MATHS AND ENGLISH IN APPRENTICESHIPS

Guide to support teaching, learning and assessment

THE

CONTENTS

CONTENTS 2

HAPPENING WITH MATHS AND ENGLISH IN APPRENTICESHIPS 4

Maths and English in Apprenticeships and the Technical Education Reforms 4
Financial Support for Maths and English 5
Maths and English - Employer Engagement 5
Maths and English – Provider Strategies 6

PARTNERING WITH / WITHIN EMPLOYERS TO SUPPORT MATHS AND ENGLISH 8

Introduction 8
Employer engagement (making it happen) 8
Building and maintaining the relationship 10
Collaborative planning, delivery and communications 10
Quality drivers and employer responsibilities 11
Mapping 12
The Two-Way Street (possibilities?) 15

DEVELOPING AND SUPPORTING MATHS AND ENGLISH 17

Maths and English Health Check 17

Healthn G[( )] TJETQq0.000008874 0.0000610312(G)3(L)11(I)8(S)7(H)] TJETQq0.000008874 0.0000BT

LOWER ATTAINERS 31

What is the curriculum? 31
The hidden curriculum 32
Lower attainers 33
Stretch and challenge 33
Assessment for Learning (AfL) 33
Pen Portraits 34
Creating a systematic inclusive learning environment 35
Inclusive apprenticeships 38
What are the principal strategies to make lessons even more inclusive? 39

SPOTLIGHT ON MATHS AND ENGLISH CPD AND RESOURCES TO SUPPORT APPRENTICESHIP DELIVERY AND GATEWAY 41

Maths and

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:

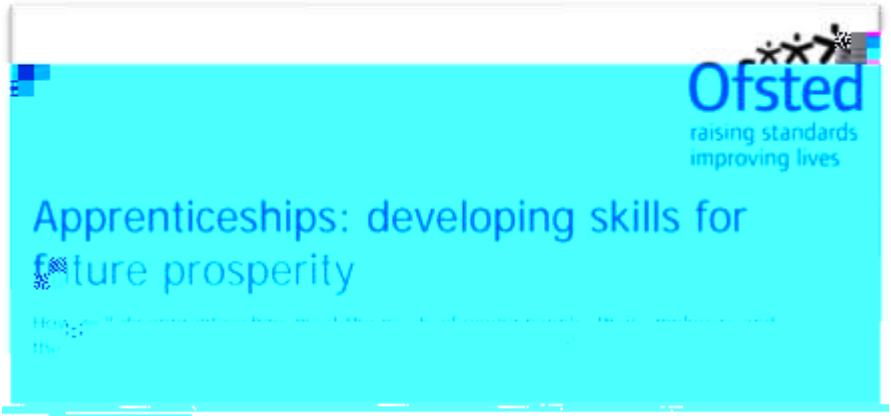
- GCSEs;
- Functional Skills at Level 2;
- Functional Skills at Level 1 or below where the apprentice needs to study a lower level before being able to achieve their Level 2.

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



Employers too often -	Providers too often -
■ expect the provider organisation to take full responsibility for an apprentice's learning programme (particularly with regards to maths and English). ■ fail to appreciate the	■ unduly fear antagonising – and potentially losing – employer partnerships.

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, bT/F3 12 Tf1 0 0 1 189.44 676.78 Tm0 g0 G -0.012 Tc[(of)] TJETQq0.0

(841.02 reW* nQq0.000008874 0.000061035 595.5 841.02 reW* nBT/F3 18 Tf1 76280653.7elopment basl(000

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

Mapping

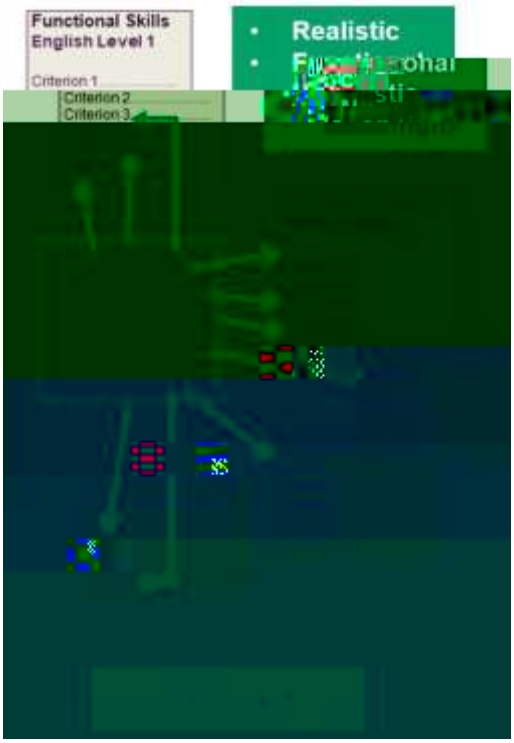
From the early days of NVQs, mapping work-experience to maths and English (as well as vocational) outcomes was a common practice, but in recent years has become less so. However, the use of naturally occurring maths and English, in the workplace, presents opportunities for learning (as well as assessment)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

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,

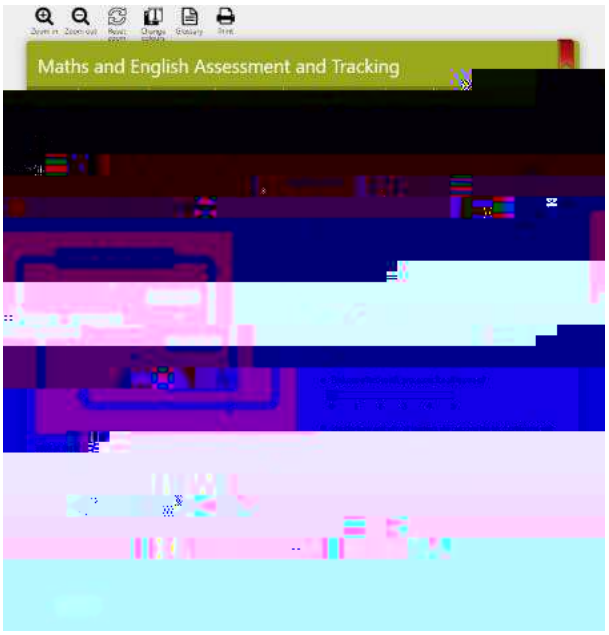


The mapping model discussed earlier is entirely premised on the opposite approach of designing learning, starting with real-life or work tasks, problems, projects or challenges and then mapping back to the outcomes covered in the syllabus or programme specification. This results in learning activities 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?)

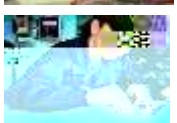
The need for a more coherent and productive partnership between providers and employers in supporting apprenticeships and all variants of vocational education and training has been a continuing and persistent theme since the government publication, New Challenges, New Chances (2011) and, more recently, 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):

> *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*

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

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

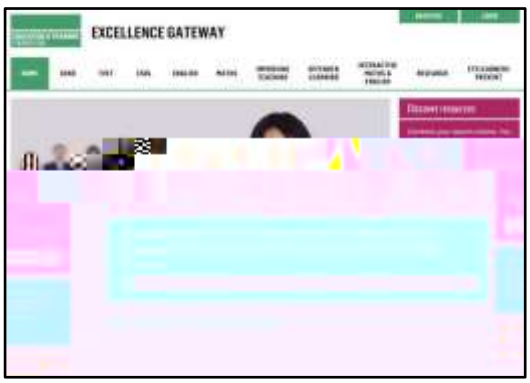
- Hattie, J (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, Routledge
- Marzano, R. et al (2003) Classroom Management that Works Alexandria: ASCD www.ascd.org

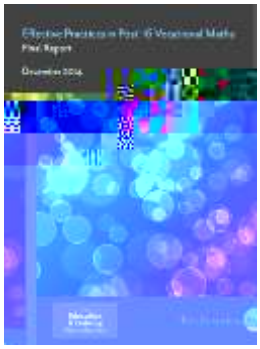
DEVELOPING AND SUPPORTING

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)				
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				
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.				
5. The organisation has maximised the use of e-learning packages to enhance and consolidate learning.				
6. Schemes of work are flexible documents designed to meet learners' needs and updated to reflect progress.				

Area of concern	Some factors which influence success
1.Everyone promoting English and maths	- Embedding ▪ 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? "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)
2.Information, Advice and Guidance (IAG)	- 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

5.Use of learning technology	- 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) 14 |



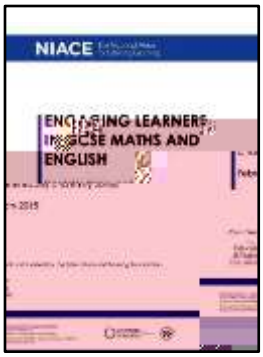


ETF, 2014. Effective Practices in Post-16 Vocational Maths Final Report - The Research Base [online] Available at: http://www.et-foundation.co.uk/wp-content/uploads/2014/12/Effective-Practices-in-Post-16-Vocational-Maths-v4-0.pdf

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

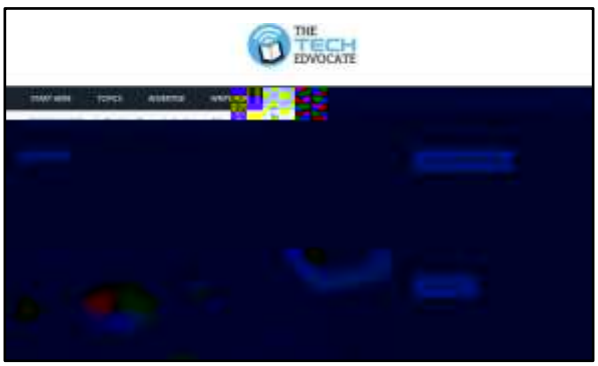
DfE, 2018. Teaching, leadership and governance in Further Education Research report Prof David Greatbatch and Sue Tate [online] Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/680306/Teaching__leadership_and_governance_in_Further_Education.pdf



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.thetechedvocate.org/11-best-grammar-writing-apps-high-school-students/

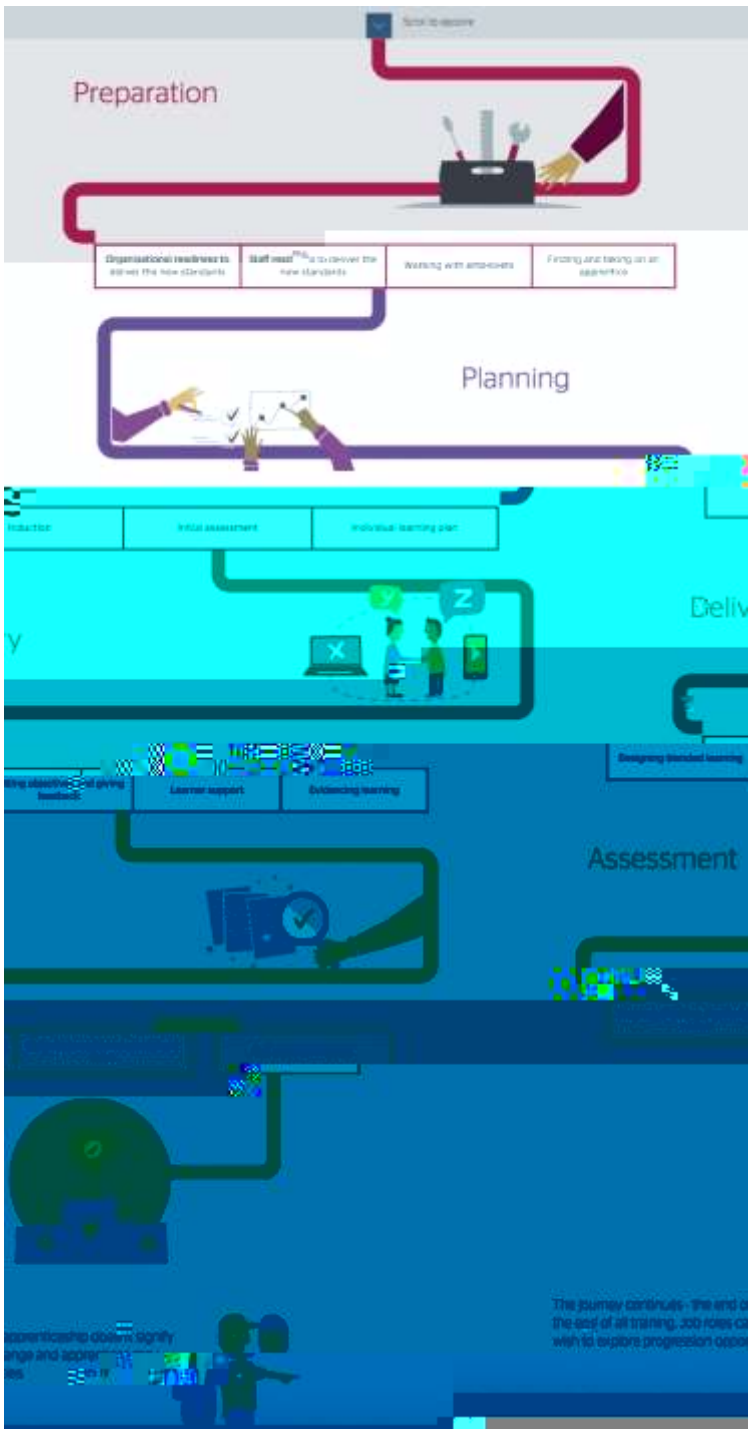


http://www.thetechedvocate.org/11-best-math-apps-high-school-students/

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.

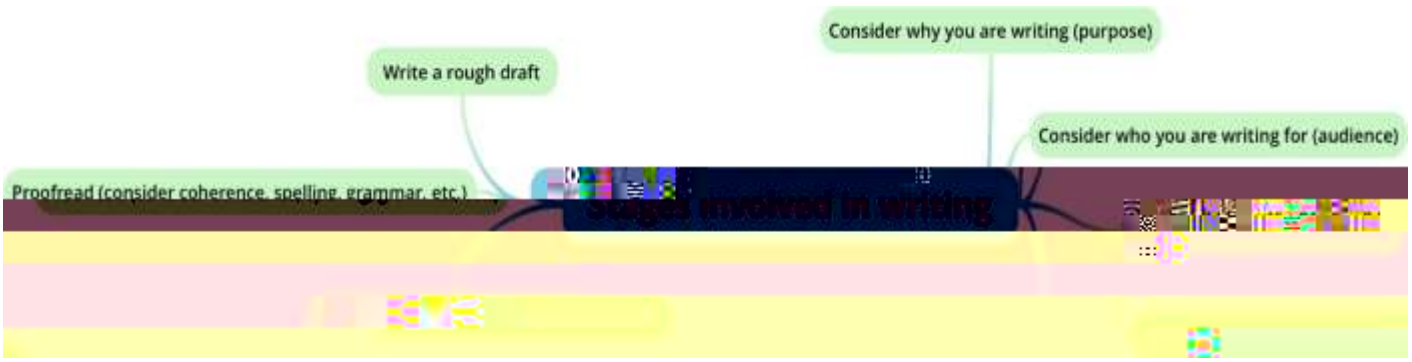
Enhance Platform

The ETF's Enhance Digital Teaching Platform

is

Collaborative learning

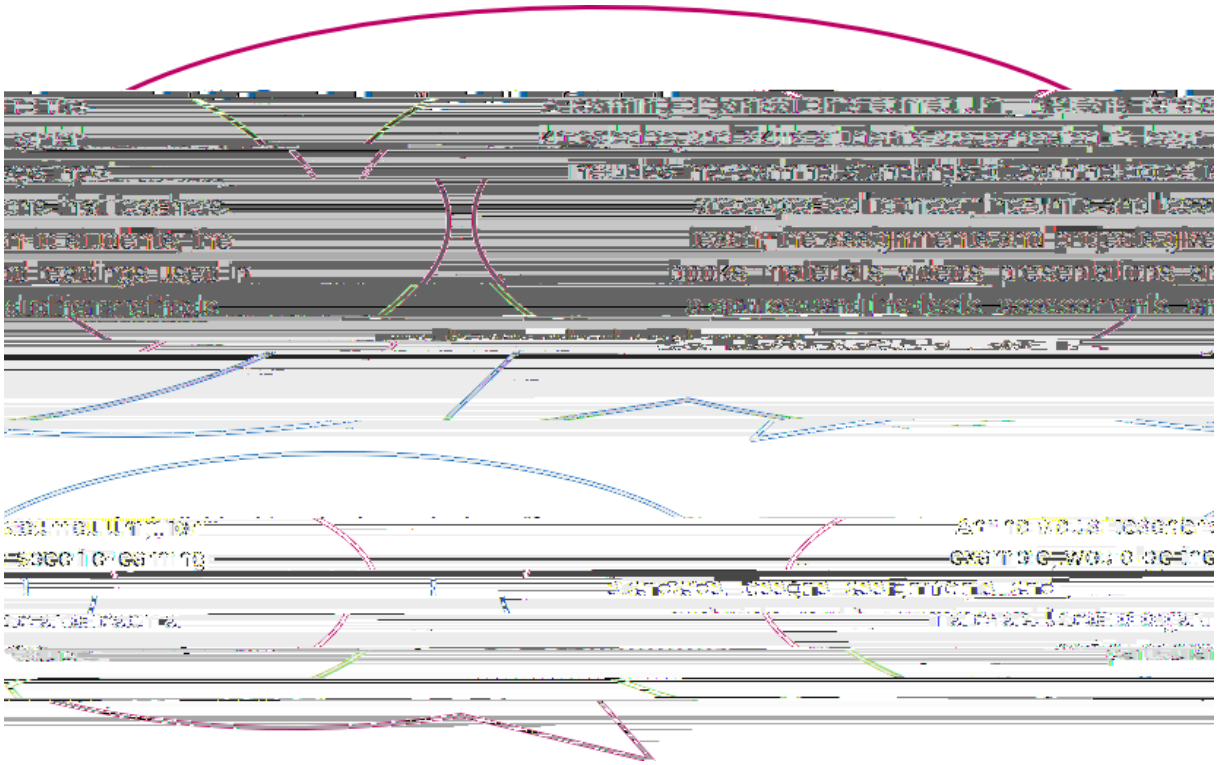
Collaborative learning, on and offline, can be highly engaging and beneficial for learners and the use of digital tools for collaboration enables you to plan such learning even if your learners are scattered far and wide. The example on an online notice board opposite, is a space for teachers, learners 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



Blended and distance

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).



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 s

ministers [(1 4/F3 12 Tf 1 0 0 1 517.63o5/F3 12 Tf 1 0 0 1 292 12 1 a1 a hi84142.6 371.06 Tm 0 g 0 G [(Indu

2) Seating and resources	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. A basic resume of table and chairs layout can be found here

5) Student grouping and taking responsibility

Grouping learners, managing group work and discussion, developing learner responsibility.

- 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.)

The following v1149.18 590.38 410.74 205.16 reW* n05.16 0.3149.18 590.38

8) Formative assessment/ assessment for learning

Understanding the aims of the lesson, focusing on how students learn, giving5 0 0 1 185.84 756.66-/F3 783 410.74 325.24 reW* nfeed6 Tmbackf1 (

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

Health Check: Profess0008

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.	A few examples of what you can find on the Excellence Gateway resources for managers: - Excellence Gateway – strategic planning resources for 9aTf0.98

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.	- Support from Regional Specialist Leads http://www.etfoundation.co.uk/supporting/support-practice

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

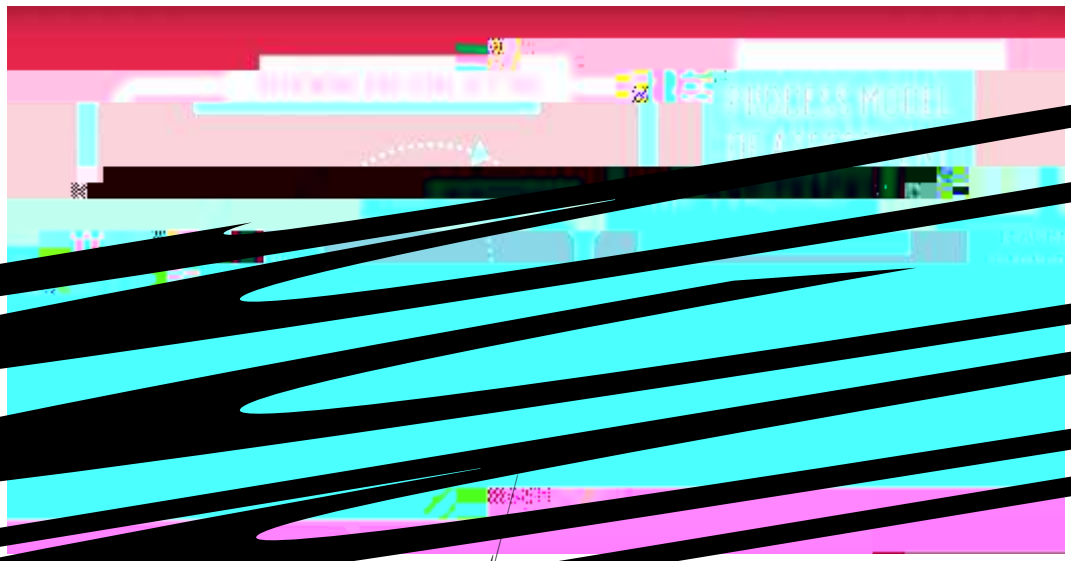
and evaluated in real time.

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

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 the steps to be overcome.

2. It 'frees' the teacher to take a more facilitative role in guiding and validating the learners' monitoring and evaluation of progress.

This is an idea that you may need to

achieves two important aims.

How can I

MENTORING APPRENTICES IN THE WORKPLACE

The mentor role

Learning mentors and supervisors work

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

> *-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*

USEFUL LINKS

Please note:

- Links to some courses may require a login
- The links were

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
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
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
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

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.

all about ME
https://allaboutme.wsc.ac.uk

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