

## Annual Report, 1 August 2007

### CONTEXT

- 1 The Herefordshire and Worcestershire LLN received funding from 1<sup>st</sup> August 2006, and held the first meeting of its Steering Group (for membership, see para 6 below) on 29<sup>th</sup> August. Their first priority was to recruit a manager, and following a successful interview process, Debbie Lambert started on 1<sup>st</sup> November 2006. Debbie was then able to be involved in the recruitment of the rest of the team, and the first member began 19<sup>th</sup> February 2007.
- 2 We now have the following staff:
  - Liz Davies-Ward – Health and Social Care Curriculum Lead, started 19<sup>th</sup> February
  - Viv Bell – Learning Technology Co-ordinator, started part time 1<sup>st</sup> March, full time 16<sup>th</sup> April
  - Donna Obrey – Project Officer, started 13<sup>th</sup> March
  - Bob Parker – Progression and Learner Support Co-ordinator (plus assisting with Leadership and Management), started 1<sup>st</sup> June.
- 3 It was clear that we would need to re-profile the budget, and Debbie did this immediately, presenting a revised budget to the steering group, and then submitting it to HEFCE in December to demonstrate that we would carry forward the money we haven't spent into 2009/10.
- 4 We have split the work of the LLN into four themes (see delivery plan appendix 1) and have chosen to appoint a member of the LLN staff to lead each theme (rather than having different institutions leading different themes). That member of staff has begun by visiting the relevant member of staff in each of the appropriate members of the network, and then arranging a joint meeting or workshop.
- 5 We made a strategic decision, following discussions with members of the network, that we could achieve the objectives of the LLN with fewer staff in the core team than anticipated in the original bid. This has the benefit of streamlining management and administration and ensuring sufficient funds for development work, principally to fund projects by members of the network. These projects are proposed by members of the network, approved where appropriate by the Steering Group, and are to develop particular activities which will help the network to achieve its aims. We are confident that by assisting developments within the network, those activities will continue beyond the initial funded period of the LLN. The changes were as follows:
  - We made use of the development of Train to Gain in the region by not recruiting an additional employment broker. Instead, we have developed links with the LSC, with private training providers, and partner colleges continue to work directly with employers. This decision will be kept under review.
  - We combined the posts of administrator and research assistant into the project officer role. Donna is responsible for tracking projects, undertaking some research (she has completed a study looking into HE in Herefordshire), and monitoring the budget.

- We combined the learner support and credit and progression roles as we developed our ideas for progression agreements with linked bridging support (see section C).
- We took the decision to delay the recruitment of the e learning content developer and the learning coaches. Our plan is that the respective theme leads will consult with members of the network to determine how to spend the money to give the greatest impact on the aims of the network.

6 We have a Steering Group which meets six times per year.

The membership is as follows:

- Geoffrey Elliott (Chair): University of Worcester
- Chris Morecroft: Worcester College of Technology
- Ian Peake: Herefordshire College of Technology (Ian has just been invited to join the group in order to represent Herefordshire and to increase the representation from FE)
- Mike Rookes: Open University
- Gail Rothnie: University of Birmingham
- Debbie Lambert : LLN (in attendance)

Donna Obrey acts as committee secretary and other members of the team will attend to update the group as appropriate

7 The Steering Group monitors progress against targets, monitors the budget and approves project proposals involving funding from the LLN. It also approves various operational documents. The manager has found the Steering Group to be a useful source of advice as well as an important check on the project. The small size means that we are able to schedule meetings around people's diaries, so that attendance is good and members have a real understanding of the network and what we are attempting to do. We recognise that by not including every member of the network there is a danger that the steering group does not reflect the needs and aspirations of all, however, we are employing other methods of communication (see para 19) which we trust will continue to work.

## **REPORT ON PROGRESS**

### **A Progress against targets**

8 Great care has been taken in the recruitment of appropriate staff to work with the network to achieve its aims. As a consequence, several posts had to be re-advertised which delayed the start of some areas of work. Therefore, the Steering Group considered revised deadlines against targets in December which were sent to HEFCE with the six-monthly report.

9 We reviewed the job description and person specification for each post we did not fill. All posts were offered as three year fixed term contracts or as a secondment opportunity. In reality, it was only the University of Worcester that was prepared to offer staff secondments. Staff based in FEIs applied for a fixed term contract which probably made the jobs less attractive.

10 We have developed innovative solutions to staffing problems. We made three temporary part time secondments from the University of Worcester in curriculum development in order to ensure that some new courses were developed for the LLN for 2007/8 starts, and until permanent staff were in place. In relation to Leadership and Management, our temporary secondment continued until June. We now have a different model for this area of the curriculum than health and care (which has a full

time theme lead). In developing the model we have recognised that leadership and management is often developed as part of other subject areas, and that there are a number of similar courses already provided in 'pure' leadership and management. We have invited the heads of department from five colleges to join an advisory group to assist in identifying how the LLN can help providers in this area, to look at the maps of provision to identify any gaps, and to advise on project proposals. Debbie will lead this group, assisted by Bob whose background is in leadership and management, and who will attend subject-specific meetings eg with the LSC and regional LLNs.

- 11 We have added an area of curriculum development for next year to the project, that of sport, tourism, heritage, media and culture. This is in response to demand identified by AWM and its sector groups (e.g. Tourism West Midlands, Culture West Midlands), the Regional Skills Partnership, and Local Area economic demand studies, as well as our own research, and in recognition that it is an area several members of the network would like to develop.
- 12 A staff away day was held in April to look at the bid document and turn it into a delivery plan with outcomes, outputs and targets. We produced aims, principles, overall outcomes, outputs and targets, and then 4 themes with detailed actions demonstrating how we will achieve the overall aims and outcomes.

The themes are:

- Curriculum development
- Progression and learner support
- E learning and the Open Online Education Environment
- Monitoring, Evaluation and Collaboration

Each has targets for calendar years (due to the start times of the staff) 2007, 2008 and 2009, although the later years will need further development. These plans are attached as appendix 1, and we have added a column to demonstrate progress. The current version of our project tracking form is attached as appendix 2.

- 13 We believe that the progress made towards the 2007 targets demonstrates that they will be achieved by the end of the year. The length of time staff have been in post is reflected by the progress. The November meeting of the Steering Group will receive detailed monitoring of achievement of targets for 2007. In addition, all staff will have personal review meetings in July and August, and targets set there will reflect those in the delivery plan, and will be reviewed after six months. We will reflect on progress as a team at weekly meetings and periodic away days. In addition, some projects will cross two themes and therefore involve two members of staff in evaluation. We are looking forward to benefiting from the peer review process with Staffordshire, Shropshire, Telford and the Wrekin LLN.

**B Evidence of full partner involvement and engagement**

- 14 We have visited all the members of the network (list attached as appendix 3), and the FE colleges have been visited by each theme. Each selection interview has included a partner member of the network on the panel.

The projects approved so far include work with Worcester College of Technology, Pershore Group of Colleges, North East Worcestershire College, Herefordshire College of Technology, Herefordshire and Worcestershire County Councils. Projects in development involve Worcester Sixth Form College, Ludlow College, Hereford Acute Trust, Evesham and Malvern Hills College, Kidderminster College, and Royal National College for the Blind. We plan to involve University of Birmingham and Open University in running staff development sessions and in progression agreements.

Our logo was designed through a competition for all students which was promoted by each college, resulting in 72 entries from 7 different institutions.

- 15 Liz has visited each Trust in the area, the sector skills councils and become involved in a project with the West Midlands Deanery. She has also been invited (with the Coventry and Warwickshire lead) to a meeting with Skills for Health, the Sector Skills Council for Social Care, to share information and examine potential opportunities for joint working. We are participating in themed LSC meetings with the West Midland LLNs, and have regular meetings with the LSC. Debbie has met the Sector Skills Council for Sport and the Sports Partnership for Herefordshire and Worcestershire.
- 16 We are members of other groups, for example the HE for Herefordshire Group, the Herefordshire Partnership, the Adult and Community Learners group in Worcestershire, and have attended meetings with the Worcestershire Specialist Diploma Consortia Managers Group, SRG, the Integrated Partnership Board (Aim Higher), Marketing Managers Forum, Herefordshire Local Strategic Partnership, Aim Higher and Connexions.
- 17 We are planning a 'Vocational Progression into HE Fair' on 9<sup>th</sup> October at Hereford Race Course which provides a good example of partnership working.

The idea was proposed by the Principal of Evesham and Malvern Hills College, but had been generated by their specialist diploma consortium. We are working with Aim Higher and University of Worcester to stage the event which will have stands showing all the HE available in the two counties, including all FE colleges, some private training providers and some employers. We will invite schools, FE and sixth form colleges, and are working with Hereford and Worcester Private Training Providers Association to involve apprentices. It will be open to anyone in the evening.

- 18 Other work with employers has occurred through involvement with partner colleges and will happen further through the development of foundation degrees, such as FD for Payroll Assistants. Two projects have been linked to employers: the funding of two colleges to send their course teams out into industry to discuss their foundation degrees in food related subjects has enabled direct marketing and an opportunity to explain about Foundation degrees; similarly our project with the councils will lead to visits to 600 employers and their staff across the two counties. We have already been working directly with trusts and social services for health and social care, and hope to have projects involving Hereford Acute Trust and Social Services from the two counties. Our three market research projects have been directly contacting employers, and a number of our qualifications to be developed next year incorporate professional qualifications.
- 19 We have had much discussion within the team about the best way to communicate with the members of the network, and want to provide information that is useful, without being burdensome. Members of the network have all been very positive at meetings, and we need to continue their involvement. We have set up a project

website which went live on 12th July. Debbie e mails brief monthly catch ups to members she has met. This is instead of a newsletter which members said that they did not want. She will also attend the Principals Forum twice a year to provide updates. Marketing managers have agreed that we can send out information via their internal newsletters. We also plan to hold an annual conference in November as an opportunity to bring all members together, to include keynote speakers and workshop style sessions to involve, inform and update. One of the roles of the network which is emerging is that of facilitating communication, for example between providers of information and advice and providers of HE and training.

- 20 We are aiming to develop collaborative working practices which become embedded within the members of the network, which are recognised as being of value to individual partners and which will be sustained following the end of the LLN. An early example of this is a planned forum for providers of student support. We were fortunate to have a Masters student focus on the setting up of the LLN as her dissertation which has provided us with some valuable information about perceptions.

### **C Progress made in relation to progression agreements**

- 21 We have produced a draft set of principles to support progression agreements for the July meeting of our Steering Group (attached, appendix 4). Bob has started making his visits and will produce a draft progression agreement during the autumn. We plan to guarantee equal consideration, rather than places. We will build a specific package of bridging support into each agreement which will involve staff from each institution, the aim being to empower the students, so that on their first day on the new course they know what support is available, where to go to get it, and have confidence that they have the knowledge and study skills to enable them to successfully participate. By doing this, we hope to make the link a real one which will encourage students to apply, and also encourage the receiving course to accept those students.
- 22 We have targeted possible courses to develop progression links.

<p>These include: any LLN-designated courses (we would like to have agreements into and out of all such courses eventually), courses for progression from (specialist) diplomas (in order to help the schools persuade students of their value), progression from apprenticeships, and we would like to set up progression agreements into Masters courses at the University of Birmingham. We will also be talking with the Royal National College for the Blind at Hereford about a progression agreement for one of its courses which will involve additional specialist support.</p>
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- 23 We are currently surveying level 3 students at NEWC to find out whether they are planning to progress into HE, and if not, why not. We plan that this small survey will feed into a larger study, and will also provide information on potential areas of work for the LLN regarding provision of information and progression agreements. We are also funding a project at Worcester Sixth Form College to offer additional support to their BTEC Business students which will cover routes to both HE and employment.
- 24 Debbie Chairs a group of the 4 West Midland LLNs looking at credit and progression. We are all at early stages of development in this area, but are committed to sharing work and to recognising that students do not stay within LLN boundaries.

### **D Progress in establishing information, advice and guidance systems and tracking learners**

- 25 We are committed to building 'Wider Horizons', an open online education environment which will enable students across the region studying within the same subject area to

collaborate, discuss issues, and compare experiences, regardless of their institutional affiliation.

Wider Horizons is essentially a portal where the students have full access to on-line courses, web based information resources, and support for learning and progression. It will also play a role in providing resources for staff within the network, in sharing good practice and aiding collaboration. As much as possible will be freely available through an entry point public web space focussed on the LLN subject areas, with tasters from colleges and the University; interesting links and information; and access to people who can support and encourage the step across into a formal learning relationship.

- 26 In reflection of our principle of trying not to duplicate what is already available, we have decided that the role of the LLN should be to facilitate communication between the providers of front line IAG, and to sign-post people to those services, rather than to set up our own system. We will use the portal to provide space for updates e.g. from colleges for careers staff in schools or connexions and vice versa.
- 27 We have discussed the provision of information on courses. We have agreed that initially we will provide the curriculum maps we have produced on our website, but we see this as a temporary measure which is not sustainable in the long term. We are aware of a number of databases around the region which attempt to provide information on courses, and which struggle to keep up-to-date (e.g. Area prospectuses, Aim Higher ALPS, Train to Gain). We have agreed with our local LSC that we will use the money they gave to the LLN to investigate the possibility of linking the databases, or at least further developing one to meet our needs rather than starting again. Viv will take this forward in the autumn.
- 28 We are holding a Vocational Progression into HE Fair in October (see para 17). Delegates will be asked to leave their details which they would agree to be kept, in return for entry to a competition. We aim to use those details to survey the progress of a sample of students.
- 29 We plan to look at retention of students on LLN-designated courses with a view to tracking learners. This will be produced as part of our annual data gathering exercise. (We are just starting our first having been delayed whilst waiting for the results of a survey being undertaken by the council which we wanted to build on). We plan to complete the task by December.

#### **E Curriculum developments to facilitate progression**

- 30 This year we have contributed towards the development of one foundation degree (Complementary Therapies) which will recruit from the diploma in Holistic Therapies at GLOSCAT, and two degrees in vocational areas (Sports Therapy and Rehabilitation, and Sport Business Management) which are providing routes for students with vocational qualifications. We also have a range of health management courses which have been developed to provide progression for staff at different levels and with different qualifications. The programmes will provide progression from existing awards through the Graduate Certificate in Managing Health and Social Care, via the PG Certificate in Health and Social Services Management to the MBA.
- 31 The courses we plan to develop next year include:

- a top up degree for students from foundation degrees in management-related areas,

- foundation degrees for people in employment which incorporate professional qualifications and which will be delivered by distance learning,
- an FD in Business designed closely with employers,
- ENVQs, designed to help people in employment,
- the FD in Health and Social Care will be re-written to incorporate the Registered Management Award,
- we are planning to develop study skills for staff in Social Services who wish to access the FD, or the BA in Social Work.

We are also involved in a project with the West Midlands Deanery which will enable Health care staff to complete two modules of a full Foundation Degree. This project is funded by Skills for Health and involves partnership working between the West Midlands Deanery, University of Wolverhampton, University of Worcester and the two regional PCTs.

- 32 We have been involved in discussions at University of Worcester regarding the regulatory framework governing the sizes of modules. Changes have been made to the regulations to permit greater flexibility and more progression opportunities, which should contribute to the embedding of the LLN principles and ultimately to the sustainability of the network.

#### **F Network Learner Constituency**

- 33 We are targeting students leaving college or school with qualifications other than A level (including apprentices, students with the new diploma, as well as those with BTEC and NVQ qualifications), and people in employment. Our HE Fair (para 17) will be one approach to this: we are inviting all these target groups to come to a fair which is about what they have, rather than one focussing on A levels. There will be seminars as part of the fair, one of which will include a panel of students with vocational backgrounds answering questions. We will be providing curriculum summaries which give a student options available given their own qualifications. This will be subject-centred rather than college-centred which should be more helpful.

- 34 Our focus on distance learning and e learning (with a learning technology co-ordinator) also reflects the needs of people in employment. We plan to fund projects on the development of e learning at each of the FE colleges next year to facilitate the expansion of this type of learning. E learning will also be a focus for staff development sessions.

- 35 Some of the courses being developed next year will be delivered on weekends, rather than traditional weekday daytime. We will share the models of delivery around the network. We are talking to institutions about adapting the delivery of existing curriculum.

- 36 The development of generic bridging modules with study skills at the core will be an important area of work next year, as will the specific bridging packages around progression agreements. Bob will talk to colleges about the role of learner coaches. We currently think that it is best to provide additional bridging support before someone joins the course, rather than trying to identify who might qualify for additional support once on it as we are not convinced that students would like to be identified as 'LLN students'. However, we will discuss this further with our partners.

#### **G Budget Summary and ASNs**

- 37 A budget summary is attached (appendix 5)

- 38 We are defining an LLN course as one which has benefited from funding from the LLN either for its development or subsequently, such as for marketing. We are predicting the following use of ASNs for 2007/8.

COURSE TITLE	INTAKE	FULL TIME/PART TIME	TARGET NUMBERS
<b>Courses Contributing to Additional Numbers for the LLN</b>			
FD Complementary Therapies with GLOSCAT	Sept 07	FT	20
FD Food Safety and Quality with Pershore *	Sept 07	FT & PT	10
BSc Sports Therapy and Rehabilitation	Sept 07	FT & PT	36
BSc Sport Business Management	Sept 07	FT & PT	36
PG Cert Health & Social Services Management (First 3 modules of MBA Health and Social Care)	Oct 07	PT	20, open group
MBA Health and Social Care	Mar 08	PT	20
Graduate Certificate in Managing Health & Social Care	Oct 07	PT	15
<b>Courses not contributing to Additional Numbers for LLN, but still LLN courses</b>			
Graduate Certificate in Leadership & Management	Sept 07 (UW)	PT	20
	Dec 07 (Hereford)	PT	20
PG Cert Health & Social Services Management	Oct 07	PT	Group of 20 GPs, closed group
PG Cert Managing Health & Social Care (for Birmingham & Solihull mental health trust, and Sandwell MHT)	Awaiting Trust decisions	PT	Closed group
FD in Kitchen Management & Culinary Skills, with Worcester College of Technology *	Sept 07	PT	10

\* Difference between this year and last year as paid for some direct marketing to employers

## **APPENDICES**

- 1 Delivery Plan
- 2 Project tracking form
- 3 List of members of the network
- 4 Principles for Progression Agreements
- 5 Budget summary

Debbie Lambert, on behalf of Steering Group  
11<sup>th</sup> July 2007

## **APPENDIX 1 – DELIVERY PLAN**

### **LLN H&W Plan for the delivery of the Aims**

#### **The overall aims of the LLN**

- 1 To increase the numbers of students entering higher education with vocational qualifications
- 2 To increase the number of part time students entering higher education whilst continuing employment
- 3 To help the target groups of students succeed in higher education
- 4 To facilitate a change in the design and delivery of curriculum in H & W to meet the needs of the target students
- 5 To involve employers in the development, design and delivery of curriculum where possible
- 6 To provide a bridge between FE and HE for students, staff, employers, institutions
- 7 To assist in the provision of clear information for all interested parties in the region
- 8 To provide a wide-ranging network and infrastructure of communication

#### **The LLN Team will work within the following principles:**

To ensure that the LLN covers both counties

To ensure that the LLN operates on behalf of each partner institution

To limit the cost of a core team, whilst maintaining a person-centred approach which ensures that appropriate links are made between the themes

To fund a number of projects which may address particular concerns of one partner, but which can also assist the development of practice for all partners

To embed the work within the partner institutions

Outcomes	Outputs	Targets for 2007	Targets for 2008	Targets for 2009
An increase in the number of students entering HE with vocational quals, or in employment, and passing	Research reports regarding progression from level 3 to level 4; achievement data	100 FTE	140 FTE	150 FTE
Courses which are needed and delivered flexibly in terms of timing, place and delivery	E learning materials			To increase the percentage of staff involved in e learning activity in all partners by 25%
	Staff development sessions	3 partners participating	10 partners participating	All partners engaged, 100 staff participated in staff development
	Additional courses	5 courses	8 courses	8 courses
	Existing courses with revised flexible delivery		4 courses	5 courses
	Courses with sessions in 'holiday' time and weekends	1 course	5 courses	5 courses
	Case studies of the achievements of real students		10 case studies	10 case studies
	Case studies of e learning		10 case studies	10 case studies
Improved communication between partners leading to better information for all	OEEE	First version	Second version	Third version
	Projects	3 completed	10 completed	15 completed
	Meetings			
	Staff Development Sessions	30 participants	100 participants	100 participants
	Logo Competition	Completed by May 2007		
	Annual Conference	50 attendees	50 attendees	50 attendees
	HE Fair	500 attendees	600 attendees	700 attendees

## LLN H&W Plan for the theme of Curriculum Development

### Contribution to the overall aims of the LLN

To provide evidence of our overall achievement for Increasing the number of Vocational part time learners into HE and Working with partners, students and employers to develop a needs-led curriculum and delivery model

<b>Outcomes</b>	<b>Outputs</b>	<b>Targets for 2007</b>	<b>Targets for 2008</b>	<b>Targets for 2009</b>	<b>Update</b>
Identification of existing provision in health and social care across Herefordshire and Worcestershire	A map of existing curriculum provision	It is expected that this activity will be completed by July 2007	Monitor Changes in the curriculum	Monitor changes in the curriculum	Draft curriculum maps being used in pilot project with councils and aim higher
Identification of new provision in Health & Social Care; Leadership & Management and Tourism & Sports across Herefordshire and Worcestershire	The production of an action plan following the workshop which will establish the range of courses required by employers in each curriculum area, leading to new courses	Workshop and Action Plan	Validation of two new courses and the re- design of three existing courses in each curriculum area.	Validation of two new courses and the re-design of three existing courses in each curriculum area.	Workshop conducted in June with 16 participants. Way forward agreed.
	Market research to establish curricula needs of vocational learners.	Research and analysis to be completed by July 2007	Validation of one new courses and the re- design of three existing courses in each curriculum area.	Validation of one new courses and the re-design of three existing courses in each curriculum area.	Project proposal to Steering Group in July

<b>Outcomes</b>	<b>Outputs</b>	<b>Targets for 2007</b>	<b>Targets for 2008</b>	<b>Targets for 2009</b>	<b>Update</b>
The provision for the region of a more with more flexible and accessible range of courses and modules	Accreditation of Health and Social Care, Leadership and Management and Sports, Heritage, Culture and Tourism modules	Health and Social Care=2, Leadership and Management =2, Sports, Heritage, media and Tourism = 2	Health and Social Care =2. Leadership and Management = 2. Sports, Heritage, Media and Tourism =2	Health and Social care=2 Leadership and management=2, Sports, Heritage, Media and Tourism=2	Project plans for new courses to be delivered in innovative way. Development & validation of 2 modules for West Midlands. Meetings with private training providers and sector skills councils.
	Development of innovative course delivery using e-learning, weekend workshops and 'holiday' time	Analyse market research data to establish preferred learning patterns required by vocational learners and feedback to relevant Curriculum Directors	Health and Social Care=4, Leadership and Management=3, Sports, Heritage, Media and Tourism=3	Health and Social Care=3, Leadership and Management=3, Sports, Heritage, Media and Tourism	
An increase in the number of Vocational Learners in Higher Education	Recruitment, retention and achievement data	Health and Social care = 60	Health and Social Care = 50	Health and Social Care = 50	
		Leadership and Management = 20	Leadership and Management = 40	Leadership and Management = 40	
		Sports, Heritage, Media and Tourism = 20	Sports, Heritage, Media and Tourism = 50	Sports, Heritage, Media and Tourism = 60	

<b>Outcomes</b>	<b>Outputs</b>	<b>Targets for 2007</b>	<b>Targets for 2008</b>	<b>Targets for 2009</b>	<b>Update</b>
Increase employer engagement activities in LLN activities within each curriculum Theme	Meet with relevant and appropriate employers and training providers including FE and HE managers.	Health and Social Care = 20	Health and Social Care = 17	Health and Social Care = 20	Achieved 35 with Health & Social Care, 20 with leadership & management, 2 with sport
		Leadership and Management = 10	Leadership and Management = 15	Leadership and Management = 15	
		Sports, Heritage, Media and Tourism = 8	Sports, Heritage, Media and Tourism = 15	Sports, Heritage, Media and Tourism = 15	
	Attendance at workshops	Invite 7 employers to workshop	Maintain strong relationships with employers, through meetings, conferences and workshops	Continue to engage with employers across the three vocational areas	Invited 15 employers, 6 came
	Links on website	Upload relevant information onto website	Ensure website information is up-to-date and relevant	Monitor the information on the website and encourage employers to access the site	Website live 12th July
HE Fair Attendance	Employers to be invited to attend the HE Fair	Continue to involve employers in matters of Higher Education across the two counties	Continue to engage with employers across the three vocational areas	Invitations not yet sent out	

## LLN H&W Plan for the theme of Learner Progression and Support

### Contribution to the overall aims of the LLN

To negotiate progression and credit agreements, with specific bridging support packages, which students and advisors understand

Outcomes	Outputs	Targets for 2007	Targets for 2008	Targets for 2009	Update
More students continue their journey of education throughout the region	Progression agreements between courses in H&W	5 draft agreements	10 agreements; 50 students	10 agreements; 50 students	Have principles for agreements
	Progression agreements between courses in H&W and the West Midlands		3 draft agreements	5 agreements; 25 students	
	Meetings with progression staff in W Mids LLNs	2 meetings	3 meetings	3 meetings	Chaired one meeting in June, next in November
	Workshop within the region on progression agreements	1 workshop	2 workshops	2 workshops	No progress yet
Students can move between institutions and have credit recognised	Students have information on APL and APEL procedures used by different institutions		Links to information from all sites via OOEE	Guide to APL/APEL	
	Contribute to West Midlands LLNs Action plan re recommendations on APL from Aim Higher in West Midlands	Attend 1 meeting	Work to agree and implement actions		Linked into progression agreements sub group
	Accreditation of any appropriate modules not currently credit rated	Identification of any suitable modules	Assistance of modules through accreditation process		Planning visits to private training providers
	Agreements that 3 HEIs in LLN will accept credit from modules validated by other HEIs in network	Initial meetings with UW, Uof B and OU	Draft agreements	Agreements	Will take place next semester

<b>Outcomes</b>	<b>Outputs</b>	<b>Targets for 2007</b>	<b>Targets for 2008</b>	<b>Targets for 2009</b>	<b>Update</b>
Students move successfully from one course to the next level	Specific bridging packages for each progression agreement	Discussions re package of support for each progression agreement	Bridging Support Package for each PA	Bridging Support Package for each PA	Not yet started
	Generic Bridging courses	Meetings with partners to discuss nature of courses	1 electronic bridging course developed and put on OOOE		Need identified
	Meetings with each partner to map learning support available in the region	Meetings completed			Meetings taking place June/July
	H&W workshop to identify additional learner support required and agree plan for delivery	Workshop planned	Workshop held and action plan agreed and implemented		Autumn, following visits and survey
	Improved figures for recruitment, retention, achievement, and progression	Establish baseline for students with vocational quals		Improve on baseline by 25%	Work in progress: established research questions
	Project report on barriers to progression and accompanying action plan	Complete project and feed into workshop above			Survey forms completed with one college end June
Better information for students in the region	Some form of electronic progression prospectus including clear information on the credit framework, levels and qualifications	simple electronic prospectus	updated and enhanced prospectus based on feedback	Identification of means to sustain prospectus	Draft curriculum maps. Investigating possibility of linking existing databases
	Information on the OOOE in a student-centred format				Work packages for first stages in OOOE agreed by its executive group in July

<b>Outcomes</b>	<b>Outputs</b>	<b>Targets for 2007</b>	<b>Targets for 2008</b>	<b>Targets for 2009</b>	<b>Update</b>
Better informed advice and guidance officers in the region (including careers, schools, colleges, universities, Aimhigher)	Working communication channels via the OOOE				
	Meetings of key staff	Meet representatives of different groups, attend any existing meetings	Hold 3 joint meetings	Hold 3 joint meetings	Meetings taking place in June and July
	Staff development sessions	1 staff development session	5 staff development/information sessions	5 staff development/information sessions	Not yet planned
	Conference/workshop	Plan workshop/conference	Hold workshop/conference	Hold workshop/conference	Not yet planned, will follow individual meetings

## LLN H&W Plan for the theme of E-Learning & OEEE

### Contribution to the overall aims of the LLN

**OEEE** - To provide an infrastructure to support entire network via an Open Online Educational Environment.

**e-Learning** - To inform the design of the curriculum. Improve access, create flexible communication channels for learners, staff and stakeholders.

Outcomes	Outputs	Targets for 2007	Targets for 2008	Targets for 2009	Update
The identification of new and investigation of existing provision of e-Learning across all colleges	Baseline study of partners to map present situation. Interviews and meetings with college ILT staff to identify barriers to uptake	Meet all partners by end of June 2007  Report back on findings end 2007	Follow-up and update baseline data – report by end of 2008	Follow-up and update baseline data – report by end of 2009	All partners met, and report on e learning produced for July steering group
An increased level of e-Learning development and provision across all colleges	Through partner links set up Exec group to investigate ways of taking e-Learning forward.	First meeting of Exec group by end of summer 2007. Bi-monthly monthly meetings thereafter	Exec group report on progress end of 2008 – continue bi-monthly meetings	Exec group report on progress end of 2009	E-learning interest group formed instead of exec group. E-learning Conference arranged for 25 <sup>th</sup> September Blog set up in June and continued updated postings
	Interested parties from all colleges involved in Exec meetings and communications via web blog	Exec group communication blog set up by summer 2007	Continue blogs and updates. Disseminate to all staff/colleges	Continue blogs and updates.  Disseminate to all staff/colleges	EXEC group organised for OEEE rather than e-learning. Consists of partner representatives and others interested in infrastructure and content of portal. First meeting of members 10 <sup>th</sup> July.

Outcomes	Outputs	Targets for 2007	Targets for 2008	Targets for 2009	Update
<p>The encouragement of flexible design and delivery of courses and modules across the colleges in the Network.</p>	<p>Staff development sessions. Workshops. Group meetings. Show and tell sessions. One to one tutorials with staff if resources allow. Case studies of good practice. Dissemination at e-Learning conference/event organised by LLN</p>	<p>Involve Birmingham and Open University to deliver staff development – 1 workshop by end 2007 – 10 participants</p> <p>Involve Learning and teaching centre staff from Worcester to deliver workshops – 1 by end 2007</p> <p>5 Case studies of good practice published on the web</p>	<p>Deliver 3 workshops 2008</p> <p>50 participants total</p> <p>3 workshops 2008</p> <p>4 courses designed or re-designed</p> <p>10 Case studies of good practice published on the web</p> <p>e-Learning event 2008</p>	<p>Deliver 3 workshops 2009</p> <p>40 participants total</p> <p>3 workshops 2009</p> <p>5 courses designed or re-designed</p> <p>10 Case studies of good practice published on the web</p> <p>e-Learning event 2009</p>	<p>Blog set up in June and continued updated postings</p> <p>Staff development sessions will be planned by e learning group beginning with conference Sept 07</p>
<p>The creation and adaption of innovative content for e-learning and blended learning. Embed this into course design.</p>	<p>Support individuals to create content. Swap ideas through innovation workshops and create templates to help with e-learning design</p>	<p>Innovation workshop (s) Examples of good practice made available for download from LLN's own website - Autumn 2007</p>	<p>Innovation workshop (s) Examples of good practice made available for download from LLN website or OOEE - Autumn 2008</p>	<p>Continue to make available templates and examples via the OOEE for staff to download</p>	<p>Creation of content included in first phase of work approved by OOEE Executive group in July, update in Oct 07</p>
<p>The provision of an infrastructure to support entire network</p>	<p>Identify individuals and expertise within colleges who can help build the OOEE.</p> <p>Meet with organisations and groups who have developed similar systems.</p>	<p>Phase 1: First prototype running by Dec 2007 - Alpha testing</p>	<p>Phase 2: Second prototype developed 2008 – Beta testing</p>	<p>Phase 3: Final evaluation of OOEE</p>	<p>OOEE exec group met July 07. Agreed first phase of development up to Jan 08. Workpackages agreed</p>

Outcomes	Outputs	Targets for 2007	Targets for 2008	Targets for 2009	Update
The building of “gateways” to e-Learning content and communication	Development of OOEE web portal – links to new and existing e-Learning content.	<p>Develop e-Learning interface and access levels</p> <p>Identify suitable taster courses and content to go on OOEE – Dec 2007</p> <p>First taster courses on prototype OOEE – December 2007/Jan 2008 (2?)</p> <p>Refer to advice from Exec group - 2007</p>	<p>Develop e-learning interface and access levels.</p> <p>More taster courses on OOEE (further 2?)</p>	<p>Final Development of e-learning interface and access levels</p> <p>Taster courses on final OOEE development.</p>	

## LLN H&W Plan for the theme of Monitoring, Evaluation and Collaboration

### Contribution to the overall aims of the LLN

To provide evidence of the achievement of our overall aims and targets, including statistical data on recruitment, progression, achievement and retention; evaluation of impact and sustainability of actions; communication and collaboration

Outcomes	Outputs	Targets for 2007	Targets for 2008	Targets for 2009	Update
A network in which partners genuinely collaborate	Meetings with members of the network	Meeting of LLN and each individual member	Joint meetings with different members		Completed first meetings
	Sharing of information and best practice around the network members (including colleges, employers and other partners)	Circulation of results of 3 projects/activities	Circulation of the results of 10 projects/activities		Results of 2 activities circulated so far
	Contributions of partners to the work of the network	2 projects undertaken by partners	10 projects undertaken by partners	10 projects undertaken by partners	See list of projects on project tracking chart
	Genuine dialogue within the network about curriculum	2 subject workshops	3 subject workshops		Health and Social Care happened in June, leadership and management in September
	Shared staff development activities	1 activity on e learning	100 participants in staff development activities	100 participants in staff development activities	Not yet planned
	Signed memoranda of co-operation between each partner and the LLN	Memoranda signed by all partners			Draft membership form at steering Group in July

<b>Outcomes</b>	<b>Outputs</b>	<b>Targets for 2007</b>	<b>Targets for 2008</b>	<b>Targets for 2009</b>	<b>Update</b>
A self-critical network which reflects on its activities and strives to improve	Evaluation and monitoring reports to HEFCE	6 monthly report and annual report	6 monthly report and annual report	6 monthly report and annual report	Achieved
	Evaluation and monitoring reports to Steering Group	Reports to each Steering Group (every other month)	Reports to each Steering Group (every other month)	Reports to each Steering Group (every other month)	Achieved
	Involvement in peer evaluation exercise	As required			Not yet required
A well-managed network	Budget Report Updates to monitor expenditure (Bi-monthly)	Reports/Updates to every Steering Group Meeting (every other month)	Reports/Updates to every Steering Group Meeting (every other month)	Reports/Updates to every Steering Group Meeting (every other month)	Achieved
	Strategy for network, delivery plans for themes, monitoring of implementation	Approval of strategy, delivery plans	Monitoring of implementation and review of delivery plans	Monitoring of implementation and review of delivery plans	Achieved
A centralised research facility that demonstrates the success of the LLN	Research & Evaluation Data Reports on: * Recruitment, progression, achievement and retention; * Additional Student Numbers (including the ASNs as a result of Progression Agreements)	One report for each set of data analysis	One report for each set of data analysis	One report for each set of data analysis	Report on HE in Herefordshire. Larger research into vocational progression underway
	Dissemination of results of Research & Evaluation Data Reports within the Network and outside the Network	Circulation of all Research & Evaluation Data Reports	Circulation of all Research & Evaluation Data Reports	Circulation of all Research & Evaluation Data Reports	Completed one circulated to relevant members
	Meetings/Visits/Communication with FE Colleges/University of Birmingham/Open University/Private Training Providers	As required	As required	As required	Visited NEWC to discuss research project with them
	Case Studies				

<b>Outcomes</b>	<b>Outputs</b>	<b>Targets for 2007</b>	<b>Targets for 2008</b>	<b>Targets for 2009</b>	<b>Update</b>
A system of bidding for and approving project funding which is fair to all partners	Project Reports	3 Project Reports	10 Project Reports	15 Project Reports	Achieved: See project tracking form
	Minutes of Steering Group Meetings				Produced for each meeting
A tracking system that monitors the successful completion of projects funded by the LLN	Project Monitoring Forms - completed by Project Leader (timescale agreed at approval of project)	One form per project, as agreed	One form per project, as agreed	One form per project, as agreed	See project tracking form
A measurement of the sustainability, impact and evaluation of LLN funded projects	Physical record of activities				
	Some measure of continuation of practice within partners				
A centralised and effective communication channel that provides regular information regarding the LLN & HE opportunities in H&W	Annual Conference	One Conference with 50 attendees	One Conference with 50 attendees	One Conference with 50 attendees	Planned for November
	HE Progression Fair	One Fair with 500 attendees	One Fair with 600 attendees	One Fair with 700 attendees	Planned for 9 October 2007
	Newsletters/Information Updates	Bi-Monthly Update via email/newsletter/website	Bi-Monthly Update via email/newsletter/website	Bi-Monthly Update via email/newsletter/website	For last 3 months have sent out brief monthly catch up by e mail (about 7 bullet points)
	Dissemination of information, within the Network and outside, regarding projects funded by LLN	As required	As required	As required	

## APPENDIX 2 – PROJECT TRACKING FORM

Project	Funding Required	Write Proposal	Checked by GE & DL	Proposal to Steering Group	Project Approved	Payment	First Monitoring Report	Payment	Second Monitoring Report	Payment	Final Report	Evaluation of the Project	Final Payment	Total Cost
Market Research Proposal into CPD	£1,750	Andrew Corcoran	Sep-06	Mar-07	GE and DL Oct 06	£750		£780			Sent to Steering Group on 2 March 07			£1,530
HE Provision in Herefordshire	Not Required	Research Plan (attached)	Apr-07	Plan for Information May-07	NA						Sent to Steering Group on 4 July 07			£0
Wider Horizons Online Environment	£130,000	Andrew Rothery, Debbie Lambert, Viv Bell	Dec 06	First proposal Dec 06	Mar-07									
Study of LLN and Evaluation Instruments	£500	Julie Balsom and Debbie Lambert	Nov-06	Dec-06	Dec-06						Sent to Steering Group on 4 July 07			
Establishing Progression Baseline	Part Required	Research Plan	Apr-07	May 07										
Marketing Foundation Degrees in Food (WCT & PGoC)	£4,755	Debbie Lambert	May 07	May 07	May 07									
Research in to Barriers to Progression from Level 3 to Level 4 (NEW College)	£130	Not required	NA	May 07 for information	NA									
Learning Champions Employed by H&W County Councils	£18,746	Annette Wright	May 07	May 07	May 07									
BA Leadership and Management UW	£3,700	Tim Maxfield	June 07	July 07	July 07									
FDs with professional qualifications delivered by distance learning by WCT	£10,000	Steve Poole	June 07	July 07	July 07									
Market research into FD in Entrepreneurship by HCT	£550	Bob Parker	June 07	July 07	July 07									

Market Research into Health and Social Care	£750	Liz Davies-Ward	July 07	July 07	July 07									
Employer Engagement in Foundation Degree Design (NEW College)	£4,840	Bridgette Thornton	July 07	July 07	July 07									
Professional Programme at Worcester 6th Form College	£9,300	Michael Kitkatt	June 07	To go to sept 07										

### **APPENDIX 3 – LIST OF MEMBERS OF THE LLN FOR HEREFORDSHIRE & WORCESTERSHIRE**

Aim Higher (Herefordshire and Worcestershire)  
Association of Care Training Providers  
Bulmers Foundation  
Connexions  
Education Business Partnership  
Evesham and Malvern Hills College  
GLOSCAT  
Halesowen College  
Hereford Acute Trust  
Hereford College of Art and Design  
Hereford Primary Care Trust  
Hereford Sixth Form College  
Herefordshire and Worcestershire Training Providers Association  
Herefordshire College of Technology  
Herefordshire Council  
Herefordshire Group Training  
Herefordshire Partnership  
Kidderminster College  
Learning Skills Council  
Ludlow College  
Next Steps  
North East Worcestershire College  
Open University  
Persore Group of Colleges  
Robert Owen Learning Society  
Royal National College for the Blind  
Shropshire, Herefordshire and Worcestershire cpd partnership  
Skills for Care  
Skills for Health  
University of Birmingham  
University of Worcester  
West Midlands Deanery  
Worcester Acute Trust  
Worcester College of Technology  
Worcester Primary Care Trust  
Worcester Sixth Form College  
Worcestershire County Council  
Worcestershire Learning Partnership

## **APPENDIX 4 – PRINCIPLES FOR PROGRESSION AGREEMENTS**

We plan to work within the following principles:

1. Agreements will be specific to a particular pair of courses
2. Agreements will include some bridging/support package
3. Agreements may be within one institution, or between different institutions
4. Institutions may be FE colleges, HEIs, private training providers, or other training providers
5. Agreements will be brokered by the Progression and Learner Support Co-ordinator, but will involve staff from each course as a staff development and promotional tool
6. Where possible we will try to set up a progression agreement into and out of any course which has had some LLN funding for its development
7. We will try to develop progression agreements whilst courses are being developed to maximise collaboration between teaching teams, and to influence curriculum development to ease progression.
8. All LLN supported developments will have clear credit ratings (amount and level)
9. We will try to provide clear information to students about the number and level of credits required to gain entry to particular qualifications
10. We will work with West Midlands LLNs to look at information for students on APEL
11. We will work with West Midlands LLNs to look at credit for qualifications and work towards acceptance of each ones credit at other institutions
12. At level 4, progression agreements will guarantee equal consideration of an application from someone on the feeder course with that of someone with A levels.
13. At level 6 and above, the progression agreement might either guarantee equal consideration, or it might guarantee a place as appropriate.
14. All progression agreements must be publicised to students in a clear manner.
15. Progression agreements must be signed by departments (representing courses) and the Registrar and Secretary (or equivalent) representing the institutions
16. The agreements will clearly stipulate the outcomes required of the students to progress.
17. The agreements will refer to the course supplying the students as 'provider', and that receiving the students as 'recipient'.
18. The term Progression agreement to apply only to courses within UK (those outside having Articulation Agreements)