



Northumberland Essential Skills Practitioner Audit.

Final Report.

Prepared for Northumberland Learning & Skills Council.

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EXECUTIVE SUMMARY

The results outlined in this report are based on a survey of essential skills practitioners delivering programmes or support for training providers operating in Northumberland. The survey was conducted between August and October 2005 and sought to measure progress amongst tutors and support staff towards achieving qualifications in the new qualifications framework introduced in 2002, in addition to meeting further education teacher training requirements (Cert Ed or PGCE). The headline results are outlined below.

- There are 165 practitioners on the Essential Skills Tutor Database working in 183 teaching and support posts for 50 organisations.
- 31 (17%) posts are filled by practitioners that have achieved the PGCE and 61 (33%) by practitioners that hold the Cert Ed. Only three posts are filled by staff that have achieved the C&G7407, which is accepted as a credit towards the first year of the PGCE and Cert Ed qualifications. 96 (57%) posts are filled by practitioners that do not hold one of the recognised general teaching qualifications for further education.
- 34 (19%) posts are filled by practitioners that have achieved the Level 4 Literacy Subject Specialist qualification; and slightly fewer, the Level 4 Numeracy qualification (20 or 11%).
- 17 post holders (9%) have achieved the C&G 9295 (Level 2); 15 have achieved the Level 3 Literacy (8%) and 6 (3%) the Level 3 Numeracy.
- Overall, 62 (33%) essential skills teaching posts are occupied by tutors that do not hold **any** essential skills qualifications, including the historic C&G9281 and C&G9285 certificates.
- Five post holders were working towards the PGCE and 19 towards the Cert Ed at the time of the Audit.
- 23 post holders were working towards the Level 4 Literacy and 15 towards the Level 4 Numeracy.
- Fewer post holders were working towards the Level 2 (9) and Level 3 (10 Literacy, 4 numeracy).
- Amongst the 183 teaching posts registered on the database, almost half of the occupiers have completed the Literacy Core Curriculum training (87 or 48%) and slightly fewer the Numeracy Core Curriculum (74 or 40%). Other well-attended courses include Access for All (81 or 44%), Diagnostic Assessment (71 or 39%) and the Pre-Entry Curriculum (60 or 33%).
- 127 of the 183 posts registered on the database are held by Teachers or Subject Specialists. Amongst these, just over two-fifths (52 or 41%) had achieved or were working towards a FENTO-approved Level 4 qualification. In contrast, one quarter had no essential skills qualifications and at the time of the audit were not working towards any (33 or 26%).

- Amongst the 28 Teaching Assistants on the database, 16 (58%) have achieved or are working towards an appropriate Level 3 or Level 4; whilst 8 (29%) practitioners do not have and are not working towards an essential skills teaching qualification.
- Of the 28 Adult Learner Support Staff, 12 (43%) have achieved or are working towards the Level 2 Certificate in Adult Learner Support (C&G 9295) or a higher qualification (Level 3/Level 4); and 11 (39%) do not have and are not working towards any essential skills teaching qualifications.
- Practitioners were asked to indicate how many hours of literacy, numeracy and ESOL support they deliver in a typical week. In all, the 164 posts for which we have a breakdown of the teaching week deliver a total of almost 2,800 teaching hours dedicated to essential skills and key skills in Northumberland. More than half of the hours (1526 or 56%) delivered are dedicated to Adult Literacy; slightly less are dedicated to Adult numeracy (839 or 31%) and Key Skills (236 or 9%); and only a small proportion to ESOL (49 hours or 2%).

1.0 Introduction

This is the third InfoNet Working Paper reviewing Essential Skills provision in Northumberland. In 2003 and 2004 the InfoNet investigated the nature and location of essential skills support in Northumberland; and sought to provide a greater understanding of the essential skills tutor base in the County, in terms of qualifications, training and deliverable capacity. The analysis in 2004 was based on information collected by the InfoNet from training providers for inclusion in a Northumberland Essential Skills Directory; and on an update to the Northumberland Learning & Skills Council (LSC) practitioner database.

The focus for this paper is narrower than in previous years, and primarily considers the qualifications base of essential skills practitioners delivering programmes and support in the County. This includes training providers delivering adult literacy, numeracy and ESOL courses; and those that embed support in other programmes such as Apprenticeships and Entry 2 Employment (E2E).

2.0 Methodology

Skills for Life (2001) set out the Government's commitment to raise the quality of teaching in literacy, numeracy and ESOL. In order to achieve this commitment, the Adult Basic Skills Strategy Unit, in conjunction with the Further Education National Training Organisation (FENTO)¹, the Qualifications & Curriculum Authority (QCA) and the Learning and Skills Council (LSC), introduced a new framework of qualifications for essential skills teachers and support staff.

Since September 2002, all **new entrants** to the teaching profession seeking to specialise in adult literacy have been required to enrol on FENTO-approved programmes that lead to the new Level 4 Certificate for Adult Literacy Subject Specialists, in addition to meeting the requirements for generic initial teacher training qualifications (Cert Ed or PGCE). Similarly, for numeracy and ESOL, new entrants must enrol on equivalent programmes that lead to the Level 4 Certificate for Adult Numeracy Subject Specialists and the Level 4 Certificate for ESOL Subject Specialists, respectively. Those who wish to support adult essential skills learning are required to work towards the Level 3 Certificate for Literacy Subject Support, or the Numeracy or ESOL equivalent, as appropriate.

With regard to practitioners that were delivering essential skills prior to 2002, however, the position is less clear:

- According to **Success for All** existing lecturers who lack an endorsed teaching qualification (Cert Ed/PGCE) should gain one by 2010. However, essential skills qualifications in the new framework are not mandatory, but *"in the interests of parity, equal opportunity and in the light of requirements of the statutory inspection regime, existing teachers will take up opportunities to obtain the new specialist qualifications as part of their continued professional development."*²
- According to **Life Long Learning UK (LLUK)**, existing tutors should have achieved a new essential skills qualification that is appropriate to their role in the teaching process by 2010.

¹ FENTO has now been replaced by Lifelong Learning UK (LLUK) as the new sector skills council responsible for the professional development of those working in the field of lifelong learning.

² DfES (Nov 2002)

- **Northumberland LSC** (along with the other three North East LSC) have stipulated to providers that tutors not holding an endorsed teaching qualification (Cert Ed/PGCE) should gain one by 2010; and that those without a FENTO-approved Level 4 should have arrangements programmed in to their continuous professional development plans. Northumberland LSC has also indicated that in future years, any tutors without suitable qualifications should be limited to a support role in the teaching process.

In order to measure progress amongst practitioners delivering essential skills programmes in Northumberland towards achieving these requirements, the InfoNet sought to update the Northumberland LSC Essential Skills Practitioner database. For many, this involved sending them a print out of the information provided last year to be checked and amended as appropriate. New tutors and those delivering programmes for organisations not previously contacted were asked to complete a pro-forma (see Appendix 1). The form requests details of:

- Teaching and essential skills qualifications that tutors have achieved or are working towards.
- Continuous professional development courses they have completed or would like to do.
- Details of teaching hours delivered, broken down by literacy, numeracy, ESOL, Key Skills and other categories; and for each organisation that they deliver programmes. For some practitioners, particularly those delivering embedded support (E2E, modern apprenticeships) this varies and in some cases reflects support delivered in a typical week.

3.0 Tutors in Northumberland

In all, the Practitioner Database updated by the InfoNet holds details of 165 tutors working for 50 different organisations located or operating within the County. As some tutors work for more than one organisation, the rest of this report measures the number of **teaching posts** rather than the number of tutors. Not only does this help us to better understand deliverable capacity, it also facilitates a district level analysis.

We are aware of a further 32 tutors working for organisations delivering essential skills programmes in Northumberland from whom we have not received a completed pro-forma.

3.1 Gender and Age

Previous working papers published by the InfoNet reported that the essential skills teaching profession is pre-dominantly a female occupation, accounting for 71% of tutors in 2004. Based on the 2005 InfoNet Tutor Audit, this position is virtually unchanged, with 131 of the 183 (72%) posts filled by female staff, compared with just 52 by males (28%).

With regards to age, 126 of the 183 posts (69%) are held by teaching staff aged between 41 and 64. In contrast, only 56 posts are filled by tutors are in the 25-40 band (31%) and none of the tutors are under 25. In some respects, this could have implications for future deliverable capacity and be of immediate urgency if the majority of tutors in the 41-64 age band are closer to the upper range than the lower.

At a district level:

- Just over one quarter (49 or 27%) of practitioner posts are in organisations that deliver essential skills in the Tynedale district. The Tynedale figure is inflated to some extent by the number of tutors delivering programmes at Dilston College (Mencap), which is located within the district. The College, which serves the needs of students with moderate to severe learning disabilities, has taken steps over the past 18 months to provide tutors in other disciplines with essential skills training at Level 2, Level 3 or Level 4.
- Tynedale is followed by Castle Morpeth (44 or 24%) and then by Blyth Valley (30 or 16%), although the former is bolstered considerably by inclusion on the database of tutors delivering programmes at HMP Acklington and HMYOI Castington, both of which are located within the Borough.

- In contrast, just 6% of essential skills posts are with providers in Berwick upon Tweed and even fewer in Alnwick (4%).

	Aln	BuT	BV	CM	Ty	Wans	Other*	N'land	%
Gender									
Male	2	0	13	17	10	4	6	52	28.4
Female	5	12	17	27	39	16	15	131	71.6
Age									
18-24	0	0	1	0	0	0	0	1	0.5
25-40	0	7	4	13	15	5	12	56	30.6
41-64	7	5	25	31	34	15	9	126	68.9
65+	0	0	0	0	0	0	0	0	0.0
DK	0	0	0	0	0	0	0	0	0.0
N=	7	12	30	44	49	20	21	183	100.0
*Other represents organisations that deliver County-wide or are based outside of the County									
** The sum of the number of tutors in each district is 183, indicating that some tutors work for more than one organisation									

3.2 Qualifications held by Tutors

As part of the audit, tutors were asked to provide details of:

- Qualifications they currently hold.
- Qualifications they were working towards.
- Training courses attended as part of their continuous professional development.

With regard to qualifications held, tutors were invited to give details of all teaching qualifications, including some that are general or generic teaching qualifications (B.Ed, PGCE, Cert.Ed, C&G 730) and others that are specific to Essential Skills tuition (C&G 9281, 9285, 9295, Level 4). Figure 2 below has highlighted separately the number of posts filled by tutors that have achieved the PGCE or the Cert Ed. The same section of the table also highlights the number of posts filled by tutors that hold the C&G 7407 and the CIPD Level 4, both of which are accepted as credits towards the first year of the PGCE and Cert Ed qualifications.

Referring to Figure 2, of the 183 essential skills posts logged on the database:

- 31 (17%) are filled by practitioners that have achieved the PGCE and 61 (33%) by practitioners that hold the Cert Ed. Only three posts are filled by staff that hold the C&G7407 and none have the CIPD Level 4.
- 96 (57%) posts are filled by practitioners that do not hold one of the recognised general teaching qualifications for further education. There is some variation between districts, ranging from three quarters of posts in Berwick upon Tweed (9 or 75%) to just over one third in Castle Morpeth (17 or 38%).
- 34 (19%) are filled by practitioners that have achieved the Level 4 Literacy Subject Specialist qualification; and slightly fewer, the Level 4 Numeracy qualification (20 or 11%). None of the practitioners working in Alnwick and only one in both Berwick upon Tweed and Blyth Valley have achieved the Level 4 Numeracy.
- 17 post holders (9%) have achieved the C&G 9295 (Level 2); 15 have achieved the Level 3 Literacy (8%) and 6 (3%) the Level 3 Numeracy.
- Overall, 62 (33%) essential skills teaching posts are occupied by tutors that do not hold **any** essential skills qualifications. Again there is some variation between districts, ranging from around two-fifths of posts in Castle Morpeth (41%) and Tynedale (39%) to none of the posts in Alnwick.

Figure 2: Qualifications Obtained by Tutors									
	Aln	BuT	BV	CM	Ty	Wans	Countywide	N'land	%
Generic: Approved									
PGCE	0	3	2	12	7	4	3	31	16.9
Cert Ed	2	0	10	20	20	7	2	61	33.3
C&G7407*	0	0	1	0	0	1	1	3	1.6
CIPD Level 4*	0	0	0	0	0	0	0	0	0
No Relevant Teaching Qualifications	5	9	18	17	25	10	12	96	57.1
Generic: Other									
CG730	4	4	17	23	38	12	9	107	58.5
B.Ed	0	0	3	6	5	3	1	18	9.8
Other Degree	1	4	4	23	17	8	8	65	35.5
Other Qualifications	0	0	9	4	3	6	2	24	13.1
n=	7	12	30	44	49	20	21	183	
Specialist Essential Skills									
CG9282 (Literacy)	4	5	15	12	15	10	3	64	35.0
CG9283 (Numeracy)	3	7	14	7	11	6	2	50	27.3
CG9284 (ESOL)	0	0	3	1	1	2	0	7	3.8
CG9285/ Cert. Teaching Basic Skills to Adults	0	0	1	2	2	9	2	16	8.7
CG9295/ Adult Learner Support	2	1	3	4	3	3	1	17	9.3
CG9483/Level 3 Literacy	2	2	3	1	6	0	1	15	8.2
CG9484/Level 3 Numeracy	1	0	0	0	4	0	1	6	3.3
CG9485/Level 4 Literacy	1	2	6	7	11	5	2	34	18.6
CG9486/Level 4 Numeracy	0	1	1	4	8	3	3	20	10.9
No Essential Skills Qualifications	0	1	9	18	19	2	13	62	33.9
Other Specialist Qualifications	0	0	1	3	11	3	0	18	9.8
N=	7	12	30	44	49	20	21	183	

3.3 Qualification Aims

As part of the audit, tutors were asked to provide details of qualifications they are working towards. At the time of the Tutor Audit:

- Five post holders were working towards the PGCE and 19 towards the Cert Ed.
- 23 were working towards the Level 4 Literacy and 15 towards the Level 4 Numeracy.
- Fewer post holders were working towards the Level 2 (9) and Level 3 (10 Literacy, 4 numeracy).

Figure 3: Qualifications Tutors Working Towards									
	Aln	BuT	BV	CM	Ty	Wans	Countywide	N'land	%
Generic: Approved									
PGCE	0	3	1	1	0	0	0	5	10.0
Cert Ed	4	2	6	2	0	0	5	19	38.0
C&G7407*	1	0	0	0	0	0	0	1	2.0
CIPD Level 4*	0	0	0	0	0	0	0	0	0.0
Generic: Other									
CG730	1	0	0	0	0	0	0	1	2.0
B.Ed	0	0	0	0	2	0	0	5	10.0
Other Degree	0	0	2	3	0	1	0	6	12.0
Other Qualifications	0	0	3	2	0	0	0	5	10.0
n=	7	6	11	11	2	4	9	50	
Specialist Essential Skills									
CG9295/ Adult Learner Support	0	0	0	0	9	0	0	9	11.8
CG9483/Level 3 Literacy	0	0	1	1	6	2	0	10	13.2
CG9484/Level 3 Numeracy	0	0	0	1	2	1	0	4	5.3
CG9485/Level 4 Literacy	3	4	5	4	3	2	2	23	30.3
CG9486/Level 4 Numeracy	3	2	4	3	0	1	2	15	19.7
Other Specialist Qualifications	0	0	0	0	0	0	1	1	1.3
N=	3	5	9	13	22	13	11	76	

3.4 Continuous Professional development (CPD)

Amongst the 183 teaching posts registered on the database, almost half of the occupiers have completed the Literacy Core Curriculum training (87 or 48%) and slightly fewer the Numeracy Core Curriculum (74 or 40%). Other well-attended courses include Access for All (81 or 44%), Diagnostic Assessment (71 or 39%) and the Pre-Entry Curriculum (60 or 33%). In contrast, the occupiers of 20 posts (11%) indicated that they had not undertaken any of the training courses listed in Figure 4 below.

Figure 4: Training Undertaken									
	Aln	BuT	BV	CM	Ty	Wans	Other	N'land	%
Access for All	2	2	9	7	41	13	7	81	44.3
Breaking Down the Barriers 1 (Level 3)	0	0	0	0	2	5	2	9	4.9
Breaking Down the Barriers 1 (Level 4)	1	0	2	3	8	5		19	10.4
Breaking Down the Barriers 2	0	0	1	0	0	0	1	2	1.1
Core Curriculum Literacy	2	4	15	16	20	18	12	87	47.5
Core Curriculum Numeracy	2	2	14	15	16	14	11	74	40.4
Diagnostic Assessment	5	6	16	9	16	10	9	71	38.8
ESOL Curriculum	2	1	7	2	10	9	2	33	18.0
Pre-entry Curriculum	1	0	5	5	29	12	8	60	32.8
Vocational Programme	0	0	3		1	2	1	7	3.8
Other Training	0	4	5	11	8	3	1	32	17.5
No Training	0	1	5	4	4	0	6	20	10.9
N=	7	12	30	44	49	20	21	183	100.0

Figure 5: Training that practitioners would like to do									
	Aln	BuT	BV	CM	Ty	Wans	Other	N'land	%
Access for All	0	2	2	5	1	3	6	19	10.4
Breaking Down the Barriers 1 (Level 3)	0	0	1	3	1	2	5	12	6.6
Breaking Down the Barriers 1 (Level 4)	1	0	2	5	1	3	1	13	7.1
Breaking Down the Barriers 2	0	0	2	4	0	0	1	7	3.8
Core Curriculum Literacy	0	0	1	7	1	2	4	15	8.2
Core Curriculum Numeracy	1	1	2	7	3	3	4	21	11.5
Diagnostic Assessment	0	1	4	9	1	2	4	21	11.5
ESOL Curriculum	0	1	1	4	1	1	4	12	6.6
Pre-entry Curriculum	0	2	4	2	1	3	2	14	7.7
Vocational Programme	0	0	1	0	1	0	0	2	1.1
Other Training	0	0	0	4	3	1	2	10	5.5
N=	7	12	30	44	49	20	21	183	100.0

Practitioners were also asked to indicate which courses they would like to do in the near future. Of these:

- 19 would like to complete Access for All, six of which work for organisations based outside of Northumberland.
- 15 would like to do the Literacy Core Curriculum training; 21 the numeracy core curriculum training and 14 the Pre-Entry Curriculum training.

3.5 Teaching Role

As mentioned in section 2, all new entrants to the teaching profession seeking to specialise in adult essential skills are required to enrol on FENTO-approved programmes that lead to the new Level 4 Certificates. Similarly, those who wish to support adult essential skills learning are required to work towards an appropriate Level 3 Certificate. The role of volunteers, who have traditionally been pivotal in supporting learners with literacy, numeracy and language needs, is now formally defined under the title of Adult Learner Support; and within the new qualifications framework as a Level 2 Certificate in Adult Learner Support (Literacy/Numeracy/ESOL). Figure 6 below outlines the new essential skills teaching qualifications, their position in the National Qualification Framework and the roles assigned to teaching staff at each level.

Figure 6: Role titles within the new framework		
NQF Level	Role Title	Definition of Role
4	Teacher/Subject Specialist	Leads the learning: leads teaching; responsible for individual Learning Plans and diagnostic assessment; guides teaching assistants (subject support) and learner support.
3	Subject Support/ Teaching Assistant	Supports the teaching process: screening and contribution to initial assessment; contribution to individual learning plans and to teaching.
2	Adult Learner Support	Supports the learner: screening, signposting to teaching assistants/teachers
Source: The Skills for Life Teaching Qualifications Framework: A Users Guide (DfES, 2003)		

As mentioned earlier, the qualification requirements outlined above only apply to new entrants to the profession (from 1 September 2002), although longer serving tutors are expected to achieved appropriate qualifications by 2010.

Figure 7: Teaching Role by Highest Qualification Achieved or Working Towards					
	Teacher/Subject Specialist	Teaching ³ assistant/Subject support	Adult Learner Support	Other	Total*
CG9281	9	2	3	2	16
CG9285	5		1		6
CG9295	1	1	5	1	8
Level 3 Literacy/Numeracy	9	8	3		20
Level 4 Literacy/Numeracy	52	8	4	1	65
No Essential Skills Qualifications	33	8	11	6	58
Other Specialist Qualifications	18	1	1	2	22
Total	127	28	28	12	195*
*Some tutors that work for more than one organisation reported different roles between employers. In addition, some practitioners reported different roles within the same organisation. Hence the total response to this question exceeds the number of posts.					

As part of the tutor audit, respondents were asked to indicate what they felt their role was within the essential skills teaching process, using the definitions set out in Figure 6. Of the 183 post holders that answered this question, two thirds stated that they are Teachers or Subject Specialists (127 or 65%), one-fifth reported that they are teaching assistants (28 or 15%); and the same number, Adult Learner Support staff (28 or 15%).

Figure 7 above illustrates the teaching role of practitioners and the highest qualification they had either **achieved or were working towards** at the time of the audit. Of the 127 Teachers or Subject Specialists, just over two-fifths (52 or 41%) had achieved or were working towards a FENTO-approved Level 4 qualification. In contrast, one quarter had no essential skills qualifications and at the time of the audit were not working towards any (33 or 26%).

Amongst the 28 Teaching Assistants on the database, 16 (58%) have achieved or are working towards an appropriate Level 3 or Level 4; whilst 8 (29%) practitioners do not have and are not working towards an essential skills teaching qualification.

Of the 28 Adult Learner Support Staff, 12 (43%) have achieved or are working towards the Level 2 Certificate in Adult Learner Support (C&G 9295) or a higher qualification (Level 3/Level 4); and 11 (39%) do not have and are not working towards any essential skills teaching qualifications.

³ Many of the respondents of the respondents that fulfil the role of "teaching assistant" are qualified tutors in other subjects, but support Skills for Life/Basic Skills within their vocational area.

4.0 Deliverable Capacity

The analysis included in Working Paper 19 (2003) categorised practitioners according to whether they worked full-time or part-time. However, no distinction was made between, for example, part-time tutors working 2 hours and those working 16 hours per week. Following on from 2004, the InfoNet has again sought to determine: a) how many hours a week each practitioner teaches; b) how many hours a week they teach essential skills (some, we know, teach other disciplines as well); and c) how essential skills teaching is split between literacy, numeracy, ESOL and Key Skills.

	Hours Band					Total	Hours Delivered
	1-5	6-10	11-20	21-30	30+		
Alnwick	2	2	2	1		7	79
Berwick upon Tweed	4	3	2	2		11	130
Blyth Valley	7	4	8	2		21	222.5
Castle Morpeth	12	4	17	5	1	39	540.75
Tynedale	9	7	5	2	25	48	1195.5
Wansbeck	2	2	9	4	1	18	323
Countywide	7	4	5	2	2	20	258
Northumberland	43	26	48	18	29	164	2748.75
This analysis does incorporate some double counting where practitioners work for more than one organisation. The questionnaire asked tutors to indicate how their teaching hours breaks down between disciplines, but did not ask to indicate how it breaks down between providers.							

Referring to Figure 8 above, the 164 posts for which we have a breakdown of the teaching week deliver a total of almost 2,800 teaching hours dedicated to essential skills and key skills in Northumberland. More than two-fifths of the hours are delivered in Tynedale (1,196 hours or 43%), closely followed by Castle Morpeth (540 hours or 20%) and contrasting markedly with delivery in Alnwick (79 hours or 3%) and Berwick upon Tweed (130 or 5%).

Figure 8 also illustrates the number of hours individual practitioners deliver essential skills and key skills in Northumberland. Overall, just over two-fifths (69 or 42%) of practitioners deliver for less than 10 hours per week, whilst almost one-fifth (29 or 18%) deliver for more than 30 hours.

Figure 9: Adult Literacy Delivery							
	Hours Band					Total	Hours Delivered
	1-5	6-10	11-20	21-30	30+		
Alnwick	1	4	1	0	0	6	45.5
Berwick upon Tweed	1	4	2	0	0	7	64.5
Blyth Valley	13	5	1	0	0	19	97.5
Castle Morpeth	11	8	3	1	1	24	214.25
Tynedale	11		11	0	16	38	875.5
Wansbeck	8	7	3	0	0	18	139.5
Countywide	6	1	4	0	0	11	89.5
Northumberland	51	29	25	1	17	123	1526.25

Figure 10: Adult Numeracy Delivery							
	Hours Band					Total	Hours Delivered
	1-5	6-10	11-20	21-30	30+		
Alnwick	1	2	1	0	0	4	31.5
Berwick upon Tweed	3	1	2	0	0	6	47.5
Blyth Valley	7	3	3	0	0	13	82.5
Castle Morpeth	10	5	4	2	0	21	199.5
Tynedale	10	1	10	1	1	23	297
Wansbeck	6	9	1	0	0	16	108.5
Countywide	5	2	3	0	0	10	72.5
Northumberland	42	23	24	3	1	93	839

Figure 11: ESOL Delivery							
	Hours Band					Total	Hours Delivered
	1-5	6-10	11-20	21-30	30+		
Alnwick	0	0	0	0	0	0	0
Berwick upon Tweed	2	0	0	0	0	2	6
Blyth Valley	2	0	0	0	0	2	7
Castle Morpeth	2	0	0	0	0	2	6
Tynedale	1	1	0	0	0	2	9
Wansbeck	1	0	1	0	0	2	17
Countywide	1	0	0	0	0	1	4
Northumberland	9	1	1	0	0	11	49

Figure 12: Key Skills Delivery							
	Hours Band					Total	Hours Delivered
	1-5	6-10	11-20	21-30	30+		
Alnwick	0	0	0	0	0	0	0
Berwick upon Tweed	0	0	1	0	0	1	12
Blyth Valley	5	1	0	0	0	6	20.5
Castle Morpeth	7	0	3	0	0	10	72
Tynedale	1	1	0	0	0	2	14
Wansbeck	1	2	0	0	0	3	25
Countywide	2	1	4	0	0	7	92
Northumberland	16	5	8	0	0	29	235.5

Referring to Figures 9 to 12 above, more than half of the hours (1526 or 56%) delivered are dedicated to Adult Literacy; slightly less are dedicated to Adult numeracy (839 or 31%) and Key Skills (236 or 9%); and only a small proportion to ESOL (49 hours or 2%). The pattern

of delivery between districts for literacy and numeracy is relatively consistent with that for all Essential Skills and Key Skills set out in Figure 8. This is not the case for ESOL and Key Skills. For ESOL, tutors working for organisations in Wansbeck account for more than one third of teaching hours, compared with just 9% for literacy and numeracy. For Key Skills, meanwhile, tutors working in Castle Morpeth account for almost one third of teaching hours (72 or 31%), whilst tutors in Alnwick don't deliver any hours.

5.0 What Next?

The InfoNet has now established a robust database for monitoring the qualifications base of practitioners delivering essential skills programmes in the County. The database includes e-mail details for each training provider and for most of the essential skills tutors delivering programmes or support in Northumberland. With some minor modifications it will be able to support more regular updates of the tutor lists and tutor information. This would involve e-mailing providers to check current staffing lists and then e-mailing directly the practitioners asking them to check the details held on the database.

In order for such a system to work effectively, the InfoNet would request that Northumberland LSC and other members of the County Essential Skills Quality Forum who run courses for tutors to provide the InfoNet with details of attendees. This information can then be added onto the database and help facilitate the update process.

Appendix 1

Pro-forma



Northumberland Learning & Skills Council Essential Skills Tutor Audit 2005

Personal Details

Tutor Name _____

Address

Telephone _____

E-mail _____

Gender	Male / Female (Delete as appropriate)	Age	18-24	1	(circle the appropriate band)
			25-40	2	
			41-64	3	
			65+	4	

For which organisation(s) do you deliver essential skills support/programmes and for how many hours in a typical week?

1		_____ Hours per Week
2		_____ Hours per Week
3		_____ Hours per Week

Qualifications & Continuous Professional Development

Which of the following qualifications a) do you hold; b) are you working towards; and c) would you like to do? (circle all that apply):

	a)	b)	c)	Expected Completion Date (b)
Generic				
C&G730 Further & Adult Education Teachers Certificate	1	1	1	_____
B.Ed	2	2	2	_____
PGCE	3	3	3	_____
Cert.Ed	4	4	4	_____
Other Degree	5	5	5	_____
Other Qualifications (Please Specify)	77	77	77	_____

	a)	b)	c)	Expected Completion Date
Specialist				
C&G9282 Initial Cert. in Teaching Basic Skills (Literacy)	1	1	1	_____
C&G9283 Initial Cert. in Teaching Basic Skills (Numeracy)	2	2	2	_____
C&G9284 Initial Cert. in Teaching Basic Skills (ESOL)	3	3	3	_____
C&G9285 Cert. in Teaching Basic Skills to Adults	4	4	4	_____
C&G9295 Cert. in Adult Learner Support5	5	5	5	_____
C&G9483/Level 3 Cert. in Adult Literacy Subject Support	6	6	6	_____
C&G9484/Level 3 Cert. in Adult Numeracy Subject Support	7	7	7	_____
C&G9485/Level 4 Cert. for Adult Literacy Subject Specialist	8	8	8	_____
C&G9486/Level 4 Cert. for Adult Numeracy Subject Specialist	9	9	9	_____
Other (Please specify)	77	77	77	_____

No Qualifications 99

Which of the following training courses a) have you completed; and b) Would you like to attend (circle all that apply):

	a)	b)
Access for All	1	1
Breaking Down the Barriers 1 (Level 3)	2	2
Breaking Down the Barriers 1 (Level 4)	3	3
Breaking Down the Barriers 2	4	4
Core Curriculum Literacy	5	5
Core Curriculum Numeracy	6	6
Diagnostic Assessment & Learning Materials	7	7
ESOL Curriculum	8	8
Pre-Entry Curriculum	9	9
Vocational Programme	10	10
Other Training (Please Specify)	77	77

No Training 99 99

Working Arrangements

How would you describe your role in teaching essential skills to adults? Does this vary between the organisations listed above? (Circle all that apply)

	Organisation 1	Organisation 2	Organisation 3
Teacher / Subject Specialist	1	1	1
Teaching Assistant / Subject Support	2	2	2
Adult Learner Support	3	3	3
Other (Please Specify)	77	77	77

Could you please indicate below the numbers of hours of tuition/support you normally provide per week, broken down by discipline and organisation:

	Usual Weekly Hours			
	Org 1	Org 2	Org 3	Total
Literacy				
Numeracy				
ESOL				
Key Skills				
Other (including non-essential skills subject areas)				
Total				

Thank you for completing the form.

Please return to the Northumberland Information Network using the **pre-paid envelope** enclosed.

Should you have any queries or require any additional information, please contact Bryan Latty on 01670 533947 or Sandra Jeffrey on 01670 533790

Appendix 2

Organisations Contacted and Respondents

Name Of Provider	No Forms Returned	Forms Part Returned	Forms Completely Returned
Azure Cahritiable Enterprises			✓
Astley community High			✓
Ashington Adult Learners			✓
Blyth Open Door			✓
Berwick Family Centre			✓
BL Hairdressing			✓
Berwick Youth Project			✓
Buzz Learning Ltd			✓
Berwick Community Centre			✓
Building Bridges	✓		
Bedlingtonshire Community High School Open Learning	✓		
Bellingham County Middle School - Community Education			✓
CSV Volunteer and Training Centre			✓
Cramlington Community High School			✓
CEP Associates			✓
Castle Morpeth CAB			✓
Coquet High School			✓
Castington YOI			✓
Computer Gym	✓		

Name Of Provider	No Forms Returned	Forms Part Returned	Forms Completely Returned
Develop			✓
Dilston College of FE			✓
Duchess's Community Association			✓
Fourth Action	✓		
Family Learning			✓
Gatehouse (QEHS)			✓
HCTC			✓
Haydon Bridge Community High School			✓
HMP Acklington		✓	✓
Interactive development			✓
John Gerard			✓
J & J Training - Ashington		✓	
King Edward VI High School			✓
Learning First - Newbiggin		✓	
Lynemouth Community Trust			✓

Name Of Provider	No Forms Returned	Some Forms Returned	All Forms Returned
Northern Learning			✓
Northumberland College - Ashington - Main Campus			✓
Northumberland Training Agency - Ashington Jubilee		✓	
Northumberland County Council			✓
Northgate and Prudhoe Adult Education Service			✓
North East Chamber of Commerce - Hexham		✓	
N.E.E.T.A			✓
Newcastle Literacy Trust			✓
Protocol Skills			✓
Ponteland Community High School			✓
Prudhoe Open Door			✓
Probation Service - Main	✓		
South Tynedale Community Association			✓
Shilbottle Skills Centre			✓
Seahouses Community Middle School			✓
Skills Map			✓
Self-Employed			✓
VT Plus Training			✓

Name Of Provider	No Forms Returned	Forms Part Returned	Forms Completely Returned
Workers' Educational Association - Gateshead		✓	
Wansbeck District Council			✓
Zodiac Training			✓

Northumberland InfoNet Publication Feedback Form

We would greatly appreciate any comments you would like to make on this publication. Please complete the form below and return it to Alyson Forster, Northumberland Information Network, c/o County Hall, Morpeth, Northumberland, NE61 2EF. Tel: (01670) 534755, Fax: (01670) 534160 e-mail: alforster@northumberland.gov.uk

Working Paper

Number/Name.....

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
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Would you like to see this report updated in future?					
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Were the maps/tables clear?					
Was the level of detail/content appropriate?					
Were technical aspects/ jargon clearly explained?					
Any further comments?					

- How did you obtain a copy of this publication?
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 - Post
 - From a colleague
 - Other

Please tick this box if you would like to be informed of other InfoNet reports when they become available.

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