



STEERING GROUP MEETING

**Thursday 8th November 2007 at 2.30pm
(Room 1.22, University of Worcester)**

A G E N D A

1. Apologies
2. Approval of Minutes of Previous Meeting & Matters Arising
3. Chair's Business
4. Budget Update
5. Projects
6. Report on Work in Progress (plus verbal report from Viv Bell on Wider Horizons)
7. Paper on proposed process for approving e learning projects
8. Report on the HE Fair
9. Update on Aimhigher Activities
10. Any Other Business

3. Chair's Business

There was no chair's business.

4. Budget Update

The updated budget was presented and it was confirmed that the budget shown included the carry forward from the previous financial year (2006/2007). An allocation of £140,000 has already been committed in the budget to fund projects over the forthcoming year, this has been split across the 5 areas (i.e. Learner Support, ICT, Leadership & Management, Health & Social Care and Sport, Heritage, Media & Culture).

It is currently not clear whether funding will continue after the 3 year period of the LLN project. GE suggested that the staff contracts are reviewed one year prior to their expiry. DL reported that at the HEFCE visit, they commented that it would be a shame if the LLN's disappeared and hoped that they could continue in some form.

GE confirmed that the LLN is trying to build sustainability in to the projects that are being funded by asking partners to take ownership of these after the 3 years. DL also advised that the LLN are endeavouring to spread the funding around all of the LLN's partners.

5. Projects

A chart was provided to show the projects approved to date together with details of the partners involved. It was noted that project bids had not yet been submitted by the following partners:

- Evesham & Malvern Hills College – submitted bid for consideration at this meeting
- Hereford College of Arts – DL to arrange a meeting with HCA to discuss
- Hereford Sixth Form College – to consider the possibility of an e-Learning Project
- Royal National College for the Blind – submitted bid for consideration at this meeting
- Worcester Sixth Form College – submitted for consideration at this meeting

Projects for Approval at this Meeting

Using ENVQs to Deliver Apprenticeship Programmes & Work Based Learning (Evesham & Malvern Hills College)

DL reported that it was felt by the Leadership & Management Advisory Group that this project could not be counted towards the Leadership & Management strand. However a proposal is being put forward at the e-Learning Conference on 25 September to suggest that the money currently allocated to a 'Content Developer' should be used instead to provide each FE College within the network with £5,000 to spend on a project. It was therefore suggested that Evesham & Malvern Hills College could use their funding for this project.

However, after consideration, the Steering Group felt that the project needed to be more explicit in linking to higher education and that the bid should be reworked so that the system being developed can take students through an assessment mechanism that identifies their readiness to progress on to higher education. It was also felt that the bid covered quite a broad area and should be more focussed on a particular area.

Redesign of the Foundation Degree in Health & Social Care (Ludlow College, Herefordshire College of Technology & UW)

It was proposed that funding is provided to allow the FD in Health & Social Care to be redesigned as it failed to recruit at Ludlow College last year and at HCT this year. The Steering Group discussed and approved the funding of £5,000.

Workforce Deanery Project: Skills for Health: A Stepped Approach to Learning (NHS West Midlands)

This project is looking at developing additional modules which it was noted, is one of the LLN's targets plus it had the added value of involving the Skills Councils, employers and the NHS. A total of £2,500 was approved to fund this project.

Local Gastronomy Programme – A feasibility Study (Bulmer Foundation)

The project bid was discussed at length and it was decided that it was not possible to approve the bid at this stage. The Group were unclear what level it was focussed on and it was suggested that they look at links with other institutions doing similar programmes.

Mapping Micro-HE Provision in Herefordshire (Bulmer Foundation)

Following discussion, there were concerns that the provision was not specifically focussed on HE. The Group were unable to approve the funding for this project at this time as it was felt that there was insufficient evidence that there are micro-providers of accredited HE in the county.

Professional Programme (Worcester Sixth Form College)

Following discussion, the Steering Group made the following suggestions for how they would like to see the project be developed; they would either like to see:

- an explicit assessment which identifies a students' readiness for higher education together with the requirement for an assignment undertaken as part of an accredited study skills module.
- an exemplar tutorial programme designed to equip BTEC students with the skills and confidence to apply for higher education, as a targeted intervention programme or enhanced mentoring.

Moodle – Developing an Inclusive Online Learning Environment (Royal National College for the Blind)

The total funding of £6,000 was approved to fund this project (this will be part funded by the Wider Horizons funding already approved by the Steering Group). The Steering Group were happy to support the bid on the condition that this was made accessible to other FE Colleges with visually impaired students undertaking HE courses.

Accreditation of Module from The Leadership Trust Foundation (UW)

The Steering Group felt this project progressed the Leadership & Management strand considerably and approved a contribution of £3,500 towards the project.

Action: DL to provide feedback to partners regarding projects discussed at this meeting

Report from LLN Funded Projects

Research in to Barriers to Progression from Level 3 to Level 4 – First Draft (NEW College)

The first draft of this research was circulated to the Steering Group prior to the meeting. The main findings of this research, which investigated the number of Level 3 students progressing on the Level 4 courses, were:

- 43.5% of Level 3 students were continuing on to Level 4 courses
- 43.5% of Level 3 students were not continuing on to Level 4 courses
- 13% of Level 3 students were still unsure whether they would be continuing on to Level 4 courses

- 85% of those going on to HE were going to do so the following Academic Year
- 39% of those going on to HE were continuing at NEW College
- The top 2 subject areas that students advised they were progressing on to were Art & Design (24%) and Nursing & Midwifery (18%)

- 52% of those students who were not going on to HE said this was either because 'I want to get a full-time job' or 'I have already secured a full-time job'

DL advised the group that this research will be undertaken on a larger scale in the forthcoming year and will be led by Bob Parker (Progression & Learner Support Co-ordinator). CM suggested that future research should include a question to identify whether those students continuing on to HE were doing so on a full-time or part-time basis. The Group agreed that this would be useful information to obtain.

Action: BP to ensure this question is included in future research in to progression

As part of this survey, students were given the option to provide their contact details on the understanding that they may be contacted for research purposes in the future. Those students that chose to provide their contact details were entered in to a free prize draw to win an iPod nano. The Steering Group randomly selected the winner – Dan Ashforth.

Action: DL to contact NEW College to check regarding publicity for the prize winner.

6. Report on Work in Progress

e-Learning Conference: Viv Bell has organised an e-learning conference which is taking place on 25 September 2007 and has 27 delegates registered to date. It is proposed that the salary of the content developer for 2007/2008 be used to fund one e-learning development project at each college - £5,000 per college. It was confirmed that a Project Proposal would still need to be approved for each partner, by to the Steering Group, in order to allocate the funding.

Leadership & Management Advisory Group: The first meeting of the Leadership & Management Advisory Group took place on 11 September.

LLN for H&W Annual Conference: The LLN's Annual Conference has been scheduled for Friday 30 November. The morning of the conference will feature keynote speakers (Kevin Whitstone – HEFCE, David Cragg – LSC, Penny Blackie – Foundation Degree Forward, Taymar Thompson – Herefordshire PCT (to be confirmed)). The afternoon will focus on workshops for each of the strands.

Seminar for Admissions Tutors: Liz Davies-Ward will help lead a seminar for Admissions Tutors in the region for all FE and HEIs to make sure that they understand vocational qualifications. This will initially focus on Health.

Action: LD-W to liaise with Gail Rothnie re hosting this event at the University of Birmingham

Student Support: Bob Parker is planning to organise a collaborative meeting about student support as it has been reported that there is currently no forum whereby the relevant staff at each partner can communicate with each other.

Progression Agreements: Bob has produced a first draft of a progression agreement.

3 Counties PDP: Viv Bell has uploaded these files on to the website.

Wider Horizons: Viv Bell will attend the next Steering Group Meeting to present the first prototype of the Wider Horizons system. The work packages detailed in the papers are all being undertaken by Kidderminster College which will mean that the funding will go to one of the members of the network rather than having to find an external resource. A visit to the University of Hull is currently being planned by some members of the Wider Horizons team.

JISC Bid: Viv is currently investigating the possibility of a joint proposal to JISC for funding of a social networking pilot.

Mobile Technology Project: This will be discussed at the next OOEE Executive Group Meeting.

7. To Receive the Initial Report of a Survey of all LLN's Involvement with Sector Skills Councils

This report was circulated to the Steering Group for information. This shows that the LLN now has links with Skills for Health and Skills for Care.

8. Update on Aimhigher Activities

Aimhigher have made a significant appointment to the post of Assistant Area Co-ordinator – Helen Dowdeswell. She has a lot of experience and previously worked at Stourbridge College. Helen will be supporting partners in their delivery with a specific focus on impact assessment.

9. Any Other Business

A possible project was briefly discussed for WCT which would involve providing funding to assist with uploading materials on to Moodle for an IPP course.

SUMMARY OF ACTIONS

Item No	Action	By Whom
5	Provide feedback to partners re. projects discussed at the meeting	DL
5	Contact NEW College regarding publicity for Prize Draw	DL
5	Ensure mode of study question is included in future progression research	BP
6	Liaise with Gail Rothnie re. hosting Seminar for Admissions Tutors at University of Birmingham	LD-W

MATTERS ARISING FROM MINUTES OF MEETING 14 SEPTEMBER 2007

- 1 **Projects for approval:** I rang each of the authors of unsuccessful project proposals and provided feedback.

- 2 **Barriers to Progression Research:** Bob Parker and Donna Obrey are meeting representatives from HCT, KC, NEWC, WCT and WSFC on Thursday 8th November to discuss further research. NEWC have been contacted about their iPod winner and a press release devised.

- 3 **Seminar for Admissions Tutors:** Ongoing discussions are taking place with the aim to set a date for the end of March.

Debbie Lambert
24/10/07

AGENDA ITEM 5 – PROJECTS

Update on Projects

Attached to approve at this meeting:

- Project tracking sheet
- Sheet summarising project funding by institution
- Verbal Update on project proposal for Professional Programme at Worcester Sixth Form College
- Project Proposal for Cert HEs in Mobility, Rehabilitation and Communication with RNC
- Project Proposal to support the development of an MSc in Outdoor Education with UW and HCT
- Project Proposal for Top up degree for counselling at UW, with input from HCT and WCT (who have feeder courses)
- Project Proposal for MA in Art Therapies with UW and Hereford PCT

Report from LLN Funded Projects

- Update on Marketing Foundation Degrees in Food Project – Notes of Meeting
- Briefing Report on Engaging Adult Learners Pilot Project

To follow:

- Project Proposal on research into demand amongst public and micro employers in Herefordshire
- Project Proposal for Development of NVQ4 Registered Managers Award with Community First

Future Projects:

- Project Proposal for Master of Professional Practice using Narrative to Stimulate Learning with UW and Worcestershire Mental Health Trust
- Project Proposal for BACP Accreditation of BTEC Level 5 Professional Diploma in Counselling at HCT

PROJECTS FUNDED BY THE LLN TO DATE

PROJECT TITLE	Evesham & Malvern Hills College	Hereford College of Art & Design	Hereford Sixth Form College	Herefordshire College of Technology	Kidderminster College	Ludlow College	NEW College	NHS Trusts	Pershore Group of Colleges	Private Training Providers	Royal National College for the Blind	Worcester College of Technology	Worcester Sixth Form College	Open University	University of Birmingham	University of Worcester	Herefordshire & Worcestershire County Councils	LLN	Total Funding
APPROVED IN 2006/2007:																			
Market Research in to CPD Short Courses																		●	1,530.00
Marketing Foundation Degrees in Food									●			●							4,755.00
Engaging Adult Learners Project																	●		18,746.00
Research in to Barriers to Progression from Level 3 to Level 4							●												81.51
Wider Horizons					●													●	130,000.00
Evaluating the LLN																		●	500.00
HE for Herefordshire Prospectus																		●	4,197.10
Transnational Opportunities from Europe Workshop (3.4.07)																		●	402.70
HE Provision in Herefordshire																		●	0.00
APPROVED FOR 2007/2008 ONWARDS:																			
Health & Social Care (£30,000):																			
Market Research in to Health & Social Care																		●	1,750.00
Redesign of Foundation Degree in Health & Social Care				●		●													5,000.00
Workforce Deanery Project: Skills for Health - Stepped Approach to Learning								●											2,500.00
Leadership & Management (£30,000):																			
BA (Hons) Leadership & Management																●			3,700.00
FD's with Professional Qualifications by Distance Learning												●							10,000.00
Market Research in to Foundation Degree in Entrepreneurship				●															550.00
Employer Engagement in Foundation Degree Design							●												4,840.00
Accreditation of Modules from The Leadership Trust Foundation										●						●			3,500.00
Sport, Heritage, Media & Tourism (£20,000):																			
TBA																			
ICT (£30,000):																			
Moodle - Developing an Inclusive Online Learning Environment											●								6,000.00
Progression & Learner Support (£30,000):																			
Bridging Support for BTEC Business Students													●						5,500.00

Total Cost of Projects Approved to Date 203,552.31

Project Name: Cert HEs in Mobility, Rehabilitation and Communication

Amendment History:

Version No.	Date	Reason for Amendment
1	03/10/07	New Proposal

Project Manager

Joe Hodgson, University of Worcester

Document Distribution

<i>Name</i>	<i>Location</i>	<i>Responsibility</i>	<i>Action/Information</i>
Peter Wakefield	St Josephs		Member of project team
Debbie Lambert	LLN	Manager of the LLN	Author of the project form
Geoffrey Elliott	UW	Members of the Steering Group	To approve the proposal
Chris Morecroft	WCT		
Ian Peake	HCT		
Mike Rookes	OU		
Gail Rothnie	UoB		
Donna Obrey	LLN	Project Officer for the LLN	To track and monitor project

Background

This project involves the joint development of three Certificates in Higher Education relating to the field of visual impairment and additional disabilities. They will be jointly developed by Royal National College, Hereford, and St Josephs School for the Visually Impaired in Dublin, Ireland.

The courses will be delivered by RNC and St Joseph's School. Negotiations are presently in place to involve the RNIB Northern Ireland Bureau in these developments. The Department for education and science in Ireland have expressed an interest in developments that might have training implications for those adults who work with children with a visual impairment and additional disabilities particularly in light of the increasing number of children with a visual impairment and additional disabilities who are being included in mainstream schools. In respect of the island of Ireland, it is the intent that courses in the field of visual impairment and additional disabilities will be developed in such a way that they have currency in both Northern Ireland and the Republic of Ireland. The respective heads of the RNC and St Joseph's school have pledged in writing to work collaboratively to develop courses that will have a benefit for all people with a visual impairment and additional disabilities in the UK and on the island of Ireland.

Objectives of the Project

The project has been designed to develop innovative courses in the field of visual impairment which can be taken by people interested in this specialist area. The courses will be delivered by two specialist institutions in Hereford and Dublin. A progression agreement will be included through to a DipHE and BAEd (hons). All students will count towards the LLN target.

Project Approach

The project will be led by Joe Hodgson at UW, working with members of staff from St Josephs and RNC. The project is to develop the content and delivery of the modules, and to validate the courses. The award will be made by University of Worcester in all cases.

Scope:

A Key Products from the project

- A CertHE in Orientation and Mobility
- CertHE in Rehabilitation studies
- CertHE in Communication studies for People with Visual Impairments
- Registered students to count towards the LLN targets
- A progression agreement for students completing the courses

B Out of Scope

The project funding will not cover the marketing of these courses, nor will it cover any approval costs.

Constraints

- Working in two countries will make team meetings more difficult.
- Staff will be developing these qualifications in conjunction with other teaching activities or existing job roles.
- It will be necessary to obtain APC approval for the awards.
- The success of the courses will be dependent on recruitment, the quality of students, staffing and quality of teaching and learning.

Initial Project Case

The funding will be used to enable some release of teaching duties for key members of the staff team, as well as paying the travel expenses incurred in order to have a joint working group comprising RNC and St Joseph's staff to develop the courses.

Benefits of the Project

Benefits to the student :

- Development of skills and knowledge.
- Professional development.
- Obtaining a recognised qualification.
- Improved employment opportunities.
- Development of courses which will be recognised by employers.
- Development of specialist courses which will provide practical assistance to parents of people with visual impairments.
- Opportunities for progression to other awards.

Benefits to the LLN :

- Contribution towards achievement of the targets for development of additional courses in health and social care.
- Recruitment of students for the ASN target.
- Development of a progression agreement.
- Shared practice between professionals in different national contexts.

Key Assumptions

- The availability of key members of the project team
- The approval of the courses by UW APC

Costs of the project

Contribution of up to £5000 for expenses relating to the working group and some release of staff teaching

How will the project be evaluated?

- Monitoring of the numbers of students on and completing the courses
- Advancing via the progression agreement to further study opportunities.

How will the project be sustained?

The institutions concerned will continue to deliver these courses once developed and will build on this first joint venture. Ultimately, the validation of the courses in Ireland might be transferred to an Irish University, but this would not be in the first five years.

Initial Risk Log

Risks	Probability	Impact	Containment Plan
Key project members unavailable due to other commitments	L	H	Discussion with institutions regarding the release of other staff
Members of the team are unable to travel to meet each other	L	M	Use of technologies such as video conferencing
Students not recruited in January 2009	M	H	Start the Certificates in January

Contribution to the aims of the LLN

This project fits into the Health and Social Care theme. It will contribute towards the target for new courses and towards the overall ASN total. The courses will be vocational in orientation and work-related.

Project Team

Joe Hodgson (UW)
Peter Wakefield (St Josephs)
Anne Rolfe (RNC)

Project Name: Development of an MSc in Outdoor Education with UW and HCT

Amendment History:

Version No.	Date	Reason for Amendment
1	24/10/07	New Proposal

Project Managers

Colin Wood, HCT
Clare Rhoden, UW

Document Distribution

Name	Location	Responsibility	Action/Information
Colin Wood	HCT	Course leader	Project Manager
Clare Rhoden	UW	Course leader	Project Manager
Debbie Lambert	LLN	Manager of the LLN	Author of the project form
Geoffrey Elliott	UW	Members of the Steering Group	To approve the proposal
Chris Morecroft	WCT		
Ian Peake	HCT		
Mike Rookes	OU		
Gail Rothnie	UoB		
Donna Obrey	LLN	Project Officer for the LLN	To track and monitor project

Background

University of Worcester and Herefordshire College of Technology currently jointly run a BSc in Outdoor Adventure Leadership and Management. This course takes students from the BTEC national diploma in Sport - Outdoor Education which is delivered by HCT. This proposal is requesting funding to contribute to the development of an MSc in Outdoor Education which will provide a progression pathway for students on the BSc course. The BSc is practical in nature, with opportunities for students to take sport coaching awards in parallel with the course. This new course has been developed to extend the current provision for outdoor education and compliments the existing portfolio of MSc courses within the School of Sport and Exercise Science. It will be jointly taught by UW and HCT staff. It focuses on the students' further development of academic, personal and professional skills within the context of outdoor education. Part time and full time study options are available. It will be delivered in evenings and weekends and consequently has been designed to enable both newly qualified graduates and practicing professionals the opportunity for postgraduate study.

The need for an MSc in Outdoor Education has been established from the demand for progression from existing BSc students, from discussions with employers in the sector and from a review of the geographical provision of level 5 courses in the sector.

Both HCT and UW have strong links to local employers and ongoing relationships with the Institute for Outdoor Learning, and National Governing Bodies in the field.

Objectives of the Project

The project will develop a specific Masters course to top up from the existing successful degree course which will be linked to employment via the further development of personal and professional skills through the Professional Placement. It will be jointly taught by UW and HCT. All students will contribute to the LLN ASN

Project Approach

The project will be led by Colin Wood and Clare Rhoden. They will make use of some of the modules on the MSc courses available in the School of Sport and Exercise Science, such as the Research Methods module, Professional Placement modules and the Advanced Independent Study modules. Two new specific modules will also be developed. The award will be made by University of Worcester in all cases.

Scope:

A Key Products from the project

- An MSc in Outdoor Education
- Registered students to count towards the LLN targets
- A progression agreement
- A progression route from BTEC National diploma to masters

B Out of Scope

The project funding will not cover the marketing of this course, nor will it cover any approval costs.

Constraints

- The team is split across two institutions.
- Staff will be developing these qualifications in conjunction with other teaching activities or existing job roles.
- It will be necessary for APC to approve the course and to validate the course.

Initial Project Case

The funding will be used to enable some release of teaching duties for key members of the staff team to develop the course.

Benefits of the Project

Benefits to the student :

- Improved employment opportunities.
- Course which will be accessible in terms of delivery times.
- Opportunities for progression to appropriate course.

Benefits to the LLN :

- Contribution towards achievement of the targets for development of additional courses in sport, tourism, heritage, culture and media.

- Recruitment of students for the ASN target.
- Development of a progression agreement and route.

Key Assumptions

- The availability of key members of the project team
- The validation of the course

Costs of the project

Contribution of up to £2000 for some release of staff teaching

How will the project be evaluated?

- Monitoring of the numbers of students on and completing the course

How will the project be sustained?

The institutions concerned will continue to deliver this course once developed.

Initial Risk Log

Risks	Probability	Impact	Containment Plan
Key project members unavailable due to other commitments	L	H	Discussion with institutions regarding the release of other staff
Students not recruited for Sept 2008	M	H	Start the following September

Contribution to the aims of the LLN

This project fits into the Sport, tourism, heritage, culture and media theme. It will contribute towards the target for new courses and towards the overall ASN total. The course will be vocational in orientation and work-related.

Project Team

Colin Wood (HCT)
 Lee Pritchard (HCT)
 Julie Balsom (HCT)
 Clare Rhoden (UW)
 Gareth Jones (UW)
 Will Bowen-Jones (UW)

Project Name: The Development of a Top up for HND and Equivalent Counselling programmes.

Amendment History:

Version No.	Date	Reason for Amendment
1	1/11/07	New proposal

Project Manager

Liz Davies-Ward (holding until 08/07)

Document Distribution

<i>Name</i>	<i>Location</i>	<i>Responsibility</i>	<i>Action/Information</i>
Liz Davies-Ward	LLN	Curriculum Lead HSC H&W	Author of proposal
Professor Dominic Upton	UW	Director of Psychology	To second member of his staff to develop curriculum offer
Geoffrey Elliott	UW	Members of LLN steering Group	To approve project
Gail Rothnie	UoB		
Mike Rookes	OU		
Chris Morecroft	WCT		
Ian Peake	HCT		
Carol Morgan	HCT	Partner College	Curriculum design
Jan Mallon	WCT	Partner College	Curriculum design
Debbie Lambert	LLN	Manager of LLN	
Donna Obrey	LLN	Project Officer for the LLN	To track and monitor project

Background

Herefordshire College of Technology currently provide a suite of counselling courses from level 2 through to level 5 Professional Diploma in Therapeutic Counselling. These courses are very popular with good student numbers at all levels.

Worcester College of Technology and Kidderminster College both provide counselling courses at level 2 and 3. At present there is no level 4 provision although a small number of Worcester students do travel to Hereford to continue their studies.

The project will involve two partner colleges with an interest in progressing counselling students.

The Top-Up programme will attract counselling students who are currently in work. The degree will offer added-value to their existing qualification and will widen their skills and knowledge of counselling.

It has been suggested that future counsellors will need to be graduate counsellors therefore Herefordshire and Worcestershire students will be prepared and ready to meet this challenge.

It is envisaged that a future project (Jan) will support the accreditation of the BTEC Level 5 Professional Development currently available in Hereford. This will allow counselling students to apply to register with the British Association of Counselling Practitioners (BACP)

Objectives of the Project

- To develop a Top-Up degree programme from level 4/5 counselling programmes
- To promote collaborative working with partner colleges
- To provide a progression route for Counselling students from level 2 through to degree level across Herefordshire and Worcestershire

Project Approach

- Tutors from each partner college and from the University will meet to discuss the scope of the project.
- Tutors from the partner colleges will be bought out of work commitments to be involved in the development of the curriculum
- Staff from the University will prepare the documentation for validation
- The project team will be mindful of the validation schedule

Scope:

A Key Products from the project

- Progression for counselling students
- Top-up from level 4 courses

B Out of Scope

Constraints

- The course team needs to be mindful of the university validation schedule
- The course team may experience difficulties getting released from work

Initial Project Case

The project will provide a progression opportunity for counselling students across Herefordshire and Worcestershire from level 4 and from the professional Diploma in Counselling

The project will embrace the spirit of partnership working by involving three partner colleges.

The project will support the LLN in its drive towards increasing the number of vocational learners into Higher Education.

Benefits of the Project

- A progression route for students
- An increase in demand for courses at level 2 and 4 in the partner colleges
- An increase in student numbers accessing HE

Key Assumptions

- Staff will be released for curriculum development activities
- There is a market for this type of course

Costs

- Release of LLN funds to the partner colleges to offset costs of releasing key staff for curriculum development activities up to the region of £3000

How will the project be evaluated?

- Recruitment onto Top-Up degree programme
- Increased number of students on level 2/3 Counselling Courses

How will the project be sustained?

- There will be some commitment from the partner colleges that the course can be sustained once developed

Initial Risk Log

The following table summarises the risks that have been identified that may prevent the project being completed to the required quality, budget and timescale. The probability and impact of each risk has been graded as low, medium or high to indicate the relative importance attached to each element of risk.

Risks	Probability	Impact	Containment Plan
Teaching staff unable to be released	L	H	Use of other college staff
Unable to meet validation schedule	L	H	Plan for 08/09

Project Team

Carol Morgan - Herefordshire College of Technology
Jan Mallon – Worcester College of Technology
Professor Dominic Upton

Project Name: MA in Art Therapies

Amendment History:

Version No.	Date	Reason for Amendment
1	1/11/07	New proposal

Project Manager

Professor Dominic Upton

Document Distribution

Name	Location	Responsibility	Action/Information
Liz Davies-Ward	LLN	Curriculum Lead HSC H&W	Author of Project Form
Professor Dominic Upton	UW	Director of Psychology	Project Manager
Geoffrey Elliott	UW	Members of LLN steering Group	To approve project
Gail Rothnie	UoB		
Mike Rookes	OU		
Chris Morecroft	WCT		
Ian Peake	HCT		
Debbie Lambert	LLN	Manager of LLN	
Donna Obrey	LLN	Project Officer for the LLN	To track and monitor project

Background

The MA in Art Therapies is a vocational qualification which builds on the strength of a number of departments in terms of health, well-being and the creative arts. This is a joint project which involves the expertise of key personnel within the above departments within the university and hence will also strengthen cross-discipline and inter-department working. The curriculum will focus on the needs of graduates, employers, and the wider community in providing services for businesses, public services and clients.

The project will 'provide a wide range of inclusive, high quality, higher education learning opportunities accessible to all in a genuinely open environment and will allow for the maximum "progression and achievement throughout the education system". The project will provide progression routes for creative art undergraduate students across Herefordshire and Worcestershire.

Objectives of the Project

- To provide an experience of clinical art therapy practice and supervision.
- To provide the opportunity to develop professional art therapy skills
- To improve technical skills through studio skills
- To explore the potential for self-expression using art materials

Project Approach

The project has been developed to ensure that collaboration is achieved between the Arts and Health and Social Care department. The current proposal draws on existing staff expertise and developments in the Institute of Health, Social care and Psychology and the Department of Arts, Humanities and Social Sciences. The current proposal is an efficient proposal in that the large market will be accommodated by both the specific modules and shared modules drawn from another MSC course. There will be some additional requirement from expert lectures and covering of practice in order to ensure Health Professional accreditation.

The project lead has requested that the curriculum development team requires the skills and expertise of an Art Therapist to support the development of the curriculum to ensure that it is fit for purpose and practice and that it meets the specific requirements of the Health Professional Council (HPC). The Accreditation by the HPC and the British Association of Art Therapist will enable students to apply for professional registration to practice as an Art Therapist. Therefore the expertise of a current practitioner is vital to the success of the programme.

This will be of real value to the employer and is an example of employer led curriculum development.

Scope:

A Key Products from the project

- A delivery model fit for purpose and practice
- A model for partnership working that can be used to inform other similar initiatives elsewhere within and beyond the LLN
- A progression route for undergraduate creative Art students across Herefordshire and Worcestershire
- An increase in the number of students registered to UW programmes to support the LLN ASN bid
- Employer involvement in Curriculum design
- A network in which partners genuinely collaborate
- Successful students will be entitled to register with the HPC and the British Association of Art Therapists (BAAT)

B Out of Scope

- A large number of the modules are currently available on other MSC courses

Constraints

- Difficulty recruiting Art Therapist to support the curriculum development
- Health Professions Council will not approve the programme
- Adequate time to develop the curriculum

- Unable to meet validation deadline

Initial Project Case

- Collaborative project involving a range of partners including employers
- Good progression route for creative Arts students
- Opportunities for professional Registration
- A nationally recognised qualification
- The bulk of the modules will draw from existing modules

Benefits of the Project

Benefits to the student:

- Clear progression from level 6 through to level 7
- Professional Registration onto live register of Art Therapists
- The development of a range of high-level skills to enhance performance in the workplace
- To meet NICE guidelines for an increase psychological interventions

Benefits to the wider public:

- A highly trained workforce
- An increase in the range of psychological therapies
- Professional Registration

Key Assumptions

- The availability of an Art Therapist to support the curriculum development
- A curriculum which meet the requirements of the professional Bodies (HPC) (BAAT)
- Realistic demand for the programme
- Recruitment onto the programme

Costs

The project team have requested that monies be made available from the LLN to fund the involvement of an Art therapist from the Acute hospital trust in Worcester and Hereford or the independent sector.

Therefore the project team has asked for a maximum of £3000

How will the project be evaluated?

It will be evaluated by approval of the Professional Bodies and by recruitment, retention and achievement.

How will the project be sustained?

The project has been designed to enable the collaborative model to be self-sustaining. If successful this model may also be used as a model of good practice and could set the benchmark for future collaborative projects within the university.

The approval and accreditation of the curriculum will also help sustain the project.

Initial Risk Log

The following table summarises the risks that have been identified that may prevent the project being completed to the required quality, budget and timescale. The probability and impact of each risk has been graded as low, medium or high to indicate the relative importance attached to each element of risk.

Risks	Probability	Impact	Containment Plan
Unable to recruit an Art Therapist	L	M	Widen the search for an Art Therapist.
Professional bodies fail to accredit programme	L	H	Review curriculum offer
Low recruitment	L	M	To improve distribution of course information to a wider target market

Project Team

Professor Dominic Upton
Maureen Gamble
Herefordshire Acute Hospital Trust
Worcestershire Acute Hospital Trust

Project Name: Market needs analysis for Herefordshire

Amendment History:

Version No.	Date	Reason for Amendment
1	05/11/07	New Proposal

Project Manager

Andrew Corcoran and Geoffrey Elliott

Document Distribution

Name	Location	Responsibility	Action/Information
Andrew Corcoran	UW	Business Development	Project Leader
Sarah Tulk	LSC		Co-funder of project
Yvonne Perry	HEFCE		For information
HE in Herefordshire Group			For information
Debbie Lambert	LLN	Manager of the LLN	For information
Geoffrey Elliott	UW	Members of the Steering Group	To approve to proposal
Chris Morecroft	WCT		
Ian Peake	HCT		
Mike Rookes	OU		
Gail Rothnie	UoB		
Donna Obrey	LLN	Project Officer for the LLN	To track and monitor project

Background

HEFCE commissioned a study on the options for Higher Education for Herefordshire, Powys and Shropshire which reported in 2005. The HE for Herefordshire Group was developed as a result of this study. The study focused on large to small employers, excluding the public sector. This proposal is to conduct market research into the demands of employers and employees in micro business and in the public sector. It will focus on the needs of part time learners. This information will be shared across the network, and used to inform the planning of further provision in Herefordshire.

Objectives of the Project

- To understand the needs for technical, practical or job-specific skills of employers
- To identify how employers can contribute towards shaping HE to meet their needs
- To inform capital investment and curriculum development
- To identify the importance of accessibility of the courses

Project Approach

The project leader will conduct semi-structure interviews with employers, and provide questionnaires for a sample of their employees. The sample will include all business sizes, with an emphasis on micro employers. It will also include Voluntary and Community representatives. It will cover a range of established and growth segments to be agreed with the LSC. It will 6 major locations in Herefordshire.

Scope:

A Key Products from the project

- Segment, target and position to serve attractive customers
- Quantification, timing and location of demand in target segments
- Understanding of the full service marketing mix required to provide an excellent student experience for part time learners in Herefordshire.

Constraints

- Size of sample possible
- Time of researcher

Initial Project Case

The project will provide proposed actions in order to achieve:

- increased employer engagement in shaping the future of HE provision for Herefordshire
- increased accessibility and student support for part time learners in Herefordshire
- increased graduate retention

Benefits of the Project

Benefits to the student :

- Identification of courses needed by students, delivered in the way they want

Benefits to the employers:

- Identification of courses needed by employers, delivered in the way they want
- Increased involvement with HE

Benefits to the LLN :

- Identification of need for additional courses
- Involvement of employers

Key Assumptions

- The availability of the project leader
- The willingness of the employers and employees to assist in the research

Costs of the project

£10 Amazon gift vouchers for up to 300 respondents	£3 000
Payment of provider for online questionnaire	£ 750
Travel costs (c 2000 miles at 40p per mile)	£ 800
Contingency	£ 400
Total	£4950

This might increase due to increase in sample of segments areas requested by LSC and in order to complete by end of August. The LSC might be in a position to part fund.

How will the project be evaluated?

The project will result in a report with proposed actions. This will be discussed at the HE for Hereford Group and used to inform future decisions regarding curriculum development and capital investment.

How will the project be sustained?

NA

Initial Risk Log

The following table summarises the risks that have been identified that may prevent the project being completed to the required quality, budget and timescale. The probability and impact of each risk has been graded as low, medium or high to indicate the relative importance attached to each element of risk.

Risks	Probability	Impact	Containment Plan
Failure to get sufficient responses	M	M	Re-scope sample Extend timescale Contact more employers

Project Team

Andrew Corcoran
Geoffrey Elliott

The Community First Project

Additional Information

This is a unique project which aims to secure funding to design and develop a more flexible approach to the NVQ Level 4 Registered Management Award.

This award is currently offered in FE colleges in Hereford, Worcester, Evesham and Kidderminster therefore it would appear that the students in the two counties are well provided.

The project will develop a course which is more flexible than the current offer and will also offer alternative methods of achieving this award.

The project officer aims to design a programme which will enable Community First students and others within the social Care sector to access a programme when the need arises rather than having to wait until the beginning of an academic year to start the programme. The project will also consider the use of IT to support the delivery of the programme. This could be along the lines of a 'paper free' NVQ or may take a distributed learning mode of delivery.

The project officer also states that additional units will be built into the programme to ensure that there is an uncomplicated progression and transition to HE. There is evidence to suggest that NVQ students are not adequately prepared to take on the rigours of a degree level programme. Therefore the additional units will take the form of a study skills module which includes the type of higher level study skills required to support a level 5 and 6 programme of study at HE level.

It is the intention of the project officer to work closely with the partner colleges to support the development of this project. There have been expressions of interest from the local colleges to support this. The first phase of the project will address this in more detail.

The project officer has requested the release of LLN funds in the region of £10,000. I have challenged this sum on the grounds that the amount includes a sum of money to support individual students to access the programme. I have explained in full that the LLN will only provide monies to support curriculum development activities. Therefore I would recommend the sum of £3000 be made available for the project.

The project form has been submitted by the project officer and this covering letter outlines the key points within the project form.

This project if successful could bring about a radical change to the current delivery model of NVQ. The project is needs-led by the employer and has potential to reach a wider target audience which includes new students.

The steering group may like to see more of a commitment to work with partner colleges on this project which is something the project officer will explore further.

Project Name: Developing Delivery of Managers Awards for Health & Social Care

Amendment History:

Version No.	Date	Reason for Amendment
1	01/11/07	New proposal

Project Manager

Jan Brant, Community first

Document Distribution

<i>Name</i>	<i>Location</i>	<i>Responsibility</i>	<i>Action/Information</i>
Jan Brant	Community First		Project manager
Liz Davies-Ward	LLN	Theme lead	For information
Debbie Lambert	LLN	Manager of the LLN	For information
Geoffrey Elliott	UW	Members of the	To approve to
Chris Morecroft	WCT	Steering Group	proposal
Ian Peake	HCT		
Mike Rookes	OU		
Gail Rothnie	UoB		
Donna Obrey	LLN	Project Officer for the LLN	To track and monitor project

Background

I have been working through the Gateway to Care project with Voluntary and Community Sector Health & Social Care providers in Worcestershire that are regulated by Commission for Social Care Inspection for two years. A requirement of the inspection regime is that managers have approved accreditation : Registered Managers Award NVQ Level IV

There is evidence of greater need for RMA* than capacity to deliver and delivery often follows traditional academic year patterns and style. This means that learners are often forced to wait months until starting and then have to travel significant distances to participate in group learning sessions.

My research also shows that these organisations in the main cannot promote Continuing Personal Development as they would wish and often have to wait until a promotion is made before starting staff on relevant development. Although they are aware of succession planning and its benefits to both the individual and the organisation they feel they rarely have accessible opportunities that are appealing to potential supervisors and managers. This culture means that management development is largely reactive to immediate organisational needs.

Aim of the Project

This project aims to develop opportunities that promote a culture of planned CPD that will further open access to level 4 qualifications and above in the H&SC * within Herefordshire and Worcestershire.

Objectives of the Project

1. Produce learning opportunities that are responsive to the development of the new RMA* award and the life of current standards
2. Complete current Voluntary Sector needs analysis and trends for next five years in succession planning (numbers and geographical location)
3. Research current Level 4 providers and develop a partnership approach to future delivery that is needs led. Expressions of interest gained from : HCT, WCT, Bordesley Institute, Herefordshire Council, Evesham College, Crossroads
4. Set up accreditation access through our own centre and / or in partnership
5. Research, design and pilot a delivery model including progression routes to HE (Foundation Degree) that reflects current needs of the changing workforce and individual learners
6. Develop content that encompasses learning skills to equip learners for a smooth transition to HE and maximises Accreditation of Prior Learning opportunities
7. Develop learning resources matched to the new standards taking account of preferred learning styles, model of delivery and resources already available
8. Disseminate project outputs and outcomes to key stakeholders – LLN, CSCI*, Skills for Care, ACT, project partners, Gateway organisations
9. Link to and learn from other LLN projects related to this area of work

Project Approach

Timescale

Nov 07 – Dec 09

Pilot size

10 learners across both counties

Stage One

1. Project Management

- Establish management group
- Agree pilot evaluation strategy and partners
- Recruit partners and develop roles and responsibilities

2. Research

- Content of different national standards and mapping correlation of RMA*, Man NVQ 2 3 & 4
- Delivery resources matching content already available and new developments to match new standards
- Link to other developments : LLN projects, delivery partners, sector developments

3. Recruitment 1

- Focus group of stakeholders to identify model of delivery

Stage Two

4. Design

- Design model of delivery
- Design learning resources
- Identify staff from partners to support delivery model

Stage Three

5. Recruitment 2

- Induction for managers & potential learners
- Registration of pilot group of learners

Stage Four

6. Delivery

- Deliver to pilot group

Stage Five

7. Progression

- Progression into HE activities
- Dissemination

Scope:

A Key Products from the project

- Improved access to HE within H&SC VCS regulated services which maximises APL evidence
- Established partnership of level 4 deliverers in H&W* to respond to emerging needs
Learning materials mapped to emerging new level 4 standards
- Evaluation report of models of delivery to suit learners needs in changing workforce
- Promotion of CPD* for managers within H&SC VCS* regulated services
- Min of 5 learners accredited with NVQ 4 qualification
- Min of 5 learners accredited with level 4 learning modules

B Out of Scope

Constraints

- The timetable of production for the new national standards and resulting qualifications may impact on the accreditation routes available to the learners and the mapping of learning resources.
- Availability of delivery partners to contribute will reduce the impact of the project
- Organisational stability, availability and calibre of the learners to participate in the pilot
- Resources to support learners through the pilot : time, organisational support, funding, motivation

Initial Project Case

Current delivery of level 4 development opportunities has limitations in meeting the needs of the current VCS H&SC* and it's emerging new workforce.

Benefits of the Project

- A flexible staged project plan will accommodate the constraints and maximise the available benefits
- The project officer already has strong links with stakeholders and key level 4 deliverers
- The project is a practical response to needs and concerns raised by VCS H&SC* sector

Key Assumptions

- Availability of stakeholders and partners to contribute to the project
- Continuation of Gateway project
- Maintenance of Institute of Leadership and Management centre approval

Costs

For ease I have costed each stage separately and can give further breakdown if required. I ask the LLN panel to consider either total or partial funding of this project.

Delivery and evaluation of the model with a pilot group (Stage 4) is an integral part of the research and I therefore see this as a valid cost of the overall project.

Stage	Activity	Cost
1	Management, Research & Recruitment 1 Including 3 ½ day events	£2,510
2	Design	£1,280
3	Recruitment 1 Including a ½ day event & 12 individual “nextstep” tutorials	£1,335
4	Delivery Pilot group of 10 learners gaining accreditation	£3,730
5	Progression & Dissemination Including 2 ½ day events	£1,355

How will the project be evaluated?

A detailed evaluation strategy and plan will be agreed with the management group (see project approach – Stage One) but will include these characteristics :

- Produced within quality Kitemarks : ACRE, matrix, ILM*, Community First policies, NVQ standards
- Seek input from and provide feedback to all stakeholders
- Be continuous, inclusive and informative
- Will be written up and acted upon in each successive stage of the project
- Will gather formal and informal, qualitative and quantitative information

How will the project be sustained?

The project has strong links with other Community First work (Gateway project, Health & Social Care team, Learning and Skills team) , local and national initiatives (LLN, CSCI*, Skills for Care, national targets) so there will be other opportunities to develop this work. Community First will cost the delivery and incorporate this into their enterprise activities.

Initial Risk Log

The following table summarises the risks that have been identified that may prevent the project being completed to the required quality, budget and timescale. The probability and impact of each risk has been graded as low, medium or high to indicate the relative importance attached to each element of risk.

Risks	Probability	Impact	Containment Plan
Delay in the production of new qualifications	High	Low	Draft standards will be available and these are unlikely to change significantly. Registration of candidates will be delayed until practical to do so.
Availability of delivery partners will reduce the impact of the project	High	Med	Efficient networking opportunities will be maximised to contain use of resources. Incentives used to encourage participation.
Calibre of learners and the support available from their organisations	Low	Med	Targeted marketing. Strong learner support from the project (excellent results in previous projects). Ethos of prevention rather than cure for issues. Financial and line management buy in from organisations.
Resources available to learners	Med	Med	Identification of individual concerns and action plan at recruitment stages.

Project Team

Project Worker

Jan Brant

Officer, Learning and Skills Team

Contract Manager

Mark Herriott

Training & Development Manager

REPORT FROM LLN FUNDED PROJECTS:

NOTES OF EVALUATION MEETING FOR LLN FUNDED PROJECT 'MARKETING FOUNDATION DEGREES IN FOOD-RELATED TOPICS'

FRIDAY 28 SEPTEMBER 2007 AT 10AM
(PERSHORE COLLEGE)

PRESENT: Rachel Gowers (WCT)
Judy Lage (WCT)
Julia Page (Persshore College)
Donna Obrey (H&W LLN)

The following information was fed back from each college regarding progress on the project, in addition an update report was provided by WCT.

DATABASES

Pershore College: JP confirmed that the database is now usable and currently contains around 4,000 contacts, however this does not just include food and drink.

Worcester College of Technology: JL confirmed that Helen Davis is currently working on the database which is due for completion by the end of October. It has been focussed on contacting the chefs rather than the managers. The contact details include email addresses as it is envisaged that this database will be used to provide chefs with a monthly update.

Action: PC and WCT to share databases following completion

MARKETING OF FOUNDATION DEGREES

Pershore College: The PA to the Finance Director made 58 phone calls in order to make initial contact with a number of businesses. As a result of these phone calls, 31 letters were sent out which resulted in 1 visit being made. However although no students have been recruited as a result of this, a link has been made with the company who are happy to provide work experience for the Foundation Degree students and also allow them to visit the company.

Pershore College reported that there are the following lessons to be learnt:

- Make sure the person phoning understands the level of Foundation Degrees
- The follow up person needs to be more assertive

Worcester College of Technology: JL reported that a number of visits had been made to date, these visits have been made by 2 part-time members of staff, one of which is an ex Foundation Degree student. However a number of incidents over the summer period (i.e. foot and mouth, floods, down turn in hospitality business in the area) resulted in the decision to postpone the work until October/November. It was felt that it would be more beneficial to undertake the work once the database had been completed and it would produce a more focussed and better quality output.

Therefore, WCT requested an extension for the project with a view to using the numbers towards 2008 entry as it was felt that this would be more indicative of the work undertaken on this project. JL confirmed that there was also the possibility of taking students on their Foundation Degree in January 2008.

**Actions: JL to forward details regarding the number of visits undertaken to date to DL/DO
DL to contact JP and JL to discuss the possibility of extending the project**

FOOD FOR THOUGHT PUBLICATION

Pershore College to provide WCT with a press release relating to their FD course together with a photo for the next issue of Food for Thought publication which is currently circulated to around 1,500 people in the area.

Action: PC to provide WCT with press release and photograph together with details of the number of copies required for their circulation.

DATE OF NEXT MEETING

Friday 25 January 2008 at 10am (venue to be confirmed)

Lifelong Learning – Engaging Adult Learners Pilot Project

Briefing November 2007

This pilot project aimed to draw on the experience and skills of existing local networks and partnerships to, engage adult learners, promote and disseminate higher education information and support adult learners through to recruitment and enrolment where possible. By working together with the Lifelong Learning Network (LLN) at the University of Worcester this activity supported the LLN vision “Moving on up”: creating new opportunities for vocational learners in Herefordshire and Worcestershire to achieve and progress in higher education. (*Moving on up ...* LLN Herefordshire and Worcestershire, June 2006)

The objectives of this project were to,

- Increase awareness of progression opportunities and vocational pathways in Herefordshire and Worcestershire through direct delivery of information to Small and Medium Enterprises, Voluntary and Community sector organisations
- Develop a trained team of LLN advisers to deliver information
- Provide a follow-up information and signposting service to other support agencies
- Conduct learner needs analysis research through initial assessment interviews with learners
- Support the engagement and recruitment of adult learners to higher education opportunities
- To identify barriers to higher education learning (either full or part time) and feed these back to the LLN
- To promote the higher education LLN through partnership working

Initial feedback from partners shows that,

- Awareness of progression opportunities and vocational pathways has been increased with over 60 employers visited across the 2 counties. These visits provided a good opportunity to provide packs of information tailored to the employer needs. These were well received. These visits also provided the opportunity for discussion and positive feedback was received for work based learning opportunities. The Voluntary and Community sector organisations were particularly interested in the vocational training opportunities available
- The team of 10 LLN advisers were briefed as a team at 2 induction sessions and supported throughout the pilot by their coordinators. The delivery plan, project information and forms were shared with all partners and advisers. A final project meeting was held at the end of the activity period to consult advisers on the strengths and opportunities afforded by this pilot. This information will be included in the final report
- Follow up information and signposting was well received with referrals to HE IAG, local FE Colleges and Train to Gain to access funding for training
- Learner needs analysis research proved difficult in the time frame as building relationships with employers takes time and talking to employees takes them away from their workplace. However where possible information and support has been given to potential adult learners in the workplace
- Some engagement and recruitment has taken place with learners accessing courses at UoW, OU and local FE colleges
- The initial feedback to identify barriers suggests that perception is an issue in relation to costs and availability of courses and progression routes. The actual cost and availability may not be known and in part, this was resolved by sharing information and signposting to other agencies. There is also a lack of progression routes to HE

provision in some sector skill areas and there is a high demand for ESOL courses which is not being met

- As advisers familiar with the Aimhigher Project have implemented this pilot, there has been the opportunity to avoid duplication and promote the work of the LLN by providing information relating to vocational based progression routes. This is a good example of complementary working between the two initiatives and it is important that communication channels remain open so that this way of working can be sustained

Opportunities for further developments could include joint working between Aimhigher and the LLN to establish,

- A skill sector focused pilot activity where there are identified gaps in progression routes. This could map existing provision, problem solve to find practical solutions and recommendations to the LLN to inform strategic decision making
- An information and contacts sharing system/database to enable signposting and referrals to support vocational progression routes and provide funding support information
- Further project development from this pilot targeting the voluntary and community sector

In summary, this pilot project has been able to visit a wide range of organisations in a short timeframe and increase the information available about vocational progression routes. Good contacts and relationships have been established which will provide a sound platform for future developments. Information packs and contact details have been left with organisations and follow-up visits have been planned. Learners have successfully been referred to IAG and HE IAG services and have been supported in enrolments for courses in WBL, FE and HE sectors.

A full report to support this pilot work will be available in November 2007 and further information can be obtained from,

Annette Wright Learning Partnership Manager
awright2@worcestershire.gov.uk 01905 728535

AGENDA ITEM 6 – REPORT ON WORK IN PROGRESS

This report is made up of a series of brief reports from each member of the team:

Debbie Lambert
Viv Bell
Liz Davies-Ward
Bob Parker
Donna Obrey

Current Activities Report from Debbie Lambert, Manager

- 1 Staffing: We held the interviews for the curriculum theme lead fractional post for sport, tourism, heritage, culture and media on 4th October. We were unsuccessful in filling the post. I have worked with the Head of Sport at UW to propose the advertisement of a full time post, a fraction of which will be for the School of Sport and Exercise Science. We hope that a full time post will attract more applicants. Whilst I am waiting for that post to be filled, I am trying to secure a temporary contract (Nov 26th to end of February initially) for a full time administrator to assist us all, so that we can commence the work of the theme. We hope to appoint a member of staff currently on a temporary contract at UW whose work is known to three of us.
- 2 European funding: I have attended two meetings of the SRG committee which discusses ESF and ERDF funding, and visited two of the team at WCT who lead the consortium which bids for the colleges in the two counties. I also attended a conference in Wolverhampton on EU funding. I'm trying to develop an idea for a bid at level 4 level, possibly involving the City and Guilds Level 4 Senior Award which recognises work experience.
- 3 Working with other LLNs: I attended the WMHEA lifelong learning meeting and have had two meetings with the other west midland LLN directors, as well as one national meeting of LLN directors.
- 4 We were visited by Helen Connor on 1st November who is conducting research for HEFCE into 8 case study LLNs. She was looking for evidence of the impact of the LLN and lessons learnt for others.
- 5 Projects: I have discussed project ideas with the Hereford Diocese, the School of Sport and HCT (MSc Outdoor Education) and the LSC (research project). Donna and I met with Worcester County Council regarding the possibility of sharing data for our baseline research.
- 6 Other: I finalised the programme for the Annual Conference (see Donna's update). I had a meeting with a representative from City and Guilds, and attended the Principal's meeting.

Debbie Lambert
01/11/07

Current Activities Report from Viv Bell, Technology Co-ordinator

- RNC Moodle project agreed and underway.
- Talks taking place with Scot Buckler at UW for project bid to develop online study skills module. Will involve HSC also.
- Talks taking place with Peter Kilcoyne to put forward a WCT development of online taster courses (to be financed by Wider Horizons). Other e-learning projects also being considered.
- Attended Work Based Learning Study Day – follow up meeting with Geoffrey arranged for whole team.
- Ran E-learning Conference at Bank House Hotel (25th Sep) **see attached summary**
- Attended IAG Group Meeting Open University Birmingham with Bob Parker.
- Attended and helped at LLN “Step into HE” Fair at Hereford Race Course.
- Researched data projector info so LLN could purchase one. Order has been made.
- Designed 8 A2 posters for use at Coffee Morning event and to keep for use at other events (our conference Nov). Poster being printed and will be ready in time.
- Liaised with Hilary Fox from Aim Higher to negotiate some IAG content for portal.
- Began investigations of online course databases, will write report on best way forward.
- Re-write of proposal guidelines based on E-learning Conference discussions (**see attached proposal, updated guidelines and PID**)
- Organised Wider Horizons Exec Group meeting Oct 15th, also met with Zeb, Andrew Rothery and Graham Mason to plan developments. See **attached presentation**.
- Currently investigating viability of JISC bid. Will be a joint project between RNC, UW and LLN if it goes ahead.
- Continued update of LLN website, now includes a link to 3 Counties PDP resources.
- Offered partners the opportunity to attend LLN run e-portfolio staff development sessions in or around their own campus – so far no takers – however 3 partners attended a UW run event on the same.

E-learning Conference Summary Report

Introduction: An e-learning conference was held at The Bank House Hotel, Bransford, 25th Sep 2007. A variety of speakers presented on a number of topical e-learning themes. The afternoon session also provided partners with information on the LLN project bidding process, and was an opportunity to talk to partners about the wider aims of the LLN.

Present were 30 delegates including 7 partner colleges: RNC, HCA, WCT, NEW College, Pershore, Evesham, Kidderminster. Other organisations represented were: UW, OU, JISC RSC, Hereford County Council, Coventry LLN, GMSA and Learning Objectivity. Only one delegate cancelled.

Morning session: The morning session consisted of presentations by: The Open University, RNCB, GMSA, UW, Wider Horizons, New College, and Learning Objectivity. The presentations were varied and topical. They included themes that colleges had expressed an interest in when visited by the LLN, and included: VLE and Moodle, Eportfolios, European funding opportunities, E-ILPS, Social Networking and Second Life.

Afternoon session: discussion around LLN support for e-learning via project bids, including two presentations from RNCB and Evesham – both of whom had submitted project proposals to the LLN. A discussion around the bidding process and how to meet the aims of the LLN delivery plan followed

Content developer vs. more funding money: partners were asked to air their views on the project bidding process, and to debate the idea of the LLN employing a dedicated “Content Developer” or “E-learning Support” person. A report on the discussion has been submitted to the Steering group

Emerging E-learning themes: the LLN will organise staff development sessions based on topical themes, especially where there is a joint interest across more than one partner. A Pebble Pad session is to be planned for early 2008 followed by some Moodle training. Further sessions will be arranged depending on demand.

Community: e-Learning Blog and website. Updates will be made to the e-learning Blog so that ideas can be thrashed out online, and an e-learning section will be added to the LLN website. These will be promoted regularly to e-learning staff within the partner colleges.

Evaluation and feedback: although there were no formal evaluation forms given out at the conference, the Technology Co-ordinator has received a number of e-mails from delegates who thought the day was really useful.

**Current Activities Report from Liz Davies-Ward,
Curriculum Lead Health & Social Care**

<u>Aim</u>	<u>Progress</u>
To support three projects in different Health and Social care settings. One of the projects will support the development of an NVQ 4 Award. The second project will support the development of a Counselling Top-up involving HE/FE partners. The third project involves the development of an Art Therapy course which involves a UW partnership and employers.	Three projects forms have been completed and submitted to the steering group for November
To establish preferred learning patterns of health and social care employees across the counties in order to develop a curricula which meets those preferred needs.	The research for this has been completed and Business Development has informed us that there has been a good response to the questionnaire. The data will be collated next week and analysis will follow. This is thought to be a good response rate so I look forward to seeing the results which will then be forwarded to our partners across the counties.
To organise an IAG seminar in partnership with the Health Care strand of Aim Higher. The event will also involve our partner LLNs although led by Herefordshire and Worcestershire.	I have contacted our Aim Higher partner and a meeting has been arranged for early December. I am currently trying to secure the services of a Vocational specialist to open the conference.
To accredit an In-House training programme currently delivered by the Worcestershire PCT	Myself and Sue Cuthbert from UW are working with the PCT to support the accreditation of an existing programme. A project form will be submitted to the Steering group in January for the release of monies to support this development.
To support the Accreditation of the BTEC level 5 Professional Diploma with the British Association of Counselling (BACP) with Herefordshire College of Technology	A project form will be submitted to the steering group for January once relevant people have been consulted with.
To continue to involve HE in meetings involving the 14-19 Diploma developments.	I regularly attend the meetings held at Worcester and I am due to meet with again with the Herefordshire co-coordinator in December.
To continue to keep the role of the role and function of the LLN firmly embedded within the Sector Skills Councils and the LSC.	Meetings with the Sector Skills councils and the LSC are taking place on a regular basis.
To continue to raise the profile of the HW LLN by attending conferences and meetings.	To encourage the development of projects which meet the LLN targets and outcomes.

**Current Activities Report from Bob Parker,
Progression & Learner Support Co-ordinator**

Aim/objective	Progress
<i>Progression agreements between courses in H&W LLN area</i>	<p>Work on developing Progression Agreements between partners is continuing and it is anticipated that a number of draft agreements will be available in the near future. Different models of agreement are evolving: between the various partners in the network; some involving existing bridging support, others requiring the development of support; and across a number of academic areas – management, sport, health.</p> <p>A characteristic of the LLN activity is the sharing of ideas and practice between the different LLNs, I have attended a number of progression meetings and had discussions with other LLNs about their approaches. This is useful as it informs our activities.</p>
<i>Progression agreements between courses in H&W and the West Midlands</i>	<p>Meetings have taken place, and are to take place, where discussions about progression across the wider West Midlands are being explored.</p> <p>Regular contact with neighbouring LLNs has also identified potential cross-LLN collaboration on agreements (eg. Mental Health care workers involving BBS and H&W LLNs)</p>
<i>Meetings with the region on progression agreements</i>	<p>No formal workshop has been held, however individual discussions have occurred.</p> <p>A workshop is being planned for early 2008 for admissions tutors, which is linked to this area and also will be 'staff development' for the tutors.</p>
<i>Contribute to West Midlands LLNs action plan re recommendations on APL from Aim Higher in West Midlands</i>	<p>No progress at the moment</p>
<i>Accreditation of any appropriate modules not currently rated</i>	<p>Work has started on 'study skills' modules that could be credit rated, an initial student survey has been carried out to determine the need.</p> <p>Discussions are ongoing with UW Business School about the accreditation of smaller (5 credit) modules, which would make the accreditation of in-service training more feasible.</p> <p>Discussions about progression agreements are also likely to involve the possibility of accrediting 'bridging' activity.</p>
<i>Specific bridging packages for each progression agreement</i>	<p>One clear 'bridging' package is being used in the Worcester 6th Form College project. This will be evaluated for its effectiveness. Arrangements are being made to discuss the progression with UW and WCT admissions/learner support staff</p>

<p><i>Generic bridging courses</i></p>	<p>An interactive study skills project is being developed with Scott Buckler (and Viv Bell of H&W LLN). Student survey has been carried out and a project plan is being written to take the concept further. The expected outcome would be an 'interactive' on-line study skills module - these differ from existing study skills available electronically, because they allow the student to 'work' through the module on-line. Existing study skills guides are electronic versions of paper guides.</p>
<p><i>Meetings with each partner to map learner support available in the region</i></p>	<p>Meetings have taken place and a workshop is planned for the new year to explore cooperation and collaboration, as well as identify areas for development (through LLN project(s)).</p>
<p><i>Progress report on barriers to progression and accompanying action plan</i></p>	<p>Initial 'snapshot' survey has been carried out, also desk research of surveys elsewhere and discussions with learner support staff. This has led to the initiation of a region wide research project to 'track level 3 learners' through their studies. Agreement has been reached with 2 FE, 2 FE/HE, 1 Sixth Form College to be involved in this project, a meeting is scheduled to start the project 8th November</p>
<p><i>Some form of electronic progression prospectus including clear information on the credit framework, levels and qualifications</i></p>	<p>Initial mapping has taken place (reported previously). Work continues on the Online portal (Viv Bell) where such information will be stored. Progression agreements, once accepted, will also be made available through the LLN web site and/or the on-line portal.</p>
<p><i>Better informed advise and guidance officers in the region</i></p>	<p>Discussions with key learner support and IAG staff continue and have attended both local and national meetings in this area with LLN staff and others. From discussions a learner support/IAG conference is planned for the new year. Recent Education Fair held at Hereford Racecourse proved beneficial for students and teachers/career staff from schools that attended. Intention to hold again, but in Worcester next year.</p>

Current Activities Report from Donna Obrey, Project Officer

RESEARCH/PROJECTS

Barriers to Progression from Level 3 to Level 4 Qualifications (with NEW College):

The first draft of this research has been updated to show the numbers of students progressing/not progressing to Level 4 within each Department. The updated report is available on the LLN website.

Tracking Progression: Myself and Debbie have met with Jerry Temple-Fry and Teresa Gindi at Worcestershire County Council to discuss the possibility/feasibility of building on research that they are currently undertaking. We have also met with the Planning Office at the University of Worcester to discuss what information is available through various datasets.

I have produced a revised research plan in light of these meetings, which has raised a number of additional queries. I will seek advice from the Planning Office at UW and Hereford & Worcester Group Training Association prior to our next meeting with WCC on 16 November.

I am also investigating the possibility of using an online survey to collect data from apprentices. I have arranged a meeting to look at the features of Survey Monkey and will seek advice from H&WTPA as to whether they feel this would be a suitable method to reach apprentices.

EVENTS

HE Fair: The HE Fair has now taken place and was attended by 400 people. I have produced a summary of the Evaluation Forms completed by the Visitors which is included in the overall Evaluation Report included in the papers of this meeting. I am in the process of arranging a debrief meeting with Aimhigher and the Schools Liaison Officer from UW.

Annual Conference: We are in the process of organising the 1st Annual Conference of the LLN for H&W. We have sent out the invitations together with the programme (see attached) and have asked for responses by 17 November. The programme and booking form are also available on our website.

To date (as at 2.11.07) we have 56 attending the morning and 41 staying for the afternoon workshops.

BUDGETS

Following approval of the projects from the previous meeting, I have written to each of the Project Managers setting out the payment terms and have committed the money on the Finance System by raising purchase orders in preparation for receipt of their invoices.



**FIRST ANNUAL CONFERENCE OF THE
LIFELONG LEARNING NETWORK FOR HEREFORDSHIRE & WORCESTERSHIRE**

**FRIDAY 30 NOVEMBER 2007
CONFERENCE CENTRE, UNIVERSITY OF WORCESTER**

PROVISIONAL PROGRAMME

This conference is being held after a year of operation. It is intended to provide the first opportunity to bring together representatives of the entire network, to review the achievements of the first year, and to plan future developments in light of national and regional contexts.

- 9.30 Registration and Coffee
- 9.50 Welcome by Professor David Green, Vice Chancellor of University of Worcester
- 10.00 Kevin Whitston, Head of Widening Participation at Higher Education Funding Council
The national challenge for Lifelong Learning Networks
- 10.25 David Cragg, Regional Director of the Learning and Skills Council
The higher level skills challenge for the region
- 10.50 Coffee
- 11.20 Professor Tamar Thompson, Chief Executive of Hereford Primary Care Trust
Higher Education in the workplace: an employer's perspective
- 11.45 Penny Blackie, Director of Regional Strategy at Foundation Degree Forward
Working with employers to address the higher level skills agenda
- 12.10 Debbie Lambert, Manager of the HW LLN
The Herefordshire and Worcestershire Lifelong Learning Network
- 12.30 Lunch
- 1.30 Planning Workshops:
- Workshop A: Wider Horizons Online Environment (planning the Portal content, with contributions from the Network) and taking E-learning forward
 - Workshop B: Knowledge and Skills for Health & Social Care: mapping the current and future requirements for Herefordshire and Worcestershire
 - Workshop C: Progression Agreements & Learner Support: exploring actions to increase opportunities to access HE
 - Workshop D: The new HWLLN theme of Sport, Tourism, Heritage, Culture & Media
- 2.45 Plenary Chaired by Professor Geoffrey Elliott, Chair of the Steering Group
- 3.30 Close

AGENDA ITEM 7 – PROPOSED PROCESS FOR APPROVING E-LEARNING PROJECTS

Developing the LLN e-learning project bidding process – a proposal paper

Viv Bell, 19th October 2007







Background

Partners have been invited to bid for e-learning projects that both support the overall aims of the LLN, and fulfil the objectives set out in the e-learning delivery plan. Each partner college was visited by the LLN Learning Technology Co-ordinator, and given the opportunity to submit proposals for e-learning projects. It was a requirement that outcomes of successful projects would be shared with the network. Initially a short outline of the idea could be submitted in draft, this would be followed by a completed proposal form. To date two project bids have been formally submitted, with only one successful outcome. During a workshop at the recent LLN E-learning conference, partners were given the chance to air their views, and they identified a number of perceived difficulties with the bidding process as it stands. They put forward ideas they thought would make the process clearer and more consistent. This short paper aims to summarise those proposed changes, all of which resulted from the discussion and feedback given at the e-learning conference workshop. It is important to stress that a representative sample of 7 out of the 10 partner colleges were involved in the discussion. Those present were: Evesham, Pershore, NEW College, WCT, RNC, HCA and Kidderminster.

Issues

The most common barrier seemed to be the investment in time. Partners found the form filling exercise time-consuming, the proposal form overly complex and had difficulties ensuring the guidelines fitted their individual requirements. They pointed out that each project is very different and it takes a lot of time to develop the seeds of an idea into a full blown project proposal. They also thought that the guidelines were not explicit enough - this is due to the fact that the LLN had deliberately used its aims and targets as criteria rather than producing more specific criteria as they might not encompass the full range of potential projects. The Steering Group therefore are concerned with meeting these aims.

A number of solutions were put forward in a session that was interactive but not negative:

-  Customise the proposal form for e-learning projects (**see attached draft**)
-  Include an e-learning specialist on the panel to consider the proposals
-  Include the views of a group of experts representing all of the colleges in the decision making process .
-  When a project is rejected document why in more detail
-  Make the requirements of the delivery plan more specific (**see attached draft**)
-  Mark each section of the proposal form based on how best they match the criteria

Money verses time – e-learning support?

One of the most contentious and difficult issues for busy tutors, was the problem of time. Discussions around whether or not to allocate some of the budget to employ a “Content Developer” or “E-learning Consultant” concluded that this might go some way to resolving this problem. All the partners present agreed that this could be made to work, although the specifics of how it would be employed were not discussed. Partners would still like money

available, but thought that the option of having a consultant or specialist to help out with specific tasks (sometimes this would include research) would be a good idea.

Proposal to Steering Group

The learning technology Co-ordinator took the above discussions in the production of the following proposal into account. This has been circulated to all involved in the discussions for comment and account taken of any responses

- ✚ Coordinate a “pool” of e-learning specialists mainly drawn from partner institutions in the network. These would be specialists from a variety of different areas who could be engaged in project work for a member of the Network whilst remaining employees of their own institution. The LLN could pay the consultancy fee back to the institution or to the individuals depending on the circumstances.
- ✚ Make arrangements for the details of these specialists to be available – could be a webpage showing who they are and details of their particular expertise.
- ✚ Invite colleges to bid for consultant “time” using the revised proposal form (**see attached**). The form would make explicit the sorts of things that partners would be eligible to bid for. The form would be considered by the Steering Group.
- ✚ Allocate £5,000 for 2007/8 for each college for e-learning projects to be successfully bid against using attached form. This may be used for consultancy.
- ✚ Make this bidding process transparent by publishing who is getting the support (this already happens on the LLN website)
- ✚ Push the development of e-learning by publishing the case studies of the outcomes from projects on the LLN website. Could later be published on the Wider Horizons Portal under the staff development section.
- ✚ Have regular communications with partners to ensure they are all able to take up opportunities.
- ✚ Review the situation in 12 months to see if it is working.



E-Learning Project Proposal Guidelines

The guidelines listed below are to be used when bidding for e-learning project money, support or consultancy time. Please refer to these guidelines to ensure that bids meet the requirements of the LLN.

Please be aware that projects must help meet the overall aim of the LLN which is: “to get more students with vocational qualifications and more students in employment into the network partners to study and achieve in HE”

More specifically e-learning projects must adhere to some or all of the following:

1. **Improved access:** inform the design of the curriculum to improve access by inspiring innovation in learning, teaching and assessment methods. (This could be done through the creation and revision of content which can be delivered by e-learning and embedded into the design of existing courses/modules - or through the creation of new ones).
2. **Encourage effective learning:** by making sure that students have access to courses/modules irrespective of location, mode of attendance, or mode of delivery.
3. **Raise awareness of e-learning innovation:** especially amongst staff within the Network, for example publishing case studies of good practice, course design templates, or research outputs.
4. **Encourage sharing of good practice:** could be examples of good practice made available for download from the LLN website, staff development workshops, community forums or other types of sharing.
5. **Partnerships and reciprocal arrangements:** joint bids from more than one college, or collaborations on projects that are of interest to others.
6. **Sharing of content:** agreements to share content across others within the Network.

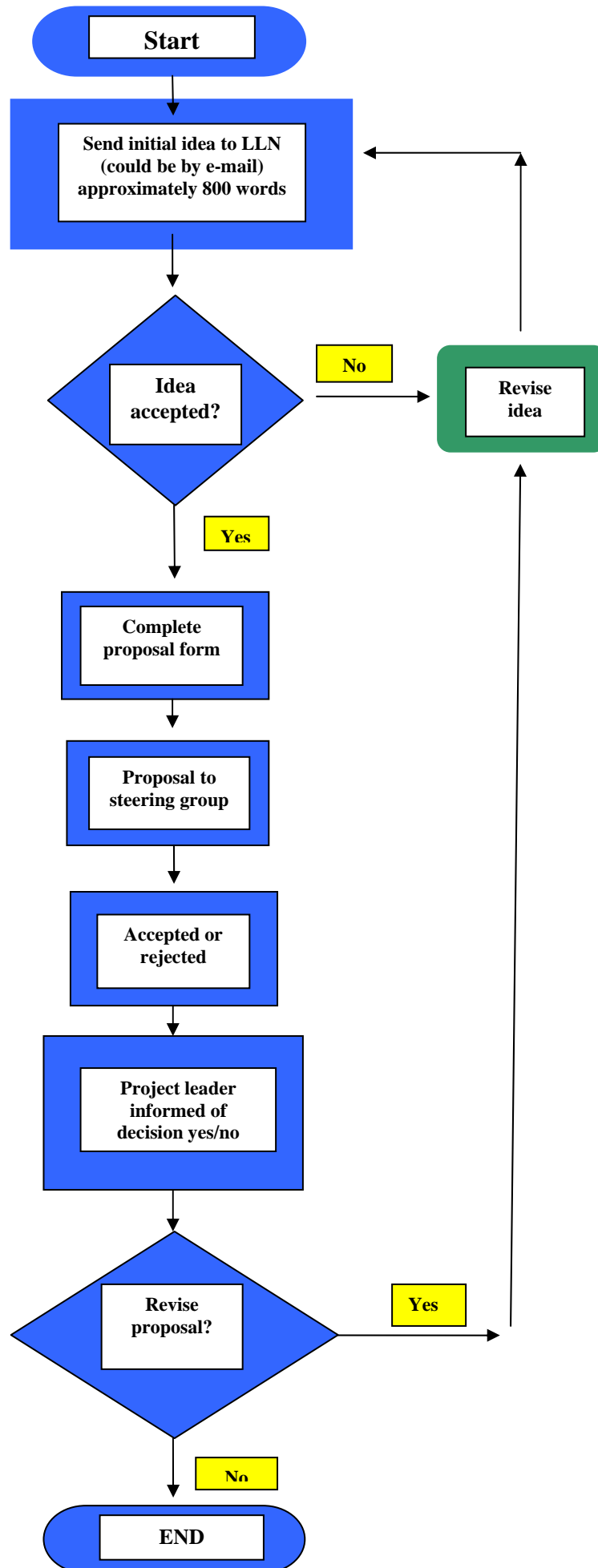


E-Learning Development/Support - Project Proposal Form

Please use this form to apply for e-learning funding or requests for e-learning consultancy/support

Please expand the table formatting to an appropriate length to fit your text by typing in the table cells.

1	Name of College:
2	Project Title:
3	Name, e-mail and phone number of project contact:
4	Date Proposal Submitted:
5	Are you applying for consultancy/support or funding – please state:
6	Project Overview and Rationale – background and reason for project bid:
7	Key Objectives and Project Deliverables – what will the funding achieve – if bidding for consultancy/support what is the nature of the support needed, what will the person be doing and why:
8	Expected timescale for completion of project:
9	Team Members, roles and responsibilities – include the whole team and if bidding for consultancy/support, who will be overseeing the process:
10	Budget. How much are you bidding for and how will the money be spent? Please be as comprehensive as possible – if bidding for consultancy/support, roughly how much time will you need the support person for?
11	Which students/courses are involved – please note LLN supports level 4 and above:
12	Are other colleges in the network involved in the project in any way - please explain any partnerships or reciprocal arrangements:
13	Explain how the outcomes of the project will meet the LLN guidelines - see attached:
14	What are the main risk factors and how will you plan for these:
15	How will you disseminate the findings:
16	General comments and any further information you think might support your bid:



AGENDA ITEM 8 – REPORT ON HE FAIR



STEP INTO HE FAIR TUESDAY 9 OCTOBER 2007, HEREFORD RACECOURSE

What did we try to do and why?

There is only one university in the counties of Herefordshire and Worcestershire (University of Worcester) which means that there is greater emphasis placed on the HE opportunities provided by the FE colleges. We agreed to develop the idea of a HE fair which had been suggested by one of the 14-19 consortia. The aim was to showcase all the opportunities to study HE within the two counties at the university, FE colleges and private training providers. The emphasis was to be on progression using vocational qualifications rather than A levels.

Who helped?

We set up a working group comprising the LLN Manager, and Project Officer, Aimhigher strand leads for 13-19 for both counties, and the work-based learning strand lead, and the Schools Liaison Officer from University of Worcester.

Who was the Fair targeted at?

We split the day into four sessions as follows:

Time	Who targeted at	Activities
10.00 - 12.00	Schools in Worcestershire	<ul style="list-style-type: none">• Exhibition hall with stands• Talk on student finances (preparation exercises sent out in advance)• Question and answer session with student panel
12.30 - 2.30	Schools in Herefordshire	<ul style="list-style-type: none">• Exhibition hall with stands• Talk on student finances (preparation exercises sent out in advance)• Question and answer session with student panel
3.15 - 5.15	Students at FE colleges and the public	<ul style="list-style-type: none">• Exhibition hall with stands• Talk on student finances (preparation exercises sent out in advance)• Question and answer session with student panel• Vocational Progression Routes and Foundation Degrees
6.00 – 8.00	The public and apprentices	<ul style="list-style-type: none">• Exhibition hall with stands• Talk on student finances• Vocational Progression Routes and Foundation Degrees• Skills for the 21st Century

The event was branded as 'Step into HE' with its own logo. The 13-19 Aimhigher strand leads for the two counties worked to get schools and FE colleges attending whilst the Aimhigher work-based learning strand worked to attract apprentices to the event. The Aimhigher Community strand leads for each county, and the lifelong learning sections of each council distributed leaflets and posters in community settings.

Leaflets and posters were held by Connexions, distributed by each FE College and were also sent to the libraries and supermarkets in Herefordshire and Worcestershire. A total of 2,700 leaflets and 350 posters were distributed.

FE colleges supplied information to their students electronically, banners were displayed at some FE colleges and other settings, plus we placed advertisements in 9 newspapers across the 2 counties.

The Fair

The fair was held at Hereford Racecourse which is a large venue on the north side of Hereford city centre. We invited FE colleges, private training providers, three universities and employers to have stands.

The following agreed to attend:

- Gloucestershire College
- Halesowen College
- Hereford College of Arts
- Herefordshire College of Technology
- Herefordshire Group Training Association
- Herefordshire Primary Care Trust
- Kidderminster College
- Ludlow College
- North East Worcestershire College
- Open University
- Pershore College (part of Warwickshire College)
- Robert Owen Learning Society
- University of Gloucestershire
- University of Worcester
- Worcester College of Technology
- Worcestershire Group Training Association

There were also the following two stands for:

- Aimhigher
- Impartial Advice & Guidance

We planned each session so that half the students were in the exhibition hall, whilst the other half were split between two seminars which lasted 20 minutes each. We had supplied pre-fair preparation materials to each school and college for distribution to their students.

We provided information to the students based on the 14 subject areas of the diplomas, so we were able to give a sheet to a student interested in engineering which listed all the exhibitors which provided HE in that subject.

Who came?

There were a total of 400 visitors, the majority of whom were from the Schools/FE Colleges listed below:

2 Schools from Herefordshire:

- Aylestone High School
- Wyebriidge Sports College

5 Schools from Worcestershire:

- The Chantry
- The Chase
- Elgar High School
- Evesham High School
- Pershore High School

2 FE Colleges from Worcestershire:

- Pershore College
- Worcester College of Technology

What lessons did we learn?

- 1 Evaluation methods: We asked each student to complete an evaluation form (the results of which are summarised, see attached). A prize draw for an iPod nano was offered as an incentive to complete the forms. We also sought feedback via questionnaire from exhibitors (the results of which are summarised, see attached) and asked for informal feedback throughout the day.
- 2 What worked well?
 - The feedback from students was very positive with 89% stating that the event had informed their decision on whether to go into higher education.
 - 95% of visitors said that the event provided them with a good understanding of the higher education provision available locally.
 - The informal feedback from teachers was also extremely good, they welcomed this attempt to show the students what was available locally. They particularly liked the subject sheets, which outlined the establishments that provided HE courses. Complete sets of these were taken back for their Careers Office.
 - The subject-related guidance sheets were welcomed, and demonstrated that it was possible to continue into higher education within the two counties on any of the 14 vocational subjects.
 - The exhibitors found the opportunity to informally network useful, as it is rare for colleges, universities, private training providers and employers to be at the same event.
 - The students enjoyed the seminars and 95% said they found them useful.
- 3 What didn't work well?
 - Less than 10 members of the public attended, and these came in the afternoon session, which meant that the evening session had to be abandoned. Either the marketing of the event or the nature of the event itself failed to attract adult learners and apprentices.
 - 50 minutes was too long for most of the students to spend in the exhibition hall, 30 minutes would have been sufficient.
 - The location was cited as a reason for some of the Worcestershire schools not attending.
 - The afternoon session programme wasn't right: the students all attended each of the three optional seminars which left little time for the exhibition hall. We also found that FE college students had a greater tendency to wander than the school participants.

Would we do it again?

The event was expensive in terms of staff time (it took a tremendous amount of organising), and cost (approximately £11,000). The working group will meet up in December to discuss next year, but we think that we will run the event again because it was such a good opportunity to show all the different ways of accessing HE within the two counties.

It was also important to focus on progression with vocational qualifications rather than A levels. We will focus on schools and FE colleges next year, finishing the event mid afternoon. We will also try holding it in Worcestershire (which has a much bigger population) for students who were unable to attend due to distance this year. The students genuinely appeared to benefit from the event; hopefully the organisations exhibiting will do so as well in terms of student registrations.

**STEP INTO HE FAIR
TUESDAY 9 OCTOBER 2007, HEREFORD RACECOURSE**

SUMMARY OF VISITORS EVALUATIONS

A total of 211 Surveys were completed, the results of which are shown below.

BEFORE THE EVENT

1. How did you hear about the Event?

99% School/College Staff 1% Poster/Flyer

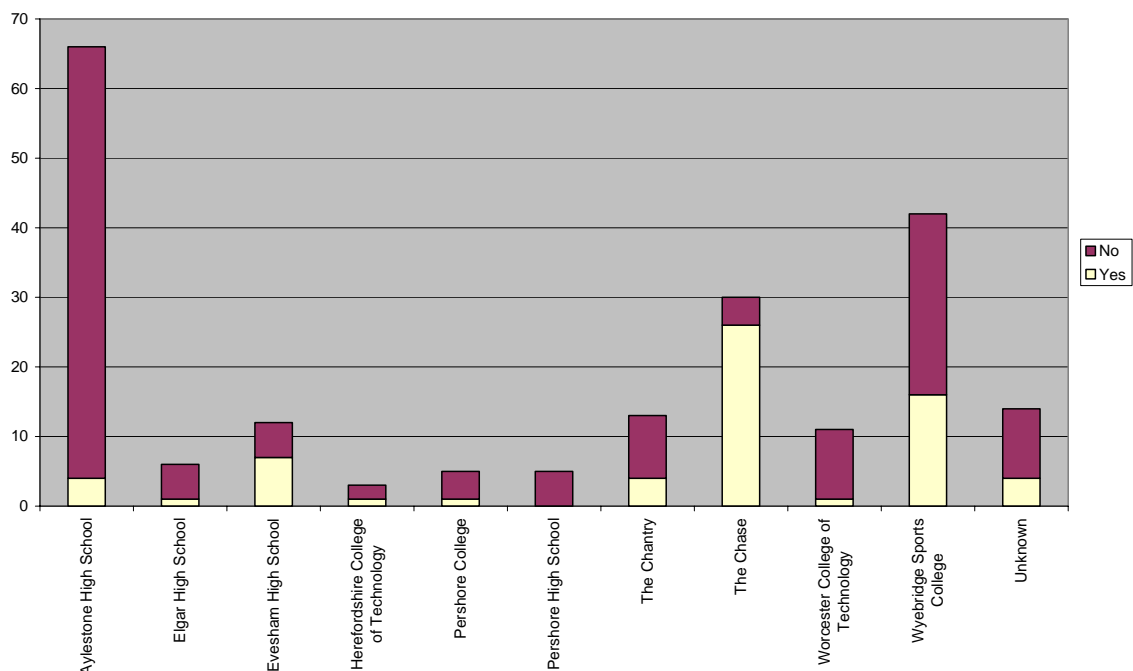
2. Did you have a good understanding of the purpose of the event before you arrived?

62% Yes 38% No

3a. Did you receive a preparation exercise before the event?

31% Yes 69% No

A breakdown of these results are shown by School/College below:



3b. If yes, was the preparation exercise useful?

89% Yes 11% No

EXHIBITORS

4. Overall, did you find the exhibitors ...

31% Very Helpful 48% Helpful 18% Quite Helpful 3% Not at all Helpful

5a. Were the exhibitors able to answer all of your questions?

99% Yes 1% No

5b. If no, what questions were they unable to answer?

- There is nothing to do with animals except our own college (Persnore College)
- Information on Fire Service

TALKS

6a. Did you find the choice of talks useful?

95% Yes 5% No

6b. If no, what other talks would you find useful?

- Animal Care/Animal Management (x4)
- No veterinary (apart from Persnore)
- None of them were about what I was going to do
- Subject I wanted to do in college
- Could have expanded in more detail about money issues
- More dynamic presentations - more activity

7a. Did you ask any questions at the talks?

32% Yes 68% No

7b. If yes, was the speaker able to provide a helpful response?

98% Yes 2% No

OVERALL

8. Did you find the event ...

89% About Right 9% Too Long 2% Too Short

9. Did the event provide you with a good understanding of the higher education provision that is available locally?

95% Yes 5% No

10. Do you feel that the information supplied at the event was helpful?

98% Yes 2% No

11. What other information do you feel would be useful?

- Subject specific information (x11) - subjects requested included Medical Science, Sports Management, Veterinary Work, Catering, Music, NHS Careers, Animal Care/Management (x3)
- List of good national/local universities/colleges (x6)
- No more information required (x6)

- Specific information on courses available (x5)
- What GCSE's are needed and what grades (x3)
- Alternative options to university i.e. the forces (x2)
- More booklets (x2)
- Social Activities (x2)
- Wider range of colleges (x2) – one person requested Hartpury College
- Good Stalls
- Horse racing course
- How much a year does each student have to pay in the local area
- Information on apprenticeships
- More about A Level options and UCAS points
- More feedback from a different range of students
- More sessions
- Sixth Form
- That you can get grants
- Travel - how you could get to college or university

12a. Do you think you will continue on to higher education in the future?

78% Yes

3% No

19% Still Unsure

12b. If yes or no, has this event informed your decision?

89% Yes

11% No



**STEP INTO THE FAIR
TUESDAY 9 OCTOBER 2007, HEREFORD RACECOURSE**

SUMMARY OF EXHIBITORS EVALUATIONS

A total of 7 Surveys were completed, the results of which are shown below.

How useful was the information that you received prior to the event?

0 x Not at all useful 1 x Quite Useful 2 x Useful 4 x Very Useful

What other information do you feel would have been useful prior to the event?

- A second copy of the information as we supported each other although from different organisations
- A location map

Did you feel that the venue was appropriate for the event?

6 x Yes 1 x No

- Easy to get to, plenty of parking
- Location required people to go out of their way or be taken. A more central location with passing member of the public and after dark lighting
- Good for exhibitors, not really accessible to the public

Did you feel that the opening hours of the event were appropriate?

3 x Yes 3 x No

- The evening session hardly had any visitors. So on reflection, 10am – 6pm would probably be better for future events
- It went on too late. 5pm was a natural end to the day as no-one came in the evening
- It offered scope for everyone
- Obviously the evening session needs to be reviewed
- Too long

Did you have enough time to set up your stand prior to the visitors arriving?

7 x Yes 0 x No

- Even though I arrived late (due to an accident) the staff were very friendly and helpful
- Very helpful on arrival

How helpful did you find the organisers and student helpers?

0 x Not at all Helpful 0 x Quite Helpful 2 x Helpful 5 x Very Helpful

Did you feel the number of visitors was ...

3 x Too Few

3 x About Right

0 x Too Many

- There were too few at the 6pm – 8pm session but the daytime sessions were about right
- The flow of the day was only 'Too Few' because the evening wasn't very well attended, it was ok during the day. Was there sufficient advertising?

Did you feel that the flow of the day was ...

2 x Too Slow

5 x About Right

0 x Too Busy

- It was good to have some breathing spaces between sessions
- It was good for the sessions that were promoted and attended

Overall, did you feel that the students in the first 2 sessions were well prepared?

3 x Yes

0 x No

3 x Mixed

1 x N/A – as we only asked them what they were interested in

Please provide any suggestions for how the event could be improved in the future

- To highlight Impartial Advice & Guidance Table
- Venue – Move where the public would naturally access e.g. leisure centre – if the banner is left out, more people will see it
- Link it to public events, race day, football, three counties show, rugby club, town centre presence
- It's great to be able to speak to year 11's about HE – some might slip through the net before we see them again at UCAS Fairs
- Finish earlier in the day
- May need to review how the event is promoted to adults and apprentices (always difficult to predict)
- Students should be better prepared, especially when the preparation material is all done for them

Please provide any other comments regarding the event below

- I enjoyed the event and felt that the Student Panel went really well
- A lot of effort clearly went in to the event – you can only make it available to the public
- Very good networking opportunity for exhibitors present
- You have to start somewhere! It may be worth advertising the event on buses, youth centres and information points
- Very good refreshments – thank you
- Very well organised event
- Very useful both for access to potential learners and for the opportunity to network
- Many thanks for your hard work in putting the event on
- Excellent event, really well organised. Very keen to see it repeated next year – would like to see more local HEI's represented e.g UCE, BCFTCS, Bourneville College – which would be of interest to North and East Worcestershire schools. Well done!
- It would have been great to see a wider variety of HEI's at this event – Harper Adams, Welsh border institutions. Again, well done!
- It was an excellent event. The venue was good, the food great, the organisation superb

AGENDA ITEM 9 – UPDATE ON AIMHIGHER ACTIVITIES



Aimhigher Update for Lifelong Learning Network Steering Group

- Bill Rammell last night confirmed that Aimhigher funding has been secured until 2011. Speaking at an event at Anglia Ruskin University, he said...

"I'm delighted to announce tonight that, as part of the Comprehensive Spending Review 2007 outcomes, the Aimhigher Programme will continue to 2011. Although I am not able to confirm the funding levels now, I am sure the news of the programme's continuation will be welcomed. As might be expected, though, in extending the programme's funding for a further three years, we will want to be sure that its structures, delivery mechanisms and activities offer the most efficient and effective way forward."

- We are also about to submit a proposal for some funding, as it was announced last week from Viv Wylie at the regional office that there is some surplus cash that needs to be spent before Christmas.
- We now have an Aimhigher 'Choosing A-Levels' leaflet that will be distributed to schools, designed to help students decide what their long term goals are for the future.
- Looked After Children– we are currently discussing possible project ideas as to how we can advance our Looked after Children activities, and will be working closely with the Youth Support Services and Beacon Employment.
- Hilary Fox from U of W is in the process of updating of the ALPS database for Herefordshire and Worcestershire. We are keen to ensure that the information is as up to date as possible for the courses available in the area, especially for the over 19's who are not catered for with the online prospectus.

Key dates

- 6th November - Midlands Cluster Event, Widening Participation the Next Phase. Venue: The Midland Hotel, Derby. Helen Dowdeswell to attend.
- 14th, 15th & 16th November – National Audit. UW have the NAO visiting for 3 days from 14 – 16 November 2007 to examine our activities undertaken to widen access to HE. We are one of 8 HEIs to be visited and are keen to include out partners as much as possible.
- Aimhigher West Midland Conference 15th November Château Impney Hotel, Droitwich – Val Yates and Helen Dowdeswell to run the following workshop: 'Quality control – how can we ensure best practise?'
- 23rd and 24th November - Fostering Service 'Every Child Matters' convention, Bromsgrove Hilton Hotel. Hilary Fox and Nigel Coley-Smith will be attending this on behalf of U of W.
- 29th November – Val Yates will be attending the 'Transition Experiences of disabled Students from FE to HE' conference
- 4th December, 6.00 – 8.30pm - Worcester College of Technology will be holding a Futures Evening on 4th Dec at Severn Valley Railway. Hilary Fox and Helen Dowdeswell from U of W will be holding a display stand.

AGENDA ITEM 10 – ANY OTHER BUSINESS



Proposal to loan out LLN laptops

Background

As part of the project with the county councils, the LLN purchased 12 lap tops. These are now being in the process of being returned and we wish to loan them out to members of the network.

Proposal

- 1 We should retain one lap top to use with the data projector for the LLN.
- 2 We should retain a second for use by our temporary member of staff.
- 3 We loan 5 to Evesham College for use in their E NVQs project. We did not fund their project, but they presented their project at the E learning conference, and since then have liaised with other colleges about their strategy.
- 4 We provide one to Shirley Evans at RNC (part of their successful project bid)
- 5 We offer the remaining four to anyone developing content for the Wider Horizons project who needs an improved machine.

Debbie Lambert
05/11/07

Response to request from HEFCE re involvement in 14-19

Please find below a letter from HEFCE and our response for information:

23 October 2007

To Directors of Lifelong Learning Networks and Aimhigher Area and Regional Managers

For further information contact Sarah Howls, 0117 9317073, s.howls@hefce.ac.uk or Paul Hazell, 0117 9317452, p.hazell@hefce.ac.uk

Dear Colleague,

Higher Education engagement with the 14-19 curriculum reform: Request for information

HEFCE is tasked in its grant letter from the DIUS with considering 'how it can help the HE sector to prepare for our reforms to the system of 14-19 education.....Potentially, large numbers of students could be applying to higher education with the new Diploma qualification and it is important that higher education is engaged in its development and that institutions are aware of the impact Diplomas will have on their own curricula.' This is in recognition of the vital role higher education will have in the success of the reform of 14-19 education.

We believe that LLNs and AimHigher partnerships are in a prime position to help us meet this grant letter commitment. We have already commissioned five Lifelong Learning Networks (LLNs) to act as pathfinders for the HE sector in their engagement with the five Diplomas

- Creative and Media
- Construction and the Built Environment
- Engineering
- Society, Health and Development
- IT.

These five Diplomas will be first taught from 2008 with the first cohort of students seeking entry to HE programmes from 2010. Information about the Diploma's curriculum is available at http://www.qca.org.uk/qca_13470.aspx.

Anecdotally, we are aware of LLNs and Aimhigher partnerships that are keeping abreast of 14-19 developments and considering the implications for their curriculum, progression and admissions policies. But we would now find it useful to formalise our understanding of the preparation and planning that is taking place for the Diplomas.

Against this background, it would be helpful if you could provide us with short case studies that illustrate some of the tangible outcomes from your engagement with the Diplomas. We would be particularly interested in examples that cover the following:

- HE curriculum articulation with the diplomas
- details of likely progression accords, including progression within and between institutions
- how admissions policies will be tailored in line with the first cohort of level three Diploma students entering HE from 2010

- the outcomes of any discussion with local and national partners to ensure HE is embedded in the Diplomas' curriculum or local planning and delivery that secures articulation with HE.

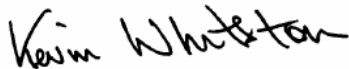
Such case studies will be invaluable to inform our understanding about overall levels of preparation for 14-19 reform. In turn, we will be able to use the information you provide to inform a DCSF high level strategy group that has responsibility for HE engagement with 14-19 reform. We would also want to share this information with other key stakeholders, such as the sector representative bodies, the HE Academy and so on.

We would also encourage you to use your existing contacts in HEIs and FECs - such as heads of departments, faculties and schools or admissions officers - to raise awareness of the forthcoming 14-19 reforms. The first five Diplomas (Creative and Media, Construction and the Built Environment, Engineering, Society, Health and Development and IT) may already provide suitable entry qualification for relevant academic programmes.

If you are in a position to provide the information requested above, I would be grateful if you could forward this to us by 9 November 2007. This would give us an opportunity to feed back the range and scope of your engagement with 14-19 reform to the DCSF led Higher Education Engagement project Board on 14 November. However, if you are unable to meet this deadline we would still welcome any information/case studies you are able to provide us.

I hope that you are able to help and if you would like clarification on any of the points raised in this letter, please do not hesitate to contact Sarah Howls or Paul Hazell. Further information about 14-19 reform is available on our website http://www.hefce.ac.uk/widen/14_19/ or the Government's 14-19 gateway <http://www.dcsf.gov.uk/14-19/index.cfm?sid=3>.

Yours sincerely



Kevin Whitston
Head of Widening Participation



Areas of Involvement of Herefordshire and Worcestershire LLN with 14-19 diplomas

- 1 Within Herefordshire and Worcestershire, one consortium in Redditch has received approval to deliver three diplomas (IT, Engineering, Creative and Media).
- 2 Worcestershire hold a meeting of consortium leads, and this meeting is attended by one of the team. Herefordshire have just started similar meetings and these are also attended by the LLN.
- 3 We are leading the planning of an event early next calendar year for admissions tutors. This will be in conjunction with AimHigher and will involve the other three LLNs in the West Midlands. We will invite representatives from all Universities and other providers of HE in the region. The workshop will focus on progression into higher education via vocational routes, focusing initially on the area of health and social care. One of the main themes and selling points will be the provision of an update on 14-19 diplomas. If successful, this will be extended to other subject areas.
- 4 We have offered to act as a link between the 14-19 consortia and HE. We have offered to find HE representatives from different subject areas to attend planning meetings, and negotiated with academic heads of department to ensure that this is possible. In this way we hope to build progression into the diplomas. We have started this activity with Business.
- 5 We plan to set up progression agreements out of the diplomas into HE as appropriate. This work will commence once the nature of the qualification becomes clear. More generally, we plan to work with local HE providers to ensure that they understand the qualification and can offer progression. Once we have established progression opportunities, we will also assist with their promotion and have already produced a poster board for the group. We will also be approached about the possibility of the LLN funding some of the publicity material.
- 6 We held an HE fair focusing on progression with vocational qualifications in October. We made information about the diplomas available at this event. We also took the subject areas of the diplomas as the focus for subject progression sheets which we used to identify the institutions providing progression opportunities in that subject area. These were popular and were taken back to schools by careers advisors and will be passed onto Connexions. Next year we will have an event greater focus on the 14-19 diplomas at the fair.

Debbie Lambert 05/11/07