

Skills for Life Support Programme

Appendix 4 Provider final report

Embedding Literacy, Language and Numeracy through a whole organisation approach

Organisation: Lufton College

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Sector: Further Education

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Approximately 1700 words in total plus any appendices and the attachment of agreed resources and other outcomes

1. Background (250 words)

Description of the organisation and its point of departure for the project

Lufton College is a residential Independent Specialist College for 115 students with learning disabilities. From September 09 the college introduced 3 curriculum pathways and began to develop programmes of learning tailored to better meet the needs of individuals, using the Foundation Learning model. We wanted to utilise the new PSD Entry 1-3 units which have been developed by the awarding bodies, the Skills for Life Adult Literacy/Numeracy and ICT qualifications and NPTC vocational units we have already been using. One of our aims was to simplify our Individual Learning Plans so that staff and learners could see clearly a visual representation of their programme of study and how this linked to the individual's needs, goals and aspirations. The project would enable us to extend the ideas and develop what we had already started to draft.

This year we had also been able to improve opportunities to embed Skills for Life, by enabling SfL tutors and Vocational specialists to work in partnership in delivering embedded SfL in many vocational sessions. The project provided us with an ideal opportunity to foster these partnerships through the CPD available to bring staff together for training and the development time for the creation of resources and materials to support SfL teaching in vocational contexts.

2. What we did and how we did it (500 words)

During the first 5 weeks new learners attend college they participate in an induction and baseline assessment programme. Small teams of tutors and LS staff worked with learners to build a clear picture of their needs and abilities Following this process the first stage of creating an ILP focused on the learner together with key staff identifying their long term (transition) goals and then building a visual representation (spider gram) of the skills and knowledge they would need to acquire to reach their transition goal. These were then mapped across to the suite of qualifications we are now using, identifying particular units which closely mapped the learner's needs. Core goals were also identified to address areas such as literacy, numeracy, communication, social and personal targets which needed to be embedded in all areas of the learner's programme. All other areas of the individual's curriculum were also added such as enrichment activities and therapy input. The resulting

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document was produced in Publisher. By using specific colours to show areas of the curriculum e.g. yellow for SfL, green for employability and pink for independent living skills units the document gave a very easy to read overview of the learner's programme. The document also enabled staff and learners to see how many credits would be completed and whether they would achieve an award, certificate or diploma in line with Foundation Learning.

The new ILP was trialled with first year learners working at Entry 1 on the Independence Pathway and further improvements were made such as adding the name of the person responsible for each unit and the date it would be achieved by. The ILP was then rolled out to include second and third year learners working at E1-3.

As part of the LSIS CPD package we chose the Module 5a/5b option – Using resources effectively to embed literacy, language and numeracy. The SfL and vocational staff who had been working together in embedded partnerships were invited to participate. The session raised their awareness and gave them time and opportunity to consider what resources they used and begin to plan their own. Working in small groups/pairs they all came up with ideas to develop and a plan of how they would do this. Our LSIS advisor arranged a date a few weeks later to visit the vocational sessions and see how the resource projects were progressing. Her visit provided a good incentive for staff to make sure “it happened”. Tutors had some excellent ideas for games, using ILT, creating accessible worksheets, job boards and communication resources to support LNN in Car Valeting, Business Bureau, Recycling, Horticulture, Health and Safety and practical skills.

At the visit the advisor was very positive and gave lots of good feedback on how resources could be improved or extended. Tutors were also asked to produce a short overview of their resource.

On the next visit these were available together with the final completed resources.

3. What we produced/created: a description of the outcomes of the action plan (250 words)

Outcomes/final products could be for example a scheme of work, a course outline, a description of a process such as marketing; a financial analysis of a delivery model, a professional development module. (Please list any attachments in Box 7 below.)

We now have an ILP overview for all our learners which accurately reflect their transition goals and their programme of learning. From our original plans this has continued to be developed to now include a photograph of the learner at the centre of the document, a box for learning styles and an agreement to all learners having at least one literacy/communication and one numeracy core goal. A pictorial version providing greater accessibility is now also being trialled.

The resources produced for embedded learning in Skills for Life are:

Car Valeting – A game based on the “beetle” model using car parts as the “beetle” to support counting, colour/shape recognition, positioning and interaction.

Recycling – A simple tally chart to record and produce data.

Business Bureau – A “misfits” style book to support matching and sorting for appropriate clothing for a range of environments.

Horticulture – A simple idea using a series of photos on seed sowing to use for sequencing and matching.

Practical Skills – A range of worksheets and activities to support LNN through a Big Bird Watch project.

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4. What the impact was on learners, employers, teachers, the organisation (250 words)

Please include quotations from interviews with some of the above. Please include any quantitative data as per Table 8 (Data) below or in other format as appropriate.

The resources element of the project provided a valuable opportunity for tutors from both SfL and vocational areas to work in partnership and focus on the task of embedding LNN, utilising shared ideas to create resources to benefit learners. The evaluation of the use of resources identified some clear progress in learning for individuals as a consequence of the project, together with some great ideas for extending their learning by developing the resources further. Opportunities to share the project with other staff both within college and also the peer network has promoted further ideas, discussions and work on creating resources to support LNN.

The organisation benefited from some excellent training through the CPD modules delivered.

All learners now have an ILP which provides a clear overview of their programme at college. It has focused learners, tutors and LS staff to demonstrate a clear link between the student's long term transition goals and the journey they will need to make to achieve these. The ILP fits well into the Foundation Learning model which has enabled the organisation to move forward in developing programme structures to deliver this national strategy.

Appendix 4 *continued*

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5. What we learnt that is of use to others (do's and don'ts) (250 words)

Do:

Ensure that the targets you set yourself as an organisation are manageable and SMART.

Utilise opportunities available for CPD to springboard your project.

Provide time for staff to meet – ideally with lunch or tea to make it a more attractive proposition!

Have a clear action plan with deadlines by which things have to be achieved.

Keep staff motivated by raising the profile of the project in the organisation and ensuring their hard work is recognised.

Provide staff with the opportunity to attend peer network meetings and other organisations so that they feel the benefits of the project, feel their expertise is valued and begin to make their own links outside the organisation.

Don'ts: Not do any of the above!

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6. Next steps (how the organisation intends to carry the work forward) (200 words)

We will continue to develop our ILP to make further more accessible versions utilising symbols for our non readers. The plan is to employ a member of staff to create a bank of pictorial resources other tutors/key workers will be able to access to create simple personalised goals for learners to work towards.

An accessible (symbolised) version of the ILP overview is already being trialled with a small group of learners. Investigations are underway as to how we can link our ILP to databridge (MiS) system. Information from the ILP is being transferred to databridge at present to provide an accurate reflection of the learners' programme of study and recording of achievement.

The resources made for the project will be shared during our next Staff training day as part of a resource sharing session.

The CPD module – Using resources effectively to embed literacy, language and numeracy will be delivered again during our Summer staff development time for the benefit of the Sfl/Vocational staff who were unable to attend the event.

7. List of attachments (including resources, appendices, photographs and other material)