

Learning and Skills Improvement Service

Annual review of progress and achievements in 2009-10



LSIS LEARNING
AND SKILLS
IMPROVEMENT
SERVICE



**accelerating
the drive for
excellence**

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The year 2009-10 for LSIS was an important and transitional one, as it moved closer to becoming a truly sector-led organisation, with an elected council and clear strategies and plans to support the development of learning and skills at a national level.

Introduction

This report highlights the progress that has been made in the key areas of provision and the main achievements of the year.

Dr David Collins CBE
Chief executive, Learning and Skills Improvement Service

Background

LSIS's mission is 'to accelerate the drive for excellence' and our vision is that every learner acquires the skills, knowledge and appetite they need for learning, living and working; and every provider is valued by their communities and employers for their contribution to sustainable social and economic priorities.

Accelerating the drive for excellence.

Our activities provide whole-organisation approaches to quality improvement by:

- developing excellent governance, leadership and management;
- raising the standard of initial teacher education and improving the quality and consistency of continuing professional development;
- inspiring highly creative and innovative teaching and learning practice;
- mainstreaming equality and diversity and promoting positive action for black and minority ethnic (BME) and disabled staff;
- supporting colleges and providers to meet the needs of the learners, employers and the communities they serve;
- raising the profile and influence of learners on education policy;
- responding to underperformance increasingly through peer support processes;
- ensuring that sector leaders have access to authoritative analysis of current and emerging policy developments to support informed strategic planning; and
- supporting and capacity building with the sector to use and also generate its own research to inform quality improvement.

Key achievements in 2009-10

During the year the team produced 23 Policy Updates with a circulation list of over 1,500, 27 Brief Guides, two policy publications and delivered eight external policy seminars involving 43 participants.

Making sense of policy

Our policy, research and strategic intelligence team provide authoritative and reliable policy-scanning and analysis services for the sector and for LSIS, drawing on evidence from across government, the wider public sector and, from the private and voluntary sectors. They identify trends and interpret, and make sense of developments, and offer platforms for professional and strategic debate to stimulate thinking and develop narratives about emerging and significant areas of policy.

During the year the team produced 23 [Policy Updates](#) with a circulation list of over 1,500, 27 [Brief Guides](#), two policy publications and delivered eight external [policy seminars](#) involving 243 participants.

"The seminar today was excellent. Thank you. It brought key issues forward and allowed wide ranging discussion."
Frances Wadsworth, principal and chief executive, East Surrey College

"It was a very valuable discussion of the issues facing FE and the choices colleges and their leadership need to make."
Philip Radcliff, Strode's College Corporation



All but one of the 21 original fellows completed the programme and their research.



Supporting the delivery, dissemination and application of strategic and operational research

Our [research](#) ensures that the sector has access to evidence, generated by both commissioned research and practitioners themselves, to support improvement in the sector. The first year of the LSIS/IfL Research Development Fellows (RDFs) concluded in March 2010. All but one of the 21 original fellows completed the programme and their research. Six of the fellows have had papers about their research accepted at the 2010 European Educational Research Association (EERA) Conference in Helsinki, and/or the 2010 BERA conference in Warwick. The fellows will be used by LSIS as mentors and champions for practitioner-led research in the sector.

Building on the CEL leadership practitioner research legacy, a fifth round of 15 leadership projects has been completed and final reports delivered which are being disseminated by LSIS. An independent review of these programmes has concluded:

“Many aspects of both programmes not only conform to practice found in practitioner-research programmes across a range of other sectors but in many ways exceed it.....”

**Review of Practitioner Research Programmes,
Janie Percy-Smith, Policy Research Institute Leeds
Metropolitan University**



The project resulted in £928,000 being issued in grants to 124 learning providers and other organisations who in return submitted data to NIACE generated by a total of 2,500 interviews with the target groups.



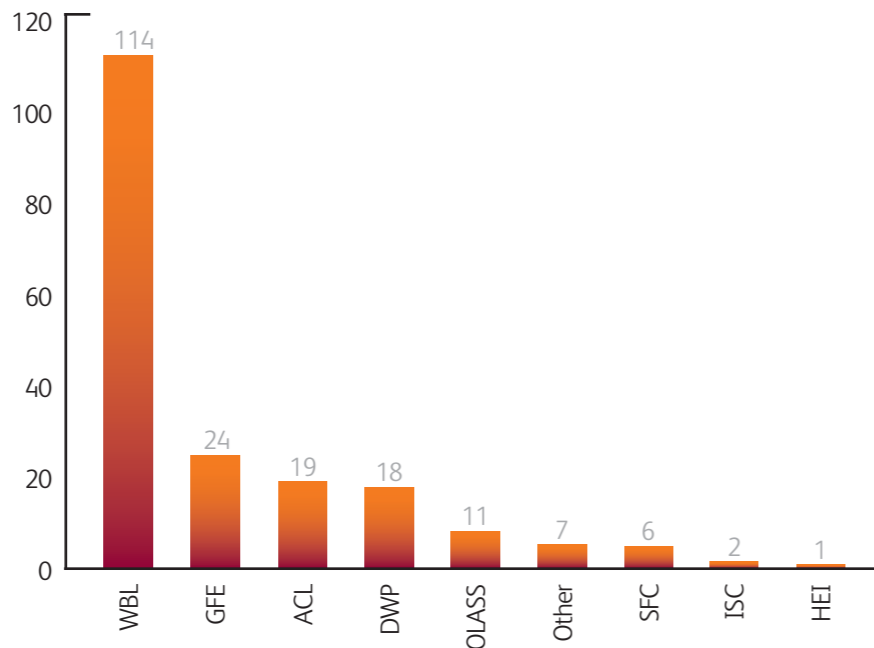
Commissioned research included: a review conducted by the Association of Colleges (AoC), of the involvement of colleges in the Total Place Pilots and advice on how colleges in particular can engage more closely with local authorities and other public services in the locality. The findings from this research and other work commissioned on behalf of BIS on the duty to promote economic and social well-being, and on opening college premises to informal learning, are subsequently informing work with UKCES and a range of providers, to develop approaches to publishing a community scorecard.

NIACE were commissioned to manage a major provider-delivered research project to explore the attitudes and experiences of young people and adults who come within the NEETs classification. The project resulted in £928,000 being issued in grants to 124 learning providers and other organisations who in return submitted data to NIACE generated by a total of 2,500 interviews with the target groups. The findings will be disseminated over the summer of 2010.

Raising provider performance

Following support from our Improvement Adviser Service (IAS), provider performance at inspection and reinspection has risen to 92 per cent with providers often improving performance by more than one grade in each inspected area. During the year we supported 202 cases with consultancy days ranging from three to more than 70.

Breakdown of IAS cases 2009–2010



The external evaluation of the IAS which reported in August 2009 also demonstrated that 92 per cent of providers interviewed could provide evidence of either reasonable or significant improvement following support from the Service.

The external evaluation of the IAS which reported in August 2009 also demonstrated that 92 per cent of providers interviewed could provide evidence of either reasonable or significant improvement following support from the Service.

“We are so pleased with our improvement in retention. So much of that is due to the Improvement Advisers”.

Programme manager, Bournemouth Adult Learning Service

“Traditionally the college has been quite inward looking but since the support we have used good practice from external sources much more effectively. We have learnt to critique our own processes to make sure they are robust and fit-for purpose.”

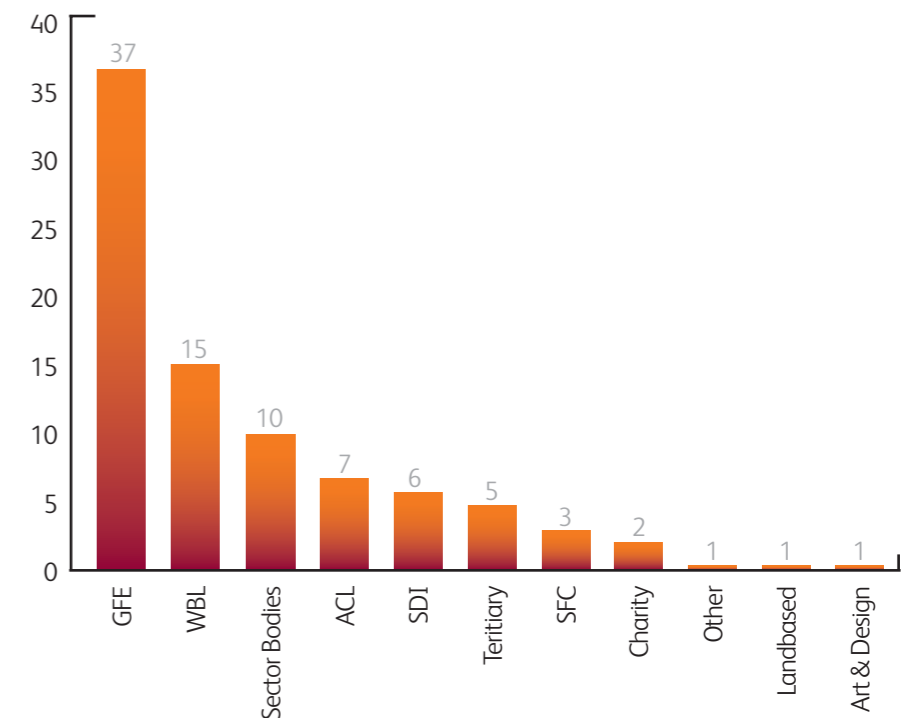
Michael Motley, New College Nottingham

In the first two funding rounds, 88 projects have been approved out of 432 proposals – an investment of over £7 million directly into the sector.

Encouraging innovation

One of the major achievements of the year was the launch of the highly successful [Flexibility and Innovation Fund](#) in autumn 2009. The purpose of the fund is to promote and support innovative projects that have the potential to yield significant improvements in sector practice or performance. The fund affirms the commitment of LSIS to provide direct funding into the learning and skills sector and to make effective use of and to develop sector-based expertise. In the first two funding rounds, 88 projects have been approved out of 432 proposals – an investment of over £7 million directly into the sector.

FIF projects 2009-2010



External judges have commended the effectiveness, efficiency and fairness of the awarding process. Successful bids from the second funding round included a work-experience matching service for employers, an exploration of lean management techniques, a multi-sensory screening package for assessing adult literacy and numeracy amongst blind and partially-sighted people and a proposal to promote sustainability and e-learning in the construction industry.

“Well organised, exciting and innovative”.

Cass Breen, deputy principal, Morley College

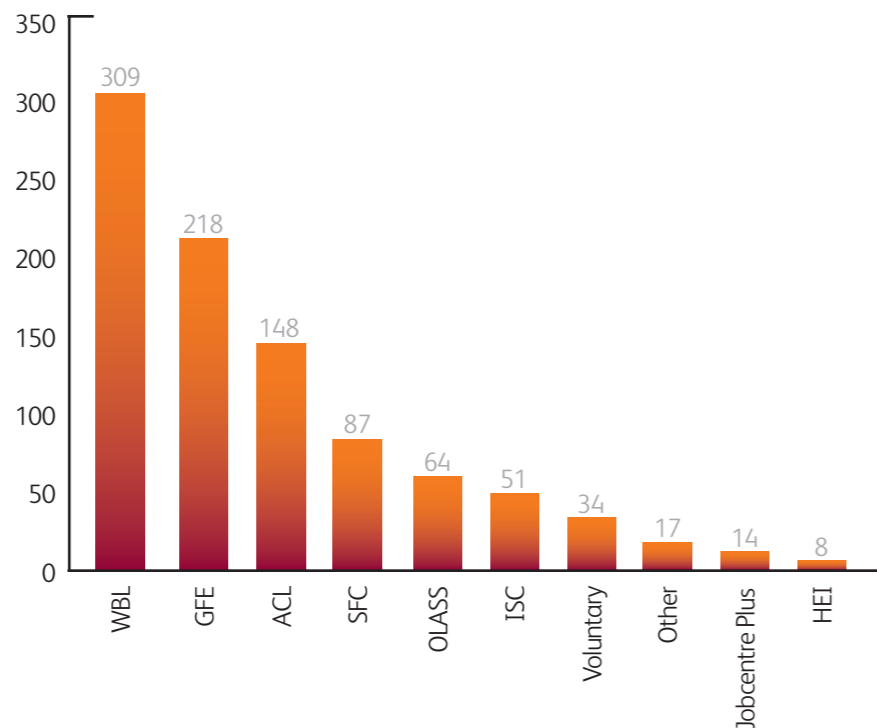
“Really welcome the provider-led focus and the commitment to this from LSIS staff”.

Diane Thurstan, business development manager, Newcastle College

Building the capacity of the sector to develop whole organisation approaches to quality improvement

By the end of the year, there were 170 active peer review and development (PRD) groups comprising 950 providers, and 1,729 delegates had attended our events against a target of 1,000.

Providers engaged in PRD groups 2009–2010

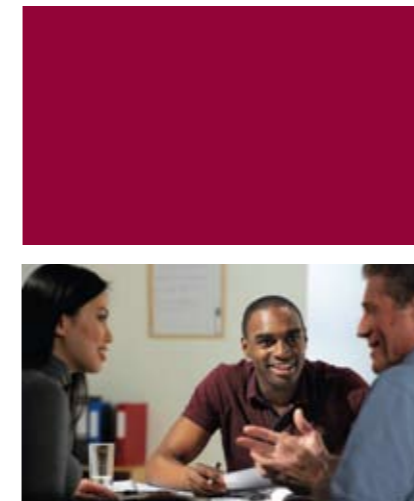


The analysis of feedback from all events and workshops across these programmes resulted in a satisfaction rating of 93 per cent against a target of 85 per cent.

As well as brokering new PRD groups and gathering the learning from existing groups, other partnerships and networks, we also delivered open access workshops, in-house events and bespoke workshops and programmes of support. The [Support for Excellence website](#) was refreshed including the development of a [PRD Community portal](#) and on-line resources and toolkits were developed to support providers to improve their approaches to self-assessment and improvement planning.

The analysis of feedback from all events and workshops across these programmes resulted in a satisfaction rating of 93 per cent against a target of 85 per cent. There are many case studies describing the impact of the programmes on participating providers but the impact of our collaborative development, and partnership working can perhaps be best described by the participants themselves:

“PRD has been the best and most effective activity to be developed for Work Based Learning.”
Kathleen Roe, director of UXL



In 2009-10, the programme exceeded its target participation rate with over 1,000 clerks and governors attending training.



Developing executive leadership and governance skills

Our [Leadership Skills for Governance](#) programme is designed to offer development opportunities for everyone involved in the governance of further education colleges and providers, regardless of experience or role. The aim of the programme is to enable governors, trustees, clerks, principals and executive leaders to develop and sustain improvement in their leadership skills, knowledge and effectiveness in order to raise governance standards in the increasingly complex environment of the learning and skills sector.

In 2009-10, the programme exceeded its target participation rate with over 1,000 clerks and governors attending training. Satisfaction rates were consistently high, and the quotes below indicate that our training has had an impact on the knowledge and ability of those who participated.

“Excellent induction session, extremely helpful, well delivered and totally appropriate. I am ready to be an influential governor now! Thank you.”

“From being a new isolated clerk without a clue about some things I now feel confident to go back to college and make changes that are required.”



During 2009-10 the programme has trained over 500 teaching and learning change agents.

Improving the quality of teaching and learning

The LSIS Teaching and Learning Programme (TLP) which was designed to improve the quality of teaching and learning has grown considerably since its launch in 2003. The programme has improved its reach in the sector through increasing the number and range of sub-programme strands. The TLP works directly with practitioners as teaching and learning change agents – a teacher, tutor, trainer or manager, who understands why change matters, can support others and who can help communicate the excitement and possibilities of change. The programme also works with leaders and managers who are encouraged to incorporate whole organisational approaches to continuing professional development (CPD).

During 2009-10 the programme has trained over 500 teaching and learning change agents, delivering networks and training support to 2,051 providers and supported over 6,000 participants via the distribution of [resources](#), the web, email and the use of the virtual learning environment (VLE). The quotes below are from the evaluation undertaken by HOST Policy Research:

“The introduction of the resources’ boxes and the networks to help us develop the ideas have been a breath of fresh air”.

STEM programme participant

“Learning has become more focused on the learner...these improvements are real and tangible and are being evidenced through our observation of teaching and learning.”

Head of Adult Learning Service



“I would strongly recommend the Safeguarding training available from LSIS – it’s very comprehensive bringing together all legislation and codes of practice in one place and is delivered online and is free!”

College secretary and clerk to the corporation,
Myerscough College

In 2009-10 the satisfaction target for all programmes was 85 per cent and all strands exceeded their targets.

Increasing learning and learner support

This programme builds capacity within the sector to involve, support and [safeguard learners](#) to ensure that they can feel safe, achieve and progress. In addition it supports staff in the sector to plan, manage and develop their careers. Delivery is through a range of approaches including consultancy, open access, in-house and bespoke workshops, career coaching, conferences, on-line resources and a range of publications, resources and guides.

In 2009-10 the satisfaction target for all programmes was 85 per cent and all strands exceeded their targets. Overall the analysis of feedback from all activities, events and workshops across this area resulted in a satisfaction rating in excess of 95 per cent and 100 per cent for the [Career Development Service](#).

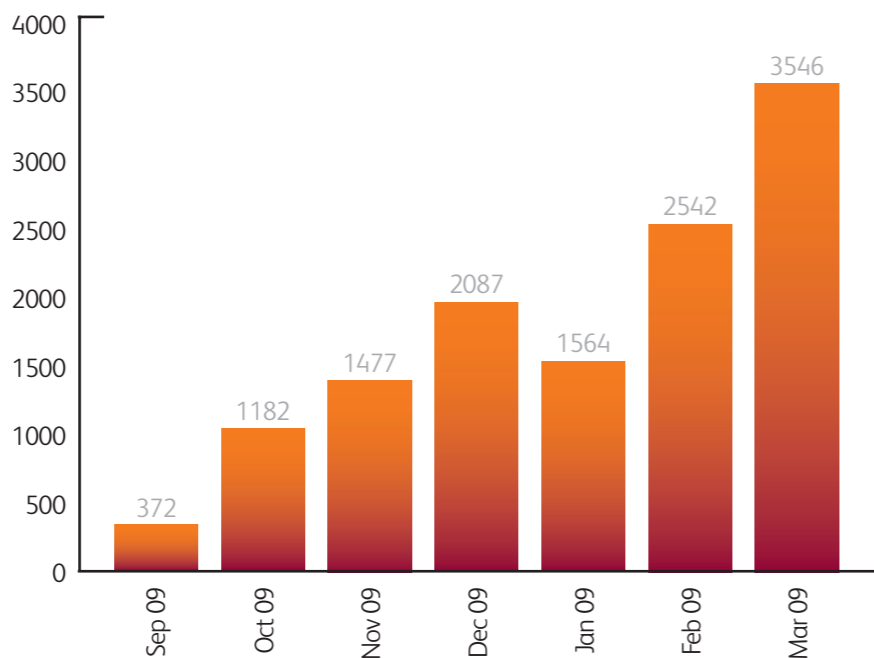
“The CPD materials are fantastic.”
Rachel Overton, Boston College

Supporting the 14-19 workforce

The purpose of the 14-19 workforce support programme which ran from September 2009 to March 2010 was to provide flexible and responsive support for practitioners in all local authorities, 14-19 partnerships and Diploma consortia. The programme included a [website](#), a range of face-to-face training, healthchecks, online videos, materials, resources and publications to support preparation for and delivery of Diplomas and Foundation Learning.

During 2009-10 12,770 delegates participated in coaching, face-to-face training, information, advice and guidance support sessions and Diploma networks against a target of 10,125.

Delegates at WSP events 2009-2010



During 2009-10 12,770 delegates participated in coaching, face-to-face training, information, advice and guidance support sessions and Diploma networks against a target of 10,125.

“The quality of workshops provided was excellent and the impact of them great. Facilitators worked very hard to ensure that every single workshop was relevant and of high quality... the impact of the day will be long lasting and far reaching I’m sure.”

Chris Walton, Swindon 14-19 partnership manager

“An engaging session that gave me the foundation info for further development.”

Teacher, Filton College

Over the year, 22,927 registrations were generated averaging 1,915 registrations per month.

Developing the Excellence Gateway

The [Excellence Gateway](#) is the leading online service for everyone who works in the post-16 learning and skills sector in England. With quality improvement at its core, the Excellence Gateway offers providers and their workforce access to an unrivalled breadth of resources, support and advice, and opportunities to participate and share good practice.

During 2009-10 the Excellence Gateway received 1,461,929 visits averaging 121,827 visits per month – this is an increase of 530,005 visits compared to 2008-09. Of these visits, 934,769 were unique visitors – an increase of 250,060 visitors compared to the previous year. Total registrations on the Excellence Gateway at the end of March 2010 stood at 37,122. Over the year, 22,927 registrations were generated averaging 1,915 registrations per month. This is a phenomenal increase compared to the 7,435 registrations generated in 2008-09.

Two [content themes](#) were also created to meet the specific needs of the learning and skills sector, one for continuous professional development (which was viewed 4,990 times by 3,651 unique visitors) and one for numeracy (viewed 13,826 times by 9,927 unique visitors).

“We have only had our own LSC contract for a year and have just had our first OFSTED report published. I am sure we must be one of the biggest users of the Excellence Gateway. We graded ourselves a three at the beginning of last year in our SAR. Thanks to support received and a dedicated team behind me, BTC achieved a two overall with a one for capacity to improve, and Leadership and Management.”

Lynette Baldwin, Baldwin Training Centre

“I was a self-confessed technophobe before discovering the Excellence Gateway, but since using it, I have become a real advocate for using ICT and e-learning in my teaching. I know I can access quality assured resources, information and examples of good practice.”

Dr. Jennifer Joy-Matthews, Derbyshire Adult Community Education Services



By the end of 2009-10 there had been 896 new recruits onto the leadership development programmes, with an average satisfaction rating of 98 per cent.

Improving leadership capacity

Our [leadership development programmes](#) aim to support the development of individuals' leadership capabilities and skills within the context of their roles. By the end of 2009-10 there had been 896 new recruits onto the leadership development programmes, with an average satisfaction rating of 98 per cent.

The impact of following one of these programmes is described by the participants themselves:

“I have and will continue to recommend the programme to anyone aspiring to be a better leader.”

Paul Riley, vice principal, Worthing College (Aspiring Principals and Senior Leaders Programme)

“Completing this year of study through the LSIS programme has been transformational and significantly impacted my professional practice in leading performance, improvement and policy.”

Pauline Bayliss, National Star College (Leadership in Practice)



“What it has done is to renew my vigour in leading the college and it’s made me reflect on what needs to change (including me) and what needs to stay the same.”

Paul Hafren, principal and chief executive, Warrington Collegiate

To date, 213 individuals have engaged with the programme and 97 participants have successfully completed, 103 are currently going through the programme.

Supporting principals

In September 2007, it became a requirement that all newly appointed principals hold, or be working towards achieving the Principals Qualifying Programme¹ (PQP) within three years of appointment. This requirement was part of the intention by government to professionalise the FE sector and enhance the standing of the role of principal. Experienced principals who move between roles were not required to obtain the award, although many experienced principals have undertaken the programme in order to develop their professional practice. To date, 213 individuals have engaged with the programme and 97 participants have successfully completed, 103 are currently going through the programme.

¹ Following the recent decision to deregulate the Principals Qualifying Programme (PQP) LSIS is developing a new executive leadership programme.

“I took my evaluation questionnaire away because I gained so much, and did so much learning, that I needed to reflect on it to give appropriate feedback that captured this. I thought this was one of the best events I have been involved in as a leader or a teacher. The very high calibre of the guests was complemented by some very skilful facilitating of a really passionate group. There is no doubt that the best was nurtured from us with a great balance of intellectual challenge, support and being in the company of a group who really embraced it. My challenge is to hold onto the most important bits amongst the huge number of things I gained from it.”

Paul Wilson, principal, Regent College,



The Skills for Life Move On approach, their learner achievement rate of national Skills for Life qualifications is 70.96 per cent.



Delivering sustainable high quality literacy, language and numeracy provision

During 2009-10 we supported 634 providers, 36 employers and trained 81 teachers through our skills for life programmes. 1,185 consultancy support visits were delivered and £2,250,000 was disbursed as grants to providers, representing 27 per cent of the total programme budget. As a result of this participation 76 per cent of providers plan to offer more flexible Skills for Life provision and are also planning to embed Skills for Life across their organisation. The evidence also shows that where providers have adopted the Skills for Life Move On approach, their learner achievement rate of national Skills for Life qualifications is 70.96 per cent (this is compared to 55.63 per cent for non-Move On centres).

“The success of the overall establishment and implementation of the programme is reflected in the performance against the contractual targets but also in the very high levels of satisfaction reported by programme participants”.

Final Report of the Evaluation of the Skills for Life Support Programme, York Consulting (March 2010)

“Engaging with my Skills for Life peer working group has been a productive experience. Sharing good practice and providing solutions to an ever-changing sector has been key to our own development.”

Dan Maloney, curriculum quality manager, Yorkshire Coast College

During 2009-10 the programme delivered a total of 5,491 consultancy and coaching days, 179 events across 41 topics involving 2,996 provider delegates and development projects involving 265 providers.

Developing employer responsive provision

The extensive external evaluation of our [World Class Skills programme](#), which has involved 863 provider staff in online and postal surveys, as well as interviews and case study visits, confirmed that the programme has helped providers make improvements to their employer offer. Quantitative and qualitative data provides evidence of the extent to which provider organisations report changes to culture, ethos and understanding, as well as changes to structures, systems and processes.

The key indicator of impact is in data from employers who report improvements to the service received. This evidence, although from a smaller scale evaluation than that of sector providers, is strong and positive. The programme has moved at least 84 per cent (148 out of 176) organisations involved in the evaluation closer to achieving the Training Quality Standard (TQS) and approximately two thirds 61 per cent (159 out of 260) reported that their staff are more aware of employers’ needs and how to respond to them effectively.

During 2009-10 the programme delivered a total of 5,491 consultancy and coaching days, 179 events across 41 topics involving 2,996 provider delegates and development projects involving 265 providers. The quotes below are taken from our independent evaluation of the programme:

“The impact has been more far-reaching than our employer offer... This is because we felt as a college that what we needed was further support on implementing business deployment at a top strategic level. What we needed particularly for the TQS was a cohesive top level strategy... Working with the consultant we have put together a business deployment planning tool kit which has completely changed the way we monitor performance levels across the college including that of our employer responsive agenda.”

“Previously the college had had a substantial Apprenticeship and Train to Gain programme in the construction sector but there was little commercial activity. We have now trebled our business in this sector, primarily through being flexible over issues like timing of courses – for example we run an Asbestos Awareness Course at 7.00am before people go on site for the day.”

A Summary of the External Evaluation of the World Class Skills-Developing Responsive Provision Programme, ECOTEC

During 2009-10 we supported over 350 black and minority ethnic (BME) staff through our positive action programmes.

Encouraging equality and diversity and community cohesion

Our [programmes, events and initiatives](#) support organisations and individuals to improve their understanding, confidence and practices in the area of equalities, diversity and community development. Our work focuses on challenging mainstream thinking and enabling organisations to embed equality and diversity (E&D) and community cohesion into the heart of policy and practice.

During 2009-10 we supported over 350 black and minority ethnic (BME) staff through our positive action programmes. These included the [Black Leadership Initiative](#), delivered in partnership with the Network for Black Professionals. The programme included secondments, mentoring, work shadowing and support for providers to improve opportunities for black and minority ethnic staff. In partnership with the Network for Black Professionals we also delivered master classes and accredited programmes (First Steps to Leadership ILM level 5 and Introduction to Leadership ILM level 3) for BME staff. The evaluation of Introduction to Leadership in August 2009 shows how positively this programme was received:

“I love the tutors; their poise and their mannerisms... sustain the programme and make it available to as many BME as you can. I appreciate being given the opportunity to attend this wonderful programme... a good learning environment was created and it has given me a lot to think about and action. Inspiring! Many thanks.”

Skyers-Poorman Research and Consulting

Over 100 delegates attended our successful Innovation in Inclusion conference on 30 March:

“Excellent LSIS conference today—showcasing some great research/resources for the sector on some of the more complex equalities issues. Well done to all concerned.”

Dith Banbury, Lewisham College

LSIS was also commissioned by the Department for Business, Innovation and Skills (BIS) to conduct research into successful responses by FE colleges to Guns, Gangs and Knife Crime. The results were launched in October 2009 in the form of a [website](#) which contains case studies, guidance and a self-assessment tool. Throughout the year LSIS also worked closely with the Champion Principals Group on Preventing Violent Extremism and Community Cohesion. Several workshops were delivered to FE colleges to explore the subject matter. All activities were also supported and pursued by the Champion Principals Group and its members on a regional level.

97 per cent of participants receiving face to face support reported that it increased their readiness to deliver the revised A Levels and the EPQ.

Introducing new qualifications

During 2009-10, we worked with schools and colleges to help them to respond to the increased stretch and challenge in [A Levels and to the introduction of the Extended Project Qualification](#) (EPQ), designed to develop learners' independent learning skills. 727 centres participated in the programme through regional meetings and face to face support delivered by Lead Practitioners from the sector to explore the implications of the changes for teaching, learning and assessment. 97 per cent of participants receiving face to face support reported that it increased their readiness to deliver the revised A Levels and the EPQ.

The external evaluation of the programme completed by ORC International in July 2010 found that almost all respondents (98 per cent) would probably recommend the programme to a colleague, with more than two-thirds (68 per cent) having already done so or definitely planning to do so.

“I found the meeting with [the lead facilitator] extremely helpful. A one-to-one discussion with an experienced practitioner is, I find, much more useful than a course, delivered to many schools with many different needs. I came out of the meeting feeling that I will be able to cope with the practicalities of EPQ, fired up about the scope of its contents, and really looking forward to delivering it in the new academic year.”

Maria Bates, assistant head teacher, Queen Elizabeth Grammar School

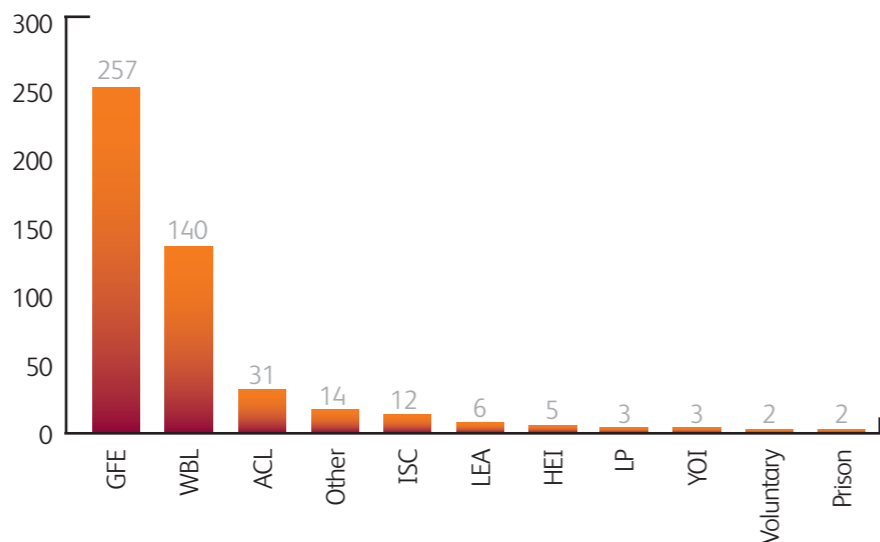
“Excellent overall and very valuable. [The lead facilitator] came and delivered an hour's training to my staff on the Extended Project. It was a very valuable introduction and has inspired us to launch the EPQ with all our Year 12s next September.”

Hermione Jackson, head of sixth form, Nunthorpe School

Preparing for Foundation Learning

During 2009-10, LSIS supported colleges and learning providers preparing for the delivery of Foundation Learning in autumn 2010. 475 providers received support through consultancy, bespoke training and regional events, and we trained 130 Champions to lead [Foundation Learning](#) implementation in their organisation. Over £100,000 was disbursed as grants to providers to carry out research into Foundation Learning implementation or share their expertise with peers.

Foundation Learning Consultancy support 2009-2010



475 providers received support through consultancy, bespoke training and regional events.

Over 90 per cent of providers who participated in the programme reported that the programme had increased their ability to implement Foundation Learning. Feedback from the external evaluation of the programme demonstrates the positive impact it had on participants:

“The Champions training was timely and provided a further impetus to college development... it gave us the ammunition we needed to convey cross- college issues.”

External evaluation of LSIS Post 16 Foundation Learning Support, HOST Policy Research (April 2010)

“The whole FL Champions programme was excellent and has helped our organisation at all levels and in all areas. We hope and are working towards a fully integrated and implemented FL programme right across our organisation. I found it personally very satisfying and rewarding.”

Ron Griffin, training, assessment and qualifications manager, Whitefriars Training and Development

Preparing practitioners, leaders and managers to deliver functional skills

The functional skills support programme delivered more bespoke training and tailored support during the year than in previous years. A regional delivery structure was also successfully implemented to tailor support to local need. A [programme website](#) was developed and launched and has received over 130,000 hits to the site, over 9,000 unique visitors and over 3,400 registered users.

Between August 2009 and March 2010, 2,055 training sessions were delivered – 17 per cent more than the target of 1,750.

Between August 2009 and March 2010, 2,055 training sessions were delivered – 17 per cent more than the target of 1,750 – involving 15,391 practitioners. Feedback received from participants at the time of or immediately after receiving training shows that over 85 per cent were either much more or a little more confident in their ability to deliver functional skills.

“Face-to-face training has been invaluable, whilst on-line information can offer back up support, the opportunity to discuss and question with immediate response is very valuable in a training session.”

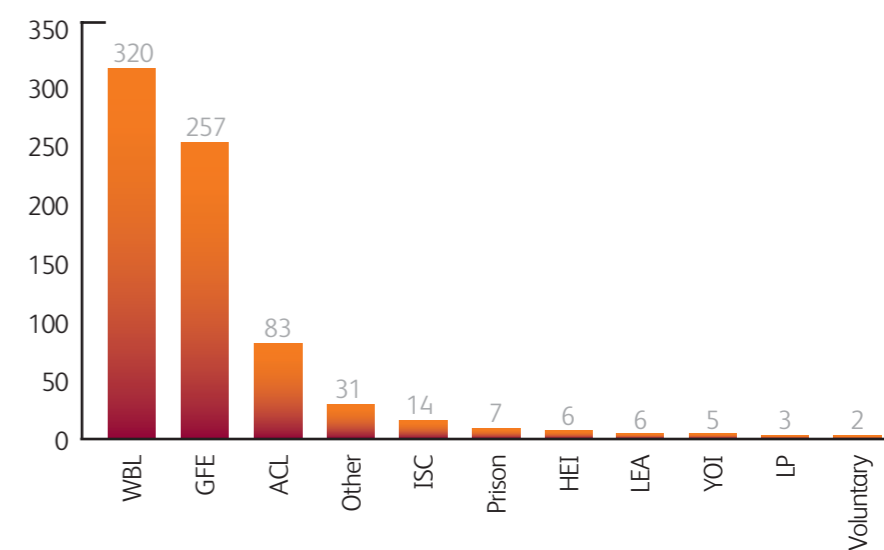
“All of the deliverers have been extremely helpful and supportive, it has been time well spent. Without it we would be struggling. It has ensured that all assessors have spent time away from their work to think about the impact the change will have and discuss how best to implement the training.”

FSSP impact assessment, Deloitte

Implementing the Qualifications and Credit Framework

By December 2010, all vocational qualifications will have been accredited to the Qualifications and Credit Framework (QCF). During 2009-10 through our [QCF Readiness Provider Support Programme](#), we worked with colleges and providers to help them to become ‘QCF-ready’. 734 providers participated in the programme through consultancy support, bespoke training and regional events, and we trained almost 200 QCF champions to lead QCF implementation in their organisation. Over £100,000 was disbursed as grants to providers to carry out research into QCF implementation or share their expertise with peers.

QCF support 2009-2010



As a result of this participation, over 95 per cent of providers reported increased readiness to deliver QCF provision. Feedback on the QCF Champions Training programme includes:

“The training was very helpful in starting the process of QCF implementation across the college and supported my activities very well.”

Lorraine Styles, NESCOL College

“The QCF Champion experience allows me to look at different modes of delivery that may not have been considered under the NQF approach. The use of unitised learning chunks could allow greater access to learners for a wider audience.”

Joseph Lo, learning manager, Eastleigh College

Developing and enhancing post-16 citizenship provision

Our post-16 citizenship programme supports staff to promote the benefits of citizenship education and strengthen links with other initiatives such as community cohesion and learner voice. During 2009-10 the programme delivered 321 customised training sessions to practitioners and managers with 84 per cent of attendees saying the training would have major or significant impact on their citizenship provision. An [e-toolkit](#) was also developed enabling staff to assess their citizenship provision and make suggestions for improvement and further development.

An external evaluation indicates that following attendance at training sessions 63 per cent of respondents had been involved in developing schemes of work/resources and 54 per cent had held follow-up meetings with colleagues to plan for extending/enhancing citizenship provision. 96 per cent reported ‘extensive’ or ‘some’ impact in relation to awareness and understanding of citizenship and 60 per cent reported some improvement in the skills necessary to deliver the subject.

“The SLD team have become far more aware of their ability to embed the citizenship programme in their curriculum and how it dovetails with current provision and student needs. The Advanced Practitioners have been up-skilled in being able to actively promote the citizenship learning in both their own teaching and that of the staff they support. There is clear evidence of positive impact on teaching and learning.”

Evaluation of Post-16 Citizenship Support Programme, HOST Policy Research, March 2010

Over £100,000 was disbursed as grants to providers to carry out research into QCF implementation or share their expertise with peers.



“Strong blend of IT specialist information and practical strategies. Well informed trainers used clear communication and avoided technical language. Felt engaged the whole day.”

Andrew Chiffers, principal and chief executive, Farleigh Further Education College

In 2009-10 all programme strands exceeded their targets with 451 participants engaged in the consultancy service and coaching against a target of 385.

“Many thanks for organising the delivery of more of the resources on Diversity, Identity and Citizenship. It is an excellent resource and the staff team teaching our new Citizenship AS Level were very impressed by the quality of the material, the visual and video resources and the thought that has gone into the material as a whole.”

Martyn Beer, director of sixth form, Settle College

Providing consultancy services and leadership of e-learning

This programme supports providers to operate in a more effective way, focusing on organisational direction and the effective use of technology to support learning. In 2009-10 all programme strands exceeded their targets with 451 participants engaged in the consultancy service and coaching against a target of 385; 668 participants involved in our leadership of e-learning programme against a target of 380; and 1,422 participants using our [leadership and management toolkits](#) against a target of 1,200. The analysis of feedback from all events and workshops across these programmes shows a satisfaction rating of 95 per cent.

“Motivating, informative and probable ‘scary’ in places! (New challenges to address). Very valuable overall though in provoking thoughts on ‘what is needed, where we are, what we need to do and how to get there.’”

Mike Chant, curriculum manager, Fairfield Farm College

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