

# FROM 3C'S TO 3A\*S –Costly, Confusing and Complex, to Affordable, Appropriate and Acceptable.

Q: How can we as a whole organisation work together to support achievement of learners in Literacy and Numeracy?

## Project Researchers

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**Working together with Vocational Assessors, Numeracy Specialist, Management team & data and Information staff.**

## Why are we investigating this research question?

- To improve the delivery model of LLN across our whole organisation.
- Our current model is not meeting the needs of learners, particularly those at entry level.
- To address the significant drop in apprenticeship attendance and achievement rates.
- To prepare for more exacting test regimes with the introduction of functional skills.
- To ensure new model is based on relevant research.

## Data collection and analysis

Apprenticeship data.

Feedback from 17 learners on old model

Feedback from 8 learners on new model.

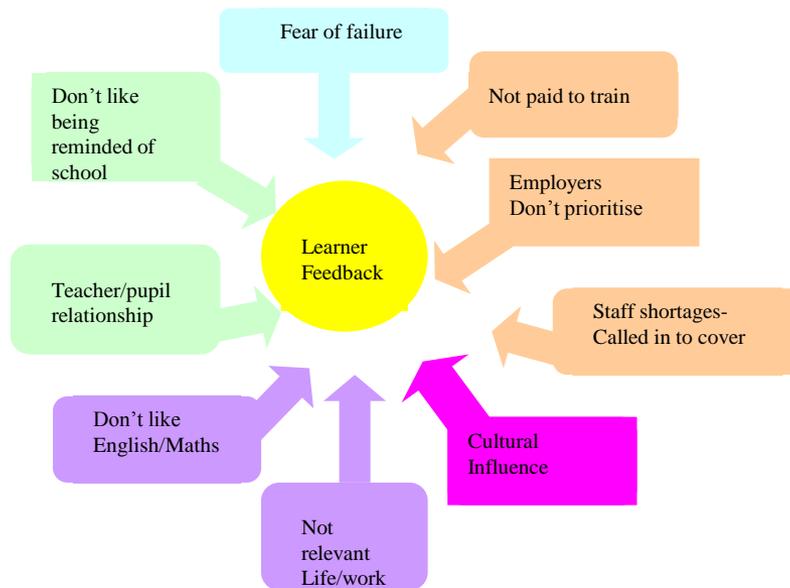
Feedback from 3 vocational assessors.

Sharing experience with 9 other training providers.

Case studies of 5 learners.

Background Reading Barton, D and Hamilton M, (1998). Local Literacies: Reading and Writing in One Community.

## Barriers to success identified within the old model



## Vocational tutor barriers

- Negative feedback on portfolios from specialist numeracy teacher
- Lack of confidence in own key skill ability
- Lack of ownership of responsibility for key skill

## Advantages of new model

- Motivated learners
- Assessors developing skills alongside learners
- Meets needs of individual learners
- Flexible
- Higher achievement rates
- Timely achievements

## Challenges of new model

- Timetabling
- Initial interview costly
- Time allocation for Key skills and vocational staff
- Funding streams-what money can you access
- Employing the right staff to engage learners

## Findings

- Cultural barriers to learning.
- Environmental barriers to learning.
- The learners preferred vocational assessors and LLN staff taking joint responsibility for delivery and tracking of learning.
- The importance of high quality, detailed Initial Assessment which takes a holistic view of the learner's needs, not just their current skills level.
- Employers' lack of commitment to their employees' learning was often a greater problem than originally thought
- LLN needs to be embedded in daily living, not just vocational area.

## Recommendations

**Expand initial assessment process-Why do they want to do literacy/Numeracy?**

**Literacy and Numeracy tutors work with Vocational tutors from Initial Assessment/Taster day.**

**Scheme of work to be developed across the whole curriculum**

**Following initial assessment resources including staff to be reviewed and allocated according to needs of group**

**Choice of modes of delivery for any extra support needed by individual learners.**

## Strengths of the project:

An opportunity to work together to address issues and share responsibility and ownership of the new model.  
Sharing responsibility for tracking learners at all stages throughout the learners' journey.

## Limitations of the project:

This was a small scale project with full support of SMT, how would this work in other organisations?

Access to learners was limited due to short time frame, and learners being based in the workplace with limited access to our centre's facilities.