



## Foreword

■ Jenny Burnett, Executive Director,  
Learning and Skills Improvement Service

‘Providers overwhelmingly reported that involvement in the programme led to measurable improvements in vocational as well as Skills for Life teaching and learning.’



The Learning and Skills Improvement Service (LSIS) welcomes the independent evaluator’s interim report ‘*Evaluation of the SfLIP Year 2 Second Interim Report – July 2008*’ on the Skills for Life Improvement Programme. Particularly pleasing was the conclusion that Improvement Programme was QIA’s most recognised and highly regarded programme in 2007–08.

Providers expressed great admiration for the expertise and professionalism of the consultants, and for their knowledge of Skills for Life and vocational learning, as well as their considerable understanding of the context in which providers operate, whether that be Train to Gain, offender learning, E2E or elsewhere. The evaluators found that the programme helped them to implement successful management systems to ensure effective embedded literacy, language and numeracy skills within all teaching and learning. Providers overwhelmingly reported that involvement in the programme led to measurable improvements in vocational as well as Skills for Life teaching and

learning. For example, learners’ attendance, achievement and retention improved.

### Compelling findings

Another compelling finding was that in August 2008, 93 per cent of providers reported that the Skills for Life Improvement Programme was helping to improve their teaching and learning and/or quality processes. The Improvement Programme demonstrably works. Its activities are informed by research and by evidence of successful practice. Research from NRDC provides compelling evidence of the benefits of embedding Skills for Life in vocational and other learning.

The Improvement Programme has set offender learning and Train to Gain as its two priorities

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in 2008–09. Providers tend to find these two areas among the most challenging for all learning, but particularly for Skills for Life learning – the very area which can enable so much progress. Outstanding quality is sadly rare in the custodial learning environment. Providers of learning to offenders may find CfBT's publication useful: *An Inclusive Approach to teaching and learning in secure settings – a Toolkit for teachers and managers* – available from CfBT Education Trust's Evidence for Education website under Publications section ([www.cfbt.com/evidenceforeducation/Default.aspx?page=376](http://www.cfbt.com/evidenceforeducation/Default.aspx?page=376)).

Details of the 2008-09 Skills for Life Improvement Programme are available elsewhere in this issue and on the programme website: [www.sflip.org.uk/jointheprogramme.aspx](http://www.sflip.org.uk/jointheprogramme.aspx)

## A new organisation

As you'll be aware, QIA has now, formally, joined with the Centre for Excellence in Leadership (CEL) to form the Learning and Skills Improvement Service (LSIS). LSIS combines the work of QIA and CEL and adds to the mix a third ingredient - the input of this sector's own talents of focusing on learners and on developing excellent and sustainable further education and skills provision.

LSIS was established after consultations with sector leaders identified a strong desire for an organisation that would be sector-directed. As a sector-owned public body, LSIS will be owned, directed and governed by FE and skills colleges and providers, and will be dedicated to supporting excellence, leadership development and self-regulation in the FE sector.

LSIS will be consulting with the sector during autumn 2008 and spring 2009 about its priorities and remit. While this is taking place, it is business as usual in terms of the activities and services that QIA and CEL offer. More information about their range of activities is available on their respective websites.

## Register for regular updates

If you wish to be informed of developments on a regular basis please email [sflipinfo@cfbt.com](mailto:sflipinfo@cfbt.com) with the subject as 'Register' and your full name, title, organisation, address, telephone and email address in the body of the email.

## Contact us

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