



Functional Skills

Professional development for teachers of vocational subjects

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New College Durham

Where did we start?

- Senior Management Support
- The challenges ahead
- Delivery models
- Working with teams to ensure ‘readiness’

Challenges

- Maintaining and improving achievement and success rates
- Choosing an Awarding Organisation
- Quality systems
- Integration across the curriculum
- Growing capacity

Delivery Models/Staffing

- Discrete – with Functional Skills Specialists only
- Partly integrated – planning with Vocational/FS Staff
- Mostly integrated – Some FS input – Some Vocational input – e.g. Speaking and Listening
- Fully integrated – all taught by Vocational Staff

Points to consider ...

- Standardisation
- Schemes of Work – team planning
- Teaching and Learning
- Test Readiness
- Internal/External Moderation/Verification
- Tracking and co-ordination
- Staff Capability/Requirements for Delivery
- Quality Assurance
- Achievement/Success Rates?

Requirements to Deliver

- Prior Key Skills delivery would be an advantage – but not a necessity
- Confidence
- Capability
- Knowledge of Regulatory Requirements, SfL Core Curriculum, Key Skills Standards, GCSE National Curriculum in Maths, English and ICT
- A willingness to drive the process forward

What Next?

- Spring of 2010 we ran a series of Road Shows in each school and asked staff to complete the Readiness Tool and identify Training Needs and consider a change in direction
- Relevant staff who were qualified at the level above the skill to be taught volunteered to follow a training programme
- A planned programme, based on the training needs analysis ran from April 2010 to April 2011 – 2 hours per week – staff were encouraged to take the FS as a test of their readiness -

What we covered – before delivery

- The period between April and July looked at the reasons behind Functional Skills and the drivers for change
- A lot of time was spent on concentrating on the initial assessment period and assessing the skills levels as well as the students' ability to process and apply the skill
- Staff were encouraged to build their own skills through the summer holidays and were given resources to do this
- A series of training events was then scheduled from October to April – following the learner journey

What we covered – during delivery

- We looked at developing the processes and systems in place to monitor, track and manage a cohort of 2500 in the first year after the pilot.
- Moderation and cross marking sessions were set up for all delivery staff to attend
- Workshops to discuss teaching and delivery methods were set up by school and subject
- Staff were supported through out the process by the Functional Skills Teams

Results

Functional Skills 10-11

College

No of Starts	2658
Success	81%
Retention	92%
Achievement	88%

Did we meet our Challenges?

- Our Success Rates for 2010/11 for FS improved by 24%
- After much research and discussion we remained with the same awarding body
- Our Quality Systems and processes are at the heart of what we do and are supportive and developmental
- We have vocational staff in most areas delivering Functional Skills by choice
- We have a number of vocational staff that now teach just FS in their own vocational areas.

Where to next?

- Our Success Rates for 2011/12 should match/exceed our levels for 2010/11
- All staff across college are working with FS teams in their schools to develop functionality within their Vocational areas by helping students to practise what has been learned in FS. This has required a lot of planning.
- Some staff have not enjoyed it as much as they hoped and have not continued