



Foundation Learning in action newsletter

Foundation Learning is the name given to education provision at Entry Level and Level 1, and includes the qualifications at these levels within the Qualifications and Credit Framework (QCF). Learners are offered personalised learning opportunities that help them gain credit at Entry Level and Level 1, on a learning journey leading to a range of appropriate destinations such as Level 2 qualifications, supported employment or independent living.

Foundation Learning Support provides a range of help and assistance to colleges, learning providers and local authorities, enabling them to develop successful organisation-wide Foundation Learning implementation plans.



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Case studies

P4 to P7// Kensington and Chelsea College, Nottinghamshire County Council, Wiltshire College, New College Durham and Nescot share their experiences

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Training

P8 and 9// The Foundation Learning champions' training programme is underway

Welcome to the first issue of Foundation Learning in action

There's a tremendous amount of good work going on in the learning and skills sector to implement Foundation Learning and we are delighted to be able to share with you a number of examples showing how others are introducing these important reforms and the positive impact this is already beginning to have on learners. Sharing what works well, along with lessons learned, is extremely valuable so we hope you find these interesting. The themes of sharing and developing together are echoed in the Foundation Learning champions' training programme. If you haven't yet nominated your own champion you will find details of the programme and how to register on pages eight and nine.

There are many ways you can access Foundation Learning Support and make use of the extensive help on offer. Our regional contacts will be pleased to help you with your action planning and identifying ways of supporting your organisation through options such as bespoke training. Available through our programme website you'll find a wealth of information and case studies. We're also developing a suite of interactive online CPD resources which will be available in the new year. If you would like to trial these please get in touch with us.

We're sure you'll enjoy this first issue of Foundation Learning in action and, for our next issue in March 2010, we want to hear from you if you'd like to share your own experiences of Foundation Learning implementation with colleagues across the learning and skills sector.



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Foundation Learning action planning

The Foundation Learning action planner is a tool to help providers assess how ready they are to implement Foundation Learning and to develop an action plan to improve their readiness. Providers will be at different starting points, with different priorities and different ways of preparing to implement Foundation Learning. However, they will all need to ask themselves the same sorts of questions when preparing to deliver Foundation Learning programmes.

Statements in the action planner are organised around the eight headings from the LSC's 'Foundation Learning: characteristics of effective delivery', from Foundation Learning Tier: 14–19 Delivery Guidance for 2009/10, published in August 2009.

The Foundation Learning action planner will:

- support a review of an organisation's state of readiness in order to find a relevant starting point
- enable progress to be monitored
- help all staff to consider and explore potential impacts
- facilitate consideration of the implementation of Foundation Learning in the context of other plans
- consider how to get the best out of Foundation Learning for learners
- help providers develop an action plan to get ready to implement Foundation Learning.

Action planning with your regional contact

Whether you're just starting out with Foundation Learning or are further along with implementation, action planning can provide a valuable opportunity to review how prepared you are and plan your next steps. Action planning is available through our consultancy service to providers contracted by the Learning and Skills Council to deliver Foundation Learning programmes in 2009-10. To check if your organisation is eligible, contact the programme helpline on 0845 604 5321.

Developing provider skills

The Foundation Learning My Development activities are a set of resources that have been designed to support providers as they prepare to implement Foundation Learning. Consultants and regional contacts are providing bespoke training, often using the My Development resources to help provider staff develop flexible and personalised learning programmes that harness the potential of the QCF and enhance learner participation, achievement and progression.

Each My Development activity can help provider staff by providing them with current information and opportunities to explore different approaches to the delivery of Foundation Learning.

The resources and activities are based on eight high level themes each containing three discrete interactive learning activities and working in incremental stages from simple to increasingly complex activities. Each learning activity introduces a specific area and is accompanied by a learning task, with opportunities for guided reflection and suggested next steps.

The My Development learning activities can be found by clicking on the link in the left hand menu on the Foundation Learning Support website: www.excellencegateway.org.uk/foundationlearning

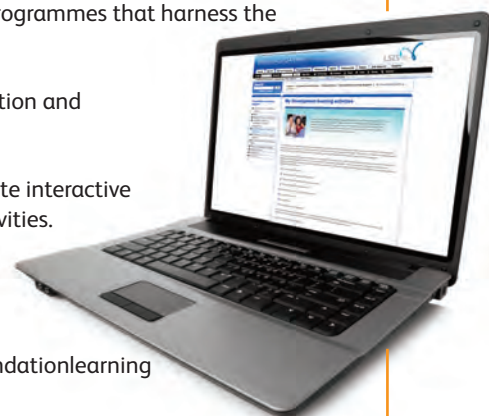
The first My Development learning activities are now available for trialling. These initial learning activities have been written for the QCF Readiness Provider Support Programme to support staff in understanding the QCF, which is essential knowledge for practitioners delivering Foundation Learning programmes. Additional activities for Foundation Learning following this model will be added soon.

Action planning at Tameside College

Having participated in the national Foundation Learning pilot, Tameside College is well on the way with its implementation journey. The pilot focused on groups of staff from across the college working together to deliver E2E programmes. Business studies staff delivered the vocational element, the E2E team delivered personal and social development and the central team delivered functional skills.

The programme ran for 12 weeks and achieved a 100% success rate. The response of the learners was excellent, with one learner commenting: "I never thought English and maths were important before, now I can see why I need them for work." One tutor said: "The focus on functionality in functional skills made all the difference." Following the pilot, all learners involved progressed on to either employment or an apprenticeship, a result that exceeded the expectations of just about everyone involved.

The college's curriculum team leaders will be action planning with Sandra Wade, post-16 Foundation Learning regional contact, at the end of November, to help identify any areas requiring further development. A cross-college CPD day has also been planned for 21 December, enabling all staff to participate in planning for delivery from September 2010. Shelley Hardcastle, assistant principal said: "Following the success of the National Pilots, I see Foundation Learning as the key to the development of truly personalised learning programmes. I believe that it will give young people appropriate progression routes and the opportunity to develop the skills they will need for future life experience."



Foundation Learning in action - a provider perspective

It's a team effort at Nottinghamshire County Council

For Margaret Hurrell, team manager - E2E vocational skills and employment at Nottinghamshire County Council (NCC) Skills for Employment, an early start to Foundation Learning preparation was key to the organisation's overall aim of ensuring a smooth transition to full implementation in 2010.

In September 2009, NCC decided to establish a pilot Foundation Learning programme. NCC was already delivering an E2E programme at one of its sites, which included the three requirements of Foundation Learning: vocational learning, functional skills and personal and social development learning. This provided a good basis for a carefully controlled pilot.

“**We wanted to be ahead of the game in terms of the 2010 full implementation of Foundation Learning.**”

The majority of NCC's Foundation Learning provision is based on qualifications provided by the National Open College Network (OCN). NCC decided to develop holistic programmes where students would be able to progress from a Certificate sized to Diploma sized qualification.

As part of the Foundation Learning pilot, NCC received support from the Learning and Skills Improvement Service (LSIS). It also approached OCN and the National Institute of Adult Continuing Education (NIACE) for advice and support

on the question of the most appropriate courses to include. “Both organisations were very helpful and provided us with the information we needed in order to make the correct choices,” Margaret Hurrell explained. “As a consequence of our discussion we introduced changes to our vocational and personal development programmes. We also made the decision to introduce accredited courses for personal and social development, citizenship and employability. The pilot has been carefully designed to enable our learners to arrive at a range of destinations that include employment, Level 2 training with employment, apprenticeship and further education.”

NCC offers vocational qualifications in construction, painting and decorating, horticulture and woodwork, a variety of courses in employability and citizenship, as well as a programme of personal and social activities.

The new programme has generated a number of positive learner comments including: “The course is good. I'm learning new and different things and I love working in the workshop,” and “I'm on placement. I like working with older people and using what I've learnt at work.”

“We wanted to be ahead of the game in terms of the 2010 full implementation of Foundation Learning,” Margaret Hurrell observed, “and in this respect the pilot scheme we've introduced is proving a great success. It's helping us with our curriculum development work, developing teams and recognising the organisational alterations required. For anyone just starting out on this journey my top tip would be that Foundation Learning implementation is a team effort requiring everyone's active involvement. It's a whole new initiative and in order that it successfully delivers for our learners, its implementation requires enthusiasm and dedication.”



“Get Started” says Kensington and Chelsea College

A whole college approach to Foundation Learning has been key to getting Kensington and Chelsea College started on its implementation journey. Spread across six college centres, nine prisons and numerous community venues throughout London, the college’s 13,500 students come from a broad spectrum of backgrounds and 50% are at Entry Level and Level 1.

The starting point for such a large and complex college was a thorough and honest evaluation of the issues it was facing. These issues related to whole organisation implementation and included ensuring a common understanding of Foundation Learning and QCF approved units, timetabling and marketing.



A working group was then formed which was led by the vice principal and included a mixture of staff roles and other external partners. The group capitalised on the opportunities to network and made use of relevant resources, as well as establishing direct working links with awarding bodies.

The group members took a ‘task and report back’ approach, drawing on the consultancy support provided by LSIS. Priorities for the group included:

- developing common aims and targets
- setting up cross college development activities including staff training and student awareness.

“Introducing Foundation Learning is resulting in a more relevant curriculum for those people who have had least success in their initial education,” says Amanda Hayes, vice principal at Kensington and Chelsea College. “The process of review and team working has re-invigorated lecturers who are finding innovative ways to embed basic skills and employability into vocational subjects.”

Top tips for ‘getting started’ from the team at Kensington and Chelsea

- Appoint a senior manager to steer the project
- Take a whole organisation approach with representation from all areas
- Review progress and act on lessons learned
- Get started, even if this means small steps at first.

New College Durham

New College Durham has offered Entry and Level 1 provision to both pre and post 16 learners for many years. “We welcome the opportunity to offer Foundation Learning as a new way to provide personalised learning programmes for young people and adults working at this level,” commented Alyson Shields, Foundation Learning champion. “Learners appreciate a model which includes a suitable mix of vocational skills, functional skills and personal and social development.”

A Foundation Learning task group, chaired by a senior manager, meets regularly to ensure the college is fully prepared to implement this reform programme and the college has also identified a Foundation Learning champion to lead on this development. During 2009-10, Foundation Learning is being delivered for those learners choosing E2E, and other programmes at Entry level and Level 1. A significant emphasis has been placed on initial diagnostic assessment and capturing preferred progression routes, so that learners are working at the right level to reach their intended destination.

“Learners appreciate a model which includes a suitable mix of vocational skills, functional skills and personal and social development.”

Members of the task group are monitoring the progress of this work, which provides a forum for sharing ideas as New College moves towards full implementation of Foundation Learning. At this stage in its development New College is considering:

- the range of qualification titles available on the Foundation Learning qualifications catalogue
- how to provide learner choice, whilst maintaining viable and cost effective provision
- different models of delivery and learner entry points
- how best to integrate the development of functional skills by seeking opportunities to apply and practice the skills embedded throughout the learner’s programme
- how to support partner schools developing Foundation Learning for key stage 4 learners.

The next few months will involve more awareness training for curriculum and support teams and further intensive development work for those concerned with delivery.

Foundation Learning in action - a provider perspective

Nescot College: realising the benefits

Nescot College is currently running a Foundation Learning pilot across all Entry Level programmes, plus Level 1 Plumbing and Level 1 Business programmes. The decision has been made to embed functional skills within the vocational and personal and social development areas across a weekly timetable of 13.5 hours.

“In 2008/09 we ran a small pilot of the Edexcel Workskills qualification 08/09 with six learners but did not deliver the functional skills aspect of the course,” explained Lynn Reddick, head of Foundation Learning at Nescot. “A second pilot was running in the Key Skills area concentrating on the functional skills aspects. The plan for 2009/10 was to bring both pilots together to provide a sustainable curriculum. Initially we chose to visit other colleges that had been running pilots but soon found that although they were effective our cohort was much larger, involving some 150 learners. This in itself presented us with a number of issues, not least being the availability of qualifications to deliver, in order to meet the needs of our learners who are traditionally very vocationally focused.

“A great deal of work has gone into researching and selecting awarding bodies and qualifications, gaining accreditation, training staff, producing tracking paperwork, further developing our personalised learning plans and writing new teaching modules for all the groups. There have been several issues with embedding the functional skills into the curriculum and concerns about the existing team’s ability to do so. However, the team is now gaining more confidence.”

Nescot learners benefit from destination led programmes, as they have a clear focus on what they want to be doing in the

future. They are able to choose which subjects they want to study and combine different areas of interest at different levels according to their ability. They have enhanced personalised learning plans and they have ownership of them from the beginning. These are still in the early stages of development and are being adjusted on a weekly basis. A recent parents’ evening highlighted the positive support the programme has from parents. Learners have already applied for next year’s courses and have a clear picture of what their future holds if they meet their targets.

Nescot has faced challenges in implementing Foundation Learning. These include individual timetabling, staffing that ensures all learners are able to access appropriate support and that genuine individual opportunities are offered.

Including functional skills as part of Foundation Learning is challenging for less able learners, especially those who have weaker English, maths and ICT skills. These learners find tests very difficult and in some cases impossible to pass. Nescot’s biggest stumbling block is having to use two or three different awarding bodies to provide the range of choice the learners need. Lynn Reddick observed “This adds time and paperwork in order to comply with specifications and external verification. Better cohesion and collaboration between awarding bodies will make delivery of Foundation Learning programmes more streamlined for learners and providers.

“At present we are having a positive and challenging experience as staff. The learners are enjoying the curriculum and do feel there is flexibility to meet their needs but there is no quick fix and time and resources need to be allocated within the college to ensure that Foundation Learning can be rolled out for September 2010.”



“It’s about doing something different” at Wiltshire College

At Wiltshire College, director of curriculum foundation skills Karen O’Connell, and Bridgett Pearce, operations manager, are leading the changes to prepare for full implementation of Foundation Learning from September 2010.

The college started its change journey on the basis of two key ‘knowns’: firstly that while learners do progress to E2E and further education, the ‘long thin’ courses are not responsive to learners not in education, employment or training (NEET); and secondly that there is too much repetition and too few progression opportunities for learners who have learning difficulties and/or disabilities.



Working with special schools and the local authority to ensure a cross-county approach to Foundation Learning for learners with learning difficulties and/or disabilities has ensured that learners are able to build up different units in different educational settings.



In September 2009, the college set up a Foundation Learning implementation group with clear terms of reference and cross-curriculum representation. Its plan included:

- implementation of Foundation Learning in stages
- designing and piloting a unitised curriculum for below Level 2 provision in other vocational areas of college
- working towards a ‘whole college’ timetable for functional skills and elements of personal and social development.

The group started work immediately and a number of outcomes were quickly implemented. By using qualifications on the QCF, a unitised curriculum was introduced for students within Foundation Studies. This was offered in 10 week blocks and included a range of choices for learners with more severe learning difficulties and/or disabilities. Also, learners were placed in ‘common interest’ groups based on planned outcomes, for example independent living, supported work, Level 2 apprenticeships. Additionally, E2E moved into the Foundation Studies directorate, key skills were replaced by functional skills and OCN Step UP and other unitised qualifications were offered to all learners including E2E. Finally, the number of start opportunities was increased by introducing ‘roll on, roll off’ provision.

“We have learned that Foundation Learning is not about recycling our existing programmes and learners, but about doing something different and doing so in structured partnership with other organisations,” observed Karen O’Connell. “Doing something different has meant that our Foundation Learning team can successfully help learners focus on their future and realise their true potential by offering a range of opportunities and vocational options in the form of ‘tasters’ for young people who don’t know what they want to do, rather than being forced to choose before they are ready. Working in partnership with leaders in the local job market, learners gain valuable ‘skills for work’ that assist them in their decision making.”



“Working with special schools and the local authority to ensure a cross-county approach to Foundation Learning for learners with learning difficulties and/or disabilities. has ensured that learners are able to build up different units in different educational settings.”

There are emerging issues and questions that Wiltshire College still has to resolve.

- Who will be responsible for information, advice and guidance?
- By offering a unitised curriculum learners are able to have vocational tasters, but how can this be organised and still ensure learners are able to choose to follow a particular vocational option?
- Will the principles of E2E be maintained with the move to accredited programmes? What will be the place of work experience?
- How will funding develop and affect delivery? The awarding bodies are offering packages of qualifications. Is this encouraging providers to deliver whole packages rather than flexible units based on learners’ choices?
- What will be the impact of Foundation Learning on the college structure?

Wiltshire College is moving forward with optimism, enthusiasm and determination, which will benefit learners as they head towards their individual destinations.

Championing the cause

The LSIS Foundation Learning champions' training programme got off to a flying start on 22 October, when over 30 delegates attended day one of their training in London.

The champions' training programme has been designed to equip nominated staff from providers with the necessary skills to lead curriculum development for Foundation Learning. The training covers key areas such as organising learning programmes, coaching skills and the role of the champion, and managing organisational change.

Aspiring champions attend three training days held at intervals over a three month period. Before the first face-to-face training event each champion is required to complete an online introductory module. In addition there are self-directed activities such as the use of online training modules, participation in discussion forums and the practical application of knowledge and skills within their own provider context.

On completion of the programme, champions will be able to develop the skills of other practitioners and colleagues, both within their own and other organisations, as well as provide coaching for peers, colleagues and managers to help develop appropriate professional development (CPD) programmes in preparation for Foundation Learning implementation.

Access to the champions' training programme is free for LSC funded providers which are delivering provision that falls within the priority Foundation Learning funding gateways: Train to Gain, Offender Learning and Skills Service, Adult Learner Responsive, Pre Employment Training and National Apprenticeship Service. Aspiring champions have to be nominated by a senior manager within their organisation.

On completion of the three day training programme, new champions will receive an LSIS certificate acknowledging their achievements. The training programme supports Institute for Learning (IfL) CPD requirements.

Champions' training is taking place at various locations in England. Some training is already underway but there are still four start dates from December onwards that are accepting applications. To secure a place providers considering champion nominations should book straight away.

To find out more about the champions' training programme, please visit the Foundation Learning programme website at www.excellencegateway.org.uk/foundationlearning Additional information can also be provided by the LSIS Foundation Learning regional contact team via the programme helpline on 0845 604 5321, or by email to foundationlearning@nordanglia.com



Champions have been nominated from across the learning and skills sector:

Name: Julius Gragasin
Organisation: JACE Training
Job role: Foundation Learning Manager



Why I have registered as a champion:
 I aim to provide a smooth transition over our Foundation Learning implementation period. Training as a champion will not only give me the skills and knowledge I need but will also connect me with a community of professionals to help me achieve this.

What I hope to get out of the programme:
 Using the resources provided by LSIS I hope to gain knowledge and understanding of effective implementation ideas and underpinning concepts, and also an awareness of any issues encountered by others so that I can plan to eliminate these in my action plan.

What I want to do for the organisation:
 Produce an effective delivery framework for Foundation Learning that will last.

What I think of the programme so far:
 It provides critical insight from knowledgeable LSIS representatives. The sessions are exceptionally well delivered and structured.

Name: Patience Itua
Organisation: Working Men's College
Job role: Curriculum Manager
 (Literacy/Numeracy)



Why I have registered as a champion:
 I was nominated as a member of the college steering group for Foundation Learning and will be playing a leading role in the planning and implementation of Foundation Learning in my organisation.

What I hope to get out of the programme:
 I hope to broaden my understanding of the key features of the Foundation Learning programme and build relevant skills that will enable the planning and implementation of Foundation Learning within my college.

What I want to do for the organisation:
 With the support of senior management I would like to use the acquisition of knowledge to review the impacts and implications of the implementation of Foundation Learning in our organisation as an adult and community college. A key output will be to produce an action plan that will fully involve the whole college in the planning and implementation of Foundation Learning.

What I think of the programme so far:
 The resources, collaboration and sharing of ideas between other champions has been excellent.

Name: Barbara Cullen
Organisation: North Lindsey College
Job role: Curriculum Area Manager for Foundation Studies and E2E



Why I have registered as a champion:
 North Lindsey College was one of the Foundation Learning pilot sites during 2008-2009. During the year, our team developed ways to embed PSD, literacy and numeracy across Foundation Studies and E2E provision and this significantly improved achievement rates. Colleagues from across the college are increasingly approaching us for advice on how to do the same in their subject areas.

What I hope to get out of the programme:
 I'd like to work with a stimulating and challenging team of colleagues who will support me as I look forward to the next stage of implementation across the college.

What I want to do for the organisation:
 I see the champions' training as a real opportunity to pursue collaborative working that will eventually create greater opportunities for learners to achieve and progress.

What I think of the programme so far:
 I really enjoyed the first day and came away equipped with the resources to enable me to train staff across college on Foundation Learning. I'm really looking forward to the next event.

Name: Jo Simister
Organisation: Wakefield College
Job role: Director: Learner Development



Why I have registered as a champion:
 I've seen how useful coaching networks can be for colleagues, for example LSIS subject coaching networks, and hoped that this programme would also provide good opportunities for professional networking as well as ideas to develop our provision.

What I hope to get out of the programme:
 I think it has the potential to open doors and, by sharing experiences, we'll be able to evaluate different models based on the experiences of others in the group.

What I want to do for the organisation:
 Further extend our plans for implementation of Foundation Learning, learn from colleagues and develop new ideas to take back to college.

What I think of the programme so far:
 During day one, a delegate described using an approach that I had previously discounted as not possible. My perception has been challenged and I've arranged to visit them to view the approach in practice.

We'll be following the progress of these and other champions in our March 2010 issue.

Champions' training events

Location	Day 1	Day 2	Day 3	Venue
Nottingham	4 December	18 January 2010	26 February 2010	NCSL Learning and Conference Centre
Birmingham	13 January 2010	24 February 2010	29 March 2010	Aston University Lakeside Conference Centre
London	20 January 2010	2 March 2010	30 March 2010	Browns Courtrooms
Manchester	21 January 2010	25 February 2010	25 March 2010	The Midland Hotel

Support for local authorities

All local authorities will deliver some Foundation Learning on a 14-19 basis in 2010 and will focus on increasing capacity, quality and access by bringing in all schools and other providers, to align with Diploma and Apprenticeship entitlement and the Raising of Participation Age (RPA) milestones to 2013.

Support for local authority preparations to deliver Foundation Learning is well under way. Of the 153 local authorities, 22 are participating in the piloting of Foundation Learning. Delivery and registrations of learners on the pilot have topped the 6,000 mark – exceeding targets and providing an early indication of the enthusiasm for this new route to achievement and progression for learners. For pilot local authorities, the priority in this year is to further embed quality provision across their areas. Many are broadening the offer, bringing in new centres and often extending provision from special school participation in 2008/09 to mainstream schools, where the benefits to all learners at Entry and Level 1 can be made available.

During the 2008/09 academic year, seven local authorities, which participated in the first phase of the pilot, carried out development projects which focused on specific elements of delivery, or the establishment of processes to support delivery. Case studies produced by the participating centres give a glimpse into the positive impact Foundation Learning is having on the lives of learners and the experience of practitioners. Many of the learners were disengaged or would have had few real options for achievement and progression, and both learners and practitioners report a real change to their outlook and participation. The case studies and resources produced by the development projects were released in early November and can be found on the Foundation Learning website: www.excellencegateway.org.uk/foundationlearning.

Outside the pilot, local authorities are at varying stages of readiness in their preparation for delivery. Some are already making the transition from key stage 4 engagement programmes to Foundation Learning, but most are just beginning to come to terms with the implications of provision in their areas. Local partnerships are playing an important role in implementation planning, which for many has started with the local authority Gateway 4 submissions which look in-depth at local demand for Foundation Learning. Early estimates are that out of a total of nearly three million 14-19 learners, around 500,000 – 800,000 (roughly 25%) are expected to be suitable for Foundation Learning. It is expected that the data collected on Foundation Learning numbers, through the Gateway 4 submissions, will qualify these predictions.

To support local authorities with their planning, an online readiness tool is available at www.excellencegateway.org.uk/foundationlearning. Grouped under headings which can be used in implementation planning, the tool uses prompts to help users identify actions and signposts resources which will be of help. In the spring term an online healthcheck will be available for centres, helping them to identify the areas that they need to work on and actions they will need to take at centre level. A bank of CPD resources will also be made available on the website, to support practitioners.

From December 2009 local authorities will be focusing on the detailed planning that will involve centres offering Foundation Learning in September 2010 and preparing to engage with priority learners as they make their choices from February. Facilitators from LSIS Foundation Learning Support will be working closely with them to support this process and to help them prepare centres and practitioners for delivery.



Case study: New Start Training

New Start Training is a small independent specialist provider offering Level 1 and Level 2 qualifications in construction. This provider used the opportunity presented by LSIS Foundation Learning Support, to develop and strengthen its vocational provision for those most at risk of non-engagement in education. New Start provides opportunities for learners in years 10, 11 and 12.

Raising staff awareness of Foundation Learning and the Qualifications and Credit Framework (QCF) was a key objective for the project. This enabled staff to reconsider how the qualifications that were being offered needed to adapt if they were to respond to learners and industry needs. Finally, New Start re-shaped its delivery structure and support systems to meet the changing expectations of Foundation Learning within the QCF.

Strong leadership from the centre manager meant staff could make good use of training and support. A Foundation Learning health check provided an accurate base from which New Start planned its new programme. Interrogation of the qualifications database and staying in contact with awarding bodies raised awareness of the most recent developments and more importantly of what was possible for learners. Attention was paid to the real purpose of a personalised learning journey and the whole package of support that is needed for success. Collaborating with schools and other local providers meant that learners could enjoy the benefits of school alongside vocational training with a local work based learning provider or college.



LSIS stock images

Case study: Hackney Community College

Hackney Community College delivers provision for 14-19 learners, many of whom have difficulties engaging in mainstream education.

In 2008 the college became a 'pilot' for Foundation Learning and used it as an opportunity to prepare for delivery of personalised programmes from September 2009. The college recognised the importance of taking a whole organisation approach to curriculum development, if they were to offer a sufficiently broad range of personalised opportunities.

Vocational teachers, staff delivering functional skills and staff providing support came together for an initial briefing. This was followed by collaborative work across

curriculum areas, towards development and delivery of coherent integrated opportunities for learners that ensure individualised dynamic learning plans that reflect learners' aspirations and achievements.

The college had to review the qualifications it offered, and undertook to concentrate on providing units that would support learners' progression beyond key stage 4. An integrated programme of learning has been developed which embeds functional skills and personal and social development within vocational, study skills and work orientated programmes. All of this is underpinned by the positive commitment of staff and a programme of continuing professional development.

Foundation Learning Support

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