-associated difficulties</p>	<p>City & Guilds Sample Assessment - Task 6 In candidate's portfolio - reference AT6</p>	<p>A tutor 7/3/06</p>
<p>NA1.5 How limited number attainment can restrict or disadvantage individuals as active participants in the community and economy</p>	<p>City & Guilds Sample Assessment - Task 5 In candidate's portfolio - reference AT5</p>	<p>A tutor 17/3/06</p>

Appendix F Glossary

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