

1) ***EMBEDDING LANGUAGE, LITERACY AND NUMERACY (LLN)***

(With thanks to the Life2 project¹ – managed by Norton Radstock College - <http://www.life-2.eu/>)

Relevant for the following LLUK Domains:

- Domain A Professional values and practice
- Domain B Learning and teaching
- Domain C Specialist learning and teaching
- Domain D Planning for learning
- Domain E Assessment for learning
- Domain F Access and progression

A series of tasks and activities relating to embedding LLN in vocational programmes.

PLEASE SELECT FROM THESE TASKS / TAILOR THEM TO YOUR OWN CONTEXT AND SITUATION

Think about how language, literacy and numeracy (LLN) are delivered in your organisation.

How far do you think they are embedded into the vocational teaching?

Is more than one teacher involved in delivering vocational teaching and LLN? If so, how do they work together?

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Why embed?

You may be asking yourself if it matters whether or not you embed and what difference does it make to your learners. Research by NRDC has shown that learners tend to find that life skills' learning is easier when it is seen as part of the vocational context and that they are more motivated to gain these skills.

Retention and achievement rates also seem to be higher. For example it was found that 93% of vocational students achieved a literacy qualification on embedded courses, compared to only 50% on non-embedded courses (Casey et al, 2007).

There can however be challenges to developing embedded provision, and one of these challenges can be your own attitude. If you are a vocational teacher, you may feel you are not qualified to deliver life skills as well, or you may not feel confident in your own life skills. Equally, if you are a life skills teacher, you may feel you cannot contribute to delivering the vocational teaching.

Some of these attitudes emerged in the needs analysis for this project and were also discussed in a report by Casey et al (2007) called '*You wouldn't expect a maths teacher to teach plastering.*'

Other barriers that may arise when you try to embed life skills in your vocational teaching include:

- The attitude of management: if they do not support such changes, they will be difficult to implement effectively
- Finance: how much will it cost to make changes? These may include costs for extra staffing, extra resources and/or facilities, extra time
- Time: that most important resource for all teachers! Have you got the time to plan and carry out such changes effectively?

There are probably other barriers that relate to you personally, that you can add to this list.

Planning an embedded programme

There are a number of stages involved in making changes to the way you teach your vocational subject and embed LLN.

Audit of your course

A good starting point is to do an audit of your own course so that you can think about how it is structured and taught at the moment. This will help you to see what changes might need to be made and think about what the implications of such changes might be. The following Task will help you to do this.

Task – Completing an audit of your course

Course title:

How is the course structured and taught at the moment?

How is the teaching year organised? In modules or terms?	
How are sessions taught: teacher input / practical work / open learning / work placements / other?	
How is learning assessed: Pre-set tests / final tests or exams / set assignments / project work / practical tests / oral presentations / work based assessments / portfolios / observations / demonstrations / reviews / reports / other?	
Are learners offered support in LLN? Which ones? How?	
Do learners need to use: libraries / study centres / ICT facilities? Who teaches them?	

What would need to change if LLN was embedded?	What are the implications of these changes?

Starting to plan an embedded learning course

The next task helps you to think about some of the key issues that need to be taken into account before you get into the detail of embedding LLN.

For example, you need to think about the staff involved in teaching your course. What other specialists in LLN might you be able to use to help contribute to the embedding process?

You also need to think about the resources available which might include rooms, timetabling, funding, as well as resources available in the library, on the internet etc.

Work your way through this next task – you might find it particularly useful to do it with a colleague who teaches on your course, or with your line manager.



Task – Key issues to think about in planning an embedded learning programme

List the names of the vocational staff who currently teach on your course.

What are their skills?

Do you think they would be open to embedding LLN in the vocational teaching?

List the names of life skills specialists who you might involve in the embedded vocational course.

What are their skills?

Do you think they would be open to embedding LLN in the vocational teaching?

Could you organise team teaching between vocational and LLN specialists?

What might be the implications of this (would you need larger group sizes, are there big enough rooms, etc)

OR

Could you organise collaboration between vocational and LLN specialists so that they can plan together for embedded teaching? How could this be organised?

How many staff could you involve?

Would they need support?

Who could offer that? When and how?

Now:

Draw (or describe if you prefer) how you think embedded learning delivery could be developed in your vocational area

Planning Formats

When you are writing your session plans, it is important that you clearly show how and where the LLN is covered, so that you can make sure that you do cover them.

Learning outcomes should include planned outcomes for the vocational area and the relevant LLN skills

Here are some examples of different formats for schemes of work and/or session plans that could be used to show clearly how life skills are embedded. These are adapted from QIA/Skills for Life Improvement Programme (2008)

Scheme of Work 1

This could be split so that it shows both the vocational content and the life skills content separately:

Date/week	Vocational content To include learning outcomes, content, teacher and learner activity, resources, assessment	LLN content To include learning outcomes, content, teacher and learner activity, resources, assessment. (It can also be useful to include the context e.g. assignment support)

So for example in a construction programme, the vocational content may be focused on Health & Safety and Risk Assessments, on which the students have to write an assignment.

The vocational learning outcome will be:

By the end of this session students will be able to conduct a risk assessment correctly.

The LLN content will be focused around assignment support, ensuring that the students understand the relevant technical language, can match words with their definitions, can read labels relating to health and safety, and will be able to correctly complete a risk assessment form.

Scheme of Work 2

Alternatively there could be a standard scheme of work for the vocational programme with an additional column to indicate which areas of LLN will be developed. The learning outcomes for both vocational studies and LLN would be combined in the same column.

Date/week	Learning outcomes (to include both vocational and life skills outcomes)	Vocational content (to include resources, teacher and learner activities, assessment)	LLN skills to be developed

For example, in an engineering session which involved group work, research on the internet, and reading a technical instruction book in order to achieve the vocational content, the LLN to be developed could include a range of skills from numeracy skills, literacy skills to read and understand technical language, and communication skills.

Session Plan

Learning outcomes for session plans should include both vocational content outcomes and LLN outcomes.

For example:

Learners will be able to:

- Discuss whether or not clients should be encouraged to adopt celebrity hairstyles
- Participate in a group discussion by listening and responding appropriately
- Identify suitable criteria to review and discuss issues relating to celebrity hairstyles

Timing	Teacher activity (To include both vocational and LLN skills)	Learner activity (to include both vocational and LLN skills)	Resources (to include both vocational and LLN skills)	Assessment (to include both vocational and LLN skills)

Some teachers like to differentiate between vocational content and LLN content by using different colours.

Sources and resources

Casey, H., Cara. O. et al (2006) 'You wouldn't expect a maths teacher to teach plastering .. ' Embedding literacy, language and numeracy in post-16 vocational programmes – the impact on learning and achievement. NRDC. http://www.nrdc.org.uk/publications_details.asp?ID=73

Department of Education and Skills (DFES) / National Research and Development Centre (NRDC) (2004) Definition of Embedded learning quoted in Raising Standards: a contextual guide to support success in Literacy, Numeracy and ESOL provision. <http://archive.excellencegateway.org.uk/page.aspx?o=138202>

Niace (2005) Embedding/Integrating Literacy, Language or Numeracy in other subjects/programmes. Niace Briefing Sheet – 64. http://archive.niace.org.uk/information/Briefing_sheets/64-Embedding-LLN.pdf

NRDC (2005) Embedded teaching and learning of adult literacy, numeracy and ESOL: Seven case studies. NRDC. www.nrdc.org.uk

Selection of websites which have a range of embedding resources for downloading:

Campaign for Learning – Embedding Skills for Life activities: <http://www.campaign-for-learning.org.uk/cfl/flw/skillsforlife/embeddingskillsforlifeactivities.asp>

Excellence Gateway – home page: <http://www.excellencegateway.org.uk/>

Excellence Gateway – Teaching and Learning Programme: <http://teachingandlearning.qia.org.uk/teachingandlearning/#>

Excellence Gateway - Embedding functional skills on vocational courses: <http://www.excellencegateway.org.uk/page.aspx?o=163837>

Learning and Skills Improvement Service (LSIS) home page: <http://www.lsis.org.uk>

QIA Embedded Portal homepage: <http://rwp.qia.oxi.net/embeddedlearning/>

Skills for Life Network homepage: <http://www.skillsforlifeframework.com/>

Skills for Life Quality Initiative – Training Resources: http://www.sflqi.org.uk/online/materials_2.htm

Talent (Training Adult Literacy, ESOL and Numeracy Teachers) – whole organisational approach to embedding Skills for Life: http://www.talent.ac.uk/news_details.asp?NewsID=861