Cardiff and Vale College
Coleg Caerdydd a'r Fro

There is a Welsh version of this document available.

Literacy, Numeracy and Digital Literacy Strategy 2023-2024

Inspirational, Inclusive, Influential.

Ysbrydoledig, Cynhwysol, Dylanwadol.

CAVC Literacy, Numeracy and Digital Literacy Strategy

Introduction

The purpose of this strategy is to provide a clear and comprehensive framework to shape Cardiff and Vale College's vision to develop Essential Skills over the period 2023-2024. Cardiff and Vale College is committed to the development of the skills of all learners across the college. Although the College offers a wide range of vocational skills courses, in this context the term 'skills' refers to literacy, numeracy and digital literacy. These skills range across all levels in further education, work based learning and adult community learning.

This strategy will ensure that the College addresses national priorities in relation to the development of skills and capitalises on current and emerging technologies to support learning.

Context and COVID-19 Impact

This strategy reflects the current climate in education following the COVID-19 pandemic. Leaders and policy makers are reacting to a deficit in learners' literacy and numeracy skills, due to the amount of face-to-face teaching that was lost during several lockdown periods in the years 2020-2022. Estyn[1], (2021) state that the loss of face-to-face teaching in schools and colleges has caused, 'significant disruption to learners' progress since March 2020'.

Specifically, the strategy will ensure that:

CAVC learners have opportunities to develop skills for learning, skills for growth, skills for local community needs, skills employers' value and skills for employment in accordance with the 'Welsh Government's new Curriculum for Wales'[2] that supports the embedding of literacy, numeracy and digital literacy skills across all subject areas.

Learners become 'skilled and employable people' and progress into employment, making a valuable contribution to the local region and community.

Learners progress from needing detailed support and guidance to the independent application of skills within their main programme of study.

Learners will develop the use of digital tools, technologies and techniques to enable them to become digitally competent individuals and achieve a level of digital skills

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[1] The inspectorate for education and training in Wales
[2] The new Curriculum for Wales

appropriate to their learning programme and individual goals.

Staff teaching Skills have a clear framework to follow, supported by a dedicated CPD programme (See Staff Qualifications and CPD sections). Staff development will ensure that staff develop their skills in line with the Digital 2030[3] aims and the professional standards for teaching in Wales.[4]

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[3] Digital 2030- A strategic framework for post-16 digital learning in Wales, 2019.
[4] Professional standards for teaching and leadership, Welsh Government, 2018.

Overview of the Skills Strategy

The strategy has different components, which will ensure that learners needs at all levels can be met. Below is a summary of each component, the learning aims and how the pedagogy will be supported.

1. Pre-GCSE: Essential Skills Qualifications

The pre-GCSE pathway allows learners to develop their skills in order to achieve an Essential Skills Qualification in literacy, numeracy or digital literacy. The development of skills ranges from E1 to L3, with L2 being the learning aim for learners to progress onto the GCSE programmes. Learners will follow this pathway if they are on a full-time vocational programme of study.

The current Essential Skills have been endorsed by Qualifications Wales until August 2027, with final certification being in August 2028. Learners will develop their skills with the guidance of a qualified skills practitioner, who will then invigilate a controlled task and either confirmatory test or structured discussion.

2. More Able and Talented Learners (M.A.T) Strategy

MAT learners will be challenged to develop their skills, with the option to achieve qualifications at L3, in either digital literacy, numeracy or literacy. The qualification selected will depend on previous qualifications and which qualification is most relevant to their vocational programme

Successful implementation of this strategy will be supported by both formal and informal opportunities for staff development which will include:

- Comprehensive and timely induction in learning, teaching and assessment for all new staff
- Teaching qualifications – PGCE and Essential Skills L3 qualifications
- Guidance from a dedicated 'Skills Leader'
- Staff development workshops, webinars and blended learning activities
- Opportunities for professional reflection, peer learning and sharing effective practice
- Attendance at network events

3. GCSE Resits

This pathway will be offered to learners who have a grade D at GCSE in maths and/or English or have attained the L2 Essential Skill qualification. Learners will attend one GCSE resit class per academic year. In exceptional circumstances, learners with a grade E will

be offered a GCSE resit. This will be agreed on a case-by-case basis. In addition, learners with a grade E can be offered a GCSE re-sit once they have completed Essential Skills in Communication and Application of Number at level 2.

During the first term of the academic year, all learners who would like to enrol on the GCSE resit pathway, will study for, and complete an Essential Skill at level 2, in either Communications or Application of Number. This will allow all learners to improve their literacy or numeracy skills before commencing the resit learning. The topics studied on the Essential Skills at level 2, are also to be found in the current GCSE syllabuses, so the learners will have the opportunity to improve their literacy and numeracy skills, gain a level 2 qualification, learn elements of the GCSE course and determine whether the GCSE pathway is suitable for them.

4.   Embedding literacy, numeracy and digital literacy in subject areas.

Developing the literacy, numeracy and digital literacy skills of learners cannot be solely the responsibility of English, maths and I.T lecturers. As leaders of learning, all teaching staff are expected to develop learners' literacy, numeracy and digital literacy skills through innovative pedagogy. CAVC has provided assistive technologies which include; Read &Write[5] software and Microsoft's Immersive Reader[6] to allow teachers to support the development of skills on an individual basis. CAVC has also developed a literacy and numeracy marking scheme for teachers to use when correcting learners' work. A range of methodologies should be employed by teachers to ensure all learners are challenged to achieve high standards.

Delivery Model, including specific skills support

Establishing the Scale of Learner Needs

The scale of need is calculated by establishing the number of learners who have level 1 or below in literacy, numeracy and digital literacy skills. The assessment is undertaken under supervision by using the Wales Essential Skills Toolkit (WEST). Results of the Initial Assessment are collated by the Learning and Skills Supervisors and shared with course tutors and Heads of Department.

The scale of need of learners can be compared over the last three years:

Academic Year	Literacy	Numeracy	Digital Literacy
2020/21	82% below L2	70% below L2	73% below L2
2021/22	80% below L2	79% below L2	71% below L2
2022/23	84% below L2	83% below L2	76% below L2

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[5] Read & Write software is installed on college laptops and PCs to support learners' literacy skills
[6] Microsoft's Immersive Reader is available to use in Word, OneNote, Outlook, Teams, Forms and Edge Browser. It is a digital tool with proven techniques to improved reading and writing skills for individuals.

It is evident that across the 3 essential skills that learners' skill levels upon entry to college show a downward trajectory over the last 3 years; most notably in numeracy skills. Therefore, it is a priority for the college to take a holistic approach to supporting learners. The next section outlines the specific responsibilities of staff across the college in developing these skills for learners.

Course Tutors/Progress Coaches will:

- Undertake screening of learners to ensure learners access a course most appropriate for their skills level.
- Ensure all learners complete a full diagnostic assessment by the end of the induction period. (Usually within 4 weeks of enrolment)
- Use the assessment results from WEST to feedback to learners and agree individual learning targets for literacy, numeracy and digital literacy. Targets will include both short and long-term goals. These will be included on the eILP on the relevant online platform, and therefore accessible to all staff involved in the delivery of the learner's programme.
- Review learners targets regularly and appropriately
- Continue to use the results from WEST to plan for differentiated learning.
- Utilise WEST and other appropriate resources to build learners skills and progress them through each level.

Lecturers/Assessors

Qualified and experienced staff* will develop the skills learners need to achieve the targets agreed in their individual learning plan. They will be responsible for:

- Developing schemes of work and lesson plans that provide opportunities for learners to develop their practical skills in the context of their vocational programme of study.
- Using WEST to inform teaching and learning.
- Providing opportunities for learners to access current and specific learning resources, following a blended learning delivery model.
- Structuring activities so that learners develop more independence and take responsibility for their own learning
- Setting specific and challenging skills targets for learners. Review targets regularly with learners.
- Embedding skills in the main learning programme
- Referring learners who need additional support to the learning and skills coaches.

Learning and Skills Coaches/Skills Centres

They will be responsible for:

- Using WEST to assess learners and develop learners' skills; progressing them through the levels
- Providing additional support to referred learners through either 1 to1 support; in-class support or in one of the Skills Centres
- Structuring activities so promote learner autonomy and collaborative learning.
- Setting specific and challenging skills targets for learners.
- Providing training to course tutors on the effective use of WEST
- Providing up to date and engaging resources to learners, when developing their skills
- Recording support and progress of learners in their eILP and the relevant platform.

Skills Leaders

- Supporting lecturers/assessors in the delivery of skills
- Contributing to the development of current resources for the delivery of skills
- Providing training for lecturers/assessors in the delivery of skills, including standardisation events
- Quality assuring controlled tasks and confirmatory tests for essential skills qualifications
- Quality assuring the completion of learner portfolios
- Tracking learner progress
- Providing data to the Head of Learner of Success
- Liaising with the EQAs from the relevant Awarding Organisation

Heads and Deputy Heads of Departments
This refers to all managers with a responsibility for curriculum delivery.

- Identifying the scale of need and allocating appropriate resources to support those learners with the greatest needs
- Ensuring all lecturers/assessors and learning and skills coaches are appropriately qualified
- Ensuring all lecturers/assessors and learning and skills coaches participate regularly in CPD and standardization events
- Keeping abreast of new developments, including WG, Qualification Wales and Estyn priorities
- Planning a suitably robust and challenging curriculum for the delivery of skills
- Identifying areas of good practice to implement at CAVC for the delivery of skills
- Quality assuring teaching and learning of skills via lesson observations and learning walks

- Responding to learner feedback and implementing change and improvements; where required
- Monitoring the impact of skills on learner success and progression

Staff Qualifications

In line with CAVC's priority to improve quality and achieve outstanding learning, the following table outlines the minimum qualifications necessary for **skills specialist teachers.**

Essential for new staff:

Literacy	Numeracy	Digital Literacy	ESOL
PGCE or Cert.Ed.	PGCE or Cert.Ed.	PGCE or Cert.Ed.	PGCE or Cert.Ed.
Plus, one of the following specialisms			
Degree in English or Humanities related topic.	Degree in Mathematics or STEM related topic.	Degree in ICT related subject	Degree in Linguistics

For those staff that do not hold the recommended qualifications indicated in the table above, there will be an opportunity to participate in CPD to upskill and gain the required degree subject.

In line with CAVC's priority to improve quality and achieve outstanding learning, the following table outlines the minimum qualifications necessary for teachers and assessors who are developing the skills of learners, **as part of their main vocational programme.**

Literacy	Numeracy	Digital Literacy	ESOL
PGCE or Cert.Ed./Assessor qualification (D32, D33 or TAQA L3)*	PGCE or Cert.Ed./Assessor qualification (D32, D33 or TAQA L3)*	PGCE or Cert.Ed./Assessor qualification (D32, D33 or TAQA L3)*	PGCE or Cert.Ed./Assessor qualification (D32, D33 or TAQA L3)*
Plus, one of the following specialisms			
Essential Skill at the level above the level being taught.	Essential Skill at the level above the level being taught.	Essential Skill at the level above the level being taught.	GCSE maths and English Grade B or above.

*Teachers should hold a PGCE or Cert.Ed., Assessors should hold an assessor qualification.

Continuous Professional Development Events

- All staff should participate regularly in CPD relating to the skill/s they are teaching
- Staff should take responsibility for attending both internal and external training events to ensure they maintain up to date skills
- Staff should ensure they record their attendance at CPD events with the Staff Development administrator, in order for their CPD record to be kept accurate and current
- Skills specialist staff should attend **a minimum of 2 standardisation events**, each academic year

Location and Access to the Strategy

- This is available from the website and staff portal and may be out of date if printed.

Date Approved: September 2023	**Responsible Manager:** Senior HoD of Academic Studies
Approved by: CQSA	**Executive Lead:** Assistant Principal, Academic Performance, Sixth Form and TEL
Review Date: 1st September 2024	**Accessible to Students:** Yes