


Functional Skills
for Adults

LSIS LEARNING
AND SKILLS
IMPROVEMENT
SERVICE

The logo graphic for LSIS consists of several overlapping, flowing lines in shades of orange, red, and yellow, creating a dynamic, abstract shape that resembles a stylized 'S' or a series of connected loops.

Preparing
to deliver
functional
English

A large, stylized number '3' is positioned on the right side of the page. It is filled with a dark blue color and has a thick, multi-colored outline that transitions from light green at the top to light blue at the bottom. The number is set against a dark blue background that occupies the lower half of the page.

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Preface

This publication is the third in a series of five guides written for non-pilot centres preparing to deliver functional skills to adults.

Functional skills are:

‘...those core elements of English, mathematics and ICT that provide an individual with the essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and at work’

(14–19 education and skills: implementation plan, Department for Education and Skills, 2005)

‘...practical skills in English, mathematics and ICT that help learners gain the most out of work, education and everyday life.’

(Functional skills: essential for life, learning and work, QCA, 2008)

Learners who are ‘functionally skilled’ are able to use and apply the English, mathematics and ICT they know to tackle problems that arise in their life and work. Functional skills are important to adult learners because they:

- provide a single set of qualifications with a clear ladder of progression
- are suitable for learners of all ages and crucial to their personal development
- are fundamental to tackling the skills gap in England.

Key dates

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

Introduction

This publication is aimed at co-ordinators, managers and practitioners in a range of adult settings, such as adult learning, work-based learning and the secure estate, who are preparing to deliver functional English to adults.

It will be helpful to centres that have been delivering key skills or Skills for Life qualifications, as well as to centres with no experience of these qualifications.

This publication will help you to:

- prepare for the implementation of functional English with adult learners
- plan a functional English teaching programme for adult learners
- explore and develop the use of active learning strategies in your teaching of functional English.

This booklet builds on the first two publications in this series, *Where are you now? A diagnosis of centre needs* (LSIS, 2009) and *Preparing to co-ordinate and manage functional skills* (LSIS, 2009), which examine the broader issues in introducing functional skills.

This publication includes practical advice and information that will help you to understand functional English and enable you to make informed decisions about its planning and delivery. There are also brief examples showing how other organisations are delivering functional English.

As you read through this booklet, you will find activities and questions that are designed to help you to reflect on the information and set it in contexts and situations that are relevant to your own work and organisation.

At the end of the publication there is information about where to find resources for teaching functional English and sources of further help and support.

Planning to deliver functional English

The Introduction to *Functional skills standards: English* states that:

¶ **The term “functional” should be considered in the broad sense of providing learners with the skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings. Functional English requires learners to communicate in ways that make them effective and involved as citizens, to operate confidently and to convey their ideas and opinions clearly.**

The aim of the English standards is to encourage learners to demonstrate their speaking and listening, reading and writing skills in a range of contexts and for various purposes. They are essentially concerned with developing and recognising the ability of learners to apply and transfer skills in ways that are appropriate to their situation. ¶

(QCA, 2007)

This statement sets out a vision of what learners need to be able to do in order to be ‘functional’ in their use of English: they will be able to apply their skills to a wide range of practical tasks – in life, work, education and in their communities.

The importance of teamwork

The focus of functional English means that practitioners across your organisation will need to plan how they will work together to help learners become confident with these skills and practise and apply them in meaningful ways.

You will be able to build on the expertise that your teams have already built up – through delivering other qualifications such as key skills, Skills for Life or GCSE English – but you will almost certainly need to develop this further.

Anyone with a stake in the success of functional English should be involved in planning. This will include managers, skills specialists and practitioners in other vocational areas.

While it may seem a demand on resources to engage so many individuals, the benefits can be considerable:

- functional English will be integrated with other qualifications
- delivery staff will be well briefed with a shared purpose
- duplication and over-assessment will be avoided
- all staff will be able to give clear and consistent messages about functional English to learners and employers.

It is also important to involve other partners, such as employers, in supporting the application of English skills in real-life contexts.

Getting to know the functional English standards

The functional English standards are presented at five levels: Entry Levels 1, 2 and 3, and Levels 1 and 2. There are three key components: speaking and listening; reading; and writing. Each component is further broken down into:

- skill standard – what the learner must be able to do
- coverage and range – the technical demand and techniques required to perform at that level.

As an example, here is an extract from standards showing the Level 2 speaking and listening component.

Level	Skill standard	Coverage and range
Level 2	Make a range of contributions to discussions and make effective presentations in a wide range of contexts.	<ul style="list-style-type: none"> ● Listen to complex information and give a relevant, cogent response in appropriate language ● present information and ideas clearly and persuasively to others ● adapt contributions in discussions to suit audience, purpose and situation ● make significant contributions to discussions, taking a range of roles and helping to move discussion forward to reach decisions <p>in a wide range of contexts, including those that involve others who are unfamiliar.</p>

All the components need to be achieved at the same level for the qualification to be awarded.

Level differentiation

The levels in functional English are determined by a combination of the:

- **complexity** of the situation
- **familiarity** to the learner of the situation
- **technical demand** of the skill required
- **independence** of the learner in identifying and selecting the skills they will need.

The aim of the standards is for learners to achieve **mastery** of functional English, so that they can apply their skills to a problem or context.

As an example of level differentiation, compare the Level 2 Speaking and Listening skill standard above with that for Entry Level 1, which requires learners to participate in ‘simple discussions/exchanges about familiar topics with another person in a familiar situation’.

Each level of functional English builds on the previous one, and the standards give the new requirements for each level. For further guidance, see *Functional skills guidance: Amplification of the standards* (QCA, 2008).

Getting to know the standards

Take time to get to know the layout and content of the standards.
Consider:

- how the level indicators are conveyed in the wording of the coverage and range statements
- how these relate to the kinds of activity your learners need to do.

Demonstrating mastery

The ultimate goal of the functional English standards is for learners to demonstrate mastery of the skills. Mastery is achieved when a learner can select from a range of the skills they possess, apply these to tackle a problem or task, and transfer these skills to new contexts or problems.

An example of mastery from work based learning

A promotion company asked its administrative apprentice to contact local businesses to promote a youth discount card. The apprentice was able to draw on her English skills to research appropriate businesses, telephone and email managers, and produce a short summary report for her supervisor.

The importance of a problem-solving approach

The functional skills are rarely used in isolation – we need to equip learners with the English skills they will need to tackle tasks and problems in a wide range of work and everyday situations. This focus on problem-solving is fundamental to the successful implementation of functional English, mathematics and ICT. Practitioners need to:

- encourage learning through application
- require learners to think for themselves
- be learner-centred
- promote active and partnership learning.

Realistic contexts

The functional English standards stress the importance of the ‘real-life situations’ in which learners will ultimately use their skills. This focus on the context should influence your approach to planning and implementing functional English.

Resources and opportunities for learners can draw on activities in the workplace, such as making telephone calls or researching information for a report, as well as those outside work or training, such as using directions, healthy eating or leisure. Assessment tasks are usually on these generic topics.

Identifying real-life scenarios

With colleagues, make a list of real-life scenarios which would give your learners the opportunity to apply skills in a wide range of contexts. Start to build a library of activities, tasks and resources.

Assessment

The assessment of functional English will differ from current assessment arrangements for both key skills and Skills for Life. Reading and writing are likely to involve a combination of two forms of assessment:

- **task-based assessment:** defined by QCA as tasks that ‘present scenarios within regular, “real-life” contexts, which candidates engage with in order to resolve a situation or produce an effective and appropriate response or outcome’, and
- **test-based assessment:** defined by QCA as assessments that ‘include more specifically focused objective test questions and assessment items, using fixed responses, multiple-choice items, or short-answer questions’.

The QCA guidance states that standards assessed through tests should contribute no more than 25% of the marks.

Speaking and listening is internally assessed but most assessments take place in controlled conditions. Awarding bodies must provide a model and requirements of the assessment of this component.

Details of awarding bodies piloting the functional skills qualifications, as well as the QCA assessment guidelines, are available on the QCA website (www.qca.org.uk/functionalskills).

Functional English and key skills

If you are already delivering key skills, then you have a foundation on which to build your functional English arrangements. There are clear links between the content of the functional English and the communication key skill. However, the Entry Level qualifications will be new to you and will present fresh challenges. You need to examine the detail of the functional English standards carefully, to identify the differences and additional requirements, such as:

- ‘detect point of view, implicit meaning and/or bias’ (Reading, Level 2)
- ‘take appropriate action’ as a result of reading the text (Reading, Level 1)
- ‘communicate information, ideas and opinions’ (Writing, Level 1)
- ‘take a range of roles’ during discussions and help move the discussions forward ‘so that a decision is reached’ (Speaking and listening, Level 2)
- ‘use a wide range of documents on paper and on screen’ (Writing, Level 2).

When you have reviewed the standards, consider:

- how you might address the needs of entry level learners
- how you will cover new requirements, in particular those that are concerned with reading and writing and ideas, arguments and opinion and the need for a range of texts.

Functional English and Skills for Life

The current pilot will be used to inform the decision about whether Skills for Life qualifications will be superseded by functional skills. There are commonalities between both sets of qualifications and, for English, the levels are similar, as are the specifications. A key difference is in relation to assessment, where speaking and listening will now be assessed and learners will have to produce pieces of writing.

Teaching and learning functional English

This section looks at ideas for teaching and learning for each of the functional English components. It includes practical examples from centres already piloting functional English, as well as examples from the Functional Skills Support Programme (FSSP) publication *Teaching and learning functional English, resources to support the pilot of functional skills* (FSSP, 2007).

Speaking and listening

Speaking and listening are essential for learning and relate to all vocational areas and aspects of work and life. Good oral communication skills will help your learners to be more employable and to succeed in everyday life.

Speaking and listening has sometimes been taught as an adjunct to the other English skills of reading and writing. Experience from key skills and Skills for Life shows that teaching has often been focused on assessment. This can result in learning that is superficial – for example training learners to give a specific presentation, rather than developing their mastery of speaking and listening skills.

Functional English practitioners need to give learners opportunities to build and practise their skills. These skills will include:

- listening to and understanding the main points in discussions and exchanges
- responding appropriately
- speaking so that others can hear and understand
- expressing statements, opinions or information clearly
- and, at Level 2, making effective presentations.

Here are two examples of approaches to teaching speaking and listening:

Activity Awareness of the audience – card game

Devised by Stockton Riverside College, this activity engages learners while building their skills in relating to a range of audiences. Learners are dealt cards with topics (eg customer complaint), audiences (eg angry customer) and contexts (eg retail). Each learner matches their speaking and listening to the cards they have been dealt.

Activity Setting up a business – cross-curricula activity

Sheffield College helps its learners to link speaking and listening with other functional English components, ICT, mathematics and vocational areas. Learners work by themselves, in pairs or small groups to identify a business idea, write an outline business and marketing plan, develop outline costings, and present the business idea to a *Dragons' den* style panel.

Teaching speaking and listening – a toolkit of practitioners, (Learning for Work, 2006) has a self-assessment activity for learners and a wide range of activities to help learners develop these skills (www.ksspforwork.net/guides.php).

Reading

Reading is vital if your learners are to be able to read independently in life, at work and in learning. Reading will also support your learners with the other functional skills and vocational skills. Learners will need to be able to read:

- a wide range of texts, including correspondence from banks and utilities, newspapers, instruction manuals
- documents at work, such as emails, reports, letters
- course documents, textbooks, source materials, task instructions, etc.

They also need to be able to act on, and respond to, what they have read.

At Entry Level, learners are expected to read and understand short, simple or straightforward texts, moving on to reading and understanding texts for a purpose.

Level 1 requires them to read and understand a range of texts and to identify bias in persuasive texts.

At Level 2 they need to compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.

Practitioners therefore need to ensure that their learners have the basic strategies of skimming, scanning and highlighting key points in the text, and progress to note-taking, using questioning to make meaning, summarising and recognising fact and opinion.

Your preparation with learners should include a range of texts and source materials which go beyond their vocational or curriculum area. In addition, learners will need to be able to read from the screen and the Internet.

Activity Shared reading

Shared reading is a useful activity for learners at Level 1 or below, to help them build confidence, tackle texts outside their experience and participate in a discussion. It can also be used to practise techniques such as questioning.

Choose a simple, illustrated document for the group to read, such as a recipe or magazine article. Project the text and illustration on a screen, or copy the text to a large format for groups to work on together. Ask learners to discuss things like the type of text, its purpose, format, main points and words or phrases that are unfamiliar.

Activity Questioning techniques – survey, question, read, recall, review (‘SQ3R’)

As learners extend their skills, they need to build their independence in reading texts. This activity will teach them a process that they can apply to any text:

- **Survey** – skim the text, including title, contents page, main headings and subheadings for clues about the text and its purpose.
- **Question** – write questions to answer during a reread of the text.
- **Read** – read the text thoroughly.
- **Recall** – a mental summary of what is in the text.
- **Review** – return to the text and check understanding of the main points.

Writing

As with reading, a learner's skills in writing will also impact on their vocational programmes and other qualifications, as well as their employment opportunities. As they progress, there is a greater need to produce a range of documents, using appropriate format, register and levels of accuracy in relation to spelling, punctuation and grammar.

At Entry Level learners are expected to progress from writing short, simple sentences to short documents, with growing awareness of – and responsiveness to – the audience.

Level 1 requires documents which communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.

At Level 2 this includes extended writing pieces, which communicate effectively and persuasively.

Activity Building a pool of writing tasks

Share ideas with other practitioners, to pool the range of writing tasks that your learners are required to do. Some ideas are likely to include assignments for other qualifications, documents for functional ICT, application forms, emails, messages and letters.

Activity Mapping your writing

This simple mapping activity helps learners to think about what they are writing and for whom. Ask learners to draw a spider diagram with 'writing' at the centre. They should then add all the documents, including on-screen, which they have written. They can then add another dimension, which is to show the different audiences. You can extend this activity further by getting them to break the documents down into categories, such as formal/informal, work/home/learning, etc.

This can then form the basis of planning where learners might need further help, as well as identifying what they can already do.

Activity Jigsaw reports

Gather examples of reports with different formats, such as reports on sales, research or accidents at work. Ask learners to look at the different formats, language and tone and to identify the components of each report.

Then cut up a range of short reports into separate sections and get learners to reassemble them in the right order, using the headings as a guide to the content.

This will reinforce understanding about structure and format and underpin key principles that will help learners to write their own short reports.

Activity Recycling

Ask learners to design a leaflet and to write a presentation demonstrating the importance of recycling; this involves production of two different documents and also draws on reading, ICT and presentation skills. This activity can be linked to a variety of skills and vocational areas.

Teaching approaches

Personalised learning

The best way to help learners become independent and confident in their English skills is to make connections to their experiences, interests, aims and aspirations. This means personalising learning to each individual to take account of their current skills and knowledge, while offering appropriate challenges.

A starting point for personalising learning is to establish each learner's existing skills and strengths. In adult learning settings, most learners will be new to you, so you may need to carry out some form of initial assessment.

Active and collaborative learning

Active learning is equally important, as it enables deep understanding and mastery of a topic. An active learning programme is:

- interesting, imaginative and highly participative
- experiential
- one that offers opportunities for discovery, challenge and debate.

It is also likely to involve collaborative learning, with learners working as pairs or small groups to carry out activities.

A further source of ideas is *Effective practice in teaching and learning: communication* (2008) from the Key Skills Support Programme (KSSP).

Assessment for learning

Assessment for learning strategies are invaluable in helping your learners become more autonomous learners. The Assessment Reform Group (*Assessment for Learning: 10 principles*, 2002) has defined assessment for learning as:

the process of seeking and interpreting information for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

The key characteristics of assessment for learning are that it:

- is embedded in teaching and learning
- provides skills and strategies for taking the next steps
- involves sharing the learning goals with the learners
- helps learners identify the standards that they are aiming for
- aims to help learners become more responsible for their own learning
- encourages critical and constructive review and self-review
- provides clear feedback on the quality of the work and what needs to be done to improve.

For more detail, see *Assessment for Learning* (QIA, 2008) in the 'Guidance for assessment and learning' series from the Skills for Life Improvement Programme.

Implications for your organisation

Models of delivering functional English

There are opportunities to embed functional English within a range of vocational programmes and qualifications, including apprenticeships, NVQs, BTECs and Diplomas. Some models for delivering functional English might be as follows:

- Functional English might be **embedded** within a vocational area so that there are no separate English sessions – English is included when and where it fits and is often taught by a vocational teacher or trainer.
- In some settings, functional English is taught as a stand-alone subject alongside the main course of study, usually by an English specialist.
- Functional English may also be **contextualised**, so that it is applied and related to the main programme of study, even if it is taught separately.

Many centres are using a mix of models and trying to get the best out of each.

Case study **Hull College**

The initial plan at Hull College was to fully embed functional skills within main programmes, but the approach of the assessment required some modifications. Practitioners were successful in combining a discrete and contextualised teaching model. Learners received one hour per week with an English specialist and a further hour of team teaching from the English specialist working with the vocational practitioner.

Managing delivery of functional skills (FSSP, 2007) gives more details about the advantages and disadvantages of different models.

Capitalise on your existing expertise

Where centres already offer key skills, Skills for Life or GCSE English it will be important to recognise and build on your existing strengths. It can help to tap into existing good practice, for example where there is already collaboration between vocational and key skills practitioners, or where programmes are planned to ensure progression and achievement.

Case study **New College Durham**

New College Durham identified that it would need to change its delivery model set up for key skills. A one-and-a-half-hour session for functional skills was introduced for learners, which focused on building, learning and acquiring skills, rather than assessment. Subjects remain contextualised, but there is now an emphasis on transferability and problem-solving.

It makes sense for managers and practitioners to review their delivery model, staff competence and resources, and identify changes required in relation to functional English. The first guide in this series, *Where are you now? A diagnosis of centre needs* (Learning and Skills Network, 2009), will provide you with a framework for this review.

Activity

Hold a team meeting and encourage participants to think widely about what elements of the current delivery model – such as collaboration between vocational and key skills practitioners – can be retained and what needs to be changed. If your institution is establishing functional English from scratch, draw on ideas from other vocational areas and experiences.

Linking with functional mathematics and ICT

In both the other functional skills, learners need English skills to be able to read, follow instructions and record information. For example, they may read the text of a mathematics problem or write a questionnaire for a survey that will be analysed using ICT.

Similarly, in work and everyday life, learners often need to use a combination of English and another functional skill; for example if carrying out a stock check or researching holiday information on the Internet.

When planning cross-curricula activity, work with other practitioners to identify links between the functional skills. Choose a topic that interests learners and encourage them to take ownership of the activity.

Activity Cross-curricula activity

The mobile telephone was the topic selected by one provider to engage its learners. Practitioners from English, mathematics and ICT collaborated on the joint project.

Four topics were identified:

- mobile phones and the future
- mobile phones and society
- mobile phones and bullying
- mobile phones and cost.

Speaking and listening was integral to the projects, and each culminated in a short presentation.

The guides for *Teaching and learning functional mathematics* (FSSP, 2007) and *Teaching and learning functional ICT* (FSSP, 2007) provide more ideas for activities.

Materials for teaching functional English

Part of your strategy for delivering functional English should include identifying and selecting appropriate teaching and learning materials.

Where to find materials

There are a number of routes open to building a library of relevant materials:

- draw on existing resources and map them to the functional English standards
- adapt existing resources from key skills, Skills for Life, vocational programmes and other programmes, such as the Teaching and Learning Programme and Move On
- source the materials being developed by the Functional Skills for Adults Support Programme and those by the FSSP
- access materials provided to centres by awarding bodies
- review materials being developed for the Diplomas
- develop new materials, specifically for your learners and their context.

A key resource will be the FSSP *Teaching and learning functional English* (2007). See also page 15 for a list of other relevant resources and programmes.

The teaching and learning resources from the work-based learning KSSP and the Teaching and Learning Programme can provide innovative teaching ideas in a range of contexts. You can adapt interactive tasks and games that could contribute to active learning programmes for functional English.

Move On materials have been found by practitioners to be useful in planning sessions, and the handouts and activities can be adapted to help learners practise particular aspects of their spelling, for example.

How to adapt materials

Using some existing resources and refocusing them to functional English can be a positive place to start, since you can use the idea, context and activity. This can seem less daunting than starting from scratch.

The KSSP guide *Using and adapting resources for key skills and Skills for Life: Guide to good practice* (2007) provides helpful ideas for adapting resources, including a checklist to evaluate resources. You can download it from www.lseducation.org.uk/user/order.aspx?code=060004

Differentiate and personalise the resources

Resources can be adapted to meet the needs of different learners. For example:

- able learners will benefit if you add or extend activities or remove some instructions to encourage independent thinking
- some learners may need activities to be broken down into shorter stages or to be reformatted, for example so that there is less text on a page
- examples and scenarios can be changed so that they are more relevant to a learner's context or situation.

Activity **Adapting your teaching**

Think about how you can adapt your own teaching. Could you:

- give more able learners more activities while you support others
- pair up learners to enable coaching, peer review and assessment
- use collaborative learning in small groups
- focus on experiential learning to heighten learner engagement?

Case study **Choices 4 All**

Choices 4 All in London offers an Entry to Employment programme and a vocational and personal development programme in catering and business administration for young people with learning difficulties. Mixed-ability groups mean practitioners have to identify a focus for the lesson, find an appropriate resource and then customise this to produce a range of differentiated worksheets.

Staff at Choices 4 All find that most resources have too much text and too few images, so adaptation is essential. Rosemarie Beynon at Choices 4 All says: 'Even in a small amount of text there's a lot of information for my learners, so I break it down for them. I will add pictures at every stage to illustrate the instructions.'

Presentation

There are a number of ways to make resources more accessible and attractive to learners and practitioners:

- keep pages uncluttered and retain white space
- choose a typeface that is easy to read and avoid using too many different typefaces
- use colour appropriately
- illustrate activities with relevant images
- indicate separate sections with clear headings
- use a style sheet if you are working in a team, so that you have a consistent set of resources
- if learners need to write directly onto the resource, ensure that there is sufficient space
- consider trialling materials with learners, to find out if they can follow instructions and enjoy using them.

Case study **Sheffield College**

At Sheffield College, a teaching and learning pilot involving functional English and ICT benefited from a shared approach to designing active learning materials, where practitioners from different vocational areas pooled their expertise. Some providers make use of their intranet or a virtual learning environment (VLE) to share a library of teaching materials.

Sources of further information

QCA

The functional skills standards can be found at: www.qca.org.uk/functionalskills. This website contains up-to-date information about functional skills developments. There are a number of documents to download, including:

- *'Functional' skills – Your questions answered* (DfES, 2006)
- *Functional skills: essential for life, learning and work* (QCA, 2008)
- *Functional skills guidance: Amplification of the standards* (QCA, 2008).

The Excellence Gateway

The QIA Excellence Gateway (<http://excellence.qia.org.uk>) contains resources produced by the Functional Skills Support Programme (FSSP) and the former Key Skills Support Programme (KSSP). KSSP publications are accessible from www.ksspforwork.net and from LSN at www.lsneducation.org.uk/pubs

Resources include:

- *Teaching and learning functional English* (FSSP, 2007)
- *Managing delivery of functional skills* (FSSP, 2007)
- *Effective practice in teaching and learning: communication* (KSSP, 2008).

Move On

The programme which promotes adult literacy and numeracy learning and qualifications www.move-on.org.uk

NRDC

The National Research and Development Centre for Adult Literacy and Numeracy (NRDC) conducts research and development projects to improve literacy, numeracy, language and related skills and knowledge www.nrdc.org.uk

Read write plus

A source of information, publications and advice on all aspects of implementing Skills for Life www.dcsf.gov.uk/readwriteplus

Skills for Life

The Skills for Life Improvement Programme aims to help practitioners and organisations improve learner success through a whole-organisation approach to embedding literacy, language and numeracy www.sflip.org.uk

Teaching and Learning Programme

This programme provides teaching and learning resources created with teachers, trainers and learners, available at <http://teachingandlearning.qia.org.uk/teachingandlearning>

The Functional Skills for Adults programme

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

Publications

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

- *Where are you now? A diagnosis of centre needs* (LSIS, 2009)
- *Preparing to co-ordinate and manage functional skills* (LSIS, 2009)
- *Preparing to deliver functional English* (LSIS, 2009)
- *Preparing to deliver functional mathematics* (LSIS, 2009)
- *Preparing to deliver functional ICT* (LSIS, 2009).

Training modules

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

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

Functional Skills Co-ordinators

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

East	Jane Williams	FunctionalSkills.East@fsmail.net
East Midlands	Howard Parker	FunctionalSkills.EastMidlands@fsmail.net
London	Lorna Jackson	FunctionalSkills.London@fsmail.net
North East	Judy Carrick	FunctionalSkills.NorthEast@fsmail.net
North West	Barbara Calvert	FunctionalSkills.NorthWest@fsmail.net
South East	Annette Welfare	FunctionalSkills.SouthEast@fsmail.net
South West	Rosemary Brooke	FunctionalSkills.SouthWest@fsmail.net
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About this guide

This guide is for managers, co-ordinators and practitioners who are preparing to deliver functional English to adults.

It aims to: prepare for the implementation of functional English with adult learners; plan a functional English teaching programme for adult learners; explore and develop the use of active learning strategies in your teaching of functional English.

About this series

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