



INPUT:
Educator applies the Skills Assessment tool as an interaction between the Educator / Employers & local training providers to capture data on employers skills needs / trainer provision.

Covering:
Key competencies
Basic skills levels
Qualifications
General education level
Employment record
Etc.

Devised by CIK

INPUT:
Educator applies the Skills Gap Analysis tool to identify gaps in the learning provision available at the institution based on identified local employer needs / local training provider provision.

Devised by CIK

INPUT:
Educator applies the local Institution's Learner Assessment protocols for assessing individual competencies, capabilities and skills of the learner to produce an up-to-date analysis of learners' capabilities, competencies and skills.

Individual prison institution

INPUT: Personal Profile Data
Educator uses the Learning Curriculum Framework to capture data on the individual learner focusing on their areas of interest & personal learning objectives / aims to create a personalised learning curriculum agreed with the learner. Should also address:

Age
Gender
Family relationships
Special Learning Needs / Disabilities
Length of sentence
Attitudes to formal learning

Devised by L&W

OUTPUT:
Educator uses the Curriculum framework and existing Exemplars as a methodology to develop individualised problem-orientated, real-life cases for upskilling learners as INFORMAL courses (i.e., not leading to a qualification, and not necessarily located in a classroom teaching environment). Exemplars draw on the following topics (DRAFT).
- Basic Skills
- Family Learning
- PSD
- Employment Skills
- Arts
[Themed on Basic & Transveral Skills - see below]

OUTPUT:
Personalised and individual learning outcome record for each individual learner documenting skills developed and courses completed, plus details of competency / capability development (as per the Life Skills Europe framework).

Devised by SIAE

ALL OF THESE METHODOLOGIES ARE FOCUSED ON:

BASIC SKILLS (Literacy, Numeracy and ICT skills) and TRANSVERSAL SKILLS (complex problem-solving, critical thinking, and creativity). With the Skills Learning Curriculum Framework it is agreed that Exemplars, based on existing courses, should draw on the topics of (draft list) Arts, PSD, Basic Skills in Vocational Contexts, Employment Skills and Family Learning. Sources for these are identified as L&W, Life Skills for Europe and, potentially, Prisoners' Education Trust and any other relevant organisation such as Novus.

Note: "Educator" = teacher, tutor, trainer, mentor coach