



MATHS AND ENGLISH IN APPRENTICESHIPS

Guide to support teaching, learning and assessment

THE EDUCATION AND TRAINING FOUNDATION - JANUARY 2020

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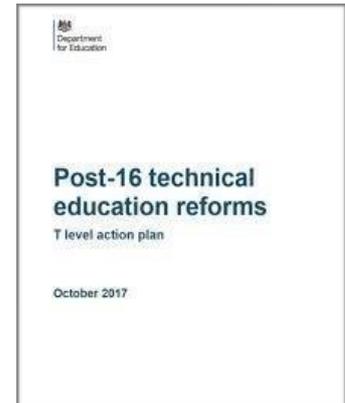
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WHAT'S HAPPENING WITH MATHS AND ENGLISH IN APPRENTICESHIPS

Maths and English in Apprenticeships and the Technical Education Reforms

It is useful to consider apprenticeships in the wider context of the Post-16 Technical Education Reforms. These reforms, founded on the 34 recommendations of the Sainsbury Review Panel (April 2016), lay down the Study Programme options at 16 years, as follows:



1) Academic Option

A 2-year programme of AS and A-Levels, which may include Applied General Qualifications, designed to support progression onto higher level technical education and degrees.

2) Two Technical Options

a) T Level qualification: provider-based delivery at Level 3, including an industry placement (of approximately 315 hours) and directed towards a broad occupational area (e.g. Health and Social Care). Apprenticeships and T Levels are based on the same set of occupational maps designed by employers and will include **maths, English and digital skills**.

b) Apprenticeship: a job which includes significant training in the knowledge, skills and behaviours (determined by employers) needed in a chosen occupation. Apprentices will be independently assessed at the end of the programme. Apprenticeships last from one to five years with at least 20 per cent of the training taking place off the job.



The Minimum Requirements for Maths and English in Apprenticeships

Level 2 apprentices must:

- achieve Functional Skills or equivalent qualification(s) at a minimum Level 1 prior to completing their apprenticeship;
- continue to study and take the test for Level 2 English and maths before they complete their apprenticeship (but do not have to achieve this outcome).

Level 3 apprentices (and above), or those for whom Level 2 English and maths are a mandatory part of their programme, must:

- achieve Level 2 Functional Skills or GCSE qualifications grade A* to C (or 4 to 9), prior to completing their apprenticeship



Note: the rule requiring Early Years Education apprentices to achieve GCSE maths and English has now been removed.

A defined group of learners with Learning Difficulties or Disabilities (from Sept 2017) are required to achieve a minimum Entry Level 3 qualification in English and maths rather than the statutory minimum, described above. This will make completing an apprenticeship more achievable for those who are able to meet all the occupational requirements to be fully competent in their role, but who may struggle to achieve English and maths qualifications at Level 1 or 2. For further information see paragraphs [P145](#) to [P151](#) of the [Apprenticeship funding rules for main providers](#).

Financial Support for Maths and English

Funding to meet apprentice's maths and English needs, up to Level 2, is available outside of mainstream apprenticeship funding for those who have yet to achieve GCSE grade A* to C (or 4 to 9). Funding will cover:

- GCSEs;
- Functional Skills at Level 2;
- Functional Skills at Level 1 or below where the apprentice needs to study a lower level before being able to achieve their Level 2.

Exceptionally, funding may cover:

- re-takes following further teaching;
- Level 1 and Level 2 awards and certificates in British Sign Language (BSL) as an alternative to functional skills English for apprentices whose first language is BSL.

Where the apprenticeship requires higher levels of English and maths, the cost must be met within the apprenticeship funding allocation or by the employer.

Maths and English - Employer Engagement

Provider organisations sometimes lack confidence in asserting the need for employer engagement in curriculum delivery, in general, and maths and English, in particular (for fear of losing a partner's involvement, altogether). This assumption is now questionable, because:

- apprenticeships are employer-led rather than provider-led;
- apprenticeships have significant financial implications, with small employers receiving a 90 per cent subsidy from the government and employers (with annual salaries in excess of £3million) recouping their levy payment through training their own staff as apprentices. This means they must ensure positive achievement at end-point assessment.
- employers must now sign an agreement and letter of commitment with the provider and the apprentice, and failure by the employer to support programme delivery may result in punitive action by the Education and Skills Funding Agency (note: the employer is the primary fund-holder).



- employers are an integral part of an apprenticeship or any other government funded Study Programme provision and are liable to be included within an Ofsted inspection. Inspectors will also expect to see learning that is 'authentic' and 'realistic' (including maths and English).
- providers must be both assertive and supportive in helping employers to fully understand their responsibilities and liabilities relating to active programme support. Providers should also become skilled in reinforcing the business value of growing future capability / competitiveness through highly effective and comprehensive development of new recruits. (See Provider Strategies, below.)

Maths and English – Provider Strategies

Relationships between providers and employer-partners can sometimes be impoverished by lack of shared vision, coupled with poor mutual understanding.

In order to build and maintain a high-value, two-way relationship with partners, providers need to have:

- an appreciation of the employer's business, operating context and development priorities;
- a willingness to offer a broad range of support for employers beyond apprenticeship delivery (such as other staff training, research, collaborative projects, etc).
- offers to facilitate an understanding of the areas of professional / vocational effectiveness underpinned by competence in maths and English.



Maths and English specialists often feel challenged in the **belief** that they **must contextualise** their delivery to every vocational context presented by a cohort of apprentices, during off-job delivery sessions. This belief is premised on a teacher-led approach to delivery which is misplaced given that apprentices are automatically, and naturally, engaged within their authentic vocational contexts and can bring this experience into the classroom. Further, sharing mathematical principles and English usage across vocational contexts helps build deeper understanding and the 'skill ownership' necessary to apply that understanding in novel circumstances (such as those that arise in a Functional Skills examination).

Mapping naturally occurring maths and English to vocational experience in the workplace helps both the apprentice and their employers to understand the relevance and importance of these skills within vocational competence.

Mapping also helps to identify ways of *enriching* maths and English outcomes through modest extensions to naturally occurring activities. It also provides a source of ideas for work-based projects which can, with a little inventiveness, be both individualised and collaborative, at various stages.



A high-value relationship with employers encourages the **regular two-way communication** necessary to make effective use of naturally occurring and enriched work activities as a source for individualised maths and English learning. Regular communication (facilitated by existing

and new technologies) also enables problems arising with apprentice's maths and English in the workplace to be identified quickly, avoiding loss of self-efficacy and resilience. This is an important aspect of Assessment **for** Learning (rather than **of** learning) and is the foundation of effective practice in assessment and tracking.

Useful links and resources

[Post-16 Technical Education Reforms: T Level Action Plan](#)

[Institute for Apprenticeships Website](#)

[Standards Development Guide](#)

[Apprenticeship Funding Rules Guidance \(2019-20\)](#)

[Apprenticeship funding rules for main providers](#)

[Assessment for learning: Effective practice guidelines](#)

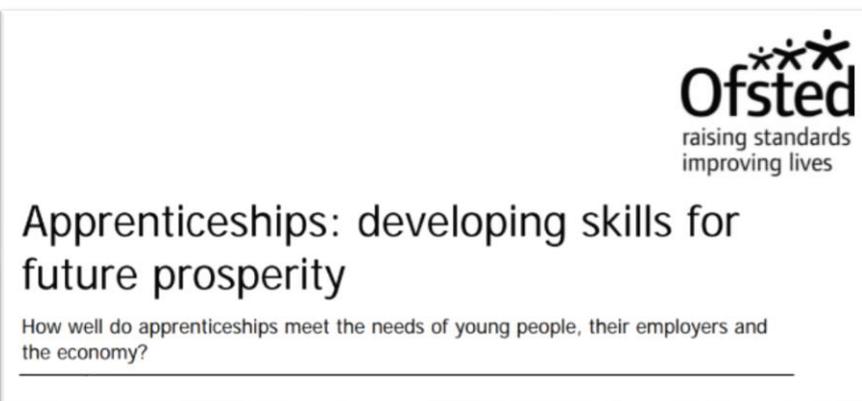
[Maths and English Provider-Employer Protocols – Enhancing the Apprenticeship Supply-Chain](#)

PARTNERING WITH / WITHIN EMPLOYERS TO SUPPORT MATHS AND ENGLISH

Introduction

This chapter explores ways to improve apprentices' outcomes for maths and English through enhanced collaboration between employers and providers, taking account of new drivers and shared responsibilities that have resulted from the apprenticeship reforms.

An important backdrop to this (explored more fully below) is Ofsted's increasing focus on the quality of provider-employer partnerships in the delivery of apprenticeships. For example, in their 2015 [review of apprenticeship provision](#) (p.5) they were blunt in their criticism of poor apprenticeship provision that they found in one third of 45 providers visited.



Employer engagement (making it happen)

Having employer-partners actively supporting efforts to improve apprentices' maths and English progress and attainment may seem an unlikely, or even impossible, scenario. What is certain, however, is that if we hold-on to this belief, we are unlikely to expend much energy in trying to make this happen. Whilst it is recognised that, given historical and current experience of provider-employer relationships, this belief is not without substance; things are changing, and the time is right to explore this more closely.

Let's start by examining the extent to which you consider the following to be true.



The weaker provision was characterised by a lack of collaboration between providers and employers to plan apprenticeships that gave apprentices the skills they needed. Apprentices' English and mathematics skills were often poorly developed. As well as stifling the career opportunities of these apprentices, this low-quality provision undermines the status of apprenticeships and devalues the brand. Employers and providers involved in poor quality, low-level apprenticeships are wasting public funds and abusing the trust placed in them by government and the apprentices.

OFSTED
APPRENTICESHIPS: DEVELOPING
SKILLS FOR FUTURE PROSPERITY



Employers too often -	Providers too often -
<ul style="list-style-type: none"> ■ expect the provider organisation to take full responsibility for an apprentice's learning programme (particularly with regards to maths and English). 	<ul style="list-style-type: none"> ■ unduly fear antagonising – and potentially losing – employer partnerships.
<ul style="list-style-type: none"> ■ fail to appreciate the wider support available through the provider. 	<ul style="list-style-type: none"> ■ fail to see the potential mutual benefit in providing wider support (beyond apprenticeship delivery) to the employer.
<ul style="list-style-type: none"> ■ underestimate the value of an enriched apprenticeship experience in 'growing' future capability and high performance. 	<ul style="list-style-type: none"> ■ fail to communicate effectively with employers and, particularly, their senior leaders to secure proactive and on-going apprenticeship support.
<ul style="list-style-type: none"> ■ do not establish effective guidelines for front-line supervisors, or ensure they receive effective training. 	<ul style="list-style-type: none"> ■ fail to ensure that those working at the interface with the employer (usually assessors) have sufficient confidence and skills to develop a value-added relationship.
<ul style="list-style-type: none"> ■ pay insufficient attention to the maths and English underpinning competence in the workplace. 	<ul style="list-style-type: none"> ■ lack strategies to engage employers in effective planning, delivery and assessment of maths and English.

Chances are that at least some of these statements resonate with your own experience of working with employer-partners (in general, and perhaps even more so when it comes to maths and English). It is easy to see how relationships between employers and providers can be impaired and lead to stereotypical views such as:

- 'apprentices are just 'cheap labour' for employers';
- 'education and training providers do not understand real-work and the constraints we have to work in';
- 'employers resent releasing apprentices for off-job training';
- 'off-job training does not reflect how we actually do the job';
- 'assessment reviews just create paperwork and disrupt my work schedules'.

So how can we build employer relationships that are viewed as mutually beneficial and high value by both parties? Perhaps we should consider what factors underpin **any** effective relationship, namely:

- mutual respect, understanding and trust;
- working collaboratively for added value and mutual benefit.

Building and maintaining the relationship

High level support for apprentices, in the workplace, is more likely where employers significantly value their relationship with the provider organisation and the potential for mutual business development. Arguably and practically, it is the provider that needs to lead this process by:

- a) thoroughly researching the employer's business, strategic aspirations, operational constraints and development needs – all of which should be readily available, over the internet or via 'word-of-mouth'.
- b) regular, employer-centred dialogue between provider and employer staff at the right levels to establish ways to support the employer's wider development needs (beyond apprentice support).
- c) ensuring that staff working with employer organisations (e.g. assessors, the business development team) have the personal and interpersonal skills to achieve this agenda.



Reflection:

- Why are points a, b and c important in developing mutual respect, understanding and trust?
- How might points a, b and c support both the employer's and your provider's business goals?
- To what extent do you already do a, b and c?

Collaborative planning, delivery and communications

Planning delivery in collaboration with the employer helps both parties to understand the relevance of the learning and to make it more authentic or realistic for the apprentice and the workplace. Examples of collaboration, from a basic to an advanced level, include:



- a) (**basic**) mapping maths and English outcomes to the apprentice's normal work responsibilities, (**advanced**) work-based projects and potential enriched work activities;
- b) (**advanced**) aligning provider delivered maths and English to employer work priorities and (even **more advanced**), collaborative design of off-job programme (Scheme of Work) design.

In this age of digital and mobile technologies, we no longer need to depend on an assessor's quarterly review visit to the apprentice, in the workplace, to know how they are getting on. Further, virtual meetings and online collaborative working tools can facilitate near continual monitoring, evaluation and review, enabling 'as needed' support for the apprentice and reinforcing the relationship with the employer.



Reflection:

- How might the strategies explored above support the employer's and your provider's business goals, as well as the apprentice's individual development?

Quality drivers and employer responsibilities

The apprenticeship reforms significantly change the relationship between providers and employers but in a way that supports the direction outlined above. Firstly, it is the employer and not the provider who either:

- pays for the cost of apprenticeship delivery out of its 10% contribution and its 90% government subsidy or, alternatively;
- pays the levy which can only be spent on apprenticeship provision.

Either way, the employer now has a significant vested interest in ensuring timely achievement of the standard, and failure to achieve the minimum requirement for maths and English will make the apprentice ineligible for End-Point Assessment (EPA) and this will have negative financial implications.

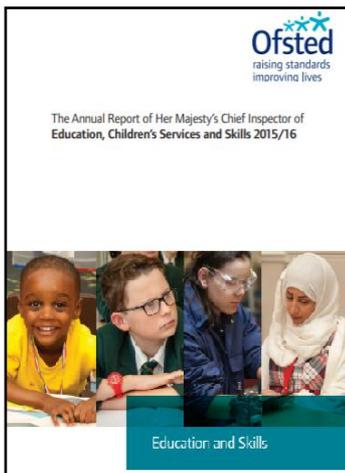


Reflection:

- How might these changes impact on the provider-employer business relationship?

We should also be mindful of the recommendations of the [Sainsbury Report into Technical Education](#) and the government's response, set out in the [Post-16 Skills Plan \(2016, p.12\)](#) which states:

“We need close integration between college-based and employment-based technical education so that employers and individuals can understand how they fit together and how to move from one to the other as seamlessly as possible.”



[The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills \(2015/16\)](#) provided a view of Ofsted's expectations of employers, who are now required to sign a 'commitment' to support the training requirements necessary for successful apprenticeship completion.

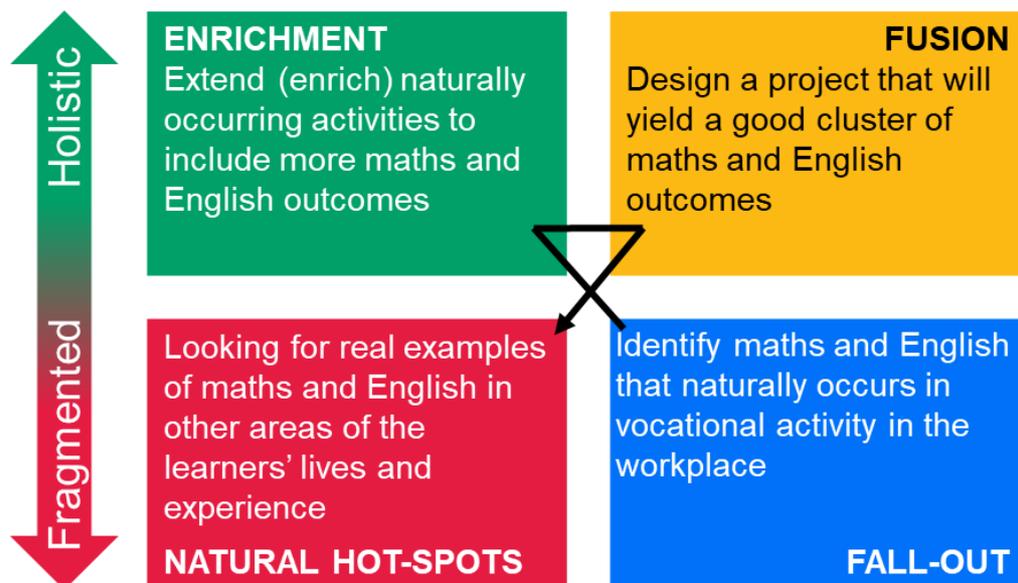
“159. Apprenticeships work best when leaders and managers work well with employers to ensure that the structure and delivery of apprenticeship programmes enable apprentices to meet exacting standards and contribute to the growth of the businesses in which they work. (p.83)

160. The best employers ensure that their apprentices are successful by providing strong support and effective training both at and away from work. In most of the employer providers inspected last year, inspectors continued to find that employers do not know enough about the requirements of an apprenticeship, and do not provide enough off-the-job training to ensure that apprentices develop the skills they need.” (p.84)

Mapping

From the early days of NVQs, mapping work-experience to maths and English (as well as vocational) outcomes was a common practice, but in recent years has become less so. However, the use of naturally occurring maths and English, in the workplace, presents opportunities for learning (as well as assessment) that is:

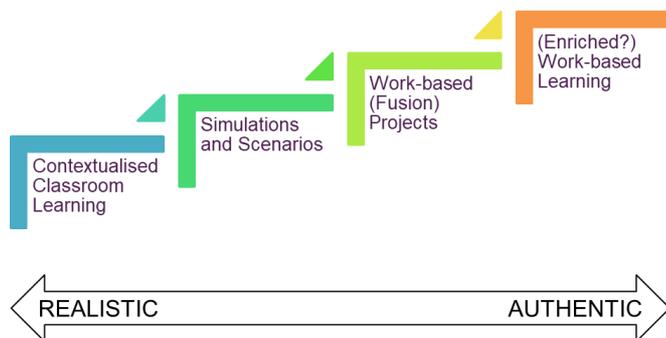
- naturally differentiated;
- authentic and therefore meaningful;
- relatively low-cost, given that it occurs in the employer's time rather than as learning activity carried out in 'off-job' training, although it would likely involve assessor time in identifying and evaluating outcomes.



The model above proposes a more comprehensive approach to working with the employer to identify the contribution of maths and English to effective performance of work-related activities. The process starts in the bottom-right quadrant with identifying naturally embedded maths and English, with the help of apprentice and supported by the work-place mentor or supervisor. This helps to ensure that the apprentice and the employer fully understand the importance of functional numeracy and literacy within the vocational context. It also presents important opportunities to blur the boundaries between 'class-room' and work-based learning (this will be discussed further below). Moving to the top-left quadrant, might the employer be willing to extend or enrich naturally occurring activity, so as to yield even more outcomes, or to reinforce newly acquired ones. Crossing to the top-right quadrant, encourages us to design a project (e.g. a survey) that can be contextualised to the apprentice's work area or, perhaps, is created to solve an issue in the workplace that is important but maybe not urgent and therefore tends to be overlooked. Such 'fusion' projects can be designed to combine multiple outcomes (e.g. vocational; maths and English; personal and social development; team working; etc) and may even be suggested by the apprentice and/or the employer.

The final quadrant (bottom-left) can be view as the ‘last chance saloon’ of embedding maths and English and can be invoked when work-related examples of maths and English are difficult to find. It should also be noted that this ‘anywhere else’ approach can be useful in exploring key outcomes in a range of different contexts, reinforcing current learning or facilitating a ‘deeper’ conceptual understanding.

This model, in short, aims to ensure that maths and English learning is situated, authentically, in real-work (embedded) or is, at least, realistically related to ‘real-work’ in a meaningful way. This can be seen as a continuum.



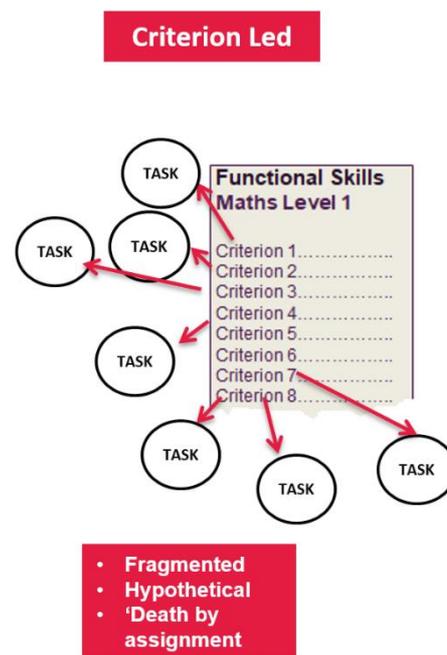
Finally, it should be noted that when learners bring authentic learning into the classroom to share with peers, it helps to develop ‘skill ownership’ (deeper learning) and the ability to transfer those skills to novel situations, like those encountered during examination.

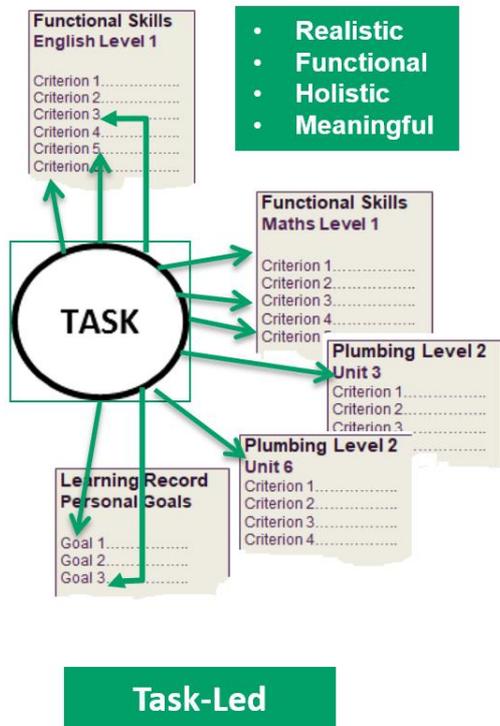
Reflection:

- How can work-place learning be integrated better within off-job maths and English?
- How might a greater level of collaboration impact on provider-employer partnerships?

A related consideration in all of the above is the extent to which learning design is driven by learning outcomes, rather than by real work (or real challenges) and then mapped back to learning outcomes. The difference here is between learning hypothetically about means, medians and modes rather than discovering their uses in carrying out a work-related survey.

There is an inherent danger in designing off-job learning, using the learning outcomes (e.g. Level 1 Functional Maths) as the starting point. It tends to lead to hypothetical and atomised learning (“this week we are looking at fractions, next week it will be proportions and percentages”); at worst, isolated from ‘real-life and work’ and, at best, leaving the teacher to consider how to contextualise the learning on demand for learners ranging from Construction to Hair and Beauty.





The mapping model discussed earlier is entirely premised on the opposite approach of designing learning, starting with real-life or work tasks, problems, projects or challenges and then mapping back to the outcomes covered in the syllabus or programme specification. This results in learning activities that are authentic, meaningful and instantly useful. Further, this approach is likely to yield (besides the obvious vocational outcomes) a whole enriched curriculum of skills for future economic and social success. As a collaborative activity, it would also introduce team work (informal speech and written communications), probably cultural awareness, problem solving and much more besides.

Two principle researchers, Hattie (2009) and Marzano (2003) both agree that challenge-based learning achieves learning outcomes more efficiently and effectively.

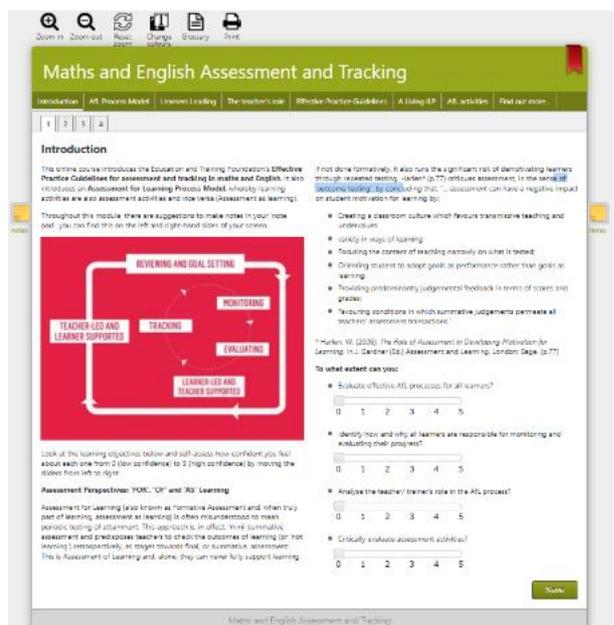
An enhanced relationship with employers, makes communication across the partnership easier and,

likely, more frequent. This is critical with apprentices who lack confidence and resilience in maths and English because we need to know immediately when problems occur, and before their self-belief and resilience is further damaged. This is a vital aspect of Assessment **for** Learning (rather than Assessment **of** Learning), which you may wish to explore further. [Here is an Assessment page](#) that contains a range of materials and resources related to achievement and progression. It includes a series of short films on Assessment for Learning.

In many provider organisations assessors operate as the main ‘interface’ with employers, working independently of teaching staff, despite their vocational experience and additional (but often unrecognised) coaching role. This is somewhat of an anomaly, with its origins in the need to have staff in an assessment role, without taking teachers out of the ‘classroom’, and/or paying the equivalent salary costs.

Enhancing partnership working with employers raises some important implications for the assessor role:

1. should they be developed to fulfil relationship building responsibilities?
2. should their coaching skills be further developed to support the off-job training in a more coherent and coordinated way?
3. how might they support on-programme, formative development and the process of determining readiness for end-point assessment.





Reflection:

- Does the above model accurately display the role of assessors, teachers and employers in your provider organisation?
- How would you change this model to make it more efficient and effective in supporting apprentices' maths and English development?

The Two-Way Street (possibilities?)

The need for a more coherent and productive partnership between providers and employers in supporting apprenticeships and all variants of vocational education and training has been a continuing and persistent theme since the government publication, [New Challenges, New Chances \(2011\)](#) and, more recently, the Commission for Adult Vocational Teaching and Learning (CAVTL). Sir Frank McLoughlin, chair of the CAVTL group, writes in his [One Year On report \(2014\)](#):



“Colleges and providers have to build on their well-established links with employers, as well as reaching out to new employers – and there is increasing evidence that this is happening; and employers have to reach out too. Genuine collaboration should be encouraged and supported, not imposed, on either side. At this early stage, it requires on-going facilitation by BIS and the Foundation to avoid colleges, providers and employers reverting to previous polarities, and to help build new partnership arrangements.”

McLoughlin clearly recognises the polarities of ‘employer-based training’ and ‘college-based teaching’ stereotypes that have existed for decades. The CAVTL vision, however, seeks to transcend these polarities to create a ‘two-way street’ of vocational education and training in which the employer and the provider is on an equal footing and with equal responsibility for the development of the UK workforce.

Bringing the workplace into the classroom/workshop

Bringing the classroom into the workplace

Apprentices bring examples for collaborative groupwork



The melding of learning delivery across the provider-employer partnership can go even further to include exchanges of staff in both directions and shared staff development. For partnerships who are not afraid to explore all the possibilities of the 'Two-Way Street' the opportunities for enhancing provider-employer partnerships are considerable, and with it a step-change in learner engagement and progress in maths and English.



Reflection:

- How relevant is the CAVTL vision to improving maths and English outcomes for apprentices?
- To what extent could your provider organisation embrace this vision?

Useful links and resources

- Hattie, J (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, Routledge
- Marzano, R. et al (2003) Classroom Management that Works Alexandria: ASCD www.ascd.org
- Inspection of apprenticeships from May 2017 Speech <https://www.gov.uk/government/speeches/inspection-of-apprenticeships-from-may-2017>

DEVELOPING AND SUPPORTING LEARNERS' MATHS AND ENGLISH

This section considers the skills an apprentice needs to be successful in Functional English and maths qualifications and the factors which influence apprentices' maths and English learning.

Some apprentices start their apprenticeships with the maths and English skills they need to be successful within their apprenticeship and also the qualifications to be able to enter the gateway. However, many more do not have these crucial English and maths qualifications nor do they have the skills. It is important, therefore, to consider not only the qualifications apprentices need to go through the gateway but also the skills they will need to be successful in the apprenticeship and their careers.

Maths and English are mandatory requirements for the successful completion of all apprenticeships. A minimum level has been set by the government, as follows.

- For Level 2 apprenticeships, achieve Level 1 English and maths and take the test for Level 2 prior to taking their end-point assessment.
- For Level 3 to 7 apprenticeships, achieve Level 2 English and maths prior to taking their end-point assessment.

There is also an expectation that all apprentices, including those who have achieved the required English and maths qualifications, will be supported to develop their English and maths abilities.



Reflection:

- How are you going to support your apprentices who have already achieved the English and maths needed to go through the gateway?

Maths and English Health Check

Below is a snapshot of the Education and Training Foundation's Health Check which builds on the original produced for the ETF by University College London (UCL) Institute of Education in consultation with the education and training sector. It acknowledges content drawn from the LSIS Skills for Life Improvement Programme, 'Literacy, language and numeracy health check: A whole organisation approach to improving quality'; much of which is still considered relevant and effective practice.

The following snap shot is a mini version of the ETF's Health Check. It is adapted from the section on '**Whole Organisation Curriculum Support and Delivery**' and consists of six statements. You can measure performance, using the rag rating guidance below, against each of the six statements, examine the impact and action plan. This Health check can help you to examine the steps that can be taken to support apprentices' success in maths and English. Take some time to look through this and you may choose to complete it along with your colleagues, perhaps at a team meeting.

Measure and record performance for each of your responses against statements 1-6 using a red/amber/green (RAG) rating, by shading each cell.

Green		Performance is on target and there are no concerns in this area.
Amber	Green	Performance is good overall – though some aspects require attention.
Amber	Red	Performance is behind target, and some substantial or urgent attention is needed on some areas.
Red		Performance is significantly worse than target and urgent, decisive action is needed.

Health Check: Whole organisation Curriculum Support and Delivery

Professional Development	R A G	What is the impact?	Training delivered as current? Y/N	How can this be improved?
<p>1. Everyone with responsibility for learners actively promotes the relevance and importance of maths and English with the learners from the time of their first interview.</p> <p>Including:</p> <ul style="list-style-type: none"> -All tutors use each learner’s individual learning plan to inform their planning. - All tutors or assessors responsible for a learner’s apprenticeship review progress, engagement, attendance and any other issues with learners regularly 				

<p>2. All learners' maths and English skills are factored into learners' initial advice and guidance taking account of learner progression (as identified in the headline accountability measures)</p>				
<p>3. There is a common, clear approach to marking and giving feedback on maths and English with time allocated for learners to action the feedback and make progress</p>				
<p>4. All tutors identify when a learner is struggling with an area of maths or English and alerts with the appropriate subject specialist for further support.</p>				
<p>5. The organisation has maximised the use of e-learning packages to enhance and consolidate learning.</p>				
<p>6. Schemes of work are flexible documents designed to meet learners' needs and updated to reflect progress.</p>				

Key Actions

Key actions	By whom	By when	Desired outcome

What did you highlight as your main concern(s)?

- Everyone promoting English and maths
- Information, advice and guidance (IAG) – learners on the correct level of programme?
- Marking and feedback
- Signposting struggling learners – do you have someone to signpost them to?
- Use of e-learning
- Flexible schemes of work

These concerns are interrelated, and you may well have highlighted others. Below we have highlighted some of the factors which can influence success, based on a range of research which you may want to explore further for the areas which you have rag rated red or amber/red. Although it can also be helpful to examine where you are making progress as well.

Area of concern	Some factors which influence success
1. Everyone promoting English and maths	<ul style="list-style-type: none"> - Embedding <ul style="list-style-type: none"> ▪ How can English and maths be supported within vocational learning? ▪ Are maths and English explicitly named and identified in vocational settings? ▪ Do apprentices have the opportunity to use their English and maths skills within vocational learning? ▪ Is the transferability of English and maths explicitly identified? <p>“Vocational teachers and trainers can play a major role in helping individuals see the relevance of English and maths and in building learners’ confidence to enable them to improve” (DfE, 2018 p.36)</p>
2. Information, Advice and Guidance (IAG)	<ul style="list-style-type: none"> - Are your learners made aware of the importance of English and maths within their apprenticeship before they sign up for the apprenticeship? - Are apprentices on the correct level of apprenticeship? Can they achieve the English and maths requirements within the timeline of their apprenticeship? - Does the initial assessment process highlight apprentices’ levels of maths and English accurately and is this information use to inform decisions? - Do apprentices appreciate that within some roles English and maths qualifications are required for promotion?
3. Marking and feedback	<ul style="list-style-type: none"> - Do all teachers/tutors mark and give feedback for maths and English? - Positive, timely and constructive feedback - promoting a growth mindset. - There are “benefits when peer assessment leads to discussion in which students learn to critically appraise a piece of work, receive detailed feedback from their peers, discuss the issues and self-reflect on their own work”. (Higton et al, p.63).
4. Signposting struggling learners	<ul style="list-style-type: none"> - Are there procedures in place to support struggling learners? - Are all staff aware of the procedures and are they followed?

<p>5. Use of learning technology</p>	<ul style="list-style-type: none"> - How can your apprentices be supported remotely? - Self-study materials can be used to augment teaching and learning in class. The change in focus can help keep apprentices engaged. - Use of EdTech can make a difference when supporting learners making learning more accessible. - How can independent learning be supported? - “Technological support for learning concepts, such as video and interactive environments, is highly effective in FE and vocational teaching settings. Using e-learning is also effective, as the majority of learners are highly web-literate.” (ETF, 2014 p.27)
<p>6. Flexible schemes of work</p>	<ul style="list-style-type: none"> - Can your schemes of work support apprentices based on their needs? Teachers can then spend more time on topics, depending on the needs of their groups and individuals. Allowing a more targeted approach. (Higton et al, p.17) - Promoting a growth mindset.

Planning for success

We encourage you to consider the factors above to refer to the documents from which they came. Then, return to your Health Check and amend in light of these findings. Your Regional Specialist Lead (RSL) can support you in your plan to support your apprentices' English and maths skills. Details of your RSL can be found at:

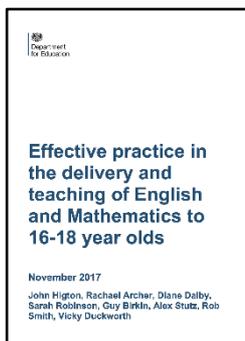
<http://www.et-foundation.co.uk/supporting/support-practitioners/maths-and-english-pipeline/regional-specialist-leads/>

Useful links and resources

www.excellencegateway.org.uk

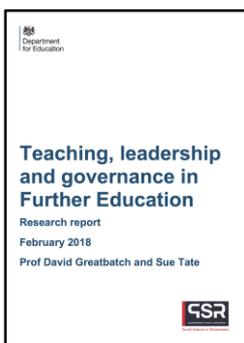


ETF, 2014. Effective Practices in Post-16 Vocational Maths Final Report - The Research Base [online] Available at: <http://www.et-foundation.co.uk/wp-content/uploads/2014/12/Effective-Practices-in-Post-16-Vocational-Maths-v4-0.pdf>



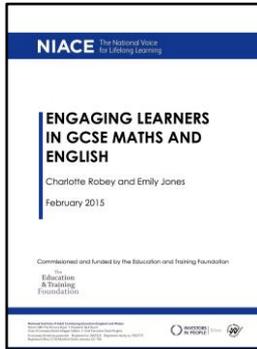
Higton et al, 2017. Effective practice in the delivery and teaching of English and Mathematics to 16-18 year olds DfE [online] Available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/662470/English_and_Mathematics_to_16-18_year_olds.pdf



DfE, 2018. Teaching, leadership and governance in Further Education Research report Prof David Greatbatch and Sue Tate [online] Available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/680306/Teaching_leadership_and_governance_in_Further_Education.pdf



Robey, C., and Jones, E., 2015. Engaging learners in GCSE maths and English. NIACE. [online] Available at: <https://www.learningandwork.org.uk/wp-content/uploads/2017/01/Engaging-learners-in-GCSE-maths-and-English.pdf>



www.foundationonline.org.uk



<http://www.thetechadvocate.org/11-best-grammar-writing-apps-high-school-students/>



<http://www.thetechadvocate.org/11-best-math-apps-high-school-students/>

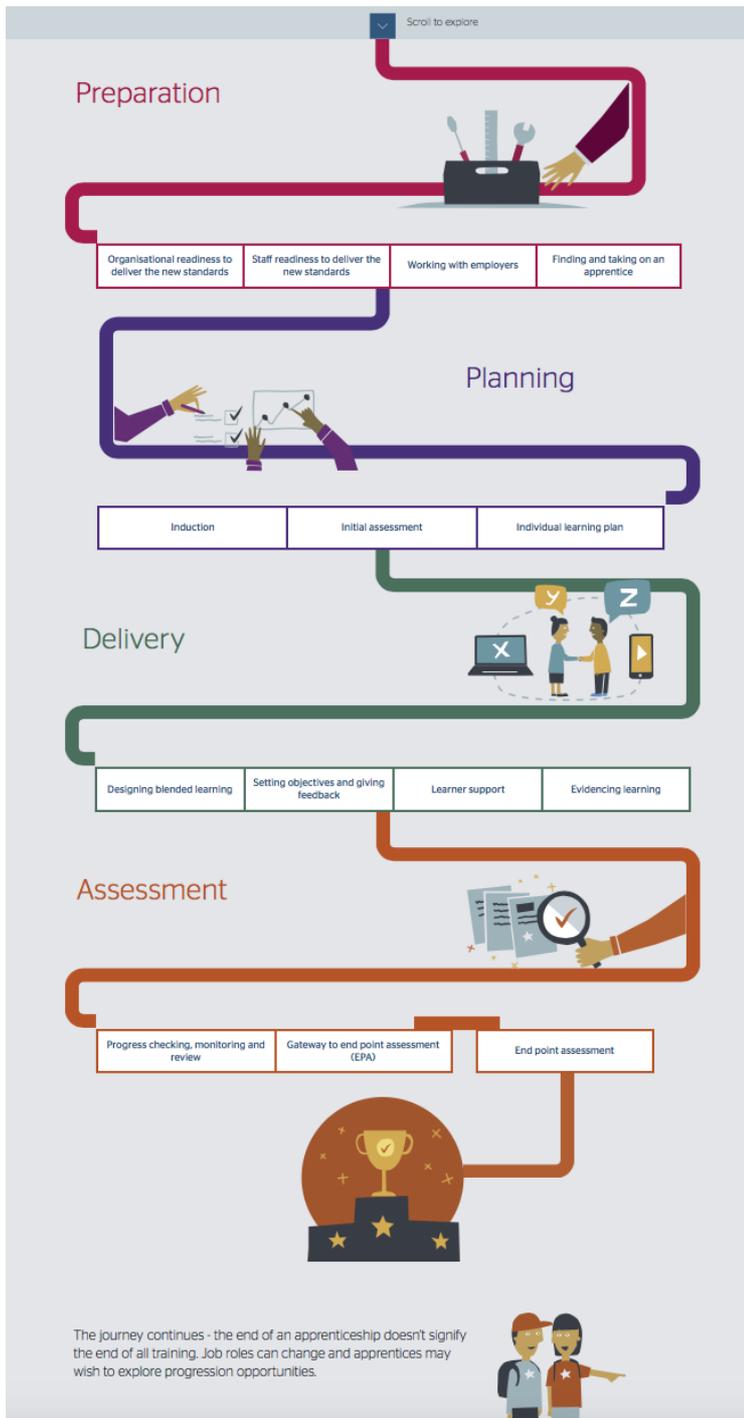
DIGITAL APPROACHES FOR MATHS AND ENGLISH

Developing digital approaches for, and with, apprentices

Digital approaches are now so deeply ingrained in society that it would be hard to imagine a world without instant access to information, immediate messaging and the ability to create videos and other digital content. As we move quickly through the 'digital age', it's helpful at times to take stock and ask questions about what you are doing, what you might do better, and which digital teaching, learning and assessment approaches are worth investing your time in learning how to

do for the benefit of apprentices and all who work with them.

A comprehensive and interactive [Apprenticeship Toolkit](#) is available from JISC. This Toolkit shows how effective application of digital technologies can support the delivery of the new apprenticeship standards. It is aimed at colleges and training providers (including employer-providers), and organisations delivering end-point assessment (EPA).



Digital approaches to support maths & English learning

There are a range of reasons why you might develop or decide to use a digital approach. For example, if you wished to open new channels for communicating with your learners about their progress, you might investigate using Apps on tablets/ mobile phones to share two-way video/ audio feedback with them.

Perhaps you would like to stretch your current digital practices? For example, if you frequently use videos to share processes/ show tasks to learners, then it might be worth finding ways to get your learners to make their own videos, perhaps explaining a process at work (this is great speaking practice) or describing an English punctuation convention.

Enhance Platform

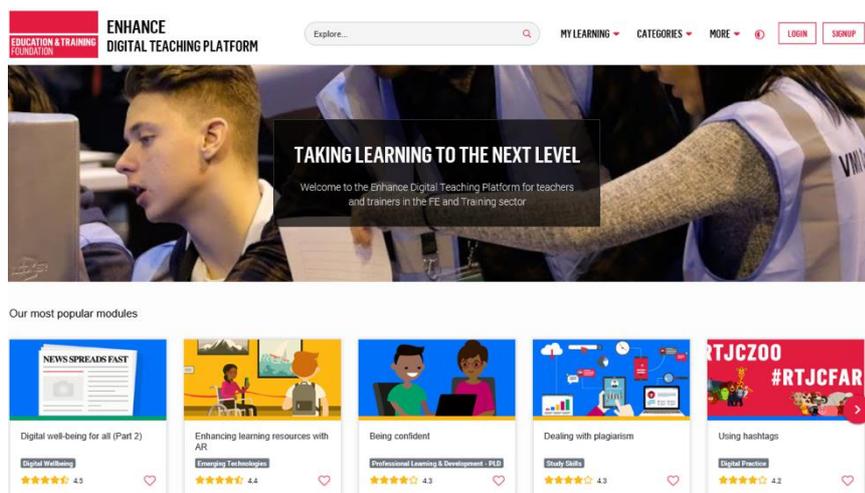
The ETF's [Enhance Digital Teaching Platform](#)

is designed to help develop teaching and training practice using technology across the Further Education and Training sector.

It offers free to use modules to support innovation in teaching and training. Modules are designed to improve the use of technology in teaching and assessment to improve learners' experiences and outcomes.

Modules are grouped into categories and mapped to the seven elements of the [Digital Teaching Professional Framework](#):

- Planning your teaching
- Approaches to teaching
- Supporting learners to develop employability skills
- Subject-specific and industry-specific teaching
- Assessment
- Accessibility and inclusion
- Self-development



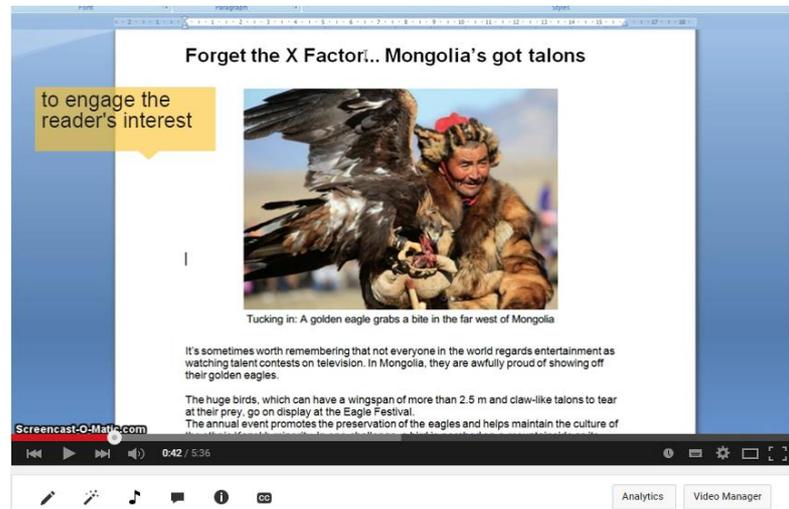
Content creation

Developing your own digital content enables you to respond to your individual learners' needs and update/ adapt content easily for different learners. It also makes it easy to store and share things with learners and other teachers, and for your learners to access content any time, any place for independent learning.

Multimedia approaches also enable you to use colour, video and audio to engage learners. Furthermore, if learners can be involved in adding to the content, e.g. posting to online notice boards, this can be highly rewarding and productive for them as learning activities.

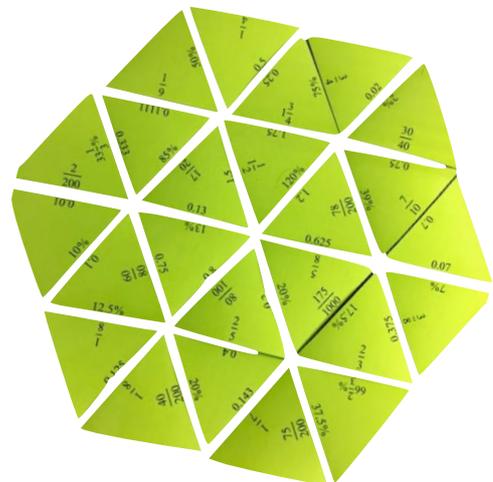
Examples of content creation

Screencasting to create video tutorials. It is possible, using free online 'screencasting' tools, to create videos that show your desktop and where you can record yourself – audio and/ or video – on screen taking to your learners. The example on the right, developed by Bob Read from ACER, demonstrates an article being analysed as a model for learners who need to do such analysis for their Functional Skills English assessments.



Some tools/ approaches you might try to enable you / apprentices you support to create digital content are:

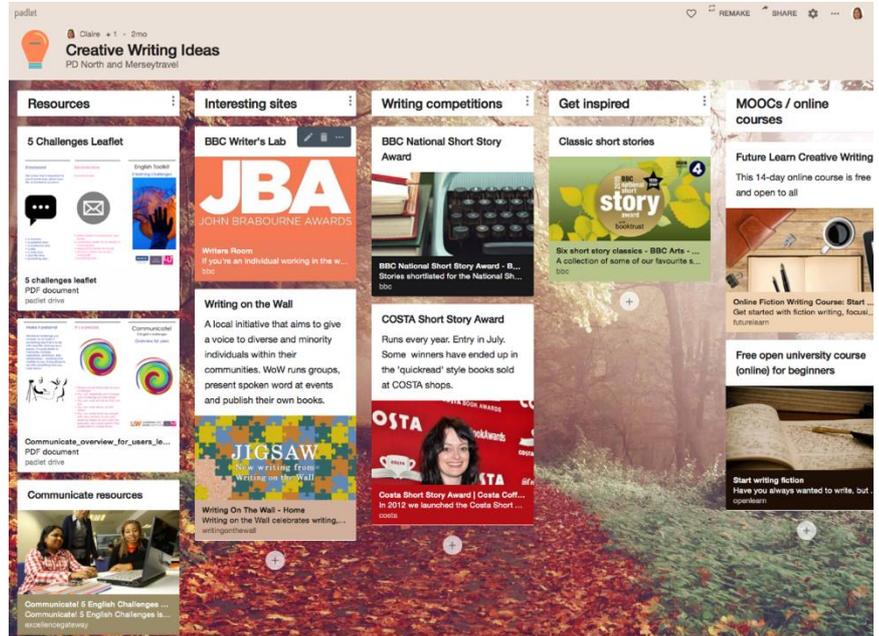
- Make your own screencasts (see above) using <https://screencast-o-matic.com>
- Make short videos for learners, or task them to make their own, using <https://www.powtoon.com>
- Create mathematical puzzles for your learners (you print them out and cut them into card matching tasks) using free Tarsia software at <http://mmlsoft.com/index.php/products/tarsia>



It is also possible to provide support for neurodiverse learners, e.g. through screen readers, text to speech software or the use of cameras on smart phones to capture tasks. Content curation tools are also very useful to support web searches and organising information found online.

Collaborative learning

Collaborative learning, on and offline, can be highly engaging and beneficial for learners and the use of digital tools for collaboration enables you to plan such learning even if your learners are scattered far and wide. The example on an online notice board opposite, is a space for teachers, learners and, in this case, union learn representatives to work together on creative writing. Over time, the group will add more posts, e.g. to support for writing from different perspectives, or how to use commas effectively. This collaboration around learning would be much more difficult without such shared online tools (in this case 'Padlet').



Some tools and approaches to support collaboration between you and learners are:

- Padlet (see example above) at <https://padlet.com>.
- There are lots of superb digital mind mapping tools, such as XMind (www.xmind.net), which you can download to a memory stick and use where there is no internet connection, or Mindly (<http://www.mindlyapp.com>). However, if you would like to collaborate online with learners, you might try using Coggle.it (<https://coggle.it>).



Blended and distance learning

Online notice boards alongside such approaches as using social media, can enable you and your learners to exchange ideas between sessions, and for you to share activities that they should do before you next see them, in what we can call 'flipped learning'.

Giving learners 24-7 access to open learning material, past papers, video tutorials, etc. helps provide some flexibility for apprentices who need to fit independent study time around their working hours.

As well as providing access to self-study materials, you can meet easily with learners these days without having to travel long distances, using communication tools such as 'Skype' or Google hangouts', with 'screen share' functions.

There is a helpful guide to developing blended learning in the JISC [Apprenticeship Toolkit](#).

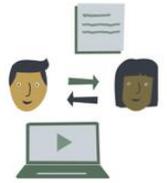
Blended learning

Blended learning means using a combination of face-to-face activities and digital tools and resources to deliver the best possible training solution for each apprenticeship.

A blended approach not only saves money, it can accelerate learning for faster completion rates.

Example benefits include:

- Reduced travel time and costs for trainers and apprentices
- Quality online learning content can be reused many times
- Geographically remote apprentices can work in groups with the same trainer
- It is easy to include digital quizzes and tests for progress monitoring
- The variety maintains apprentice interest
- Apprentices have resources they can refer back to at any time



Examples of effective practice

Based on the experience of using blended learning in apprentice training, Sarahjt Borrill of [Leicestershire Adult Learning Service](#) explains how she applies a gradual approach to build learner confidence and encourage independent learning. [Find out more](#).

[The Real Apprenticeship Company](#) views staff training in learning design as a key business priority. The company requires all staff in a teaching role to complete a level 3 digital learning design programme to ensure the learning resources they create and use are effective and appropriate.

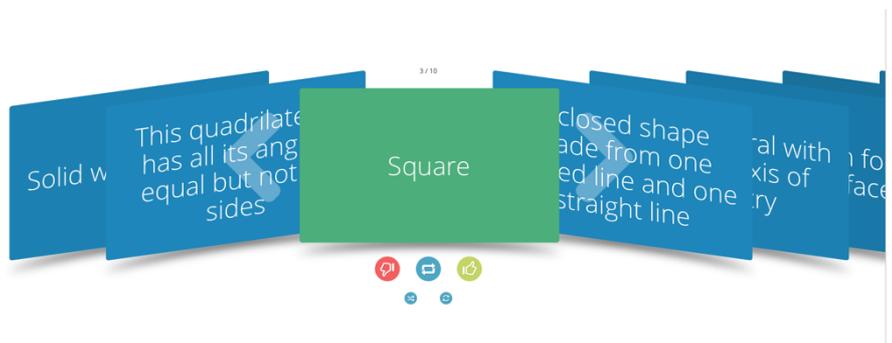
The Real Apprenticeship Company

Assessment for learning

Digital approaches can be extremely helpful to support assessment for learning. They can enable you and learners to monitor and evaluate their progress even when you are working at a distance, and they can be highly motivating for learners to use, if carefully designed.

Some tools/ approaches that can support assessment for learning are:

- Make your own quizzes using GoConqr <https://www.gocongr.com>. The flashcards, quizzes and online mindmaps in GoConqr enable your learners to work alone or together and can also be a tool for 'spaced learning'/ 'spaced retrieval'.
- A popular group quizzing tool is Kahoot! <https://kahoot.com>. Lots of people enjoy the competitive nature of the tool and some teachers ask learners to create quizzes for their peers, which can be extremely rewarding and fun for them (and a way to test that they can set Qs relevant to what you hoped they were learning). N.B. Once you have signed up (for free), you send learners to <https://kahoot.it> to enter the game pin for your (or their) quizzes.
- You might want to try another tool for creating quizzes and real time questioning called Socrative (www.socrative.com).



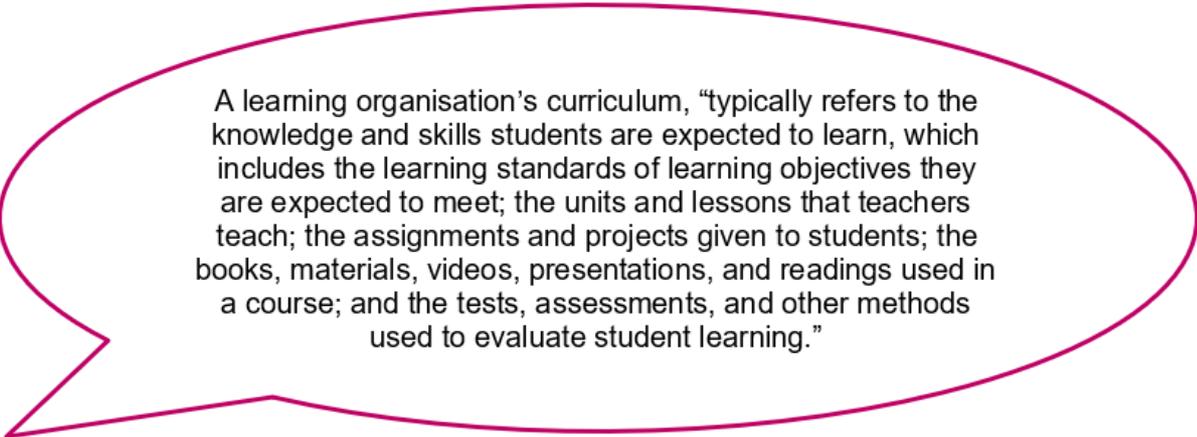
- Plickers at www.plickers.com. This is an alternative to voting technology and useful for group learning. The teacher (or learners) ask a question and learners hold cards up with their response a,b,c,d, etc. The teacher then scans the cards with a smart phone and scores appear on screen, with learners' identities anonymised, so feedback can be conducted to a whole group.
- Make **QR codes** <https://www.qr-code-generator.com>. The code opposite leads to 'openclipart.com', which is a good source of copyright free images for digital content creation tasks. You could make QR codes to link to any content online (like BBC Skillswise or an online quiz made in GoConqr).



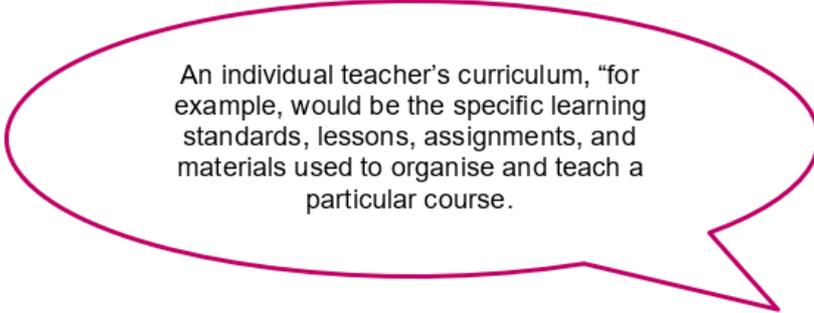
DESIGNING A SUPPORTIVE CURRICULUM FOR MATHS AND ENGLISH FOR LOWER ATTAINERS

What is the curriculum?

Like many terms in education, the term curriculum has many definitions and uses. The definitions below provide a useful starting point to examine the concept of 'curriculum'.



A learning organisation's curriculum, "typically refers to the knowledge and skills students are expected to learn, which includes the learning standards of learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning."



An individual teacher's curriculum, "for example, would be the specific learning standards, lessons, assignments, and materials used to organise and teach a particular course."

(Reference: Glossary for Education Reform website)

Many practitioners enter the profession because they believe education is a powerful agent for change; that education enables young people to become successful adults who can contribute fully to society. It is this **wide ranging and holistic** view of education and training that informs our curriculum. Designing the curriculum does involve thinking about all the **knowledge** and **skills** our learners will need - both directly related to the programme and beyond.



Reflection:

- What will motivate your learners to persevere with learning that they may find challenging?
- What will encourage them to carry on learning for life?
- What are the skills, knowledge and behaviours they need to develop to thrive in a rapidly changing world?

The hidden curriculum

The materials and examples you use and how you teach them are as much a part of the curriculum as a scheme of work. The learners you engage with (and those you don't) may absorb powerful messages about hidden expectations. Read the article [‘When boys get more classroom attention than girls’](#)¹ summarising research about how males and females are treated differently in classrooms.



Reflection:

- Do any of your lessons conform to these patterns?
- What messages are being given off as a “hidden curriculum” by such subliminal adjustments?

Similarly, the assessments you use and the way in which you support your learners to manage success and failure may be just as important as what is consciously taught. Now consider how the question of gender appears to affect the take up of apprenticeships by reading the summary of the [Teenage apprenticeships: Converting awareness to recruitment](#) report.



Reflection:

- What elements of the curriculum do you think we could alter to bring about more equal outcomes?
- Are they all related only to the classroom or do they cut more deeply across a range of services?

Employers often state they are looking for the “soft skills” or how well apprentices interact and communicate with colleagues and clients. This is reflected in a series of reports and speeches over the last twenty years from the Confederation of British Industry ([CBI Education and Skills survey](#)) through to ministers who still see such interpersonal skills as a high priority. For some lower attainers the skills of social interaction may need to be taught as explicitly as a new point of grammar or mathematical operation. One thing practitioners can do to support learners is to explain *exactly* what is required and allow time for such learners to rehearse these skills.



Reflection:

It is important to analyse your lessons. What implicit or subconscious messages are you sending about:

- learners who make slower progress?
- the importance of hard work?
- the importance of working co-operatively?

Can you deliberately strengthen your positive messages? How could you achieve this?

¹ The Press Democrat, by David Sortino, 13 December 2012

Lower attainers

For learners who struggle with the curriculum it is often their affective behaviour that suffers. They can quickly become demotivated and give up. Practitioners can employ a range of motivation strategies including:

- choosing suitable materials related to a learner's chosen industry and/or personal interests;
- using a wide range of assessment strategies including presentations, graphs, diagrams, drawings and role play rather than relying too heavily on written assessments;
- using concrete practical experiences before moving onto theory;
- providing more time to rehearse and practice;
- explicitly teaching what is required;
- supporting learners to find out how they learn best through Assessment for Learning (AfL).

It is likely your weaker learners tend to be reluctant writers, for whom 'a little and often' is a helpful technique for improvement. It's important to **plan** and use targeted interventions for your lower attainers to help them make progress towards their targets.

Stretch and challenge

It is important that lower attainers have the same opportunities to develop across all aspects of maths and English as others, and to experience a level of challenge, but the target must be obtainable.

In a group where there is a wide ability range you may want to pay attention to the range of materials you use, their mode - e.g. visual and spoken as well as written, and to ensure that everyone can start an assignment at their own level of challenge rather than all having to do the same one. One way of achieving this is to introduce a choice of assignments that cover a range of skills and interests. Group work may also help weaker learners through giving them positive examples of how to succeed.



Assessment for Learning (AfL)

One of the most valuable tools for revising a curriculum is assessment. If formal assessments show weaknesses in areas, then this is a good point to review what happened with the student. Could you benefit from a new approach, from new materials? Going over everything again in the same way is unlikely to lead to anything but the same result.

Assessment for Learning (AfL) can give you valuable information about what really works with learners. For a brief introduction to AfL you can watch the [Assessment For Learning vs. Assessment Of Learning](#) video. But these assessment for learning opportunities need to be planned and built into the session rather than being left to the last couple of minutes in a session. Learning how to learn takes time but is just as important as traditional content.



Reflection:

Consider the following examples. Can you include more of these in your delivery?

- Set up opportunities for learners to mark each other's work.
- Create opportunities for learners to carry out independent research and to identify the best methods to do so.
- Ask learners to self-rate and explain why they have selected that rating.
- Ask learners to identify one thing to improve, and then ask them to do so.
- Design learning tasks that enable learners to present the topic they have been working on.
- Ask learners to identify progress by looking back over older work.



Pen Portraits

Writing a pen portrait for a learner which specifies what they can do in several areas of English or maths can provide a holistic overview of the learner's strengths. This moves us beyond describing learners by level e.g. 'John is working towards Entry 3'.

Consider the pen portrait below:

"John struggles unless he has time to prepare reading. If he has rehearsal time he is willing to read aloud in group work and has made good progress. He works particularly well on cloze procedures when paired with Shehana and demonstrates he can read all of the 100 most common words and can decode words of up to two syllables by himself. In Horticulture, he needs time to learn and practice specialist words and finds it useful to have them written down on display next to visual cues. He likes to read about local news and online he follows a local band on Instagram."



Reflection:

- What are the advantages of a pen portrait over a description of what level the learner is working at?
- How could you tailor the curriculum for John to make good progress based on the information given in his pen portrait?

Summary

To summarise, reviewing a curriculum that is already running is harder than writing one from scratch. One way of managing this process is to take just one of the aspects mentioned above and with a colleague, if possible, agree to introduce no more than two changes and then monitor them. Following a review, you can then amend your alterations or bring in another one or two new practices. This way the individual changes are minor, and you do not risk losing the good practice you already have.



Reflection:

- Can you identify three ways in which you could make introducing curriculum changes manageable?

Creating a systematic inclusive learning environment

The University College London (UCL) Institute of Education carried out research to examine strategies that helped teachers and trainers create a systematic, inclusive learning environment. These were published as the [Pillars of Inclusion](#) in the teacher training curriculum of the Teacher Development Agency in 2011. (N.B this government agency no longer exists.) The research categorised recommendations under eight sub-headings.



Reflection:

Review the following recommendations. Reflect on whether these recommendations are already part of your practice or whether you can make small adjustments (where relevant) when working with learners who require additional support in maths and English.

1) Environment and ethos

- Ensure good lighting but omit glare.
- Omit extraneous noise.
- Use sound field system/hearing loops if appropriate.
- Encourage slower readers to take eyesight/ hearing tests².
- Create an atmosphere where hard work is valued and where learners feel able to discuss difficulties.
- Create an ethos where it is OK not to always get it right first time.

² Eyesight tests are free for students in education until the year in which they are 18

<p>2) Seating and resources</p>	<ul style="list-style-type: none"> • Set-up the teaching and learning space so students can see and hear the teacher and each other. • Arrange seating to assist group work (avoiding exam hall type rows). • Ensure resources are readily accessible by learners and not dependent on staff to distribute them all the time. • Plan regular real world, workplace and out of class visits as a part of the programme. • Make effective use of people in industry including sharing their learning journeys in maths and English. <p>A basic resume of table and chairs layout can be found here</p>
<p>3) Multi-sensory approaches</p>	<p>These approaches can often be associated with severe disabilities but can help a wide range of vulnerable learners.</p> <ul style="list-style-type: none"> • Use a variety of approaches such as film, audio resources, practical sessions, investigations, diagrams etc. alongside work sheets and teacher talk. • Offer alternatives to writing for recording such as diagrams, verbal presentation, online sticky boards, mind maps, image selection, sequencing etc. • Avoiding the need for too much note taking. • Rehearse instructions when setting up tasks. Remember as we learn our brain concentrates on one thing at a time, so asking students to do two or three activities at once puts a stress on the weakest learners. • Explore the same concept in different representations e.g. an equation, a diagram, a sentence, acting out a photograph, flipped teaching
<p>4) Digital technologies</p>	<p>Some students will need specific adaptations e.g. to enlarge their screen, a screen reader, a foot operated mouse. The learning support department generally manages this, but you can make recommendations to them.</p> <ul style="list-style-type: none"> • Use a clear font type (sans serif) usually Arial or Verdana but let students choose. • Use point 12 • Use of software such as Padlet, or voting programmes that let you know how the students are doing straight away e.g. Plickers, Kahoot <p>JISC produced a series of guides which contain further advice on the specific use of digital technologies to help those with learning difficulties as well as useful general guidance.</p>

<p>5) Student grouping and taking responsibility</p>	<p>Grouping learners, managing group work and discussion, developing learner responsibility.</p> <ul style="list-style-type: none"> • Design learning tasks so learners work with a variety of peers. • Create a positive ethos in your setting towards hard work and overcoming obstacles. • Create an ethos where getting things wrong is a natural part of the learning process. • Spell out what learners are responsible for and hand over more responsibility for managing their learning to them. (This can take up quite some time, but it makes a huge difference in the long-term.) <p>The following video ‘Facilitating group discussion amongst learners (MATAS)’ gives ideas for fostering effective group work in mathematics.</p>
<p>6) Teacher/ learner communication and language</p>	<ul style="list-style-type: none"> • Use clear and concise language. • Highlight, write up and display the meanings of key words. • Carefully prepare your questions for a range of abilities, from closed choice to open and hypothetical. • Use a random distribution method for asking questions i.e. a number generator, named sticks etc. • Use “wait time” and practice waiting a full minute. • Use visual aids as well as the written word. <p>The Communications Trust has developed a number of case studies from FE that focus on the importance of communication within a variety of educational contexts.</p>
<p>7) Motivation</p>	<p>Understanding the structure of the lesson, relevant and motivating tasks and reward systems.</p> <ul style="list-style-type: none"> • Always praise hard work and stress any improvements learners have made. • Ensure learners understand the purpose and structure of the lesson. If they struggle they will be helped by doing this in advance. • Encourage both team work and individual responses. • Make tasks relevant and meaningful to the apprenticeship learners are following. • Try to represent a wide variety of employees and apprentices in any course materials. <p>The video ‘What is Active Learning?’ looks at strategies which are thought to engage learners more fully than passive teaching methods. It also deals with online learning examples.</p>

8) Formative assessment/ assessment for learning

Understanding the aims of the lesson, focusing on how students learn, giving feedback, understanding assessment criteria, reviewing progress and helping students to improve and gathering assessment evidence. A powerful learning approach that needs to be planned and allocated sufficient time.

- Make sure the aims of the session are clear to the learners and yourself.
- Focus on how successful learning takes place rather than solely on what is learnt.
- Give learners plenty of practice and allow them to identify where they are in relation to the learning aims.
- Encourage them to look back at previous work.
- Encourage learners to comment constructively on each other's' work.
- Support learners to rehearse suggesting some next steps for themselves. This is a higher order skill that needs regular practice.

This short [video](#) is a useful reminder of what can make AfL effective.

Inclusive apprenticeships

No two apprentices are the same. To celebrate this diversity, consider inclusivity in relation to those who might be struggling with their maths and English and also those whose needs should be considered under the Equality Act of 2010.

Employers must give consideration to the Equality Act 2010 which legally protects people from discrimination in the workplace and in wider society. The act covers direct discrimination, combined discrimination, indirect discrimination, harassment and victimisation.

The act identifies a list of protected characteristics against which any kind of discrimination is unlawful. For example, the Act defines direct discrimination to be when a person treats one person less favourably than they would another because of a protected characteristic. See the [Equality Act 2010: guidance for more information](#).

Diversity isn't limited to an apprentice's race, gender, or age – it includes their education, socioeconomic background, sexuality, religion, mental and physical health and many more facets.

When we create environments that encourage different opinions and contain a multitude of backgrounds and experiences, we broaden our communities, which in turn benefits both the work and the culture of the organisation.

The employer and the provider need to create an inclusive apprenticeship environment where everyone can reach their potential.

What are the principal strategies to make lessons even more inclusive?

Once you have considered the above eight factors it is unlikely you will need to revisit all of them for each teaching and learning activity. These strategies will make your lessons more inclusive for a wider variety of learners. However, there will be a smaller group of learners with more significant special needs and/or disabilities who will need further extensive adaptation for some or most activities.

At this stage it may be helpful to consider how to make further changes to learning activities. As the diagram below shows, open activities can be further modified, or a different activity substituted. Separate activities should only be done after careful consultation with the learner and their parent if appropriate.

Open activity – Learners can participate in the activity without any modification being necessary.

Modified activity – Modifications can be made to equipment, space, rules, speed, interaction with others, and outcome required; as needed by the learner with additional needs.

Parallel activity – All learners engage in the same activity, but different groups do so in different ways, sometimes at different levels of skill and understanding.

Separate activity – The learner takes part in separate activity to other learners.

Reversed activity integration – For example, able bodied learners take part in an activity designed for disabled students such as disability sports activities. Students with learning difficulties might help organise activities for learners without learning difficulties.

If you work in a college you might like to speak to your SENco or LDD co-ordinator at this stage. Many larger training providers now have someone in charge of SEND. Staff in training providers or work-based training can get further advice from outside professionals such as charities, psychologists and therapists and the local authority if the student has an Education, Health and Care Plan but it is still important to always fully involve the learner at every step.



Reflection:

- Here are just a few ways that maths and English activities can be provided for increased inclusivity.
 - Select those that you think you can currently provide if required.
-
- Literature is free from gender stereotypes or there is discussion around stereotypes.
 - Examples include representatives of LGBTQ+.
 - We are mindful of cultural differences in providing resources.
 - Role models used are balanced - male/female/transgender/Asian/black.
 - Alternatives to writing are offered for recording such as diagrams, verbal presentation, mind maps, image selection, sequencing.
 - Explore a concept in different, multisensory ways.
 - Consider if apprentices require a signer or interpreter or if braille documents are needed.
 - Offer computer adaptations e.g. screen enlargers, a screen reader, a foot operated mouse.
 - Provide online resources that are adaptable by apprentices e.g. apprentice is able to change the text, font, size, colour, and contrast.
 - Reasonable changes are made to assessments as required.
 - Funding is accessed for apprentices with a disability.

SPOTLIGHT ON MATHS AND ENGLISH CPD AND RESOURCES TO SUPPORT APPRENTICESHIP DELIVERY AND GATEWAY

Maths and English Health Check

This section considers the skills needed by staff and managers when delivering maths and English within apprenticeships. It explores some of the many resources available from the Education and Training Foundation to support delivery for managers and practitioners. You will be introduced to a planning tool which has been derived from the Education and Training Foundation's [Health Check Tool for maths and English](#).

Below is a snapshot of the Education and Training Foundation's Health Check which builds on the original produced for the Education and Training Foundation by University College London (UCL) Institute of Education in consultation with the education and training sector. It acknowledges content drawn from the LSIS Skills for Life Improvement Programme, 'Literacy, language and numeracy health check: A whole organisation approach to improving quality'; much of which is still considered relevant and effective practice.



The following snap shot is a mini version of the Education and Training Foundation's Health Check. It is adapted from the section on '**Professional Development**' and consists of five statements. You can measure performance, using the rag rating guidance below, against each of the six statements, examine the impact and action plan. This Health Check can help you to examine the steps that can be taken to support apprentices' success in maths and English. Take some time to look through this and you may choose to complete it along with your colleagues, perhaps at a team meeting.

Measure and record performance for each of your responses against statements 1-6 using a red/amber/green (RAG) rating, by shading each cell.

Green		Performance is on target and there are no concerns in this area.
Amber	Green	Performance is good overall – though some aspects require attention.
Amber	Red	Performance is behind target, and some substantial or urgent attention is needed on some areas.
Red		Performance is significantly worse than target and urgent, decisive action is needed.

Health Check: Professional Development

Professional Development	R A G	What is the impact?	Training delivered current? Y/N	How can this be improved?
1. All senior post holders, governors, trustees and other key stakeholders have had training relating to the strategy, policies and procedures of the whole organisation approach to maths and English and are aware of their role and what it requires of them.				
2. All cross-college managers and administration staff have had training so they can successfully undertake their role in relation to the whole organisation approach to maths and English.				
3. A review of maths and English tutors' skills, capability and knowledge has been carried out. A planned CPD programme is in place to address the areas requiring improvement.				
4. Vocational tutors, assessors, trainers and other personnel involved in teaching and learning have a minimum of level 2 personal skills in maths and English.				
5. Vocational tutors, assessors, trainers and other personnel involved in teaching and learning are trained: <ul style="list-style-type: none"> • to recognise naturally occurring opportunities to develop learners' maths and English skills. • how to teach these naturally occurring opportunities. 				

Key Actions

Key actions	By whom	By when	Desired outcome

Sources of support

Please note that this is only a snapshot of what is available from the Foundation via the Excellence Gateway and the Education and Training Foundation’s website. Contact your Regional Specialist Lead for further guidance.

Professional Development Need	Sources of support
1. All senior post holders, governors, trustees and other key stakeholders have had training relating to the strategy, policies and procedures of the whole organisation approach to maths and English and are aware of their role and what it requires of them.	<p>A few examples of what you can find on the Excellence Gateway resources for managers:</p> <ul style="list-style-type: none"> - Excellence Gateway – strategic planning resources for leaders and managers https://english.excellencegateway.org.uk/leading-and-managing/strategic-planning - Managing Maths and English Provision - https://www.excellencegateway.org.uk/content/etf2745 - Strategic Guide for the delivery of GCSE English and maths to the 16-19 cohort http://www.excellencegateway.org.uk/content/etf2019 - Leadership Hub - Excellence in Leadership, Management and Governance https://leadershiphub.etfoundation.co.uk/

<p>2. All cross-college managers and administration staff have had training so they can successfully undertake their role in relation to the whole organisation approach to maths and English.</p>	<ul style="list-style-type: none"> - Support from Regional Specialist Leads http://www.etfoundation.co.uk/supporting/support-practitioners/maths-and-english-pipeline/regional-specialist-leads/
<p>3. A review of maths and English tutors' skills, capability and knowledge has been carried out. A planned CPD programme is in place to address the areas requiring improvement.</p>	<p>Excellence Gateway – English and maths specific exhibitions sites.</p> <p>English site</p> <ul style="list-style-type: none"> - https://english.excellencegateway.org.uk/ - How to sheets e.g. writing https://www.excellencegateway.org.uk/content/etf2142 e.g. HO7 How to use the possessive apostrophe - How to sheets e.g. reading https://www.excellencegateway.org.uk/content/etf2140 - Interactive resources for English and maths https://www.excellencegateway.org.uk/interactive-resources <p>Maths site</p> <ul style="list-style-type: none"> - https://maths.excellencegateway.org.uk/ - Example resource for maths teachers – interactive materials https://www.excellencegateway.org.uk/interactive-resources/numeracy e.g. http://rwp-stage.excellencegateway.org.uk/portal/measuring-weight_num_1/m05/t03/index.htm - BBC materials produced with the support of ETF http://www.bbc.co.uk/education/functionalskills
<p>4. Vocational tutors, assessors, trainers and other personnel involved in teaching and learning have a minimum of level 2 personal skills in maths and English.</p>	<p>Training</p> <ul style="list-style-type: none"> - Shaping Success in Maths and English CPD courses and other support https://www.et-foundation.co.uk/supporting/support-practitioners/maths-and-english/ - Effective practice guide to effective questioning useful for all teachers and trainers http://www.excellencegateway.org.uk/content/eg5374 <p>Embedding maths and English in technical and vocational programmes.</p> <ul style="list-style-type: none"> - The following is a zip file containing fifteen flyers summarising maths and English dimensions of a variety of technical and

	<p>vocational areas. They are designed to help providers and employers to embed maths and English skills into their study programmes and work experience placements. https://www.excellencegateway.org.uk/content/etf2691</p> <p>Supporting communication, practical techniques https://www.excellencegateway.org.uk/content/etf2139 an example of a resource produced for communication which is just as valuable today for functional English.</p> <p>BBC materials:</p> <ul style="list-style-type: none"> - Construction http://www.bbc.co.uk/skillswise/topic/construction - Manufacturing and garage http://www.bbc.co.uk/skillswise/topic/manufacturing-and-garage - Food & Drink http://www.bbc.co.uk/skillswise/topic/food-drink-and-hotels - Hair, beauty and fashion http://www.bbc.co.uk/skillswise/topic/hair-beauty-and-fashion - IT and office http://www.bbc.co.uk/skillswise/topic/it-and-office - Leisure and tourism http://www.bbc.co.uk/skillswise/topic/leisure-and-tourism - Retail http://www.bbc.co.uk/skillswise/topic/retail - Transport and warehouse http://www.bbc.co.uk/skillswise/topic/transport-and-warehouse
<p>5. Personnel involved in teaching and learning are trained:</p> <ul style="list-style-type: none"> - to recognise naturally occurring opportunities to develop learners' maths and English skills. - how to teach these naturally occurring opportunities. 	<ul style="list-style-type: none"> - Technical Route Resources https://studyprogrammes.excellencegateway.org.uk/technical-route-resources Technical flyers, videos and posters highlighting calculation and communication skills in job roles to promote the importance of maths and English skills in the workplace. - Courses for Apprenticeship support https://www.foundationonline.org.uk/course/index.php?categoryid=16 - You wouldn't expect a maths teacher to teach plastering... https://dera.ioe.ac.uk/22311/2/doc_3550.pdf A summary of a 2006 NRDC research report that explains the value of embedding maths and English - Exploring delivery in apprenticeship standards (OTLA) https://improving-teaching.excellencegateway.org.uk/content/etf3087 Lots of very useful case studies and a performance and quality management toolkit, with links to a multitude of resources. The Plumpton case study is particularly relevant to embedding maths and English.

Investigate what others have done

For example, practitioner research on **maths**:

<https://research.excellencegateway.org.uk/content/etf2600>

Will completing an additional formative assessment tool, prior to undertaking practice tests, help to improve pass rates for Functional Skills Maths L2? (Cambridgeshire ACL, 2016)

For example, practitioner research on **English**:

<https://research.excellencegateway.org.uk/content/etf2660>

Improving Vocational Tutors' confidence and ability in assessing and providing feedback to learners to help them develop their English skills. (Keits Training, 2016)

For example, Maths and English good practice guide:

<https://www.excellencegateway.org.uk/content/etf2555>

Will completing an additional formative assessment tool prior to undertaking practice tests, help to improve pass rates for Functional Skills Maths L2?
Naomi Campbell

Project Question ★★★★★
Will completing an additional formative assessment tool prior to undertaking practice tests, help to improve pass rates for Functional Skills Maths L2?

Key Findings
The functional skills test practice tools are useful. Used as part of the learning process for L2 maths learners they:
- reduced the shock of the practice tests, enabled learners to know where their competencies lie and learn from their results;
- reduced additional tutor support required;
- both learners' confidence back after a failed practice test;
- reduced withdrawal from programmes.

Project Story ★★★★★
Click image below to watch the project story

Get Ready for Functional Skills Maths L2 Checklist
Download the checklist

Linked online resources ★★★★★
Download the resources

Recommendations
Monitor use of tools like 'Get Ready for Functional Maths L2' to ensure positive impact on test results
Create more tools and resources to support preparation for tests (in maths & English)

KETS Supporting vocational tutors confidence and ability in assessing and providing feedback to learners to help them develop their English skills

Key Findings
- 100% of tutors reported an increase in confidence and ability in assessing and providing feedback to learners to help them develop their English skills.
- 100% of tutors reported an increase in confidence and ability in assessing and providing feedback to learners to help them develop their English skills.

Results from initial assessment of staff March 2016
- 100% of tutors reported an increase in confidence and ability in assessing and providing feedback to learners to help them develop their English skills.

Assessment of confidence level from staff
- 100% of tutors reported an increase in confidence and ability in assessing and providing feedback to learners to help them develop their English skills.

WEST SUFFOLK COLLEGE EDUCATION & TRAINING
IT'S ALL ABOUT ME MATHS AND ENGLISH DEPARTMENT

GOOD PRACTICE GUIDE

#WSCLOME

IMPROVING ASSESSMENT FOR LEARNING (MATHS AND ENGLISH)

Assessment for learning

A key area for development in many education and training contexts, including apprenticeships, is assessment for learning. Effective assessment for learning, undertaken in real time and intrinsic to the learning process, enables learners to build on their prior knowledge and (re) engage and persist in achieving their learning goals.

The value of assessment for learning in raising attainment was highlighted in the UK through the work of Black and Wiliam (1998)³. Black and Wiliam summarised several broad characteristics of assessment for learning, including:

- the use of rich and challenging tasks;
- the quality of classroom/group discourse and questioning;
- the quality and use of feedback;
- the sharing of learning criteria with learners;
- use of self-assessment and peer-assessment.

Adopting such assessment for learning approaches that promote learning requires you to carefully examine the teaching strategies you use/ the learning activities you design.

Affective factors in assessment and tracking

“Learning involves the flowing together of the cognitive and affective domains” [Brandes and Ginnis (1986)⁴, and we must remember that learners (of all ages) experience education emotionally as well as cognitively. Poor assessment and tracking processes have a significant negative impact on learners’ motivation and enjoyment of learning. Further, good assessment and tracking also facilitate learner engagement and motivation in several related ways. The importance of this in the context of maths and English teaching and learning cannot be over-emphasised.

Assessment for learning examples

Learners monitor and evaluate learning during their maths and English classes, using scales after each learning episode. E.g. they choose from 0 - 5 about how confidently they can read and understand large numbers. This information is recorded in their individual learning plan (ILP) and forms the basis of discussions in reviews.

This is an example of assessment for learning because learners monitor and evaluate their progress as they go along, and it is used to guide progress discussions in reviews. However, it could be further enhanced by introducing ['hinge-point'](#) or diagnostic questioning during learning episodes, so learners' misconceptions and understanding of large numbers could be monitored

³ Black, P. and Wiliam, D. (1998) Assessment and classroom learning. *Assessment in Education*, 5 (1), 7–74.

⁴ Brandes, D. and P. Ginnis. *A Guide to Student Centered Learning*, Oxford, Blackwell, 1986.

and evaluated in real time.

Even better, if we consider the affective domain, is where apprentices consider the use of large numbers as the result of undertaking a real work task, such as an evaluation of web traffic to a site and diagnostic questioning associated with this task. Hereby, the learner can both value what they are learning and believe in their ability to work with/ make sense of large numbers, as they undertake real tasks at work.

In practice, too much assessment punctuates the learning process, after the event, risking accuracy, currency and usefulness in correcting or affirming learning. In this form, assessment – or testing - is something that is done to learners at a point when it is felt necessary to ‘take stock’ of what has been learnt and it is more relevant as summative (or interim summative) assessment. As such, this model of assessment has little value for the learner who has ‘lost the plot’, an hour previously or in the previous session/week/month. Waiting to the next ‘quarterly review’, or for the learner to submit their first substantive piece of project work, before finding out that they have not understood something, is leaving it too late. Learning must therefore be monitored and evaluated in real-time because it is simply the only way to identify and address ‘blocks to learning’ before motivation and self-efficacy (often, already fragile) is damaged. On the other hand, however, ‘just-in-time’ support, or acknowledgement of progress, are essential factors in the development of self-belief and resilience.

Effective Practice Guidelines for Assessment and Tracking

In 2016, the Education and Training Foundation commissioned a cross-sector research project to ‘reimagine’ assessment and tracking in maths and English, placing motivation at the heart of the process. New ‘effective practice guidelines’ (EPGs) for assessment and tracking were developed as a result of this project, designed to mitigate concerns, arising from research, inspections and from education practitioners and learners, about the validity and reliability of assessment practices and the use of personal progress records or individual learning plans (ILPs).

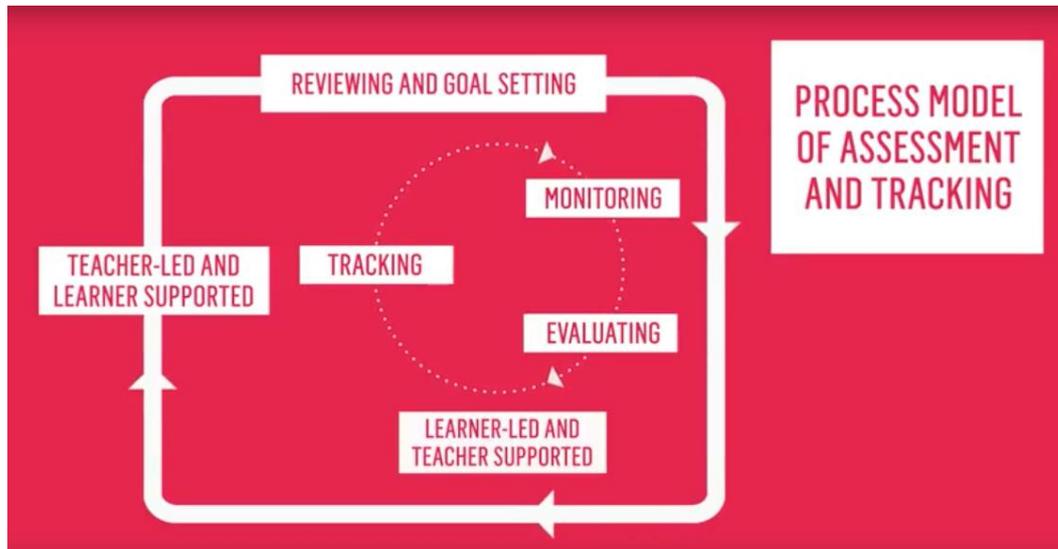
The 12 EPGs are arranged into three sections:

1. **Who** should undertake initial/diagnostic assessment and tracking?
2. **What** should be involved in undertaking initial/diagnostic assessment and tracking?
3. **How** should initial/diagnostic assessment and tracking be undertaken?

<p>01 PROMOTE RELEVANCE OF MATHS AND ENGLISH Who? – Everyone with responsibility for learners actively promotes the relevance and value of maths and English in relation to vocational learning and assessment.</p>	<p>02 ENGAGE ALL RELEVANT PROFESSIONALS Who? – All relevant professionals (e.g. vocational, specialist and support practitioners) are actively engaged to support assessment including feedback from those in the workplace where possible and appropriate.</p>	<p>03 ENGAGE LEARNERS Who? – Practitioners support learners to monitor and evaluate their learning as it happens, through reviewing, guiding and supporting learning activity both individually or in groups.</p>	<p>04 ACCESS SPECIALIST EXPERTISE Who? – Relevantly qualified and experienced education practitioners review (and/or validate) a learner’s strengths and learning support needs through direct interaction, particularly as a supplement to paper-based, or IT-supported, testing.</p>
<p>05 CONSIDER ALL ASSESSMENT AS AN AFL PROCESS What? – Consider all assessment, whether initial, diagnostic or formative, as fundamentally the same process, with the same purpose (namely, Assessment for Learning).</p>	<p>06 LIMIT ASSESSMENT TO WHAT IS NECESSARY What? – Limit the amount and level of assessment to that which is essential for current goal setting, particularly in the initial stage of the learner’s journey.</p>	<p>07 ASSESS FOR SELF-BELIEF AND MOTIVATION What? – Ensure that assessment and regular reviews address learners’ self-belief and motivation alongside their subject knowledge and abilities in maths and English.</p>	<p>08 SAFEGUARD CONFIDENCE AND INDEPENDENCE What? – Safeguard learners’ self-confidence and independence in learning by identifying capability and strengths, and provide scaffolded guidance on the next steps to build on this foundation.</p>
<p>09 ALLOCATE SUFFICIENT TIME How? – Allocate time in sessions for learners to: record and reflect on the purpose and personal implications of their learning goals; monitor and evaluate their own progress and to seek help when needed; update personal progress records. Allocate time for practitioners to review and validate these.</p>	<p>10 USE AUTHENTIC CONTEXTS How? – Embed or contextualise assessment in authentic/realistic, real-work/ life contexts.</p>	<p>11 ENSURE RECORDS ARE ‘LIVING DOCUMENTS’ How? – Facilitate learners to use their personal progress records to support and record regular reviews, as a ‘living’ and continually evolving ‘plan for learning’ that is learner-led, but teacher-supported and validated.</p>	<p>12 USE PERSONAL PROGRESS RECORDS EFFECTIVELY How? – Use personal progress records to: review and agree learners’ individual learning goals; review own delivery strategies for individuals or groups of learners; identify learners at risk of falling behind, support referrals and to aggregate progress and achievement data for MIS purposes.</p>

A process model of assessment and tracking

The AfL process model is based on the understanding that learners must buy in at the start of the learning journey to their roles and responsibilities for monitoring and evaluating learning.



Learner ownership of evaluation and tracking

Engaging learners in leading the process of evaluating and recording their own learning journey achieves two important aims.

1. It engages the learner more deeply in the learning process and makes them more aware of progress and challenges to be overcome.
2. It 'frees-up' the practitioner to take a more facilitative role in guiding and validating the learners' own monitoring and evaluation of progress.

This is an idea that you may need to 'sell' to apprentices if they are not confident about their abilities in maths and English or if they don't value these aspects of their learning. There are some suggestions below to help you:

- invite learners to design their own way of recording their tracking. This could be mobile phone, Word, etc.
- ask learners to discuss how they feel when their learning is blocked.
- what happens in the learning session when their learning is blocked - how do they behave?
- does this support their learning journey?
- what could they do differently?

How can I find out more?

The Education and Training Foundation produced a series of videos to help explain the new effective practice guidelines for assessment and tracking. Which can be viewed on [YouTube](#).

The effective practice guidelines' can be viewed in full on the [ETF dedicated website page](#). Some notes to accompany the piloting of the materials, giving background to their development and the wider context can be seen [here](#).



Foundation Online Learning

If you want to learn more about assessment for learning when working with apprentices, or the effective practice guidelines, you can take part in self-access CPD via the [maths and English pages](#) of Foundation Online Learning.

A screenshot of a web browser displaying the 'Maths and English Assessment and Tracking' page. The page has a green header with the title and a navigation menu with tabs: 'Introduction', 'AFL Process Model', 'Learners Leading', 'The teacher's role', 'Effective Practice Guidelines', 'A Living ILP', 'AFL activities', and 'Find out more...'. Below the navigation is a numbered list (1-4) with '2' selected. The main content area is titled 'Getting learners' buy in' and contains text and a list of bullet points. A photograph of a road with a backpack is on the right. The page footer includes '< previous page' and 'next page >'.

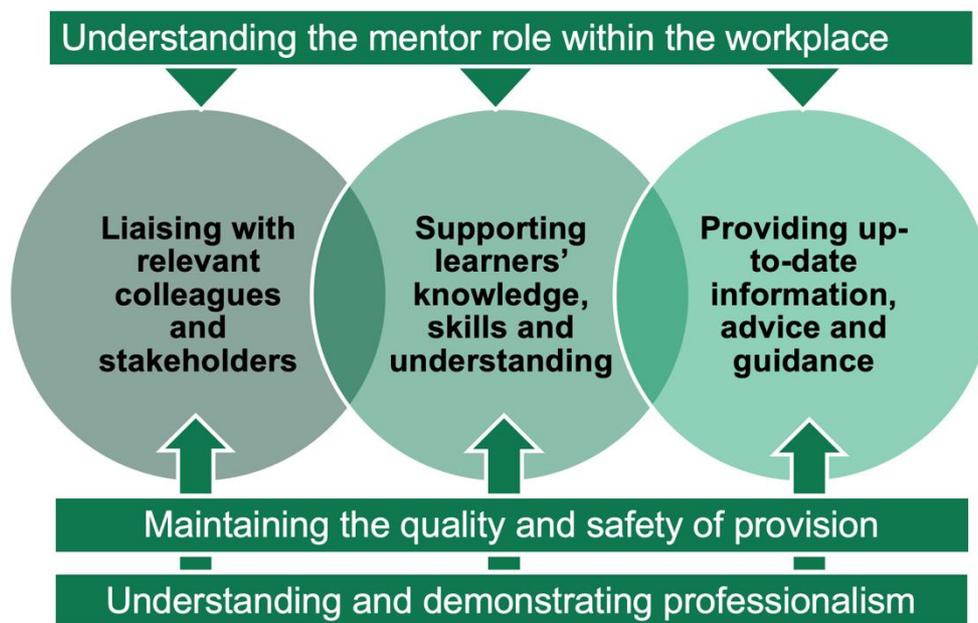
MENTORING APPRENTICES IN THE WORKPLACE

The mentor role

Learning mentors and supervisors work with apprentices to assist their progression in the workplace. They give practical, technical and pastoral support and guidance.

Mentors are dual professionals, having both up-to-date knowledge and skills in a specialist vocational subject area, together with the generic skills necessary to support learners.

They need to support and guide the development of apprentices' knowledge, skills and behaviours, throughout their programme, particularly in applying theoretical learning linked to maths and English in practical work environments.



Mentors need to collaborate closely with colleagues and other education and training providers to meet learners' needs and help them achieve their potential.

Here are some other things a mentor could do:

- Work with the maths and English provider to map aspects of the vocational curriculum to the Functional Skills subject content to see where maths and English occur naturally in the workplace
- Explore opportunities with providers to access each other's maths and English sessions tutors
- Participate in regular shared planning with providers
- Attend team reviews with a focus on the progress of individual learners



Reflection:

- How can a mentor best support apprentices through the embedding of maths and English?

Learning Mentor Standards

Regular training sessions for mentors are key to embedding maths and English into apprenticeships. Mentors could consider the level 3 Learning Mentor standard:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/learning-mentor/>

The requirements are relevant to the embedding of maths and English into apprenticeships. They indicate that a Learning Mentor will be able to:

1. advise, guide and supervise learners to acquire the most benefit from their learning programme
 2. communicate and collaborate effectively and use effective questioning, listening and assertiveness skills
 3. work with education providers and workplace colleagues to plan and implement structured and meaningful learning and work experience e.g. meeting regularly to clarify who does what in terms of maths and English
 4. liaise with assessors, coaches and/or teachers to facilitate formative and summative assessment of learners' skills and knowledge
 5. identify and refer issues relevant to learners' progress and wellbeing, to education providers and/or workplace colleagues
 6. collaborate with the wider education support team to review learners' progress and to provide evidence of progress and achievement
 7. maintain appropriate records for the learning programme, complying with quality, confidentiality and data protection
 8. liaise with relevant colleagues to support the implementation of learners' action plans
 9. be vigilant in safeguarding learners and others in contact with them
 10. maintain the currency of their vocational skills
- comply with internal and external quality assurance requirements



LEARNING MENTOR

LEARNING MENTOR

Reference Number: ST0148

Details of standard

Role / Occupation

Learning Mentor (LM)

Duration

Minimum 12 months

Mentoring is - and has been for centuries - the foundation of vocational training and apprenticeships, yet this standard is the first formal recognition of this role. Nowadays, mentoring takes place in all parts of the Education and Training Sector (ETS) and sta - development contexts. LMs support learners of all ages, and all levels, to develop within a new work role. These learners may be, for example, apprentices, trainees or new recruits (ranging from young entrants, to new CEOs) in the workplace, or in any vocational learning environment.

LMs will have sector-specific experience and qualifications, as determined by their employer or professional body, which they use to guide and advise those who are less experienced and new to a work role. The LM is therefore a 'dual professional' having both up-to-date knowledge and skills in a specialist vocational or subject area, together with the generic skills necessary to support learners (as potentially a first step towards a secondary role as an education and training professional).

LMs therefore support the development of learners' knowledge, skills and behaviours, throughout their programme, particularly in applying theoretical learning in practical work environments (and usually on a one-to-one, or small group, basis). They give practical, technical and/or pastoral support and guidance.

LMs collaborate closely with colleagues, other ETS professional, employers and/or human resource colleagues to meet learners' needs and achieve their potential.

The LM apprenticeship requires development of the following professional behaviours, knowledge and skills:

Within the sector, 'mentoring' is understood to be different to 'coaching'; being a relatively basic learning-support role, involving advice and guidance delivered by a more experienced person. (See the Level 4 Assessor-Coach Standard for further clarification)

Provider-Employer Collaboration

Research shows that collaboration is beneficial to employers, providers and apprentices in relation to improving the quality of maths and English learning.

Employers can have any off-job learning in-step with their business priorities so that apprentices are better prepared for work. Providers have access to a rich source of authentic maths and English to improve learner engagement.

Collaboration will lead to improved support for individual learning needs integrated with vocational studies so apprentices are better prepared for employment and progression to higher level qualifications.

Ongoing monitoring and evaluation of learning is necessary, not only to ensure that learning barriers are identified in a timely manner, but also to ensure that reviews are meaningfully based on a valid record of learning progress (in contrast to the more usual, and less valid, retrospective monitoring and evaluation).

[Maths and English Provider-Employer Protocols – Enhancing the Apprenticeship Supply-Chain](#) have been developed to improve maths and English support in the context of apprenticeship delivery.

The protocols promote a relationship between providers and employers that is mutually beneficial and therefore far more likely to be supportive of collaborative efforts to enhance an apprentice's learning journey. Some suggested ways that employers can help support apprentices include:

- Supporting design of work-based projects
- Supporting networked work experience in specialist areas (for apprentices and own staff)
- Bringing 'real-work' challenges into the classroom
- Engagement in careers advice
- Staff exchanges and shadowing
- Support for apprentices' maths and English development in the workplace

“Apprentices may find it harder to engage with off-job, classroom-based learning compared with learning in the workplace – particularly in the context of maths and English. Involving the workplace and the apprentice in the planning of maths and English learning around authentic and realistic real-work (and real-life) situations, reinforces the value of maths and English, for all concerned. Maths teachers, for example, are sometimes concerned that they do not have the time or the vocational knowledge to plan contextualised learning and workplace supervisors are not always aware of the embedded maths and English skills.”

USEFUL LINKS

Please note:

- Links to some courses may require a login
- The links were valid at the time of publication but may become broken.

This guide can be found here

<https://www.excellencegateway.org.uk/content/etf2809>

A strategic approach to inclusive practice in education

<https://www.jisc.ac.uk/guides/a-strategic-approach-to-inclusive-practice-in-higher-education>

A JISC guide to help ensure inclusive practice is embedded in teaching, learning and assessment. It includes links to how digital technologies can improve inclusivity.

A whole organisation Health Check tool for the effective development of learners' maths and English skills

<https://www.excellencegateway.org.uk/content/etf2542>

A tool for the effective development of learners' maths and English skills provided as a Word document. Aims to help organisations judge readiness using RAG ratings against a range of criteria.

Apprenticeship Toolkit

<http://apprenticeship-toolkit.data.alpha.jisc.ac.uk>

An online toolkit from JISC showing how effective application of digital technologies can support the delivery of apprenticeship standards. It is aimed at colleges and training providers, employer-providers, and organisations delivering end-point assessment.

Assessment

<https://english.excellencegateway.org.uk/teaching-learning-and-assessment/assessment>

Resources to support assessing how your learners are progressing, containing a range of materials and resources related to achievement and progression. It includes 5 videos about assessment for learning.

Assessment for learning: Effective practice guidelines

<https://www.et-foundation.co.uk/supporting/support-practitioners/maths-and-english/effective-practice-guidelines/>

12 tips for tracking and assessment of maths and English

Assessor-Coach Standard

<https://www.instituteforapprenticeships.org/apprenticeship-standards/assessorcoach/>

A description of the occupational standard for the role of assessor-coach from the Institute for Apprenticeships and Technical Education.

BBC Skillswise

<https://www.bbc.co.uk/teach/skillswise>

A collection of free videos and downloadable worksheets to help adult learners improve their reading, writing and numeracy skills. It includes public and private sector occupations.

CPD courses for maths and English teachers

<https://www.et-foundation.co.uk/supporting/support-practitioners/maths-and-english/>

Links to a range of courses and resources from the Shaping Success offer to help you raise the standard of teaching and better prepare students for key maths and English skills in the workplace.

Disability Confident Scheme

<https://disabilityconfident.campaign.gov.uk>

A government programme that offers guidance and support to employers and jobseekers to make the most of the talents disabled people can bring to the workplace.

Dyslexia Starter Kit

<https://toolkits.excellencegateway.org.uk/dyslexia-starter-kit>

A toolkit to help you review your provision for dyslexic learners and provide support to improve the quality of dyslexia support and enhance consideration of equality, diversity and inclusion to improve achievement.

Employer confidence and readiness tool

<https://www.kato-training.org/wp-content/uploads/2019/09/ETF-TOOLKIT-v2-2019-3.pdf>

A toolkit to prompt and structure a dialogue between the employer and the provider to ensure all parties feel confident in engaging with learners, developing outstanding practice and complying with funding rules.

English for speakers of other languages exhibition site

<https://esol.excellencegateway.org.uk>

An exhibition site that brings together some of the most effective resources for ESOL available on the Excellence Gateway. They include resources to support the development of language, literacy and numeracy skills within 12 vocational areas, learner materials and research.

Enhance Digital Teaching Platform

<https://enhance.etfoundation.co.uk/content/pages/about-enhance>

A page explaining all about Enhance with links to further information, guides and a video.

Equality Act 2010 Implications for colleges and HEIs

<https://www.ecu.ac.uk/wp-content/uploads/external/equality-act-2010-briefing-revised-08-12.pdf>

A briefing document summarising the key issues contained in the Act that HEIs, colleges and 'designated institutions' should be aware of.

Equality Act 2010: Guidance

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Information and guidance on the Equality Act 2010, including age discrimination and public sector Equality Duty.

Equality and diversity courses

<https://www.foundationonline.org.uk/course/index.php?categoryid=4>

A range of Foundation Online courses about Equality and diversity, including a revised Advancing Equality and Diversity 2020 course.

Equality, Diversity and Inclusion (EDI) in Apprenticeships

<https://www.foundationonline.org.uk/course/view.php?id=69>

A Foundation Online interactive course to support apprenticeship providers to engage and develop a diverse range of apprentices. The course will take approximately 2 hours to complete. It includes self-assessment audits, action planning and specialist resources on mental-health.

Exploring delivery in apprenticeship standards (OTLA)

<https://improving-teaching.excellencegateway.org.uk/content/etf3087>

Lots of very useful case studies and a performance and quality management toolkit, with links to a multitude of resources. For example, the Plumpton case study is particularly relevant to embedding maths and English.

Functional skills subject content

<https://www.gov.uk/education/functional-skills>

The Government rules and regulations for Functional Skills qualifications. These include the subject content details for mathematics and English published by the Department for Education.

Institute of the Motor Industry

<http://www.autocity.org.uk/index.php/schools-teachers-career-advisors/>

An example of a professional body that provides lots of resources that could be used to support embedding maths and English.

It's all about ME

<https://allaboutme.wsc.ac.uk>

A website, developed at West Suffolk College, aims to help with a range of maths and English resources to “help promote and teach these wonderful subjects in your college.”

Learning Mentor Standard

<https://www.instituteforapprenticeships.org/apprenticeship-standards/learning-mentor/>

A webpage describing the Institute for Apprenticeships and Technical Education Learning mentor L3 standard

Maths and English Provider-Employer Protocols – Enhancing the Apprenticeship Supply-Chain

<https://www.excellencegateway.org.uk/content/etf2476>

These protocols encourage providers to establish and maintain a relationship with employers that is mutually beneficial and therefore far more likely to be supportive of collaborative efforts to enhance an apprentice’s learning journey. The protocols specifically address the development of maths and English skills

Maths, English and ESOL courses

<https://www.foundationonline.org.uk/course/index.php?categoryid=13>

A range of courses on Foundation Online Learning, including the Maths and English learning modules and tests.

New Approaches to Assessment and Tracking in Maths and English

<https://english.excellencegateway.org.uk/content/etf3123>

A guide that builds on the Assessment for Learning: Effective Practice Guidelines. It contains activities and practical ideas for effective assessment techniques.

Professional Standards for FE teachers

<https://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

The Professional Standards support teachers and trainers, including vocational specialists, to maintain and improve standards of teaching and learning, and outcomes for learners. It includes links to related tools.

QR Codes

<https://qwiqr.co.uk>

<https://www.classqr.com/>

<https://elearningindustry.com/using-qr-codes-in-elearning-and-mlearning>

<https://www.edutopia.org/blog/QR-codes-teaching-andrew-miller>

There are several QR Codes services, for example QWIQR or ClassQR. The eLearning industry and Edutopia have some interesting uses for QR Codes.

Regional Specialist Leads

<https://www.et-foundation.co.uk/supporting/support-practitioners/maths-and-english/regional-specialist-leads/>

Regional leads for maths and English, working in support of the ETF maths and English professional development offer.

SEND Brochure

<https://www.excellencegateway.org.uk/content/etf3116>

The information in this brochure shows the support available from the Education and Training Foundation for Special Educational Needs and Disabilities (SEND). It includes resources, courses, webinars, networking opportunities and support.

Shaping Success in Maths and English

<https://www.et-foundation.co.uk/supporting/support-practitioners/maths-and-english/>

Links to a range of resources and courses to support effective teaching of maths and English for teachers of GCSE, Functional Skills, apprenticeships and study programmes.

Special Educational Needs and Disabilities exhibition site

<https://send.excellencegateway.org.uk>

A collection of resources to help improve the outcomes for learners with Special Educational Needs and Disabilities. It includes support for teaching, learning and assessment and help to plan and deliver learning to meet each of your learners' needs

Specific needs and wellbeing

<https://send.excellencegateway.org.uk/teaching-and-learning/specific-needs-and-wellbeing>

A collection of resources to help you support learners with specific needs and their wellbeing. The specific needs include autism, dyslexia, hearing loss, physical disability, blindness and visual impairment and mental health.

Student pregnancy and maternity

<https://www.ecu.ac.uk/publications/student-pregnancy-and-maternity/>

This guidance outlines how institutions can ensure students aren't discriminated against on the grounds of pregnancy or maternity. It is intended to help institutions meet the requirements laid out in the Equality Act.

Technical Route Resources

<https://studyprogrammes.excellencegateway.org.uk/technical-route-resources>

Technical flyers, videos and posters highlighting calculation and communication skills in job roles to promote the importance of maths and English skills in the workplace. The flyers are being mapped to functional skills in addition to GCSEs.

WYLP Project Evaluation V1

<https://www.youtube.com/watch?v=LoZLD5-IFAI&feature=youtu.be>

A 30-minute video on how learning plans have been used.

You wouldn't expect a maths teacher to teach plastering...

https://dera.ioe.ac.uk/22311/2/doc_3550.pdf

A summary of a 2006 NRDC research report that explains the value of embedding maths and English