

PRACTICE FIVE: Delivery

Programme delivery supports learners to achieve their foundation learning goals.

REQUIREMENT 5.1

An initial assessment is undertaken of the foundation learners' needs, strengths and prior learning experiences.

Key questions

- Are learners' literacy, numeracy or language needs assessed in the early phase of the programme, and referred to?
- Is the initial foundation learning assessment designed within the context of the programme and targeted learner groups?
- How effective is the initial assessment process and how are judgements about its effectiveness made?
- Does the information gathered create a profile of individual learners' foundation learning strengths, needs, prior learning experience and goals?

1. Good practice (with cited evidence)	2. Development needs and planned actions
3. Success indicators	4. Who is responsible and by when

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REQUIREMENT 5.2

A learning plan, which incorporates initial assessment results, goals, strategies, and clear responsibilities for achievement, is negotiated between the learners and the tutor.

Key questions

- How are results of the initial assessment analysed and used to develop learners' goals and strategies?
- What methods do tutors use to negotiate the learning plans with learners and to establish mutual expectations?
- How do learning plans reflect learners' needs?
- Do learning plans include learners' goals that are attainable and measurable?
- What is the evidence that learners and tutors refer to and review the learning plan?

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REQUIREMENT 5.3

Tutoring methods are sufficiently flexible, varied and appropriate to meet the specific needs of individual foundation learners, are consistent with good adult education practice, and foster life-long learning.

Key questions

- How do tutoring methods meet learners' needs? How are learning sessions planned to clearly link learners' goals and assessed needs, content, teaching and learning activities and tutoring methods?
- How do tutors focus on learners' literacy, numeracy or language progress and achievement, relevant to their contexts and needs?
- What is the range of foundation learning tutoring strategies and activities used to assist learners to improve their overall foundation skills?
- In what ways do tutors respect learners' cultures, interests and past experiences and use these as a basis for learning?
- What do tutors understand to be good practice in adult education and literacy, numeracy and language teaching?
- How do tutoring methods assist learners to be lifelong learners e.g. self-directed and reflective, critical thinkers?
- How do tutors evaluate and improve their teaching, including seeking feedback from all stakeholders?

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REQUIREMENT 5.4

A range of formative foundation learning assessment tools and processes are used that are suitable for, and integrated with, the adult learners' experiences, culture and learning contexts.

Key questions:

- How do tutors assess ongoing learner progress? How are those assessments appropriate to the learners and the programme?
- How clearly are the assessments recorded?
- How do formative assessments cover all the relevant skill components?

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3. Success indicators	4. Who is responsible and by when

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REQUIREMENT 5.5

Formative assessment of the learners' progress is reported to the learners and leads to review of the learning plan, as appropriate.

Key questions

- How are plans regularly reviewed and updated in relation to formative assessment activities?
- How can changes be made to the learning plan as a result of negotiations with learners?
- How appropriate is the method of reporting progress and achievement to individual learners' needs?
- Is learner confidentiality respected?

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REQUIREMENT 5.6

On completion of the programme the learner receives a record of their achievements and progress.

Key question

- How are learners' achievements acknowledged and celebrated?

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3. Success indicators	4. Who is responsible and by when