

# NIACE Development and Research



## Key Findings



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Embedded literacy, language and numeracy in post-16 vocational programmes - the impact on learning and achievement

### Abstract

This research was led by the National Research and Development Centre for Adult Literacy and Numeracy (NDRC) with NIACE as a key partner, along with other research organisations. It examined 79 vocational programmes in 5 vocational areas: Hair and Beauty, Engineering, Health and Social Care, Construction and Business Administration. 1,916 learners, who were preparing for national qualifications at levels 1 and 2, took part. The study included embedded and non-embedded approaches in order to provide comparative data

#### Research methodology:

- Quantitative research examining ILR and personal data on prior achievements, initial assessments, attendance and achievement.
- Quantitative research using a questionnaire for learners.
- Quantitative approach using one to one interviews and focus groups.

### Key Findings

#### The main conclusions of the project are:

- ❖ Learners had better retention on embedded courses than on non-embedded courses.
- ❖ Embedded courses had higher success rates than non-embedded courses.

- ❖ Success rates were higher on level 2 courses, with 26% difference between embedded and non-embedded.
- ❖ 93% of those identified with a literacy need achieved a qualification compared with 50% on non-embedded course.
- ❖ 93% of those identified with a numeracy need achieved a qualification, compared with 70% on non-embedded courses.
- ❖ Where a single teacher took dual responsibility, results were lower.

## Recommendations

- ❖ Further research should determine why embedded approaches seen more successful than non-embedded.

## Output

- ❖ NRDC published report: 'You wouldn't ask a maths teacher to teach plastering'

[www.nrdc.org.uk](http://www.nrdc.org.uk)

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