

Case study: Life Skills Solutions Changing the curriculum in line with the Foundation Learning Tier

Background

Life Skills Solutions is a work-based learning provider located in 6 different London boroughs. They offer E2E programmes for learners from disaffected groups as well as working with employers and employees to provide courses through Train to Gain for learners planning to achieve at level 2. This case study will be helpful to those planning the implementation of entry and level 1 qualifications from the Qualifications and Credit Framework (QCF).

Planning the transition

Senior staff at Life Skills Solutions used the QCF Readiness Matrix (<http://www.grsp.org.uk/resources/implplantool>) to enable them to work out what action they needed to take in order to change their existing E2E provision to meet the requirements of the Foundation Learning Tier (FLT).

From this, they prioritised a number of areas and began working on planning and modelling future provision.

Staff considered what a timetable might look like if learners were to take two award-sized qualifications in complementary areas and have the opportunity to attend discrete classes in Functional English and Functional Mathematics. A sample timetable covering Retail and Administration was produced (Annex 2).

Staff went on to consider how Functional ICT and English could be mapped into the vocational sessions and where personal and social development (PSD) skills might fit into the programme. They produced a sample plan for integrating aspects of the Functional Skills as well as a core unit from a PSD qualification into the learning for the Administration qualification (Annex 1).

The next stage was to think about the way an individual session plan might look, bearing in mind the need to integrate the 3 curriculum strands (vocational learning, functional skills and PSD) as much as possible. A sample session plan was drafted (Annex 3), indicating a need to integrate Functional English and a selected PSD unit. Staff are now working on ways of embedding these into the vocational content.

The results and benefits

Creating a set of sample documents has enabled senior staff to crystallise their thinking about the changes required in moving from E2E to the FLT. It has also resulted in something concrete to share with other staff and to stimulate discussion. Staff are now able to use these sample documents as a starting point for their own planning.

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Life Skills Solutions case study - Annex 1



<p>VOCATIONAL</p> <p>VQ CERTIFICATE IN ADMINISTRATION Preparing Routine Business Documents</p> <p>Assessment Objective 3</p> <p>Use appropriate tone and style</p> <ul style="list-style-type: none"> • Selection and use of vocabulary to suit the specified context • Use of a style that reflects business context • Use of tone that reflects needs of the recipient(s) • Importance of appropriate tone and style to reflect the business context and specified purpose • Importance of tone and style as a reflection on the writer and the writer's employer <p>Assessment Objective 4</p> <p>Use English correctly</p> <ul style="list-style-type: none"> • Accurate spelling of common words • Correct structure of simple sentences, marked by capital letters, full stop, organise in paragraphs where appropriate 	<p>FUNCTIONAL SKILLS</p> <p>ENGLISH</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • identify the main points and ideas and how they are presented in different texts • understand texts in detail • read and understand texts and take appropriate action <p><u>Writing</u></p> <ul style="list-style-type: none"> • write clearly and coherently including an appropriate level of detail • present information in a logical sequence • use language, format and structure suitable for purpose and audience • use correct grammar including subject/verb agreement and correct and consistent use of tense • ensure written work includes accurate grammar, punctuation and spelling and that meaning is clear 	<p>FUNCTIONAL SKILLS</p> <p>ICT</p> <p>Learners can:</p> <p>1.1. use correct procedures To start and shut down an ICT system</p> <p>1.3. select and use software applications to meet needs and solve given problems</p> <p>1.4. recognise and use interface features effectively to meet needs</p> <p>1.5. adjust system settings as appropriate to individual needs</p> <p>2.1. use ICT to plan and organise work</p> <p>4.1. minimise physical stress</p> <p>4.2. keep information secure</p> <p>4.3. understand the danger of computer viruses, and how to minimise risk</p> <p>4.4. understand the need to stay safe and to respect others when using ICT-based communication</p>	<p>Employability and Personal Development</p> <p>Effective Skills, qualities and attributes for learning and work</p> <p>Unit 402 – Outcomes 1 & 3 – Be able to work effectively</p> <ul style="list-style-type: none"> • Demonstrate adaptability and flexibility • Demonstrate motivation and enthusiasm • Demonstrate commitment and professionalism • Receive and respond to instructions • Check own understanding of instructions • Identify the tasks that need to be done and deadline • Identify the help, materials, equipment and/or tools needed to complete the tasks • Work safely following health and safety guidelines • Complete tasks to required standard and deadlines
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Life Skills Solutions case study - Annex 2



Lowestoft Time Table

Admin and Retail

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 - 09:30am	Registration	Registration	Registration	Registration	Week 1 to 10 Delivery Admin Units 1 2 3 4 (5) Retail Units E2 E3 + some of Stand alone Units: Admin Unit 4 Retail Units B1 E1 Weeks 11 to 20 Delivery Mock exams: Admin Unit 1 3 4 Portfolios: Admin + Retail
09:30 - 10:30am	Admin Unit 3 + EPD 204	Admin Unit 2 Retail Unit E3	Admin Unit 1 + 5	Admin Unit 4 Retail Unit E2	
10:30 - 10:45am	Break Time				
10:45 - 12:00pm	Admin Unit 2 Retail Unit E3	Admin Unit 3	Admin Unit 2 Retail Unit E3	Admin Unit 1 + 5	
12:00 - 01:00pm	FS English Activity Sheet	FS Maths Activity Sheet	FS English Activity Sheet	FS Maths Activity Sheet	
01:00 - 01:30pm	Lunch				
01:30 - 02:00pm	Registration	Registration	Registration	Registration	
02:00 - 03:00pm	Admin Unit 3	Admin Unit 2 Retail Unit E3	Admin Unit 1 + 5	Admin Unit 4 Retail Unit E2	
03:00 - 03:15pm	Break Time				
03:15pm - 04:30pm	Admin Unit 2 Retail Unit E3	Admin Unit 3	Admin Unit 2 Retail Unit E3	Admin Unit 1 + 5	
04:30 - 05:30pm	FS English Activity Sheet	FS Maths Activity Sheet	FS English Activity Sheet	FS Maths Activity Sheet	

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Session Plan

Date		Time	1hr 5 mins	Number in group	10
Room		Group	Admin Pilot	Module Title: Taking Messages- Unit 1 – Objective 1 & FS English & EPD 204 (FS English and PSD still to be integrated)	

Session aim
<ul style="list-style-type: none"> • For learners to be able to take down messages in the right context at appropriate times • For learners to be able to take messages correctly and to also have an awareness of suitable language to use whilst on the phone • Write clearly and coherently including an appropriate level of detail

Generic learning outcomes	Differentiated learning outcomes
<p>By the end of the session, all learners will be able to:</p> <ul style="list-style-type: none"> • Understand why messages are taken down • Use message pads and other materials to take messages • To understand how to record a message • To understand the importance of recording the correct information • Know what is suitable language when on a business call 	<p>Learners with more advanced current skills will be able to:</p> <p>Support others who will be identified and teamed up with L1/2 learners.</p> <p>Advanced learners will also be given work with a degree of challenge</p>

Time	Teacher or trainer activity	Learner activity	Method of learning	Teacher or trainer resources	Learner resources
5 mins	Register, Introduction to the session, Aims and Objectives outlined. Activity Plan given out.	To listen to tutor and write down the objectives they would like to achieve from the session on their activity plan.	Discussion with active involvement	SMART board Session Plan	Activity Plans Pens Folders
20 mins	Establish the importance of taking messages correctly and ways of talking on the phone. Give examples of correct tone and language use when answering the phone etc. Present SMART board activity. Play audio clips to the learners and get them to complete the worksheet. Group discussion using learners answers.	To share knowledge and understanding with the rest of the group. Put answers up on the SMART board. Listen to others in the group. Listen to audio clip and complete worksheet as a group.	Discussion with active involvement Listening activity	SMART board Tutor Notes CD – audio clips	Portfolio Worksheet – Who's calling? part 1 and part 2
15 mins	Using handsets and various telephone messages, Role play session learners select learners to act as receptionist and customers and learner to take notes on what they believe to be the important parts of the message.	To use the handsets and take down content of the messages and put them on a message form. Discuss whether it was a hard task etc.	Practical activity Discussion with active involvement Listening	Telephone handsets Messages Message forms	Pens Message forms
10 mins	Learners to put evidence in their portfolios. Hand out activity plan	To put all evidence in their portfolios, and complete evaluation and activity plan	Discussion		Portfolios Evidence gathered
5 mins	Collect in evaluation form and activity plan.	Learners to tidy room	Practical activity		Computers
Break					

Aspects of the session not covered:

Points to take forward:

Evaluation and comments

What went well?

What didn't work well?