

Plan for personalising further education

Responding to the needs of the whole Learner				
Success looks like:	Summer 07	Autumn 07	Spring 08	Autumn 08
<p>With support from providers, learners and potential learners overcome obstacles to learning, resulting in increased motivation and stronger personal ambition to achieve.</p> <p>Increased success rates at local and national level.</p>	<p>Piloting and evaluating of different approaches to pastoral support takes place. The pilots include what works best to support 14-19 year-old learners who learn across more than one institution and the particular needs of children and young people in care/care leavers.</p>	<p>Feedback from the pilots used to develop an online toolkit to help providers improve pastoral support for learners.</p>	<p>Online toolkit available on QIA's excellence gateway.</p>	<p>Pastoral support reviewed as part of providers' learner involvement strategy evaluation.</p> <p>Children and young people in care/care leavers needs met evidenced through improved retention and achievement data.</p>

Creating an ethos of seeking and responding to the views of the learner				
Success looks like:	Summer 07	Autumn 07	Spring 08	Autumn 08
<p>Learners in all settings are influencing the improvement of provision at both local and national level, leading to increased levels of learner satisfaction.</p>	<p>Learner Involvement Strategy Handbook includes best practice from across the sector and is used by Providers to help them develop and evaluate their own Learner Involvement Strategy.</p> <p>National Learner Panel (NLP), in its first year, has contributed to policy design and delivery e.g. Leitch review of Skills to 2020, the Learner Involvement Strategy Handbook, etc. and has ongoing dialogue with ministers and policy makers.</p> <p>Framework for Excellence guidance includes the small number of core questions for inclusion in providers' own learner satisfaction surveys and the approach providers will be required to adopt when surveying their learners.</p>	<p>All providers have a learner involvement strategy in place.</p> <p>National Learner Panel 2nd year – recruitment of new panel members to continue the process of consulting learners at national level.</p> <p>Framework for Excellence pilots begin – these include mechanisms to define and test assessment criteria to measure outstanding, good, satisfactory and unsatisfactory performance in respect of responsiveness to learners.</p>	<p>Statutory Guidance from the Secretary of State is issued covering consultation with learners, potential learners, employers and others.</p>	<p>National evaluation of Learner Involvement Strategies published to gauge impact on learners and organisations.</p> <p>Learner responsiveness measure used for all LSC funded work based learning providers and colleges during 08/09 for reporting in the first year of the Framework for Excellence.</p>

Responding to the needs of the local community and employers				
Success looks like:	Summer 07	Autumn 07	Spring 08	Autumn 08
<p>Individuals and employers are able to access individual units of learning and package them together in a way which best meets their needs. Individuals able to "carry" their learning from one situation to another to meet their specific circumstances and needs.</p> <p>Increased progression into further skills development or sustainable employment.</p> <p>Employer recognition of the increased skills including life skills, attained by their employers.</p>	<p>First evaluation report of the Qualifications and Credit Framework (QCF) trials of ways in which smaller chunks of learning can be packaged together to meet learner needs.</p>	<p>Qualifications and Curriculum (QCA) extends QCF test/trials to encompass units and qualifications developed by employers, colleges and other training providers.</p> <p>Framework for Excellence pilots begin – these include mechanisms to define and test assessment criteria to measure outstanding, good, satisfactory and unsatisfactory performance in respect of responsiveness to employers.</p>	<p>Final evaluation report from trials of the QCF.</p> <p>Train to Gain reaches full operational capacity and is delivered on an assess-train-assess basis in which training is delivered to fill the gap.</p> <p>Train to Gain delivered flexibly, in the workplace, and so blends with people's work patterns.</p> <p>Train to Gain brokerage is in place to help identify and meet the needs of employers.</p>	<p>New Qualifications and Credit Framework used by learners and employers to tailor learning to meet specific needs.</p> <p>Employer responsiveness measure used for all LSC funded work based learning providers and colleges during 08/09 for reporting in the first year of the framework for excellence.</p>

Raising the ambitions of all learners				
Success looks like:	Summer 07	Autumn 07	Spring 08	Autumn 08
<p>People get the help they need at any point in their learning and skills journey, in the way that best meets their needs.</p> <p>Increased participation amongst under-represented groups.</p>	<p>Conclusions from the trial to test the feasibility of providing in depth personal guidance through learndirect telephone services targeted at adults looking to progress their careers feed in to the cross-government review of Information and Guidance (IAG).</p> <p>Providers continue to provide learners with information, advice and guidance to raise learner ambitions.</p> <p>Findings of the cross-government review of the wider potential for a comprehensive, intensive advice and guidance service for adults being considered as part of the Government's overall response to Leitch.</p>	<p>DfES and partners working up the detail of what a new universal adult careers service might look like and how we could get there in light of the Leitch Review.</p>	<p>High quality labour market information developed for guidance purposes with Sector Skills Councils.</p>	<p>Customer tracking and follow-up system provides ongoing personalised support.</p>

Individuals realise their potential and achieve long-term goals including sustainable employment. Value-added and distance-travelled measures show real gains in learning.	Materials promoting good practice help FE providers raise their delivery standards and widen the use of the Matrix standard.	FE provides personalised support to learners including: <ul style="list-style-type: none"> • pre-learning skills assessment, including literacy, numeracy and language needs and help to choose the right provider and course; • expert on-programme input from tutors and advisors; and • guidance at the end of the course to achieve outcomes and progress to a job or further learning opportunities. 		New system providing individual lifelong records of participation and achievements enables providers to offer a more personalised service to learners. Learner destinations surveys inform Framework for Excellence information.
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Supporting every learner to become expert

Success looks like:	Summer 07	Autumn 07	Spring 08	Autumn 08
All learners (including those returning to learning and employment) have a proper assessment of their needs at the start of their programme and ongoing assessment and support. More learners complete their courses. Learner motivation and satisfaction levels increase as better learning choices are matched to goals and aspirations. Acknowledgement in inspection findings about the value and impact of more personalised services including initial assessment.	Review of existing assessment resources and processes informs development of a package of materials and support.	Providers using the new materials to support their initial and diagnostic assessment models. Teachers/Trainers benefit from training modules on initial and diagnostic assessment built into initial teacher training and Continuing Professional Development (CPD) reforms. Outcomes from the Jobcentre Plus and LSC trials for a personalised approach for individuals where lack of skills is deemed to be the main barrier to finding a job inform next steps.	Providers and learners feedback used to enhance materials and training to support initial and diagnostic assessment as a result of ongoing evaluation.	
All learners in FE have the opportunity to develop skills and subject knowledge to help them gain the most from their learning experience and take responsibility for their learning journey. Better completion rates and increased achievement rates both generally and for those groups that currently underachieve.	QIA, working with other partners research and gather best practice examples to work up a definition and characteristics for the 'expert learner role'.	Providers using the characteristics and definition for the 'expert learner' role used to help inform their Learner Involvement Strategies and develop expert learners in their organisation.	Teachers know and understand the characteristics of an expert learner through integration with CPD materials and embed them in their teaching strategies. Expert learner characteristics are embedded within subject areas and are appropriate to the learner's age and experience.	

Encouraging individuals to take responsibility

Success looks like:	Summer 07	Autumn 07	Spring 08	Autumn 08
Individual learners motivated to take on more leadership and governance responsibilities. Acknowledgement in inspection findings about the active part learners play in shaping services.	FE Governing Bodies include at least two learner governors.	Training and support available for course representatives. National standards defining the Staff Student Liaison role developed and used by providers. Models of student committees emerge and are disseminated.	Training and/or a toolkit available for staff Student Liaison Officers based on the standards.	Success reviewed as part of providers' learner involvement strategy evaluation.

Fostering openness and trust

Success looks like:	Summer 07	Autumn 07	Spring 08	Autumn 08
Effective mechanisms within providers respond to learners views. Improved inspection findings recognising the value and impact of more personalised services.	Learner Involvement Strategy handbook published setting out how to implement and evaluate learner involvement at local level.	Statutory guidance facilitates wider consultation with learners and potential learners Providers use student committees and focus groups with particular learner groups to engage collectively with learners. Providers use feedback to improve teaching and learning. Provider CPD approaches equip teachers to seek out and respond effectively to learner needs.		Evaluation of effectiveness of learner involvement strategies demonstrates how learners' views have been considered.