

Functional Skills  
for Adults

**LSIS** LEARNING  
AND SKILLS  
IMPROVEMENT  
SERVICE



Preparing  
to deliver  
functional  
ICT



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# Preface

This publication is the fifth 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 Information and Communication Technology (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 ICT 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 ICT with adult learners
- plan a functional ICT teaching programme for adult learners
- explore and develop the use of active learning strategies in your teaching of functional ICT.

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.

The publication includes practical advice and information that will help you to understand functional ICT and enable you to make informed decisions about its planning and delivery. As you read through this booklet, you will find ideas 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 ICT and sources of further help and support.

# Planning to deliver functional ICT

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

¶ The term “functional” should be considered in the broad sense of providing learners with the skills and abilities they need to take a responsible role in their communities, in their everyday life, workplace and in educational settings. Functional Information and Communication Technology (ICT) requires learners to be able to use technology in ways that make them effective and involved as citizens and able to operate confidently in life and work in a wide range of contexts.

The aim of the ICT standards is to encourage people to demonstrate their ICT skills in a range of contexts and 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 ICT: they will be able to apply technology to a wide range of practical tasks – in life, work, education and in their communities. It is important to recognise that, when ICT skills and techniques are used in context, they are rarely used in isolation – they are selected and combined to use ICT for a purpose.

A key implication of this is that ICT skills should be learned alongside other skills. To get the most from the potential of ICT requires the ability to use functional English and mathematics. Technology can be used to make sure that communication is clear and ‘fit for purpose’ – the key to functional English. ICT can be an invaluable tool in using mathematics to solve real-world problems – the key to functional mathematics. In addition, of course, ICT can play an important part in other areas of a learner’s programme of study, and in many work-based and daily-life contexts.

It is not possible to predict all the tasks that your learners will be faced with in their lives where ICT skills can be of value. However, you can help them to apply their ICT skills to the greatest effect. So, helping learners to become functional in ICT means helping them to:

- recognise situations in which ICT can make a more effective and efficient contribution
- apply ICT skills appropriately to a range of tasks and problems
- reflect on the role that ICT has played in handling these situations
- become increasingly independent in the application of greater, or newly developed, skills and knowledge.

## The importance of teamwork

This means that developing functional ICT will not be the sole responsibility of ICT specialists – although they will have an important part to play in building skills. Experience from skills teaching suggests that a team approach works best, with ICT specialists liaising very closely with colleagues, often acting as a resource to advise specialists in other areas on how they can integrate ICT into their schemes of work and session plans in ways that are meaningful and appropriate.

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

# Getting to know the functional ICT standards

The *Functional skills standards: ICT* are set out in a document by the Qualifications and Curriculum Authority (QCA) that covers the levels from Entry 1 to Level 2. It begins with a short introduction, followed by brief examples of differentiation between the various levels.

The main body of the document then sets out the standards for the three components at each level:

- use ICT systems
- find and select information
- develop, present and communicate information.

## Level differentiation

As with the other functional skills, there are four key elements that underpin progression through the levels:

- **Complexity** of the problem/task/activity: complexity involves moving from simple, straightforward, routine activities to more difficult, wide-ranging, non-routine situations.
- **Familiarity** with the context: unfamiliar problems will require the learner to 'transfer' skills and understanding developed in other contexts. In transferring skills and understanding, the individual may need to adapt or extend them in order to tackle the problem effectively.
- **Technical demand**: This reflects the range of knowledge, skills and techniques that a learner needs to tackle a problem.
- **Independence**: This relates to the level of autonomy that learners apply to tackling a problem at each stage and how much help they need; at higher levels they will need to select and apply ICT skills independently.

When reading the standards, it is important to identify terms such as **select**, **use** and **evaluate fitness for purpose**, that are indicators of the elements of progression.

## Skill standard, coverage and range

The standards themselves are laid out in a table showing:

- the level
- the skill standard – the crucial statement which should be the overall focus of teaching and learning
- the coverage and range – indicates the technical demand of the ICT skills that are likely to be used by learners performing at that level. Learners at a particular level should also be able to do everything indicated in the coverage in the earlier levels
- examples/applications that ground the statement of the skill standard in specific aspects of ICT (it is important to remember that these are examples and are not meant to be prescriptive or comprehensive).

The layout of the standards helps you to follow progression in any one component. As an example, here is an extract from the Entry 3 'Find and select information' component of the ICT standards:

Level	Skills standard	Coverage and range	Examples/applications
Entry 3	Learners can:		
	<b>1</b> select and use appropriate sources of information	<b>1.1</b> select and use appropriate sources of ICT-based and other forms of information	newspaper, book, image, map, conversation, CD, DVD, text message, website, podcast, web log
	<b>2</b> use ICT to search for and select information that matches given requirements	<b>2.1</b> use internet sources of information	enter a web address, use a search engine, use bookmarks, follow links
		<b>2.2</b> use appropriate search techniques to find required information	contents list, index, find or search tool
		<b>2.3</b> select and use information that matches given requirements	write down, copy and paste, capture images, download audio or video files

You can also download *Functional skills guidance: Amplification of the standards* (QCA, 2008) from the QCA website. The amplification contains a table that compares the skills standards, coverage and examples/applications at all levels. At the end of the ICT section, there is a useful glossary.

## Assessment

The assessment of functional ICT must be designed to measure application of skills for a purpose within a 'real-life' context. The assessment can be entirely task-based, or a combination of task(s) with test-style items. It is likely that, unlike the current Level 1 and Level 2 ICT key skills tests, functional skills assessments will require candidates to use computers and/or other hardware and software.

Details of awarding bodies piloting the functional skills qualifications, as well as the QCA assessment guidelines, are available on the QCA website.

You will need to decide which awarding body you wish to register with, and make full use of the support, training and information they offer, to help prepare for the successful introduction of functional skills. See the second publication in this series – *Preparing to co-ordinate and manage functional skills* (LSN, 2009) which includes a case study on one provider's approach to selecting an awarding body. *Teaching and learning functional ICT* (FSSP, 2008) provides a helpful introduction to the standards plus case studies that illustrate the application of the standards to a range of practical tasks.

# Teaching and learning functional ICT

Functional ICT is much more than being able to successfully perform a set of techniques – it engages learners in real activities that require problem-solving, critical thinking, adaptation of approaches and effective solutions.

Mastery is an important concept in functional skills; mastery is achieved when a learner can select from the skills they possess and apply these to tackle a problem or task.

All teaching and learning needs to provide opportunities for learners to:

- build the full range of functional skills
- practise applying those skills in a range of contexts
- demonstrate mastery in a range of contexts.

The process does not, however, represent distinct stages. All three aspects are likely to occur in all learning situations to different extents for different learners. The challenge is to constantly assess where individual learners need to build skills and gain the confidence to combine and apply them to real situations.

When planning the teaching and learning of functional ICT, you will need to plan opportunities for learners to move through this process in contexts that are real and meaningful for them. In practice, this will often mean structuring teaching and learning round a real-life activity, such as writing a letter of application, managing personal finance or producing a community newsletter.

## Personalisation

¶ **In an educational setting, personalisation means working in partnership with the learner... to tailor their learning experience and pathways, according to their needs and personal objectives – in a way which delivers success.** ¶

*Personalising further education: developing a vision*  
(DfES, 2006)

Adult learners bring with them a diverse range of previous knowledge, experience, interests, aims and aspirations – so it is crucial to use personalised approaches to build on these to promote motivation, independent learning and achievement.

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.

Initial assessment in ICT can be problematic – learners will often have some ICT skills, but these may not have been acquired in any systematic way and learners will vary in their confidence to apply their skills in context or use them to solve real-life problems. There is a range of methods you can use, including self-assessment, discussion and structured activities. For more information on initial assessment, see the *Initial assessment toolkit for key skills and Skills for Life* (KSSP, 2006).

## Assessment for learning

This is central to a personalised approach. Assessment for learning is invaluable in helping your learners to become more autonomous and more involved in recognising, reviewing and planning their learning. 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 the 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.

## Active learning

Personalised learning involves more than individual learners sitting alone at a computer. Success in functional ICT requires active teaching and learning approaches which help learners achieve mastery. Active learning involves learners in doing rather than listening to or reading information, or following instructions.

Here is an example of an active approach to learning about document layout and presentation:<sup>1</sup>

<sup>1</sup> Adapted from *Effective practice in teaching and learning: Information and Communication Technology* (KSSP/ QIA, 2008)

### Activity

Ask learners to collect examples of different types of document, e.g. business letters, magazine articles, brochures, menus, reports. Alternatively, you could provide a range yourself.

Divide learners into small groups and ask them to identify key elements for each group of documents:

- identify the similarities and differences in the documents
- compare the layout of information – between different types of document and between different examples of the same type of document
- comment on how images and graphics are used, etc.

Ask groups to build on what they have discovered by creating a house style for a small range of documents, e.g. a letter, flyer, takeaway menu, etc.

Learners can then move on to apply the skills they have learned to produce a document for a real-life purpose.

Learners could also learn how to use IT equipment with communications technology – for example by taking digital photographs and attaching these to an email to family members.

## Collaborative learning

The above example also demonstrates another common characteristic of the active approach – collaborative learning.

Many learners find that working with a fellow learner is a very helpful way to share and reinforce understanding. This can be especially valuable in ICT, as there is seldom only one way to tackle an ICT-related task, and collaborative learning helps to prevent the situation where a learner continues to use inappropriate techniques simply because it had not occurred to them to try anything else. Working together helps learners to understand:

- why a particular technique or approach works
- why a technique or approach is not working
- how to tackle problems more effectively
- how to be more imaginative and creative in finding efficient and effective ways to use technology.

By engaging in discussion and explaining their ideas, challenging and teaching one another, asking and answering questions and working collaboratively to share their results, learners not only improve their ICT skills but also become more confident and effective learners.

However, collaborative working is not a panacea. Research by the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) suggests that adult learners who spent more time working on their own showed better gains in ICT skills (though not ICT confidence) than those who spent more time working in small groups. The research also suggests that, when collaborative work is forced by the need to share technology, it is less successful than involvement in tasks that require peer interaction. It is therefore important to recognise that the time spent on collaborative learning needs to be carefully balanced with time spent on individual learning.

## Whole-group work

Whole-group work can be a useful form of collaboration. It can promote learning by:

- allowing the teacher/learners to model skills and techniques – using a projector (and perhaps an interactive whiteboard)
- encouraging adult learners to share and discuss previous knowledge and skills
- providing an effective way to introduce and/or summarise a topic and check learning.

Card activities, quizzes and games are all effective and motivating ways of building and practising skills and checking learning. Games such as ‘Snap’, ‘Bingo’, ‘Countdown’ or ‘Who Wants to be a Millionaire?’ are fun, participative methods for reinforcing vocabulary, recognising icons and functions, etc.

## Activity

For example, a small group of learners can be given a set of large cards, similar to the ones shown below, each of which has an element of a spreadsheet formula printed on it.



<sup>2</sup> Adapted from  
*Teaching and  
learning functional  
ICT* (FSSP, 2007)

Ask the learners each to hold up one card and to line up in the order that will display the correct formula to the whole group. Other members of the group can advise, if necessary. You could then pin the cards on the wall to act as a visual reminder while learners use this, and similar formulae, in their own spreadsheets. (This idea could be extended to introduce other functions such as MAX, MIN, AVERAGE, etc.)<sup>2</sup>

Active learning integrates extremely well with the use of a wider range of 'new' technologies, including still and video cameras and hand-held devices, and Web 2.0 technologies, such as social networking, file sharing, blogs and wikis.

## Case study **Dewsbury College – using a social network site with ESOL learners**

The group consisted of ten women who attended part-time ESOL classes. They began by discussing the concept of social networks and chose between two websites. The learners chose Bebo ([www.bebo.com](http://www.bebo.com)) because they found it easier to navigate and it had more features/resources.

Learners were invited to join a previously created Bebo page and each created a personal page and profile. They then invited each other to join their page and accepted each other's invitations, creating a social network.

The tutor was able to upload a quiz for the whole group to work on and discuss results. Other uses of the social network focused round the 'photo' area. One group activity involved copying a chosen photograph from the tutor's album to their albums and using it to write a story. Another was to take and upload photographs of the centre and use them in a PowerPoint presentation.

## Organising learning

When learners are applying skills in context and using problem-solving approaches, they need time away from the computer for planning. They may need to draw diagrams or flowcharts, produce storyboards or discuss options.

Consider whether the room layout is flexible enough to allow for a wide variety of teaching and learning activities to take place. The 'traditional' ICT workshop with rows of computers may well be inappropriate. Consider factors such as:

- Is there enough space for learners to move around freely and work in different groups/pairings?
- Is there table space for learners to work away from the computers?
- Is there sufficient equipment to allow for individual work, when appropriate?

Some of the opportunities you want to provide for your learners may pose challenges to your ICT infrastructure: for example, you may not currently allow your learners (even adults) access to social networking sites. In addition, the functional skills ICT standards require learners to know how to adjust certain system settings – which again may not currently be possible. For those of you working in prisons or other secure settings, the challenges are even greater.

### **Activity** Consider how you can:

- discuss the requirements of functional ICT with ICT support staff
- come up with creative ways of providing or simulating realistic learning contexts.

# Implications for your organisation

## Building on your strengths

It is likely that you will already have experience and expertise in delivering other ICT qualifications, so, when preparing to introduce functional ICT, it will be important to recognise and build on your existing strengths. You will find helpful guidance on this in the first two publications in this series. In particular, it will be useful to build on experience of qualifications that focus on using ICT for a purpose, such as the ICT Skill for Life or ICT key skill.

## ICT capacity

ICT has a high profile in the current education reforms such as Foundation Learning Tier Progression Pathways and Diplomas, both of which expect learners to achieve all three functional skills – including ICT. So you may, in the future, have more learners working towards ICT qualifications. It therefore makes sense to audit your current ICT capacity to ascertain your current position and areas for development.

A useful framework for this is the ‘e-learning Positioning Statement Tool’ (eIPS Tool), designed and developed by NIACE in collaboration with the Centre for Excellence in Leadership, with the support of Becta. This tool enables you to self-assess your current capability and identify improvements in five main categories:

- vision and strategic planning
- teaching and learning
- staff development
- infrastructure and equipment
- managing and implementing ICT and e-learning.

You can find the eIPS Tools for adult and community learning and the voluntary and community sector at <http://matrix.becta.org.uk> There is also a paper-based version for ACL and offender learning and skills at <http://archive.niace.org.uk/exemplars/index.htm>

## Workforce development

You will also need to ensure that you have sufficient staff with the skills and confidence to support learner achievement. One approach to developing a staff development plan for ICT is individual self-assessment. The LSN e-learning and technology website ([www.learningtechnologies.ac.uk](http://www.learningtechnologies.ac.uk)) has an online ICT self-assessment linked to the Professional Development Framework for e-learning.

A complementary approach would be to pilot the functional skills with staff – helping them to build and apply their skills while at the same time gaining an understanding of the standards and the implications for teaching and learning.

In addition, the requirement for learners to apply ICT skills in a wide range of contexts, will mean that more people will need to be involved in functional skills ICT development – particularly in supporting the application of skills and encouraging mastery.

## Activity Consider how you can:

Consider how you can make sure that staff, including those teaching functional English and mathematics as well as vocational and subject staff, have an understanding of the standards to support the transfer of skills. It will also be important to involve people outside your organisation, such as employers.

## Accessibility

Since 2001 the Disability Discrimination Act 1995 (DDA) has applied to education. For details on the DDA and learners' rights in education, see the website for Skill: National Bureau for Students with Disabilities ([www.skill.org.uk](http://www.skill.org.uk)).

As well as being aware of learners' rights and your duties under the DDA, it is important to be aware of the shift in thinking that has taken place – from a 'medical' to a 'social' model of disability. This is a move away from focusing on what is 'wrong' with the disabled person to looking instead at the attitudes, systems and practices that create disabling barriers. It is crucial to look not only at what adjustments an individual disabled learner may require, but also at how you can adapt activities or materials to ensure that they are as accessible as possible.

Technology not only provides many ways of making learning materials more accessible, it also offers new learning opportunities. It enables learners and teaching staff to communicate, study, practise and share their experiences with each other. The way in which hardware, software and learning resources are designed can increase or decrease these potential benefits but, by and large, ICT resources are more flexible, adaptable and able to be personalised than most traditional resources, such as paper handouts.

The Joint Information Systems Committee TechDis Service, which provides advice and guidance on technology and disability to promote an accessible and inclusive experience for students and staff, has produced a table showing both the benefits of technology, and the barriers it may create, for a range of access needs. Its website ([www.techdis.ac.uk](http://www.techdis.ac.uk)) provides a wide range of resources, practical advice and guidance.

Making technology 'accessible' means using it in ways that maximise the benefits to a wide range of possible users. If you design for accessibility and usability, you will enhance the learning experience of all your users, not just those with disabilities.

# Materials for teaching functional ICT

A primary source for resources to support functional ICT is *Teaching and learning functional ICT* (FSSP, 2007), which can be downloaded from <http://excellence.qia.org.uk/functionalskills>

This publication gives examples of how functional ICT can be used to tackle practical tasks and a wide range of activities for developing functional ICT at all levels.

You will probably already have a bank of materials to support ICT skills development. However, you will need to adapt and update these to meet the functional ICT requirements.

Here is a checklist for evaluating resources for functional ICT that you can try out with a resource you plan to use.

Question	Yes	No
Overall, does the resource fit your purpose?		
Can you map it to the ICT functional skills standards?		
Can you make links to functional English and mathematics?		
Does it use ICT for a real-life purpose?		
Does it encourage a problem-solving approach?		
Will the resource help learners to: <ul style="list-style-type: none"> <li>● build their skills?</li> <li>● practise applying their skills in context?</li> <li>● demonstrate mastery?</li> </ul>		
Can it be differentiated for learners working at different levels?		
Does it include active teaching and learning strategies?		
Is appropriate feedback and support built in?		
Is the structure clear and easy to follow?		
Is the language clear and easy to follow?		
Is the design attractive for learners?		
Are there any accessibility issues?		

This checklist is adapted from *Using and adapting resources for key skills and Skills for Life* (Learning for Work/KSSP, 2007). This publication also contains an 'Adaptor's Toolkit', which includes advice on:

- meeting individual needs
- making it look professional
- making it active and experiential
- making sure your learners can understand it.

When you select and/or adapt resources, it is important to think about your target audience. Use your knowledge of your learners to inform your choice of resources and any adaptations you make. This knowledge will also inform how you differentiate the resource and ensure that you support learners to move beyond their 'comfort zone' to apply their skills in a wide range of contexts.

As you develop resources for functional ICT, do get feedback from learners, as this will tell you whether or not the resources are achieving their purpose – and the areas you may need to rewrite or adapt further.

Other sources of materials that can be adapted to support the teaching and learning of functional ICT:

- **Key Skills Support Programme – Teaching and learning resources**

A bank of key skills materials developed by schools, colleges and training providers, which can be downloaded and adapted for your own use. You can also download the useful Learning for Work workbooks and 'How to' sheets – supporting skills development in a range of vocational contexts – from the Excellence Gateway: <http://excellence.qia.org.uk>

- **Level Crossing**

Originally written for key skills, this resource includes a number of ICT activities that could be used to support learners working on functional ICT at Entry 3/Level 1. See the Excellence Gateway (address above).

- **Key Skills Trainer**

[www.keyskills4u.com](http://www.keyskills4u.com)

An online resource designed to help learners check, learn and apply their key skills. It covers Communication, Application of Number and ICT.

- **QIA National Teaching and Learning Programme resources**

<http://teachingandlearning.qia.org.uk/teachingandlearning/#>

The IT resources are particularly useful, as they contain a wealth of ideas for active learning. In addition, there are many useful resources, incorporating innovative approaches to teaching and learning, which can be adapted to support functional ICT in other subject areas.

- **Skills for Life curriculum**

[www.qca.org.uk/qca\\_4560.aspx](http://www.qca.org.uk/qca_4560.aspx)

Section C of this document contains 16 scenarios – which could be adapted for functional skills – showing how ICT can be used for real-life purposes with adult learners.

- **Adult Literacies Online**

[www.aloscotland.co.uk/alo](http://www.aloscotland.co.uk/alo)

Scottish-based resources for adult literacy and numeracy. There are some great resources using ICT to develop skills in real-life contexts.

# Sources of further information

## QCA

The functional skills standards can be found at: [www.qca.org.uk/functionalskills](http://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 also accessible from [www.ksspforwork.net](http://www.ksspforwork.net) and from LSN at [www.lsneducation.org.uk/pubs](http://www.lsneducation.org.uk/pubs)

Resources include:

- *Teaching and learning functional ICT* (FSSP, 2007)
- *Managing delivery of functional skills* (FSSP, 2007, updated 2008)
- *Using ICT to deliver key skills* (KSSP, 2006)
- *Using and adapting resources for key skills and Skills for Life* (Learning for Work/KSSP, 2007).

The LSN programme 'E-learning and Technology' has information on professional development and resources at [www.lsneducation.org.uk/programmes/portal.aspx?ProgID=5](http://www.lsneducation.org.uk/programmes/portal.aspx?ProgID=5)

## NIACE

NIACE Staff Development E-learning Centre (SDEL) ([www.sdelc.co.uk](http://www.sdelc.co.uk)) contains a wealth of information on using technology to support adult learning.

Mobile Technology – the handheld choice is a website gives practical suggestions and examples of how and why handheld devices can be used in teaching and learning in the adult learning sector:

[www.niace.didawson.co.uk/mobiletechnology](http://www.niace.didawson.co.uk/mobiletechnology)

*Developing adult teaching and learning: Practitioner guides – Using ICT*, (NRDC/NIACE 2007) is available at:

[www.nrdc.org.uk/publications\\_details.asp?ID=114](http://www.nrdc.org.uk/publications_details.asp?ID=114)

## JISC

The Joint Information Systems Committee (JISC) ([www.jisc.ac.uk](http://www.jisc.ac.uk)) aims to provide world-class leadership in the innovative use of ICT to support education and research

The JISC TechDis Service ([www.techdis.ac.uk](http://www.techdis.ac.uk)) aims to be the leading educational advisory service, working across the UK, in the fields of accessibility and inclusion.

## Becta

Becta ([www.becta.org.uk](http://www.becta.org.uk)) is the government's lead agency for ICT in education.

# 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:

<b>East</b>	Jane Williams	FunctionalSkills.East@fsmail.net
<b>East Midlands</b>	Howard Parker	FunctionalSkills.EastMidlands@fsmail.net
<b>London</b>	Lorna Jackson	FunctionalSkills.London@fsmail.net
<b>North East</b>	Judy Carrick	FunctionalSkills.NorthEast@fsmail.net
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<b>West Midlands</b>	Heather Frier	FunctionalSkills.WestMidlands@fsmail.net
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## **About this guide**

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

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

## **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.