LSIS LEARNING AND SKILLS IMPROVEMENT SERVICE

The Successes and Challenges of a Sector Led Approach

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LSIS - mission and vision

Mission

- Accelerate the drive for excellence

Vision:

- Every learner acquires the skills, knowledge and appetite they need for learning, living and working;

- Every provider is valued by their communities and employers for their contribution to sustainable social and economic priorities.

Emerging challenges

- Less money – and the need to do more with it
- A greater emphasis on job outcomes
- Restricted entitlements to learning
- Introduction of loans and fees
- Developing a distinct and vocationally focused offer
- Supporting and networking growth in SMEs and microbusinesses
- Greater freedom and responsibility to respond to communities (of place, interest, and employers)
- Contributions to economic and social renewal, and the sector's collective social value
- Growing HE - in FE and more widely

How LSIS will support the sector

- Driven by the sector, not BIS/SFA
- No more top-down programmes
- Responsive and flexible
- Tailored to individual need
- Helping the sector help itself
- Using the best in the sector
- Space to think and learn
- Dating agency
- Ready access to services and ideas

Overview of SfLLN Programme

Aim:

To improve the quality of literacy, language and numeracy provision across the sector, so that more learners achieve their qualifications and so progress in life and at work.

Key Priorities:

- support providers to implement a whole organisation approach to Skills for Life, with a particular emphasis on numeracy
- create regional networks of high performing lead providers with the capability and capacity to support others
- develop sustainable models of self improvement in each of the nine government regions.

Lead Providers

High performing LLN providers

Representative of the range of settings/geographical areas

Have received training and on-going mentoring from contractors to maximise quality of support

Supported provider satisfaction measured and evidenced through:

- Action plans
- Satisfaction surveys
- Regional and national advisory group events
- Case studies
- Final evaluation (August 2011)

Support Programme Activity

- 9 regional programmes supporting 368 providers

- 82 high performing LLN providers delivering the support, sharing expertise across a number of themes through:

  Consultancy
  Continuing professional development
  Peer working groups
  Study Visits
  Webinars

Programme Themes

- Whole organisation approaches to LLN
- Numeracy
- Embedding
- Assessment
- Employability
- Flexible models of delivery
- ESOL
- Capacity building the teacher training workforce

LSIS Starter Kits developed for all themes and available on the Excellence Gateway
http://www.excellencegateway.org.uk/page.aspx?o=292638

Successes

- 100% satisfaction with the sector led model of support
- Confidence in LPs' skills, knowledge and experience to support their organisation's LLN development
- Satisfaction with the LPs' flexibility to provide support when and how the organisation wishes
- Tailored support
- Breadth of organisations recruited

Impact

Provider action plans show:

- 87% address a whole organisation approach to embedding literacy, language and numeracy
- 88% prioritise numeracy

SfLLN Programme: Successes

"*We get the benefit of previous experience, delivery models and resources, general support from people with understanding of issues within our sector.*"

"A local lead enables us to work together knowing the local and national priorities that will help create an effective action plan."

"The primary advantage is gaining knowledge that is practical and pertinent to our current provision from a practitioner who is immersed in the same learning environment."

Challenges

- Slow initial take up led to delays in programme delivery.
- Majority of delivery taking place in February/March.
- LPs not always had the capacity to support a number of supported providers
- LPs need time for preparation time prior to visits.
- Supported providers need time to help to action plan and embed the learning.
- Experienced as well as newly qualified practitioners need time to experiment to improve

Early signs of impact

What practitioners intend to do differently:

- "*Use group discussion and group activities with learners in maths to encourage them to identify how they got to the answer.*"
- *"More practical learning, rather than just worksheets."*
- *"Work more collaboratively with colleagues."*
- *"Look at learners' individual interests, especially with 16-18 year olds, to try to find a starting point for functional skills activities."*

Lessons learned for sustaining the model:

- Select and establish a network of lead providers that represent the range of settings.
- Provide mentoring and coaching for lead providers to develop skills and confidence in supporting others.
- Provide opportunities to bring lead providers together to develop skills, share experiences and expertise.
- Offer opportunities for lead providers to visit one another to broaden their understanding of the range of settings.

Resources on the Excellence Gateway

Starter Kits

http://www.excellencegateway.org.uk/page.aspx?o=292638

Update Magazine

http://www.excellencegateway.org.uk/page.aspx?o=updateorderform

August 2011

- On-Line Core Curriculum for Family Learning
- Toolkit of Resources for Third Sector Organisations

September 2011

- Functional Skills Starter Kit
- SLDD Starter Kit

Next Steps

- Evaluation of sector delivered model: August 2011

- Continue to address priorities outlined in the Skills Strategy through LSIS Council and regional discussions with providers

- Establish a Register of Lead Providers across a range of themes (including LLN/Functional Skills)

http://www.lsis.org.uk/WorkingWithLSIS/Opportunities/Tenders/Pages/LeadProviderRegister.aspx

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Skills for Life portal on the Excellence Gateway
http://www.excellencegateway.org.uk/page.aspx?o=127639