

Skills for Life

PROFESSIONAL DEVELOPMENT

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# Developing the East of England Region's Teaching Workforce

Evaluation Report of ACER's Skills for Life Professional  
Development and Regional Mathematics Centre ESF Projects  
by Synergis

April 2011



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“Doing the level 5 award in Developing Embedded Approaches has made me more conscious of literacy, language and numeracy, and of the different ways my team can incorporate embedding into all the vocational courses we run.”

Trainee teacher

### Acknowledgements

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Written by Pauline Davidson, Sonia Fox and Barbara Mason, Synergis.

# Foreword

by Projects Lead for ACER, Keith Middleton

The East of England Learning and Skills Council issued two specifications as part of its November 2007 European Social Fund prospectus. There was an aim to address supply side issues, under the objective of increasing the capacity of providers in the region to deliver quality literacy, language and numeracy provision. The specification targeted activity to support existing and new specialist numeracy practitioners. In addition it targeted practitioners without a level 2 qualification in mathematics or numeracy, supporting the numeracy needs of learners. In partnership with a large number of providers across the region, the Association of Colleges in the Eastern Region (ACER) was successful in bidding for these tenders.

Against the backdrop of an ever-changing landscape for initial teacher training and professional development, both projects have been hugely successful. They have met and exceeded targets for starts, completions and achievements. This has enabled ACER to negotiate additional funding to pay partners for extra outcomes.

The key to success has been the collaborative approach facilitated by ACER's central coordination of its delivery partners. By encouraging and rewarding this collaborative approach to the development and delivery of practitioner qualifications, the project forced provider partners to look beyond their own organisations' staff needs. Specialist support has helped providers develop new courses. Open recruitment has targeted individuals across different organisations and resulted in viable, flexible and engaging numeracy practitioner courses.

The East of England has moved from one of the lowest regions in the country in terms of qualified SfL practitioners in 2007, to being above the national average in 2010. Whilst complete data is not yet available, participation and achievement in SfL programmes appears to have increased at a much higher rate in the region than national comparisons during the same period.

The East of England Regional Mathematics Centre, supported through the funding, is a unique resource in the country for the further education sector. It is acknowledged nationally as an example of good practice.

There is more to be done if the region is to address the needs of those adults with literacy, language and numeracy needs identified in the [Leitch report](#).

The recently published [Wolf Report](#) maintains the high priority focus on the achievement of mathematics and English GCSE's (A\*-C) for all young people up to the age of 19. Furthermore, it urges the Government to increase the continuing professional development available to mathematics teachers.

For our part we recommend that, whilst pursuing the goal of simplified regulation within the context of a localism agenda, Government funding continues to support literacy, language and numeracy capacity building that facilitates and encourages shared approaches to common issues. This will enable a collaborative approach which puts the learner at the centre.



Keith Middleton, Projects Lead, ACER

10th March 2011.

This report is an independent evaluation study, by Synergis, of two significant long-term projects delivered by the Association of Colleges in the Eastern Region (ACER) and its partners. The projects have been funded by European Social Fund (ESF) and contract managed by the East of England Learning and Skills Council (which became the Skills Funding Agency during the life of the project). A steering group of stakeholder agencies, working with ACER, oversaw the strategic direction of the projects. See Appendix 1 for the membership of the steering group.

“It has given me the confidence to know I have the knowledge and ability to go into teaching.”

**Pete Alder,**

Customer Adviser, Norfolk and Suffolk Care Support Ltd

The Skills for Life Professional Development (SfL PD) and the Regional Mathematics Centre (RMC) projects started in summer 2008. They completed in March 2011, following additional funding and an extension and re-profiled targets as a result of successful delivery. A range of training providers and lead providers, known as sub-regional leads (SRLs), were responsible for the day to day coordination and delivery of the training. See Appendix 1 for a full list of providers and SRLs. ACER has been responsible for the strategic direction, operational and contract management of the projects.

At the heart of both projects is the key aim to improve the quality and increase the capacity of SfL teaching across the region. The RMC also had a target to support learners in numeracy development and to gain a numeracy qualification. For the full range of the projects’ aims and objectives, see [our website](#). ACER and partners have ably achieved this by developing an inclusive regional infrastructure for delivery.

This evaluation has used a robust methodology of desk research of data provided by ACER, including feedback from 452 trainee teachers and 150 numeracy learners. In addition, Synergis has carried out primary research through 52 one to one interviews. These were with a sample of all key parties involved in the projects, including training providers, SRLs, stakeholders, ACER managers, trainee teachers, learners and employers. The response from interviewees has been overwhelmingly positive about all aspects of the projects.

“The projects have helped to upskill and increase the teaching workforce so the region can respond better to SfL improvement targets.”

**Helen Mann,**

Learning Services Manager,  
Skills Funding Agency

“It reduced the shortage of competent numeracy tutors... and improved the skills of existing tutors.”

**Joan Ashley,**

a former Regional Co-ordinator  
of the National Centre for  
Excellence in the Teaching  
of Mathematics (NCETM)

Two key drivers have influenced the SfL PD and RMC projects:

- the professionalising of the learning and skills sector; since 2007 all new teachers are required to gain qualified or associate teacher learning and skills status (QTLS or ATLS) and all teachers to participate in continuing professional development activities. This includes teachers gaining specialist literacy, language, numeracy and embedding teaching qualifications
- the ambitious national targets resulting from the Leitch Review of Skills, (Lord Leitch, 2006), requiring 95% of adults to achieve functional literacy and numeracy by 2020.

In addition, teachers, vocational trainers and support staff in the sector are being encouraged to improve their skills in supporting learners with Skills for Life needs.

The number of adults gaining SfL qualifications has increased significantly in the region, with a 31% growth in this from 07/08 to 08/09. (Source: Skills Funding Agency, East of England Region). Whilst there will be other factors impacting on these achievements it is clear to the project’s stakeholders that these projects have contributed to this by increasing the number of capable and effective teachers in the region. Section 7 on Impact provides more data and information on this subject.

The RMC is making a significant contribution to meeting the numeracy skills gaps. Proportions of qualified numeracy teachers in the region, at 45.5%, are now higher than the national average of 43.4%. (Source: NRDC, Skills for Life Support Programme, Regional Workforce Development Report, March 2010). The East of England is unique amongst the regions in having developed a RMC. The comprehensive professional development delivered by the RMC has led to the increase in qualified teachers with maths specialisms. It also set up a range of maths courses for learners which led to an increase in the number of adults with maths skills and qualifications up to and including level 2.

### Reducing the shortage of maths teachers

David Younger, a qualified teacher, decided to return to teaching three years ago but found it difficult to get work. After securing work with Norfolk County Council, he chose to take the Additional Diploma in Teaching Maths at level 5, delivered by Training 4 People. He felt the course would help open up more employment opportunities and update his skills.

David considers the course has changed the way he teaches. “I’m more relaxed and now step one is always finding out about learners’ lives. I try to contextualise the course accordingly. I’m much more flexible than I was” says David. Since being on the ACER funded course, David has started doing supply teaching and one to one support in a secondary school. He is now employed by Easton College as a full-time lecturer and feels that the course and the qualification he gained has made all this possible.

### 3.1 Headline data

The projects achieved outstanding successes. Targets were exceeded before the project deadline and consequently extra funding and a time extension was awarded to satisfy the additional demand. The original targets were extended as follows:

- SfL practitioners to achieve full qualifications was extended from 400 to 595
- 400 practitioner starts on the RMC project was extended to 491
- 400 practitioners to achieve full qualifications was extended to 422.

Achievements were driven by both the quality of delivery and low drop-out rates.

Tables 1-3 below show the achievements against the increased targets to date.

Table 1 Achievements of SfL PD project to date		
	Profile March '11	Actual March '11
Practitioners		
Starts	800	809
Part achievement	50	26
Full achievement	595	572

Achievement figures are incomplete and will increase when provider final returns are submitted.

Table 2 Achievements of RMC project to date		
	Profile March '11	Actual March '11
Practitioners		
Starts	491	497
Part achievement	32	17
Full achievement	422	359
Learners		
Starts	400	407
Full achievement	368	340

Table 3 Practitioner and learner achievements/starts by level						* Denotes added value activity	
Level		7	5	3/4	2	1	E3
Practitioners							
RMC	Starts	-	96	203	198	-	-
	Achieved	-	45	158	173	-	-
SfL PD	Starts	14*	168	492	149	-	-
	Achieved	10	99	364	135	-	-
Learners							
RMC	Starts	-	-	-	257	142	8
	Achieved	-	-	-	213	120	7

The objective of supporting 90 volunteers, new or returning teachers in gaining a contextualised Preparing to Teach in the Lifelong Learning Sector (PTLLS) certificate has been exceeded with 369 individuals achieving this. 113 of these individuals achieved a PTLLS contextualised to numeracy through the RMC project.

### 3.2 Working contexts of participants

The projects were successful in attracting a wide range of participants from an impressive range of working contexts, demonstrated in the tables below. This also shows the reach that ACER's projects have had into the range of sectors, job roles and working situations.

Table 4 Skills for Life Professional Development (809 practitioner learners)

Learning Difficulties and Disabilities	240	Prisons Education	14
Entry to Employment (E2E)	53	Probation	23
Emergency Services	15	Further Education	218
Armed Forces	3	Adult & Community Learning	230
Health Service	48	Work Based Learning	201
Libraries	7	Specialist Colleges	17
UFI/Learndirect	19	Jobcentre Plus	7
Information, Advice & Guidance	111	Train to gain	114
Voluntary & Community	125	Unionlearn	7
Youth Offenders Institute	16	Family Learning	25

Table 5 Regional Mathematics Centre (497 practitioner learners)

Learning Difficulties and Disabilities	103	Probation	21
Entry to Employment (E2E)	45	Workstep	2
Emergency Services	47	Further Education	142
Armed Forces	6	Adult & Community Learning	142
Health Service	32	Work Based Learning	132
Libraries	12	Specialist Colleges	16
UFI/Learndirect	29	Jobcentre Plus	28
Information, Advice & Guidance	101	Train to gain	61
Voluntary & Community	57	Unionlearn	7
Youth Offenders Institute	9	Family Learning	31
Prisons Education	19		

Construction	2	IAG Employment and Training	1
Logistics	14	Local Government	2
Health Social Care	83	Manufacturing	13
Retail	17	Military	11
Hospitality	32	MOD	23
Administration	3	Pharmaceutical	2
Agriculture	3	Prison	2
Charity	1	Public Sector	84
Child Care	2	Recruitment	1
Civil service	7	Science	1
Education	68	Marketing	1
Farming	1	Tailoring	1
Food Industry	8	Vet	1
Hair and Beauty	1		

### 3.3 Partnership working and the sub-regional lead model

Collaborative partnership working across the region played a large part in the success of the projects. ACER ran an impressive range of networking activities, including the following meetings and events:

- events for teacher educators to share good practice in the development and delivery of teacher training courses, There were six meetings which covered topics such as initial assessment, blended and e-learning
- ACER worked with a small group of teacher educators on an initial assessment resource for trainee teachers joining level 5 programmes.
- RMC and NCETM worked together to develop maths clusters for numeracy tutors to develop and share best practice.

Good practice from the projects was used to enhance the richness of materials used in the staff development workshops on ACER's Stepping-stones project. This makes a vital link between theory and practice.

The project Steering Group brought together a wide range of experts with both a local and national perspective. All Steering Group members interviewed described a synergy between the project and the work of their own organisations.

Mick Hadgraft, Union Learning Rep at Unionlearn commented:

“Without a doubt the projects helped provide Unions with another way to demonstrate their commitment and aid their involvement with Skills for Life.”

The project was coordinated at county level by sub-regional leads (SRLs), supported by contract managers at ACER. The SRLs were responsible for:

- marketing and promoting the projects
- identifying and supporting training providers
- coordinating and monitoring local provision
- day to day liaison with providers.

The SRL model worked well in a number of ways:

- it encouraged cross fertilisation between these projects and the Stepping-stones project. City College Norwich, the Norfolk SRL, commented that migrant workers with overseas teaching qualifications on Stepping-stones progressed to the SfL PD project. Some Stepping-stones providers expanded their provision and delivered level 1 and level 2 numeracy qualifications, supported by the RMC project
- networking across local providers increased. Providers worked together on professional development courses
- the SRLs had a very good understanding of the professional development courses, and were able to provide information, advice and guidance (IAG).

The objective of training SRL staff in IAG for SfL professional development and qualifications, including mathematics was modified in response to the need to make a swift start to the projects. ACER distributed information about professional development qualifications and acted as a hub, providing IAG to SRLs. It is noted that ACER have highlighted this as an area for development in the future.

### 3.4 ACER's role

As project lead, ACER was responsible for ensuring that delivery met contract requirements in terms of outcomes and quality. All the Steering Group members interviewed felt ACER brought significant expertise and experience to the project.

Steering Group members noted that the East of England is a large geographical area. However, ACER's strong regional support has resulted in a wide and established network of providers in the region. It was also noted that ACER worked with stakeholders in a flexible and responsive way, listening to people's ideas.

ACER's project managers and training and development advisers delivered a wide range of support to providers. One SRL commented that providers were keen to run PTLLS programmes, but often required support on delivering the literacy, language and numeracy (LLN) element. Bob Read, ACER Training and Development Adviser, helped providers develop contextualised PTLLS programmes by giving advice on schemes of work, mapping grids and training activities.

The objective of delivering three regional training events was met with regular events on the topic of marketing and widening participation strategies. Similarly the objective of delivering regional training to 40 SfL and numeracy teacher educators or managers was met as follows.

“ACER delivered what they said they would, on time and within budget ... in a practical and business-like way”.

Andrea Mearing,  
Chair, Projects Steering Group

“We wanted to really inspire providers about flexible and innovative delivery methods so we set up three events, using outside speakers” says Mark Barnsley, SfL PD and RMC Project Manager. Warwick University presented their experience of blended learning programmes for Diplomas. East Midlands Centre for Excellence in Teacher Training (EMCETT) shared and disseminated a framework for flexible delivery. This was then piloted by Bedfordshire Adult Skills and Community Learning. “We used the third event to help providers evaluate the challenges and successes of trialling different models” adds Mark.

ACER, working closely with vocational tutors, developed a range of exemplar learning materials which providers could use to inform their own resources. ACER also sign-posted providers to the wealth of freely available resources. Resources were available on ACER’s MOODLE (a virtual learning environment) for both learners and providers to access and adapt.

Most trainee teachers we interviewed praised the quality and range of training materials and resources; some described how they took these back to their own organisations to share and adapt with other tutors. One trainee teacher educator described handouts presented by an ACER Training Adviser:

“He made research accessible to those of us who aren’t that intellectual by presenting it in a nutshell. This led onto really good research-based discussions” Trainee Teacher

### 3.5 Areas for development

A number of comments and recommendations were made about the SRL role. These included:

- make it a more strategic role, with administration handled by ACER
- develop an SRL cross-regional approach, which would help ensure targets were met
- streamline paperwork and administration
- require SRLs to demonstrate more rigour around compliance and meeting contractual requirements
- appoint SRLs which have a proven track record of promoting SfL teaching training (eg a Professional Development Centre or Learning Partnership).

Six of the training providers interviewed noted that they would welcome further funding or opportunities to collaborate on bids with ACER. This included projects which are funded to enable learner progression from one qualification or level to another.

Other suggestions made by providers included the continuation of, or further development of:

- networking and training events on use of East Midlands Centre of Excellence in Teacher Training (EMCETT) materials; sharing resources; active learning; up-skilling Skills for Life Practitioners
- further development of maths clusters
- support for providers in the delivery of Skills for Life qualifications, rather than ACER delivering the training.

# New ways to develop English and maths teaching

## 4.1 Developing capacity and improving quality

The SfL PD and RMC projects supported the development of a wide range of courses. In addition to the numeracy courses for learners set up by the RMC, the following professional development training for practitioners was developed by the SfL PD project, with maths specialisms delivered through the RMC project:

- Level 2 Certificate in Learning Support
- Level 2 Award in LLN & ICT Awareness
- Level 2/3 Award in Preparing to Support Learning (QCF)
- Level 3 Certificate in Learning Support (QCF)
- Level 3 Certificate in Adult Literacy/Numeracy Subject Support
- Level 3/4 PTLLS contextualised to literacy, language and/or numeracy
- Level 5 Award in Developing Embedded Approaches to LLN
- Level 5 Additional Diploma in Teaching English (Literacy or ESOL) or Maths (Numeracy)
- Level 7 PGCE Training the Trainers.

“I know there are people going back to their classroom and they are teaching maths properly.”

**Rebecca West,**

Lecturer/Course Leader  
Mathematics & Numeracy,  
Colchester Institute

Training providers were unequivocal in recognising that the projects developed the capacity and improved the quality of the teaching workforce. Many commented that the training support provided by ACER was central to this whilst others identified the funding or progression that the projects enabled. One said simply that she felt the courses could not have run without the support of the projects.

Many training providers and trainee teachers felt the projects played an important role in helping tutors to develop more effective approaches to teaching maths:

Of the 14 trainee teachers we interviewed, seven rated their training as excellent and seven as good. Two described how they were inspired to move into teaching.

“The level 2 Award in LLN and ICT Awareness whetted my appetite and made me realise I have an aptitude for teaching... the training made me think about going out and doing it myself.” Trainee teacher

The level 7 PGCE met the objective for the SfL PD project to deliver two regional train the trainers programmes to 30 teacher educators. 14 teacher educators took part in the level 7 and 16 individuals participated in a regional Embedding qualification which they cascaded back to their own organisations. These programmes helped to increase the number and quality of qualified teacher trainers, which will have a sustainable impact on the capacity and quality of the SfL workforce across the region.

The SfL PD and RMC projects also had specific objectives to develop the capacity of nine and six voluntary and community sector (VCS) providers respectively. This was achieved with four VCS providers delivering qualifications for the projects and a wider group of VCS organisations engaging in the professional development for their staff. A total of 182 trainee teachers across both projects were from the VCS.

# New ways to develop English and maths teaching

## 4.2 Flexible delivery models

The projects supported the development of professional development training that was responsive to providers' needs. It was delivered in a range of flexible ways, such as in blocks outside of term time, in the evenings or at weekends. Training was held in a variety of venues, including at the provider's premises. Providers were encouraged to try new delivery models and some offered a unit qualification. Several courses were delivered using a blended learning model, which involved supported distance learning and condensed face to face sessions. Many of these courses recruited well and had very good retention rates.

### Compressed delivery leads to success

Great Yarmouth College developed a pilot contextualised PTLLS course with Fire Service trainers by compressing delivery into one week, followed by the observations. There was 100% attendance, retention and achievement. The College is now offering this model to the NHS ambulance service.

One of the objectives for the SfL PD and RMC projects was to deliver regional mentoring training to 60 SfL teacher trainers and teachers, including 20 maths specialists. Two, 2 day, intensive, LLN mentoring training courses were delivered to 35 participants.

This objective was modified since the East of England Centre for Excellence in Teacher Training (EECETT) had been funded to do this. ACER supported development of the mentoring network and provided funding for mentoring trainee teachers on Additional Diplomas. This was further enhanced to support participants on blended learning courses. This had been identified as a need since many learners and trainee teachers require considerable study skills to engage in a blended learning package to the full.

EMCETT developed a model, with materials, to support blended delivery of the level 5 Additional Diploma in Teaching Maths. This consisted of six one-day workshops. There were also directed activities between each session, using a virtual learning environment (VLE) and the Institute for Learning (IfL) online personal learning space, REfLECT. Work was shared online with peers.

### Blended delivery

"We used the EMCETT model and materials to support our blended approach. We were in fact piloting the materials for them. The ACER consultants provided fantastic mentoring and support for delivery, they were real specialists. It was a very positive experience. We could not have delivered this training without ACER." Gillian Sollenberger, ILT E-Learning and Staff Development Manager, Bedfordshire Adult Skills and Community Learning

“We did the training on Saturday mornings at the workplace. Some did it on weekdays after work as we don’t all live in the area. The staff absolutely loved it, we really value education. The ladies brought their children in and they played in the nursery room, it was also a social thing for them.”

Elizabeth Baker,

Nursery Manager, Dallow Road Day Nursery

### 4.3 Regional Mathematics Centre

The RMC worked alongside the SfL PD project to deliver professional development training with a maths focus. It also developed a range of flexible entry level 3, level 1 and level 2 numeracy courses for employed learners, some of which were delivered at the workplace. The training ran during learners’ work times, after work or at the weekends. It was delivered in groups and one to one. Many learners reported how flexible their tutors were, adapting their hours to fit in with learners’ commitments:

A small minority of maths learners felt the content was not sufficiently contextualised to their work, but most felt it was made relevant to their needs and the maths they use at work. One described how the tutor had spoken to the learner’s manager to find out about the numeracy she needs at work.

The RMC developed sub-regional meetings called maths clusters, where numeracy practitioners were supported to share and develop good practice. These are described more fully under section 4.5 below.

A further development of the RMC was Regional Maths Week, an event with a focus on promoting maths. A sub group of the Steering Group developed the event to link up with Adult Learners’ Week and two Regional Maths Weeks have taken place so far, one in 2008 and another in 2009. The RMC team sponsored an Adult Learners’ Week award in 2010.

The RMC met all the specific project objectives. Where there were shared objectives with the SfL PD project, the outcome of these are noted throughout the report.

### 4.4 Innovative and engaging teaching and learning practices

Courses were developed using a range of engaging approaches to teaching and learning. One innovation centred on adapting the ‘standard’ PTLLS course by embedding LLN throughout. Providers were supported by ACER Training Advisers to recognise the need and potential of this. A number of contextualised PTLLS were set up and delivered across the region, and trainees reported finding the LLN focus particularly useful:

“It is very difficult to teach new skills to the type of learners I work with, but applying new skills to what they already know or like is very effective, so the content on contextualising LLN was very relevant.” Trainee teacher

Two respondents described how effective they found training that had been adapted to their own context. For example, over half the participants on a level 3 course worked with special needs learners so the tutor was able to adapt the content for this level; trainees felt the course was more relevant and useful as a result.

Many courses provided the opportunity to work collaboratively with peers, which was identified by trainee teachers as an effective way to develop and share good practice. Some of those specialising in maths, however, did not enjoy the collaborative style of working and needed support to recognise the benefits of learning maths this way.

# New ways to develop English and maths teaching

Overwhelmingly positive responses were made by trainee teachers and learners we interviewed about their course tutors, and this was cited by most as a key factor in their success. 69% (103) of numeracy learners and 56% (252) trainee teachers completing ACER feedback forms rated their teacher as the element of the programme that they liked most. 87% (130) of numeracy learners and 72% (324) of trainee teachers felt that they had received all the help they needed to complete the course.

“The tutor is fantastic in the way she puts maths in real life contexts like using a payroll or booking a holiday or buying a car. You can really relate to it.” Numeracy learner

Most trainee teachers and maths learners found the wide range of activities within their courses engaging, as group activities and workshops were mixed with small group and one to one work. They also reported enjoying the practical activities and the use of e-learning. One trainee teacher, who had not used computers in his teaching prior to the training, told us he now uses ICT a lot and was pleased to note the time it saves him.

## Engaging training activities

Sharon Watson, a participant on the level 5 Additional Diploma in Teaching English, described how a kinaesthetic activity she developed from her training had impacted on one of her learners.

“I did work with a group of learners on spellings and word structure. I ripped up some paper to show how to add ‘ing’ whereas I used to do it on the whiteboard and the learner suddenly got it.”

Guest speakers were an integral part of many of the courses. These were experts who delivered a session on a particular topic, such as challenging behaviour. Many trainees felt the speakers provided a significant contribution to their training.

## 4.5 Communities of practice

One of the aims of the projects has been to encourage practitioners to set up communities of practice. These provide the opportunity for groups of practitioners to learn from each other and develop themselves professionally by engaging in discussion, sharing information, resources and experiences.

The maths clusters provided a very effective community of practice for numeracy tutors. They played an important role in engaging ‘non-mainstream’ numeracy tutors, such as specialist literacy teachers or sessional tutors and assessors; giving these sometimes isolated practitioners support. Three sessions per term were run, with participants driving the content and topics. Impressive attendance was achieved with 60 practitioners attending.

# New ways to develop English and maths teaching

“The maths clusters complemented the work of the NCETM and other agencies. For example, I adapted the Mathematics Subject Learning Coach network model for the maths clusters. In their turn, NCETM used a video clip of a tutor describing how attending maths cluster meetings had helped support a literacy tutor become a numeracy tutor.”

**Joan Ashley,**

a former Regional Co-ordinator of the National Centre for Excellence in the Teaching of Mathematics (NCETM)

As well as providing support to practitioners, the maths clusters brought about subtle change management. The community of practice encouraged many maths teachers to change their approaches and acquire new ways of thinking about how maths can be taught effectively.

“My mind’s buzzing with ideas to motivate learners.” Practitioner

Steering Group members felt the events provided an effective and valuable forum, a view that was echoed by trainee teachers we spoke to.

One training provider explained how they had set up a community of practice for literacy tutors, in collaboration with a number of other providers. These literacy clusters were developed using the maths cluster model.

ACER developed a regional MOODLE where materials for the level 7 PGCE and the level 5 Embedding Award were made available. As well as acting as a repository of resources, it provided the opportunity for a practitioner forum. Although ACER was systematic in promoting the MOODLE, it did not appear to be widely used and none of the trainees or providers we spoke to had used it. This seems to be an untapped resource and one provider said she would have liked to have had more information on it.

One of the SRLs described the community of practice that had evolved from its networking activities. One trainee teacher used his organisation’s VLE to upload work so other tutors could share this and offer feedback. He described how useful he found the VLE and felt it was an invaluable resource that was under-used by practitioners within his organisation.

Some of the trainee teachers explained how they had used a variety of existing web-based communities, including the Institute for Learning (IfL) blog, to give feedback and share ideas.

## 4.6 Areas for development

Six of the fourteen trainee teachers we interviewed felt their courses couldn’t be improved but others identified some issues with the structure and organisation of their courses. These included the timing and location of sessions. Remission of hours was raised by two trainees and a further two, who were doing blended delivery courses, felt the pressure of assignments was an issue. Two of the four trainee teachers we interviewed on a contextualised PTLLS course felt there could have been more SfL content.

One of the newly qualified teacher educators commented that there was a need to develop a full DTLLS for ESOL teachers. She knew of many people, she told us, who taught ESOL but who had no teacher training qualifications, or who were not teaching but would have liked to.

This view was echoed by Steering Group members, who agreed that more work needed to be done around integrated DTLLS programmes. Steering Group members also felt that further development was needed for flexible delivery models, and to widen participation.

## New ways to develop English and maths teaching

Many maths learners were positive about the teaching and learning approaches that were adopted in their sessions, but some raised issues around this. One learner said that she was not alone in her group in feeling that some of the other participants “didn’t know what we knew and we felt we shouldn’t have been in the group”. Another described how “we were left a bit to get on with it”.

It is now widely recognised that maths is best taught collaboratively but learners can struggle with this approach, particularly if they have not experienced it before or had the opportunity to discuss the approach with tutors and peers. This may have been the case for some of these maths learners. However, four of the ten maths learners we interviewed rated their training as excellent.

# Engaging non-traditional learners, providers and employers

## 5.1 Marketing and promotion

ACER's marketing expertise was successfully used to promote the projects across the region. The aim was to widen access to SfL teacher training and numeracy learning and attract practitioners, providers and learners not already engaged.

The ACER website hosted an area for the project, with links to other sources of information about professional development. ACER also distributed promotional material at their events, such as the Regional Maths Week, and emailed information to partners and providers across the East of England Region. The Training Needs Analysis made a significant contribution towards recruitment.

Providers and SRLs commented on the effectiveness of the marketing campaign. They referred to a range of successful approaches including flyers and leaflets; emails; promotion at regional events such as Essex Professional Development Centre's (PDC) annual information and advice evening and ACER events; word of mouth; local press. The materials which providers could adapt were welcomed. However, it is noted that ACER considers there are more developments to be made. Feedback from employers also showed they are interested in attending short events and briefing sessions, but at a time that suits them, for example, early mornings.

Engaging employers was part of the added value of the projects. It has helped promote the key messages of a whole organisation approach to Skills for Life and the need to tackle skills gaps in the region's workforce. National Express heard about the opportunities through attendance at an ACER event and also received advice from an ACER Training Adviser. Seven National Express staff from the Training and Development department undertook the level 2 Learning Support qualification. A real benefit was that this helped the company forge stronger links between staff in the training and development section and the union learning reps that are distributed across the company.

## 5.2 Recruiting non-traditional learners

The aim of attracting non-traditional learners onto both projects was met. Learners on the maths courses included Learning Support Assistants in schools, and learners working in a range of sectors such as food, land-based, early years and retail. None of the learners interviewed had done any maths learning since leaving school and described a lack of confidence in maths. Essex ACL was able to use established structures in family learning to engage schools and families in numeracy training.

# Engaging non-traditional learners, providers and employers

Practitioners on the Professional Development strand came from a range of organisations including prisons, Learndirect, colleges, adult and community learning, VCS and work-based learning providers.

## Skills for Life in pottery workshops

One trainee teacher on a PTLLS course delivers pottery workshops in the community, which hook people into learning through a creative activity. The PTLLS training helped her identify opportunities for contextualising SfL to make it more relevant to learners; “there’s a lot of maths in ceramics, such as weighing materials, understanding firing temperatures for the kiln and allowing for shrinkage” says Christine Weetman.

The PTLLS qualification helped Christine get a new part time job and expand her workshops. She was also the winner of the Adult Learner of the Year Award in May 2010.

Maths learners cited a number of reasons for undertaking the training, the majority of which were work related. They included:

- gaining a recognised qualification
- building confidence
- improving skills
- enhancing job prospects
- progression to higher education
- reducing the threat of redundancy.

There were many positive comments from trainee teachers about the recruitment and induction process. Trainee teachers at Colchester Institute found that talking to previous trainees, as well as tutors, provided a valuable insight into the training. At West Suffolk College they were shown examples of work which helped them understand the level of work expected from them.

Trainee teachers praised the initial assessment process. One trainee teacher on a level 3 Certificate in Adult Numeracy Support valued the fact that it was carried out in a non-threatening way, and commented that “I was like a nervous student as I had not done numeracy for a long while”.

## 5.3 Getting employers involved

ACER’s experience of working with employers was a key factor in the success of the project. Members of the Steering Group commented on the value of ACER’s track record of working with the health and social care and hospitality sectors, and of their work with employer-facing organisations such as Trade Unions, Sector Skills Councils (SSCs), Jobcentre Plus (JCP) as well as work based learning (WBL) and VCS providers.

Providers and SRLs on the project also had proven success of working with employers, including large organisations such as National Express, Royal Mail and Boots. They knew that to engage employers they had to be responsive to business needs.

## Engaging non-traditional learners, providers and employers

### Meeting the needs of employers

Essex Adult and Community Learning already employed a team of business managers who engaged with around 400 employers in Essex. They promoted Skills for Life to their employers by linking it to mandatory training, such as first aid and food safety.

On the RMC project providers often worked with schools to develop the numeracy skills of teaching assistants. Colleges and providers were the main employer group on the SfL PD project; their teaching staff and learners benefited from the professional development opportunities. However, Poultec successfully helped a recipe technologist in a confectionery factory achieve level 1 Adult Numeracy and providers worked with large organisations such as the NHS and other employers such as nurseries and libraries.

The Training Needs Analysis process was an effective way of engaging with employers and gaining their buy-in to SfL development. Central Bedfordshire College commented that they got the majority of their business this way.

### Training needs of a national employer

As already seen the Level 2 Award in LLN & ICT Awareness in Adult Learner Support was delivered at National Express. As a result the business was helped to identify where SfL occurs in work tasks, and the organisation's possible training needs. These included:

- Cleaners must read and understand a health and safety sheet for chemicals
- Roster clerks use ICT to prepare schedules
- Ticket examiners complete forms to record incidents
- Supervisors and team leaders write reports.

## 5.4 Challenges

ACER successfully helped providers, SRLs and employers overcome challenges when setting up and delivering training. ACER mentors visited trainee teachers in the workplace and undertook observations, which helped support trainee teachers in rural locations. ACER also helped recruit learners, ensuring groups were viable.

The challenge of releasing employees to attend training was overcome in a number of ways, already cited above, such as training in blocks of days, and outside term dates; delivered in the workplace and around shifts.

In order to access the training, trainee teachers and learners had to be in employment. Unpaid workers could meet the criteria as long as they were not claiming Job Seekers' Allowance. However, this still meant that many people who were not working were excluded.

A small number of trainee teachers and learners raised issues about the information, advice and guidance they were given at the beginning of their training. For example, they wanted to know more and were confused about the levels. One provider overcame this by putting together a list of frequently asked questions which answered most of their queries.

# The impact of the SfL PD and RMC projects

## 6.1 Overview

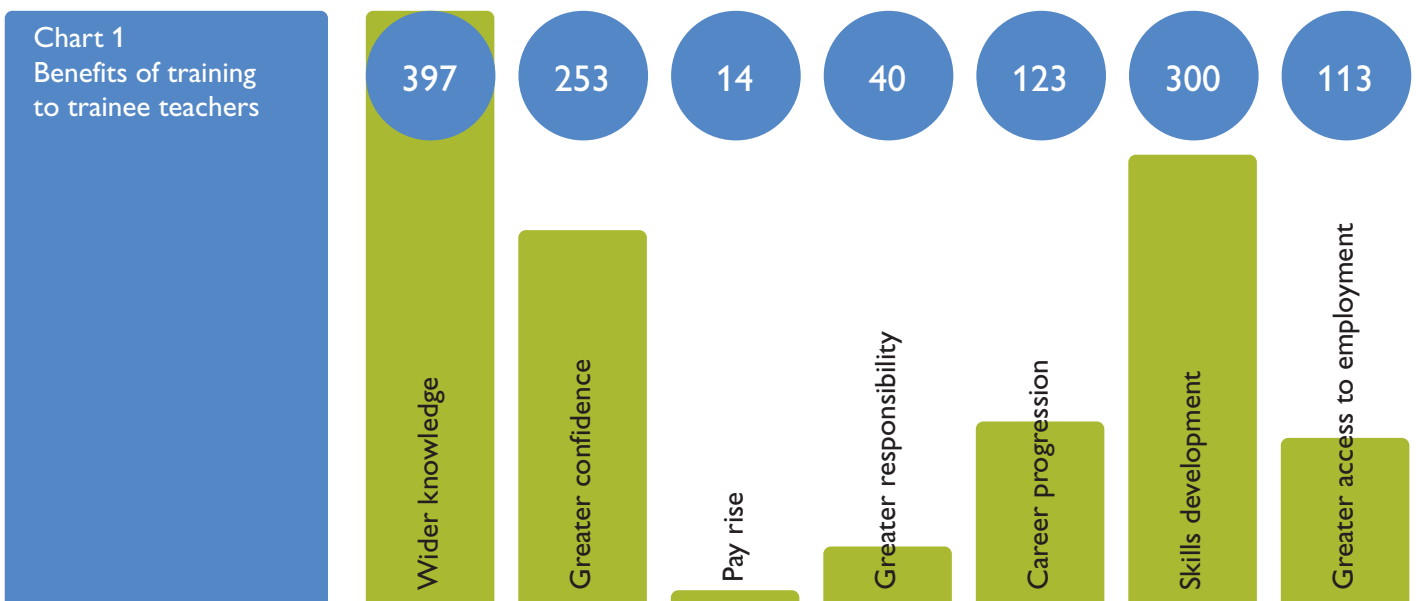
There have been significant impacts as a result of these projects. The evaluation study has looked at the difference the projects have made to:

- Trainee teachers
- Numeracy learners
- Training provider organisations

There are also wider, strategic and regional impacts. This is part of the bigger picture of sustainability of the work that has been started with the projects.

## 6.2 The difference for trainee teachers

This evaluation has used two key sources of information to review the impact on trainee teachers: feedback forms and one to one interviews. 452 individuals completed a feedback form for ACER. The three key benefits from the training noted by trainee teachers were: wider knowledge; greater confidence and skills development, see chart 1 below.



The 30 training providers, sub-regional leads and trainee teachers that we interviewed told us about the difference the training and continuing professional development (CPD) has made to trainee teachers. They noted two key areas of impact; on teachers' skills and their job prospects. The evidence they cited included teaching observations; schemes of work and learner achievement data.

*"It has made me think of more diverse ways of delivery... more interactive... more subtle. Students may be doing a game and not realising the maths they are covering."*  
Trainee teacher

# The impact of the SfL PD and RMC projects

The improvements in teaching practice covered all aspects of teachers' skills including:

- marked improvements in lesson planning
- increased embedding of Skills for Life in vocational areas
- developing both personal skills in maths and maths specific pedagogy, leading to more effective and engaging delivery
- improved feedback to learners
- improved confidence using differentiation to meet individual learners' needs
- increased confidence in teachers' reflective practice.

"I am better at motivating the learners, I'm aware of stating goals and making sure that all the pupils develop." Trainee teacher

## Making embedding a success

Amanda Olley from Essex Adult and Community Learning is a Curriculum Manager for Beauty Therapy and Hair. Amanda manages 40 tutors. She gained a level 5 Award in Developing Embedded Approaches to LLN. The course has helped Amanda cascade her learning back to her team.

"Embedding was promoted at team meetings, backed up with email updates, but I was never really sure it was being done correctly. However, the embedding work of one of the tutors in the team was used as an example of good practice on the course. She was subsequently invited to talk to Ofsted, who were conducting a survey on effective practice."

There was evidence that the projects increased progression routes which led directly or indirectly to employment prospects for participants. Some trainee teachers had progressed from earlier ACER funded professional qualifications. Others were using the training as a springboard to go on to study for higher level qualifications.

Seven of the 14 trainee teachers we interviewed described promotion or employment opportunities since doing the training, including securing a new job, delivering on the level 2 Certificate in Adult Learner Support and piloting Functional Mathematics in their organisation. 24% (107) of the trainee teachers completing feedback forms noted that they had benefited from greater access to employment.

"The capacity building through these projects has extended the pool of learning support assistants and enabled progression. They, in turn, have now got professional qualifications."

**Marie Collins,**

Project Contract Compliance Officer, City College Norwich.

# The impact of the Sfl PD and RMC projects

## Job opportunities and added value

“The contextualised PTLLS course helped people get a job in education who wouldn’t otherwise be able to” said Mick McMurray, Development Worker for CP Learning Trust, the SRL for Cambridgeshire.

One example is Inga Bumiesterre from Latvia, a qualified English teacher who was unable to convert her home teaching qualifications. The PTLLS helped Inga get a job with the local council. She has since taught ESOL to over 100 people, “including people who wouldn’t have been able to afford a college course” adds Mick McMurray “which shows the added value of this project.”

“The main impact was that people who completed the training kept their jobs in the FE sector, particularly those with level 5 qualifications as there’s a big demand for this.”

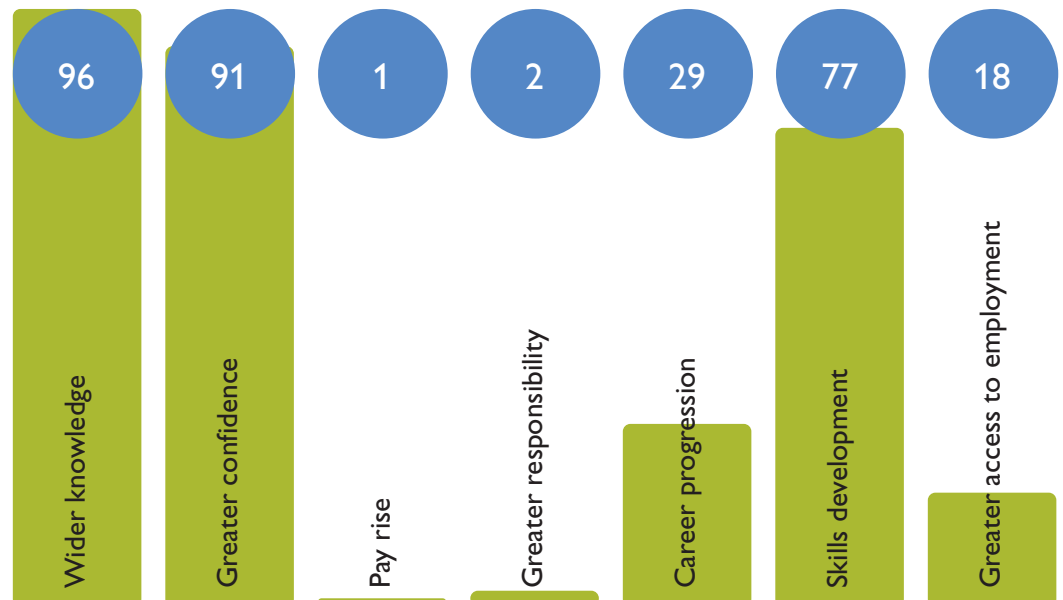
**Rob Shore,**  
Vice Principal, Central Bedfordshire College

Significantly, 64% (290) of the trainee teachers completing ACER’s feedback forms said they would not have done the training had they not received funding, which supports the above example of the added value of the projects.

### 6.3 Impact on numeracy learners

ACER gathered feedback from numeracy learners, using a feedback form. 150 responses had been received and analysed. As with trainee teachers above, numeracy learners were asked about the benefits of the training. Their responses mirror those of the trainee teachers, with the key benefits being: wider knowledge; greater confidence and skills development.

Chart 2  
Benefits of training to numeracy learners



In addition, we gathered feedback from SRLs, training providers and ten numeracy learners. The key impacts that they noted were:

- progression routes to further learning or employment
- improved abilities at work
- the softer impact of increased confidence.

# The impact of the SfL PD and RMC projects

Some learners were aiming to move up to the level 2 Adult Numeracy or use the maths qualification to take the next step towards teacher training or higher level NVQs.

Learners in teaching situations described the impact on their work of developing maths specific pedagogy:

“I teach maths and I know what I’m doing more now... I use more resources like number lines and digit cards in my work.” Numeracy learner

Whilst increased confidence is a softer impact, it is nevertheless very important in the context of maths. It is widely recognised that a lack of confidence and fear of maths is a barrier. This can prevent many people from engaging with maths and going on to progress in their learning and work.

“I feel more confident with maths at work, doing the payroll and using half hours and three quarters of an hour... they are just fractions.” Numeracy learner

## Confidence leads to improved quality

Four Teaching Assistants from Woolenwick Primary school attended maths courses. “They needed the numeracy skills for the higher level Teaching Assistant course but because of bad experiences of maths at school they were feeling reluctant” said Christina Anderson, Teaching Assistant Coordinator.

Christina is positive that the course improved confidence: “We needed them to build their confidence with maths to understand the processes behind what they were doing with the children. In year 2 we stream maths and the Teaching Assistants work with smaller groups. I think the increased confidence will benefit the teaching quality.”

41% (62) of the numeracy learners completing ACER feedback forms said they would not have done the course if they had not received funding. Whilst this is a smaller proportion than trainee teacher (see above) it is still illustrative of the impact and added value of the projects.

“The contextualised PTLLS model has reshaped the way providers thought about PTLLS and embedding the minimum core in their teaching; some were not persuaded by this at the start of the project, but there is now a recognition among senior managers and practitioners that there is a need to take LLN more seriously.”

Mark Barnsley,  
Project Manager SfL PD  
& RMC Projects, ACER

## 6.4 Training provider and employer organisational impact

The impact on organisations included improved processes and teaching; higher standards and widened markets. Interviewees told us about improvements including:

- revised delivery models, including embedding and a whole organisation approach
- senior managers and vocational staff taking SfL more seriously
- tutors working more closely across organisations and cross-fertilisation across projects
- initial assessment procedures
- improved delivery of teaching observations
- in-house specialists able to carry out their own staff training.

# The impact of the SfL PD and RMC projects

## Changes to initial assessment processes at National Express

National Express used their SfL staff development to look at initial assessment to enable them to roll out SfL to train operative staff in East Anglia. “In our business it is important for us to spend time thinking about how to tackle shifts and deliver in the workplace and a consistent yet flexible initial assessment system is integral to that.” Says Victor Fromm, Head of Learning and Development in East Anglia.

“Students achieve so much better when their tutor has done a course like this; so many people are afraid of maths. The students are now more interested in it and can engage with it.”

Rebecca West,

Lecturer/Course Leader  
Mathematics & Numeracy,  
Colchester Institute

Interviewees, including stakeholders, saw improvements to a range of standards such as observation grades and increased learner retention and achievement.

Interviewees cited ways their markets flourished as a result of the projects:

- organisations offering computer based training were now offering one to one support and employer-based courses
- contextualised and embedded PTTLS have been set up through a work based learning consortium (including one for the NHS).

“The project provided a huge financial advantage for us, it helped meet QTLS requirements. As a commercial organisation, it will also benefit us when we tender for work.” Trainee teacher

## New ways of working

“As funding has become tighter, there was a need to reassess our delivery model. We wanted to offer more workshops, with groups of learners working together on a specific topic. The organisation recognised that tutors needed training and support to deliver in this way, which the ACER training provided.” Says Lee Rogers, Centre Manager, Progression 2

The blended delivery and workshop structure is something that Lee has taken back to Progression 2 and they are planning to use this in the majority of courses delivered there. Early findings indicate:

- positive feedback from learners about the new group workshops
- improved learners’ confidence
- a good pass rate in numeracy at level 1 and level 2.

Other organisational benefits of this model include an improved learner pack, with ILPs, session targets and review records, which have led to improved tutor efficiency.

# The impact of the SfL PD and RMC projects

## 6.5 Strategic and regional impacts

Data made available by the Skills Funding Agency shows growth in Skills for Life activity and achievement in the region, see table 7 below. The data also indicates that the region is above the national average for growth for 08/09. Complete data for 09/10 is not yet available.

Table 7 East of England Skills for Life activity and achievement

		06/07	07/08	% growth from previous year	08/09	% growth from previous year
Participation	National	1,922,248	1,919,429	-0.1%	2,154,850	12.3%
	Regional EofE	134,915	129,219	-4.2%	175,204	35.6%
Achievement	National	1,162,587	1,130,298	-2.8%	1,325,742	17.3%
	Regional EofE	80,050	79,797	-0.3%	104,762	31.3%

Source: Skills Funding Agency, East of England Region

Further, detailed information made available by the Skills Funding Agency for the region shows that there has been an impressive 40% growth in the participation in numeracy in the years 07/08 – 08/09. There has been a further 31% increase in participation from 08/09 to date with a likely higher growth once final data is available. The unique Regional Mathematics Centre has clearly had an impact on the trends for maths participation and achievement in the region.

There is also quantitative evidence that the region has significantly improved its position amongst the nine English regions in terms of its proportion of fully qualified numeracy, literacy and ESOL teachers. In 2007 the region was eighth out of nine regions for numeracy teachers and seventh out of nine for literacy and ESOL teachers, source: The Skills for Life Workforce in England: Summary Report, Lifelong Learning UK, July 2007. Today, the region compares well with national data in terms of the qualification profile of its teaching workforce, see table 8 below.

Table 8 Proportions of fully qualified teachers

	East of England	National
Literacy	47.8%	47.3%
Numeracy	45.5%	43.4%
ESOL	55.9%	54.5%

Source: NRDC, Skills for Life Support Programme, Regional Workforce Development Report, March 2010

The ACER projects have clearly contributed to these improvements with 1,306 individuals achieving milestones towards teaching qualifications and 931 practitioners achieving teaching awards.

# The impact of the SfL PD and RMC projects

## 6.6 Sustainability

Ensuring the work of the projects is sustainable is a key issue for ACER, not just in the light of funding cuts, but also to maximise the impact of the resources used. Interviewees commented on a number of important ways that sustainability was being achieved:

- the Regional Mathematics Centre project has raised the profile of numeracy, through the professional development training, the maths courses, the Regional Maths Week and the maths clusters
- the investment made in teacher trainers with numeracy specialisms has led to a greater pool of those qualified to teach maths
- there has been an increase in college principals' and managers' understanding of numeracy, encouraging them to think more strategically and to develop a whole organisation approach. Also, principals were encouraged to consider the positive impact of employing full time numeracy staff rather than sessional tutors
- the projects raised the status of SfL across the region, through awareness raising training for staff in the voluntary and community sector and other sectors, for example with ULRs, librarians and a range of frontline staff
- the partnership work on these projects has also been key in enabling ACER to gain further contracts and funding. An example of this is the LSIS Support for Literacy, Language and Numeracy Programme.

Steering group members we interviewed suggested a range of ways to extend the sustainability of the projects:

- maintain a SfL presence with a newsletter, website updates and increased use of the MOODLE
- develop a virtual maths cluster sharing professional ideas
- use ACER's role in delivering the LSIS LLN support for the region to ensure some stakeholder development and partnership working continues.

## 7.1 Meeting targets and objectives

The evaluation study has demonstrated that the Skills for Life Professional Development and Regional Maths Centre projects have been well managed by ACER. Together, with the high quality delivery by partners, this has achieved the projects' targets.

The targeted numbers of individuals, 800 for SfL PD and 491 for RMC, have accessed CPD, support and qualifications as appropriate. In fact, the targets have been exceeded and additional funding was won due to the regional demand. The projects have been successful in meeting all the objectives, as noted throughout this report. In some cases objectives have been modified to meet regional or local need.

## 7.2 Contribution to regional targets

The projects have clearly made a contribution to the Leitch targets with 340 learners gaining numeracy qualifications. In addition 1,306 practitioners have improved their SfL teaching skills and 931 acquired full or part qualifications which support the infrastructure required to meet the Leitch targets. The aim of capacity development has been met in a range of ways: improving the qualifications of existing teachers; engaging those new to teaching and increasing the capacity and capability of teacher trainers with the level 7 offer.

Regional data shows that the East of England Region is above the national average in terms of:

- SfL participation
- SfL qualifications achieved by learners
- Qualified SfL teachers.

The projects have made a significant contribution to the QTLS status of many trainee teachers. Further, there has been success in attracting learners and teachers from non-traditional backgrounds. The RMC is unique in England and is making a significant contribution to redressing shortages of mathematics teachers and filling numeracy skills gaps in the region.

Further, the projects have provided a regional stimulus for providers to develop their provision and widen participation. It is unlikely in the current funding climate that providers would have been able to access core funding for this kind of training. Similarly, employers and practitioners would also be less likely to pay for their own training and development.

### 7.3 Partnership working

The partnership model developed by ACER has been effective and there are very active networks of providers and communities of practice. There has been engagement by the voluntary and community and work based learning sectors and collaborative work with a wide range of national bodies, eg NIACE, NCETM and CfBT. ACER's role is highly valued as a project manager and staff expertise was widely praised. The Training Adviser support offered by ACER was commented on very positively by many providers, practitioners and steering group members. The opportunities for networking, sharing good practice and receiving CPD were welcomed. The regional sharing events and the maths clusters were particularly valued. The provision of good practice materials was welcomed.

The SRL model has been well-received by providers that were still developing their expertise and offer. The most successful SRLs were those building on an existing structure, eg a professional development centre or staff from a learning partnership. There have been differing views from interviewees about those SRLs holding the multiple roles of provider and regional hub. By some it is seen as bringing additional expertise whereas others consider the roles should be separate to avoid duplication and competition. There has been considerable feedback from providers and SRLs about the volume of paperwork associated with ESF projects.

### 7.4 Marketing

ACER had a comprehensive marketing strategy for the projects which included web and paper-based formats, as well as networking, local press and word of mouth. Providers and SRLs commented on the effectiveness of the marketing campaign. They noted the added value that ACER could bring to this activity by emailing information to networks. Providers rated highly the flyers and leaflets developed by ACER.

The steering committee was of the opinion however that the reach of the promotional materials could go further. This was borne out by some employer and learner feedback, since few had seen promotional materials. This is an area for development in future projects.

### 7.5 IAG and Initial assessment

ACER and partners made good impact on initial assessment in a range of ways. Teacher educators shared good practice to develop initial assessment resources. Employers and training providers were supported in developing improved initial assessment systems.

86% (150) of numeracy learners and 66% (299) of trainee teachers who completed ACER's feedback forms considered that their needs had been properly assessed at the beginning of the course.

Some trainee teachers and numeracy learners we interviewed however required more information about their course. This may indicate a need to further develop IAG across the region, including working with providers to review their initial assessment and referral processes.

## 7.6 Progression

Progression is another key impact from the projects. Many trainee teachers and numeracy learners were given opportunities to progress to higher courses and qualifications. In addition, job prospects were enhanced as a result of the training and CPD. A number of interviewees cited progression to new or higher level jobs as outcomes of the training and qualifications they had achieved.

There was some confusion however among providers about how project participants could progress to higher levels on the projects. Several noted they had done this through the synergy between the ESF projects and others commenting that it was a barrier that they could not progress individual learners. This indicates an information need and some clarification for participating providers.

## 7.7 Flexible and innovative delivery models

There has been a wide range of flexible delivery models, including blended learning and some use of the MOODLE which have contributed to high engagement, retention and achievement rates. The MOODLE was not being widely used by participants and this is an area for promotion and development.

Innovation in teaching and learning has been demonstrated by participating providers. Trainee teachers and learners enjoyed the mix of teaching and learning approaches, although some did not like the collaborative approach to learning maths. Workshop delivery was particularly valued. The contextualised PTLLS courses have been adapted to learners' settings, although some participants wanted to see more LLN in these courses. ACER has been successful however in ensuring those starting out on their teaching career are introduced to the importance of supporting learners' LLN needs.

## 7.8 Engaging employers

The projects had successfully engaged employers from a range of sectors and many had clearly benefited from the activity. Some wanted to continue the development and train further staff or progress to higher levels. More could be done to attract commercial organisations to take up this kind of training and some providers have good employer engagement strategies in place.

### 7.9 Impact

There has been significant impact from the projects in a range of areas:

- improved teaching practice
- meeting regional and national targets
- addressing numeracy skills and qualifications gaps
- overcoming learners' fear of numeracy
- progression to further training, jobs or promotion
- organisational impact in terms of developing models, collaborative approaches, whole organisation approaches, improved quality assurance
- widening markets for providers
- raising the profile of SfL across the region
- successfully gaining further funding from LSIS for the Support for Literacy, Language and Numeracy Programme.

These impacts all contribute to sustainability beyond the life of ACER's ESF projects.

The recommendations that follow are designed by Synergis for ACER, member organisations and strategic bodies with which ACER works.

It is recommended that:

- 1 ACER continues with its sub-regional management model but considers making the SRL role more strategic.
- 2 ACER develops an SRL cross-regional approach to support achievement
- 3 ACER appoints SRLs which have a proven track record of promoting SfL teaching training (eg a PDC or learning partnership).
- 4 ACER, with support from relevant SfL strategic bodies, provides a development programme for SRLs to build the IAG service for SfL professional development and qualifications.
- 5 ACER reviews how it can streamline project paperwork and administration.
- 6 ACER and partners review the implementation of their marketing strategies to explore how to increase reach to learners and employers.
- 7 ACER develops a new CPD offer for training providers; topics could include active learning and training events on the use of EMCETT materials.
- 8 The RMC continues to provide support for maths tutors, including maths clusters, to encourage the development of personal maths skills and maths specific pedagogy.
- 9 The RMC supports organisations in the regions to raise awareness of the importance of practitioners' development.
- 10 ACER, with relevant partners, supports the development of an integrated DTLLS programmes.
- 11 ACER extends the content of the MOODLE and promotes it more widely to providers and practitioners.
- 12 ACER and partners clarify or enable progression routes for learners on projects such as these.
- 13 Training providers make collaborative learning approaches more explicit to learners to help them understand why they are learning in a particular way.
- 14 Training providers continue to increase the availability of contextualised PTLLS courses, with support from ACER and relevant partner organisations.
- 15 Training providers highlight the commitment required of participants on teacher training programmes, through a more robust IAG and induction process.
- 16 Training providers review and develop their processes for initial assessment, individual learning planning and referral in relation to SfL professional development and numeracy courses.

- 17 Training providers and consortia submit ideas to ACER for joint projects or potential bids they would like to pursue to continue the work on SfL professional development.
- 18 The Skills Funding Agency continues to fund developmental activity for Skills for Life in the region.
- 19 Funding agencies to continue to foster multi-partnership working and capacity building of the sector through funding and support for agencies such as ACER and partners.
- 20 Funding agencies to maintain the focus on improving adult numeracy during the time of recession to ensure a skilled workforce is maintained.

# Appendix 1

## Steering Group Members

ACER	Mark Barnsley	Regional Projects Manager – SfL Professional Development and Regional Maths Centre
ACER	Rob Shaw	Numeracy Specialist Adviser
ACER	Keith Middleton	Projects Lead
Consultant	Andrea Mearing	Steering Group Chair
Consultant	Wendy Wilkinson	Project Manager – Stepping-stones
Asset Skills	Sharon Simpson	National SfL lead for SSCs
Beds and Luton Partnership Trust	Steve Ferris	SRL/link with other ESF projects
CfBT	Denise Montague	QIA SfL improvement programme
COVER-East	Jan Cunningham Andrew Cogan	SRL/Voluntary & Community sector
EECETT	Rob Fiddy	Manager, EECETT
EEDA	Jenny Newbury	Regional economic strategy
Exemplas	Bryn Roberts	ESF Brokerage
Go-EAST	Claire Nicholson-Clinch	SfL Regional Partnership
Job CentrePlus	Stuart Durrell	Job CentrePlus and its SfL & Employability programme providers
LSC	Pam Adams	SfL Train to Gain
LSC	Lorraine Tonks	OLASS
LSC East of England region	Helen Mann	Regional LSC SfL lead
Move On	Anna Poulton	Entry level provision
National Skills Academy	John Brierley	Financial Services
NCETM	Joan Ashley	Adviser – Regional Maths Centre
NIACE	Sue O’Gorman	ACL/Family learning
Norfolk County Council	Andy Edmonds	Local Education Authorities
Norfolk Museums & Archaeology Service (Regional)	Hazel Courtley	Renaissance Project - Museums
NRDC	Alison Wedgbury	National research – SfL/Teacher Education
Skills Active Playwork East Region	Hanna Boyce	Playwork Engagement Manager
Skills for Logistics	Daryl Keyworth	Regional Manager
Tribal CTAD	Jim Pateman	Director – Policy Adviser
Unionlearn	Mick Hadgraft	Union learning engagement

# Appendix 1 cont.

## Sub-regional lead organisations

Central Bedfordshire College  
CP Learning Trust  
Essex Professional Development Centre  
North Herts College  
City College Norwich  
West Suffolk College

## Training providers

Augusta Partnership Training Ltd  
AZTAK Solutions  
Barnfield College  
Bedfordshire Adult Skills and Community Learning  
Broadland Training Services  
Cambridgeshire Library Learning Centres  
Cambridgeshire County Council  
Cambridgeshire Training and Consultancy Ltd  
Central Bedfordshire College  
City College Norwich  
City College Peterborough  
Colchester Institute  
Community Learning and Skills Development (Suffolk)  
The College of West Anglia  
Cambridge Regional College  
Essex ACL  
Evolve your Future Ltd  
Great Yarmouth College  
Hertford Regional College  
Huntingdonshire Regional College  
LOTA Training  
Lowestoft College  
LRA Training  
Luton ACL  
Norfolk Adult Education  
North Hertfordshire College  
Oaklands College  
Peterborough Regional College  
Poultec Training Ltd  
Progression2 Ltd  
Q Training  
South Essex College of Further and Higher Education  
Southend Adult Community College  
Training 4 People  
West Herts College  
West Suffolk College

## References

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The Skills for Life Workforce in England: Summary Report, LLUK, July 2007

Skills for Life Support Programme, Regional Workforce Development Report, NRDC, March 2010

## How to contact ACER

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Some of the materials that have been cited in this report and created for the project can be found on our website.

## ACER membership

ACER is an organisation run on behalf of its members in order to achieve the charitable aim of improving learning and skills in the FE sector.

ACER's membership services include:

- Networks and forums
- Professional development services
- Projects, East of England Centre for Excellence in Teacher Training and research
- Representation
- Consultancy services
- Advice, guidance and support

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