



Skills for Learning Professionals

**Teachers, tutors and trainers in the Further Education (FE)
sector in England**

**Guidance for awarding institutions
on teacher roles and initial teaching
qualifications**

**Units of assessment for
additional diplomas**

August 2007

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Literacy

UNIT TITLE: Literacy, ESOL and the learners

LEVEL: Four

CREDIT VALUE: 15

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	English application document elements
1. Demonstrate a knowledge and understanding of language variety	1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	1.2 Discuss the ways in which language and literacy use can vary according to context	C4.En C7.En
	1.3 Use key grammatical, lexical and phonological terms appropriately	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
2. Demonstrate a knowledge and understanding of the factors which influence literacy and language acquisition, learning and use	2.1 Discuss how language and literacy are acquired and learnt	C11.En C12.En
	2.2 Analyse the personal, social and cultural factors influencing literacy and ESOL learners' literacy and language use	A1.En C1.En C5.En C22.En C23.En
	2.3 Discuss the impact of a range of learning difficulties and disabilities on language and literacy learning and teaching	A3.En

3. Demonstrate a knowledge and understanding of language change	3.1	Discuss reasons for language change in both spoken and written English	C4.En
	3.2	Identify and analyse recent changes in the use of spoken language at discourse, sentence and word level	C4.En C7.En C8.En C9.En C10.En
	3.3	Identify and analyse changes in the use of written language at text, sentence and word level	C4.En C7.En C8.En C9.En C10.En
	3.4	Use key grammatical, lexical and phonological terms appropriately in describing language change	C4.En C6.En
4. Demonstrate a knowledge and understanding of the relationship between language and social processes	4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships	C2.En
	4.2	Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations	C3.En C7.En C8.En C9.En

UNIT TITLE: Literacy and the learners

LEVEL: Four

CREDIT UNIT: 15

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	English application document elements
1. Demonstrate a knowledge and understanding of language variety	1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	1.2 Discuss the ways in which language and literacy use can vary according to context	C4.En C5.En C7.En
	1.3 Use key grammatical, lexical and phonological terms appropriately	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
2. Demonstrate a knowledge and understanding of the factors which influence literacy and language learning and development	2.1 Discuss how language and literacy are acquired and learnt	C11.En C13.En
	2.2 Analyse the personal, social and cultural factors influencing literacy learners' development of spoken and written language	A1.En C1.En C5.En C22.En C23.En
	2.3 Discuss the impact of a range of learning difficulties and disabilities on language and literacy teaching and learning	A3.En

<p>3. Demonstrate a knowledge and understanding of language change</p>	<p>3.1</p>	<p>Discuss reasons for language change in both spoken and written English</p>	<p>C4.En</p>
	<p>3.2</p>	<p>Identify and analyse changes in the use of spoken language at discourse, sentence and word level</p>	<p>C4.En C7.En C8.En C9.En C10.En</p>
	<p>3.3</p>	<p>Identify and analyse changes in the use of written language at text, sentence and word level</p>	<p>C4.En C7.En C8.En C9.En C10.En</p>
	<p>3.4</p>	<p>Use key grammatical, lexical and phonological terms appropriately in describing language change</p>	<p>C4.En C6.En</p>
<p>4. Demonstrate a knowledge and understanding of the relationship between language and social processes</p>	<p>4.1</p>	<p>Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships</p>	<p>C2.En</p>
	<p>4.2</p>	<p>Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations</p>	<p>C3.En C7.En C8.En C9.En</p>

UNIT TITLE: Literacy theories and frameworks

LEVEL: Five

CREDIT VALUE: 15

UNIT CODE:

This unit has 5 learning outcomes

Learning Outcomes The learner will:	Assessment Criteria The learner can:	English application document elements
1. Demonstrate a knowledge and understanding of theories and principles relating to language acquisition and learning	1.1 Review theories of first language acquisition and second language acquisition and learning	C13.En
	1.2 Review language teaching approaches associated with theories of first language acquisition and second language acquisition and learning	C14.En
2. Demonstrate a knowledge and understanding of theories and principles relating to literacy learning and development	2.1 Analyse theories of literacy learning and development	C11.En
	2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development	C12.En
3. Demonstrate a knowledge and understanding of how language can be described and analysed	3.1 Review the range of ways in which language can be described	C6.En
	3.2 Analyse written and spoken language at text and discourse level	C7.En C10.En
	3.3 Analyse written and spoken language at sentence and phrase level	C8.En C10.En
	3.4 Analyse written and spoken language at word level	C9.En C10.En

4. Demonstrate a knowledge and understanding of the processes involved in reading, writing, speaking and listening	4.1	Analyse the processes involved in reading and writing for literacy learners	C18.En C20.En
	4.2	Analyse the processes involved in speaking and listening for literacy learners	C17.En C19.En
	4.3	Discuss the mutual dependence of reading, listening, writing and speaking in literacy and language development	C15.En C16.En

UNIT TITLE: Literacy learning and teaching

LEVEL: Five

CREDIT VALUE: 15

UNIT CODE:

This unit has 6 learning outcomes

Learning Outcomes The learner will:	Assessment Criteria The learner can:	English application document elements
1. Plan literacy and language learning and teaching using specialist knowledge and resources	1.1 Apply own specialist knowledge of language to plan learning and teaching for literacy learners 1.2 Use specialist curricula and appropriate resources to plan learning and teaching for literacy learners 1.3 Apply own understanding of the aims and needs of individual learners to plan literacy learning and teaching	D2.En D1.En D3.En
2. Work with learners on language and literacy learning and development drawing on knowledge of their backgrounds goals and individual needs	2.1 Select, adapt and develop effective literacy and language approaches, activities and resources to meet individual literacy learners' needs	A1.En A2.En A3.En B1.En B2.En B3.En B10.En B11.En B12.En B13.En
3. Use knowledge of language systems and approaches to learning and teaching in working with learners on literacy and language learning and development	3.1 Use appropriate approaches with literacy learners to develop their awareness of how language works 3.2 Use appropriate approaches to learning and teaching listening and speaking skills for literacy learners 3.3 Use appropriate approaches to learning and teaching reading skills for literacy learners 3.4 Use appropriate approaches to learning and teaching writing skills for literacy learners	B4.En B5.En B6.En B8.En C21.En B7.En C21.En B9.En C21.En

4. Collaborate with others to support the inclusion of literacy and language in vocational and other subject areas	4.1 Use specialist knowledge to collaborate with other professionals in developing inclusive approaches to literacy and language	A5.En
5. Use specialist approaches to different types of literacy and language assessment	5.1 Select and use specialist approaches and tools to conduct literacy and language assessments fairly and equitably	E1.En E2.En E4.En
	5.2 Involve literacy learners in the processes of assessment	E3.En E4.En
	5.3 Record relevant specialist assessment information effectively to inform teaching and learning	E5.En
6. Understand ways of evaluating and develop own practice	6.1 Use critical reflection and feedback from others to evaluate and improve own literacy and language practice	D4.En A6.En
	6.2 Plan and take up opportunities to improve own knowledge and understanding about integrating theory into practice	A4.En F3.En

ESOL

UNIT TITLE: Literacy, ESOL and the learners

LEVEL: Four

CREDIT VALUE: 15

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	English application document elements
1. Demonstrate a knowledge and understanding of language variety	1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	1.2 Discuss the ways in which language and literacy use can vary according to context	C4.En C7.En
	1.3 Use key grammatical, lexical and phonological terms appropriately	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
2. Demonstrate a knowledge and understanding of the factors which influence literacy and language acquisition, learning and use	2.1 Discuss how language and literacy are acquired and learnt	C11.En C13.En
	2.2 Analyse the personal, social and cultural factors influencing literacy and ESOL learners' literacy and language use	A1.En C1.En C5.En C22.En C23.En
	2.3 Discuss the impact of a range of learning difficulties and disabilities on language and literacy teaching and learning	A3.En

<p>3. Demonstrate a knowledge and understanding of language change</p>	<p>3.1 Discuss reasons for language change in both spoken and written English</p> <p>3.2 Identify and analyse changes in the use of spoken language at discourse, phrase and word level</p> <p>3.3 Identify and analyse changes in the use of written language at text, sentence and word level</p> <p>3.4 Use key grammatical, lexical and phonological terms appropriately in describing language change</p>	<p>C4.En</p> <p>C4.En C7.En C8.En C9.En C10.En</p> <p>C4.En C7.En C8.En C9.En C10.En</p> <p>C4.En C6.En</p>
<p>4. Demonstrate a knowledge and understanding of the relationship between language and social processes</p>	<p>4.1 Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships</p> <p>4.2 Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations</p>	<p>C2.En</p> <p>C3.En C7.En C8.En C9.En</p>

UNIT TITLE: ESOL and the learners

LEVEL: Four

CREDIT VALUE: 15

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	English application document elements
1. Demonstrate a knowledge and understanding of language variety	1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	1.2 Discuss the ways in which language and literacy use can vary according to context	C4.En C7.En
	1.3 Use key grammatical, lexical and phonological terms appropriately	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
2. Demonstrate a knowledge and understanding of the factors which influence language and literacy acquisition and learning	2.1 Discuss how language and literacy are acquired and learnt	C11.En C13.En
	2.2 Analyse the personal, social and cultural factors influencing ESOL learners' literacy and language acquisition and learning	A1.En C1.En C5.En C22.En C23.En
	2.3 Discuss the impact of a range of learning difficulties and disabilities on language and literacy learning and teaching	A3.En

3. Demonstrate a knowledge and understanding of language change	3.1	Discuss reasons for language change in both spoken and written English	C4.En
	3.2	Identify and analyse changes in the use of spoken language at discourse, sentence and word level	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	3.3	Identify and analyse changes in the use of written language at text, sentence and word level	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	3.4	Use key grammatical, lexical and phonological terms appropriately in describing language change	C4.En C6.En
4. Demonstrate a knowledge and understanding of the relationship between language and social processes	4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships	C2.En
	4.2	Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations	C3.En C7.En C8.En C9.En

UNIT TITLE: ESOL theories and frameworks

LEVEL: Five

CREDIT VALUE: 15

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	English application document elements
1. Demonstrate a knowledge and understanding of theories and principles relating to language acquisition and learning	1.1 Review theories of first language acquisition and second language acquisition and learning	C13.En
	1.2 Review language teaching approaches associated with theories of first language acquisition and second language acquisition and learning	C14.En
2. Demonstrate a knowledge and understanding of theories and principles relating to literacy learning and development	2.1 Analyse theories of literacy learning and development	C11.En
	2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development	C12.En

3. Demonstrate a knowledge and understanding of how language can be described and analysed	3.1	Analyse the range of ways in which language can be described, including significant differences between the description and conventions of English and other languages	C6.En
	3.2	Recognise a range of descriptive and prescriptive approaches to language analysis	C6.En
	3.3	Analyse spoken and written English at discourse and text level	C7.En C10.En
	3.4	Analyse spoken and written English at phrase and sentence level	C8.En C10.En
	3.5	Analyse spoken and written English at word level	C9.En C10.En
	3.6	Analyse the phonological features of spoken English, with reference to the communication needs of ESOL learners	C10.En
	3.7	Use key grammatical, lexical and phonological terms appropriately	C6.En
4. Demonstrate a knowledge and understanding of the processes involved in listening, reading, speaking and writing	4.1	Analyse the processes involved in listening and speaking for ESOL learners	C17.En C19.En
	4.2	Analyse the processes involved in reading and writing for ESOL learners	C18.En C20.En
	4.3	Discuss the mutual dependence of reading, listening, writing and speaking in language and literacy development	C15.En C16.En

UNIT TITLE: ESOL learning and teaching

LEVEL: Five

CREDIT VALUE: 15

UNIT CODE:

This unit has 6 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	English application document elements
1. Plan language and literacy learning and teaching using specialist knowledge and resources	1.1 Use own specialist knowledge of language to plan teaching and learning for ESOL learners 1.2 Use specialist curricula and appropriate resources to plan teaching and learning for ESOL learners 1.3 Use understanding of the aims and needs of individual learners to plan ESOL teaching and learning	D2.En D1.En D3.En
2. Work with learners on language and literacy learning and development drawing on knowledge of their backgrounds, goals, abilities and disabilities	2.1 Select, adapt and develop effective language and literacy approaches, activities, and resources to meet individual ESOL learners' needs	A1.En A2.En A3.En B1.En B2.En B3.En B10.En B11.En B12.En B13.En
3. Use knowledge of language systems and approaches to learning and teaching in working with learners on literacy and language learning and development	3.1 Use appropriate approaches with ESOL learners to develop their awareness of how language works 3.2 Use appropriate approaches to learning and teaching listening and speaking skills for ESOL learners 3.3 Use appropriate approaches to learning and teaching reading skills for ESOL learners 3.4 Use appropriate approaches to learning and teaching writing skills for ESOL learners	B4.En B5.En B6.En B8.En C21.En B7.En C21.En B9.En C21.En
4. Collaborate with others to support the inclusion of language and literacy in other curricula areas	4.1 Use specialist knowledge to collaborate with other professionals in developing inclusive approaches to language and literacy	A5.En F1.En F2.En F3.En F4.En

5. Use specialist approaches to different types of language and literacy assessment	5.1	Select and use specialist approaches and tools to conduct language and literacy assessments fairly and equitably	E1.En E2.En E4.En
	5.2	Involve ESOL learners in the processes of assessment	E3.En E4.En
	5.3	Record relevant specialist assessment information effectively to inform teaching and learning	E5.En
6. Understand ways of evaluating and developing own practice	6.1	Use critical reflection and feedback from others to evaluate and improve own language and literacy practice	D4.En
	6.2	Plan and take up opportunities to improve own knowledge and understanding about integrating theory into practice	A4.En

Numeracy

UNIT TITLE: Numeracy and the learners

LEVEL: Four

CREDIT VALUE: 15

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Mathematics application document elements
1. Demonstrate knowledge and understanding of the impact of learner background and popular perceptions of mathematics and their roles on mathematics and numeracy learning	1.1 Analyse the role of mathematics and numeracy in the world at large	C12.Ma
	1.2 Discuss public/popular perceptions of mathematics and numeracy and the impact on the learner	C13.Ma
	1.3 Justify the importance of encouraging learners to make links between their numeracy development and other areas of their personal development	F3.Ma A2.Ma
	1.4 Analyse the impact of learners' backgrounds and needs on numeracy learning	C16.Ma B1.Ma
	1.5 Evaluate approaches to mathematics and numeracy assessment which take into account learner backgrounds	E3.Ma
2. Demonstrate knowledge and understanding of how to identify the attainment and aspirations of numeracy learners	2.1 Establish existing skills, knowledge and understanding and ascertain what learners can do as well as what they cannot do	E2.Ma
	2.2 Use the results of assessment and knowledge of learner's background to identify areas which interest, motivate and inspire individual learners and address needs, goals and aspirations	A1.Ma

<p>3. Demonstrate knowledge and understanding of own mathematics skills, knowledge and understanding to an appropriate breadth and depth</p>	<p>3.1 Discuss the historic and cultural development of mathematics</p> <p>3.2 Discuss the language and concepts associated with place value systems</p> <p>3.3 Compare a wide range of written, mental and diagrammatic strategies and the metalanguage to describe and analyse these</p> <p>3.4 Analyse a range of common errors and misconceptions and possible reasons why they occur</p> <p>3.5 Analyse the links, connections and generalisations that can be made between a range of areas in numeracy/mathematics</p> <p>3.6 Analyse the activities, processes and stages within a mathematical problem/investigation</p>	<p>C1.Ma</p> <p>C2.Ma</p> <p>C7.Ma</p> <p>C6.Ma</p> <p>C10.Ma</p> <p>C8.Ma</p>
<p>4. Apply knowledge and understanding of the different ways in which language/literacy skills are integral to learners' achievement in mathematics and numeracy</p>	<p>4.1 Devise strategies to enable learners to develop appropriate numeracy language and vocabulary</p> <p>4.2 Maintain an integrated approach to wider language and literacy skills needed to develop learners' numeracy skills</p> <p>4.3 Use strategies to promote and encourage communication of mathematical ideas both between teacher and learner and learners themselves</p> <p>4.4 Discuss how context can affect approaches used for mathematical problem solving and investigation and also the interpretation of the results</p>	<p>B6.Ma</p> <p>C17.Ma</p> <p>C18.Ma</p> <p>C9.Ma</p>

UNIT TITLE: Developing numeracy knowledge and understanding

LEVEL: Five

CREDIT VALUE: 15

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Mathematics application document elements
1. Demonstrate knowledge and understanding of the origins of mathematics knowledge and the application of relevant learning theories on curriculum development, learning and teaching	1.1 Apply knowledge of teaching and learning theories to numeracy and Mathematics in order to improve practice 1.2 Analyse the effect of the origins and status of Mathematics knowledge on mathematics curriculum development	C15.Ma C11.Ma
2. Apply specialist pedagogical knowledge and understanding to promote and develop the quality of numeracy learning and teaching in a variety of contexts	2.1 Identify relevant numeracy skills and knowledge needed in particular contexts in collaboration with teachers of other subjects across the organisation where appropriate 2.2 Contribute to the development and improvement in quality of numeracy learning and teaching in vocational and other subjects 2.3 Apply subject and specialist pedagogical knowledge to adopt appropriate learning and teaching strategies for a wide range of learners' needs	B9.Ma A5.Ma A6.Ma B3.Ma B4.Ma B5.Ma
3. Demonstrate own mathematics skills, knowledge and understanding to an appropriate breadth and depth	3.1 Summarise the nature of argument and proof in mathematics, including the language of proof, its origins in geometry, and the role of algebra in generalising 3.2 Analyse the use, interpretation, representation and misrepresentation of data 3.3 Compare the wide range of ways of defining or representing different concepts in numeracy	C3.Ma C4.Ma C5.Ma

4. Demonstrate knowledge and understanding of how to use specialist organisations and publications to develop own practice as a numeracy teacher	4.1	Use a range of numeracy organisations and publications in order to review current research and developments	C19.Ma
	4.2	Use international, national and local research together with own and learners' insights to inform numeracy learning and teaching.	A4.Ma

UNIT TITLE: Numeracy learning and teaching

LEVEL: Five

CREDIT VALUE: 15

UNIT CODE:

This unit has 7 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Mathematics application document elements
1. Demonstrate knowledge and understanding of how to use appropriate learning and teaching strategies, including assessment for learning, in numeracy	1.1 Review strategies for developing conceptual understanding in mathematics and numeracy	B7.Ma
	1.2 Evaluate the use of resources in numeracy learning and teaching	B10.Ma
	1.3 Analyse the use of strategies to engage and enthuse learners in numeracy and foster positive self images	C14.Ma B1.Ma
	1.4 Analyse the types of skills, knowledge and understanding that can be assessed in numeracy	E1.Ma
2. Apply specialist knowledge and understanding to the planning of numeracy teaching and learning	2.1 Plan numeracy related course outlines and lesson objectives to meet learner needs and curriculum requirements	D1.Ma
	2.2 Plan numeracy learning and teaching that reflects diversity and promotes equality of opportunity	D2.Ma
3. Demonstrate appropriate learning and teaching strategies that create a supportive numeracy learning environment	3.1 Establish and maintain an environment where mistakes in numeracy are seen as opportunities for further learning and peer support is encouraged	B2.Ma
	3.2 Use strategies to facilitate learner interaction in order to support numeracy learning	B8.Ma

4. Demonstrate the use of assessment strategies to support and develop learning in numeracy	4.1	Devise and use appropriate assessment tools for numeracy	E1.Ma
	4.2	Use strategies to involve learners in their own numeracy assessment	E4.Ma
	4.3	Negotiate numeracy related goals with learners	D3.Ma
	4.4	Use feedback from assessment to support learning and teaching in numeracy	E5.Ma
	4.5	Use appropriate systems for recording numeracy assessment information	E6.Ma
5. Demonstrate knowledge and understanding of how to address diversity and inclusion effectively in numeracy	5.1	Analyse the impact and implications of personal, social, economic and political factors which may affect the learning development and progression of people with numeracy needs	A3.Ma
6. Demonstrate knowledge and understanding of how reciprocal relationships with a range of professionals can be used to support numeracy learners	6.1	Evaluate the boundaries between own specialist area and those of other specialists	F2.Ma,
	6.2	Use knowledge of current developments in Literacy, ESOL, ICT and learning difficulties and disabilities to give effective support to numeracy learners	F2.Ma F4.Ma
	6.3	Apply knowledge of specialist services to signpost learners to appropriate support within or outside the organization	F1.Ma
	6.4	Apply knowledge of how numeracy development is supported in learners by a range of professionals to demonstrate effective collaborative practice	F4.Ma

7. Demonstrate knowledge and understanding of how to evaluate and improve numeracy learning and teaching	7.1	Apply appropriate theories of learning to the evaluation of numeracy learning and teaching including planning and assessment	D4.Ma
	7.2	Use a range of sources of data to evaluate numeracy learning and teaching, including learner reflection and feedback	D4.Ma
	7.3	Use a reflective CPD cycle to select training opportunities to inform own knowledge of mathematics/numeracy, its teaching, policy and practice	C20.Ma
	7.4	Use current professional knowledge to ensure learners develop their numeracy skills to enable progression	A2.Ma, F3.Ma
	7.5	Demonstrate use of a wide range of oral, written and non-verbal strategies to improve numeracy learning	B7.Ma



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