



**ADDITIONAL PAPERS FOR LLN STEERING GROUP MEETING
ON THURSDAY 21 MAY 2009**

Changes to Existing Projects (for Consideration/Approval):

- FD Sport (Pershore College, part of Warwickshire College)
- Metamorphosis (Pershore College, part of Warwickshire College)

New Projects (for Consideration/Approval):

- Progression – Level 3 to Level 4 access in Land-based Vocational Study (Pershore College, part of Warwickshire College)
- Supporting revalidation of Animal Welfare and Veterinary Nursing Provision at Pershore College (Pershore College, part of Warwickshire College)

Big Projects (for Consideration/Approval):

- Summary of Big Projects
- HE Peer Connector: A Pilot Project (Kidderminster College)
- Promoting Entrepreneurship among Disabled People with a Visual Impairment (Royal National College) – ***this project has already been circulated with the original papers, section 13 of the form has now been completed***

Update on Work in Progress:

- Additional Update from Debbie Lambert

Project Name: FD Sport

Amendment History:

Version No.	Date	Reason for Amendment
2	05 My 2009	Rationalisation of Horticulture provision resulting in a move from the H&W area. Redirection of LLN funding for redevelopment of current HE provision increasing the pathways and students opportunities.

Name of Project Manager & Contact Details Angela North
Mike Roberts

Document Distribution

<i>Name</i>	<i>Location</i>	<i>Responsibility</i>	<i>Action/Information</i>
Debbie Lambert	LLN	Manager of the LLN	For information
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

Following a review of Higher Educational provision, the newly appointed Programme Area Manager for Horticulture and his Senior Curriculum Leader have identified the need to review existing provision to streamline modules and allow for optional and elective routes of specialised pathways within this vocational area of study.

Objectives of the Project

To review current Level 4 and 5 modules and streamline
Determine core, optional and elective routes to allow students to specialise within the diverse areas of Horticultural study and career routes
Consider routes of study including HND and Foundation Degree routes, levels 4, 5 and 6.
Identify employer requirements and student interest through surveys.

Project Approach

To survey employers, current level 3 students and ex students to determine needs and preferences
To establish an employer database to support Foundation degree learning routes
To evolve employer membership in the consultation period and beyond
To utilise the research to feed into a review of existing modules and subsequent updating.
To identify gaps in provision and devise new modules.

To market provision across the UK and to the internal market to raise the profile of the Pershore Horticultural brand bringing increased business to the Worcestershire area.

Scope:

A Key Products from the project

Employer and student feedback

Routes and pathways to lead to identified career options within horticulture

Modules at Level 4, 5 and 6

B Out of Scope

The achievements that the projects will bring will not be realised until applicants graduate

Constraints

Initial Project Case

Development of an Fd Sports (tennis and football) at pershore

Benefits of the Project (revised goals)

To increase career routes for those entering HE in Horticulture

Key Assumptions

Staff availability to complete the project within identified timescales

Validation of the proposed provision by UW

Timescale

To Complete main aspects by 31 December 2009

Costs

Staff hours 90 hours at £40/hr = £3600

Administrative support 60 hours at £15/hr = £900

Postage etc) £500

Meetings, travel etc)

Total £5000

How will the project be evaluated?

Increased recruitment over time

Revalidation outcomes

Employer satisfaction

How will the project be sustained?

On going annual monitoring

Minor changes through IQC process

Five yearly reviews and upgrading

Implications for Equality & Diversity

Improved recruitment from less traditional routes to compliment existing applicants

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
Staffing changes	Low		
Poor employer support	Low		

Project Team

Tony Davies
Mike Roberts
Colin Perkins
Rhona Toft

Project Name: Metamorphosis

Amendment History:

Version No.	Date	Reason for Amendment
2	May 2009	Disappointing result from Metamorphosis software. Report back on software and gain e learning materials including note books and flick videos to support learning

Name of Project Manager & Contact Details Vaughan Hencher
Angela North

Document Distribution

<i>Name</i>	<i>Location</i>	<i>Responsibility</i>	<i>Action/Information</i>
Debbie Lambert	LLN	Manager of the LLN	For information
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

The project was targeting to increase the on line learning materials through translating hard copy learning materials to electronic versions

Having failed to achieve the desired objectives in developing new materials, we propose to purchase a number of computerised 'notebooks' and flick videos to enhance the evidence collection within identified HE students both on programme and in the work place. For example the Foundation Degree students following Horticulture, Food Safety and Veterinary Nursing could generate text and image based evidence to prove their competence in the work place.

Objectives of the Project

To improve the support for remote learners

Project Approach

Issue equipment to support the learning in the workplace and prepare learners to generate the requisite evidence to demonstrate occupational competence.

Scope:**A Key Products from the project**

Trial the use of electronic resources within F Deg work based learners to compare and contrast manual and electronic systems of evidence collection

B Out of Scope

This benefits of the project will not be fully realised until after the end date.

Constraints

Once resources are requisitioned evidence cannot be generated until the new academic year on most programmes

Initial Project Case

See above

Benefits of the Project

To enhance route to collate evidence of work based learning

Key Assumptions

That the notebooks will enable the students to effectively record their role within the workplace in a timely manner, suitably detailed to meet HE requirements

Timescale

Complete the issue, purchase and generation of initial evidence examples by Dec 31 2009

Costs

Flick videos 15 @ £150 = £2250

Notebooks 10@ £150 = £1500

Total £3750

Of original bid for £5000, around £1200 has already been spent

How will the project be evaluated?

Outcomes will include examples of evidence generated by students and their colleagues to generate evidence of the students competence.

How will the project be sustained?

Review the effectiveness and evaluate the need to roll this out to other students

Implications for Equality & Diversity

Supports the generation of all types of learners through written and image based evidence.

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 of students to record adequate evidence	Low	Low	Involve range of students from different groups
Lack of support for students in the workplace	Low	Low	As above for employers

Project Team

Project Name: Progression – Level 3 to Level 4 access in Landbased Vocational Study

Amendment History:

Version No.	Date	Reason for Amendment
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Please note, an application for this Progression Accord funding has previously been made. Bob Parker has discussed issues surrounding this in 2009.

Name of Project Manager & Contact Details	Angela North Louise Badham
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Document Distribution

<i>Name</i>	<i>Location</i>	<i>Responsibility</i>	<i>Action/Information</i>
Debbie Lambert	LLN	Manager of the LLN	For information
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

Within the Landbased sector it is common place that school leavers with limited achievements from compulsory education enter the Further Educational sector, following a vocational pathway. Having identified an area of study that is enjoyable, the previous challenges students faced become vocationalised and start to 'make sense'. The outcome of the programme of achievements can redress poor or limited performance in compulsory education, leaving individuals that may have failed to attain a basic 4 GCSE at grade C profile at 16 ready to enter Higher Educational study at 18 plus following their achievements in the FE sector.

Objectives of the Project

To identify and establish definite Level 3 to level 4 pathways for Pershore College students to apply to enter HE.

To review all vocational Level 3 programmes and components within programmes and identify core components and key features of the Level 3 journey to guarantee a place on a higher educational, vocational programme at Pershore College

Project Approach

To review the educational requirements of a learner entering and progressing at HE level

To consider the entry requirements from non traditional pathways within the specialised vocational areas of Landbased study

Scope:

A Key Products from the project

Published, transparent progression accords for non traditional applicants to access HE study

B Out of Scope

Constraints

Initial Project Case

The Landbased Faculty recruits students from all backgrounds into courses in Further Education. Many students may have performed poorly in compulsory education, yet blossom in FE and progress through the levels to attain good Level 3 achievements and be ready and prepared for study at HE Levels.

Currently the UW entry requirements stipulate 4 GCSEs at C grade as common entry requirements.

Benefits of the Project

To publish and make transparent routes of progression for all students in Landbased study at Pershore College to progress to HE study.

Key Assumptions

That post 16 achievements be accepted at all HE institutions, but within an agreed structure to ensure widening participation

Timescale

To complete by Dec 31 2009

Costs

Staff hours 90 hours at £40/hr = £3600
Administrative support 60 hours at £15/hr = £900

Total £4500

How will the project be evaluated?

By published progression accords informing learners of routes to HE within county.

How will the project be sustained?

Annual reviews and reporting through AMR's

Implications for Equality & Diversity

Improved access for non traditional learners

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

Project Team

A North
T Davies
D Whitehouse
N Johnson
M Roberts
M Wells

Project Name: Supporting revalidation of Animal Welfare and Veterinary Nursing Provision at Pershore College

Amendment History:

Version No.	Date	Reason for Amendment
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Name of Project Manager & Contact Details Angela North

Document Distribution

<i>Name</i>	<i>Location</i>	<i>Responsibility</i>	<i>Action/Information</i>
Debbie Lambert	LLN	Manager of the LLN	For information
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

Pershore Group of Colleges was dissolved in Jul 2007. Pershore College became part of Warwickshire College in August 2007.

Warwickshire College would like to rationalise provision to revalidate all HE courses offered from the Pershore site (considerate of routes to top up at UW).

The Foundation degree in Veterinary Nursing with Animal behaviour requires a review to meet the PSRB requirements and embed more clearly the principles of a Foundation degree.

The HND in Animal Welfare is proposed to move towards a Foundation degree to support the key aims of Warwickshire College which includes the key skills required by employers of HE graduates which is to employ graduates that are highly employable with excellent practical vocational skills

Objectives of the Project

- To survey local employers as to their requirements
- To establish an employer group to support the requirements of Foundation Degree Learning
- To rationalise modules and ensure the key principles of FDegs are embedded
- To develop work based learning documents to support the process in the workplace
- To embed the PSRB requirements where applicable.

Project Approach

The project will facilitate the streamlining of current provision and allow for the current HND provision to be moved towards a Foundation degree model of delivery.

Scope:

A Key Products from the project

Employer feedback
Employer support for FDegs
Rationalised routes of study that support the diverse animal welfare industry
Modules that meet FDeg and employer requirements
Highly employable graduates

B Out of Scope

Constraints

We will use the funding to release staff hours to ensure timely completion

Initial Project Case

See above

Benefits of the Project

Improved employer involvement
An element of optional and elective routes of study for applicants
Improved employability of graduates

Key Assumptions

Student and employer support
UW support
PSRB support and guidance

Timescale

Complete first round rewrite by Dec 31 2009

Costs

Staff hours 90 hours at £40/hr = £3600
Administrative support 60 hours at £15/hr = £900
Postage etc) £500
Meetings, travel etc)

Total £5000

How will the project be evaluated?

Successful validation

Increased routes of study for applicants

How will the project be sustained?

Annual review through AMR and minor changes via IQC approval process

Implications for Equality & Diversity

Improved access routes for students and increased routes to access specialised modules of study

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
Lack of employer support	Low	Low	Survey a wide range of current affiliated employers
Staffing changes	Low	Low	Allocate hours asap

Project Team

A North
N Johnson
J Baker
A Walker
M Wells
S Wildman
N Thomas
T Green
N Yare

SUMMARY OF BIG PROJECT BIDS

Institution	Curriculum area	Employer	Delivery mode	IAG	Partnership	Cost
EMHC p47	Health and social Care AMSPAR		Distance learning			15 000
THA p 50	Progression to HE. Bridging from extended study	Yes				11 000
HCA p59	Progression into HE through bridging and progression agreements			Yes	W6th F, EMHC partners	15 000
RNCB p66	Level 4 training programme on entrepreneurship for people with Visual impairment	Yes				13 000 (80% of that asked for) plus 1 500 capital
UW p70	To include employability programme from pre-entry to exit for students in Media and Humanities	Yes, engagement with employers to develop and deliver programme.		To be included in promotion of the course, and linked to 14-19 diploma	To spread out to other partners	15 000
NEWC p77	3 FDs in Expressive Arts	Yes, involvement in design, in projects and in Board				15 000
WCT p83			Developing mylearningtube to enable access to lectures off site, use of video for assessment, evaluation of use for HE, and training		Other colleges involved in initial developments	15 000 plus 17 800 capital
KC late	Progression from FE to HE in Music			Use of HND students to act as mentors for Level 3 students, using music workshops to stimulate interest		6 564 (80% of that asked for) Plus 15 000 capital



Application to the Big Projects Fund

Project Name: HE Peer Connector: A Pilot Project

Project Manager: Anna Place aplace@kidderminster.ac.uk

Document Version: One

Document Distribution:

<i>Name</i>	<i>Location</i>	<i>Responsibility</i>	<i>Action/Information</i>
Debbie Lambert	LLN	Manager of the LLN	For information
Anna Place	KC	Project Manager	
Geoffrey Elliot	UW	Members of the	To approve the
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

1 Background

The first year of the HND Urban and Electronic Music has been very successful, all students are intending to progress to the second year and are keen to promote and raise aspirations of higher level study in level 3 students. The HND students see this opportunity as a way of participating more fully in college life and giving something back. The student music mentors will be full time HND Urban and Electronic Music (UEM) students who would be in contact with their appointed FE music student mentee for an agreed number of hours per year with the purpose of developing the mentees interest in HE study and skills through the delivery of music workshops using Apple Mac computers. This interaction will be documented via Podcast and uploaded on to the College VLE and the Wider Horizons site in order to share best practice.

The impact of a similar scheme in schools found that on average, 82% of students agreed that the activity had made them feel more positive about staying on in education to get further qualifications. 73% of students agreed that taking part in the activity had encouraged them to find out more about studying at HE level.

2 Objectives of the Project

- to develop and pilot a system of HE music student peer 'connector' support with FE L3 Music students.

- to develop a scheme which encourages access to the HND course/HE study, from disadvantaged students who would not normally consider HE and female music students, in particular who are under represented.

3 Project Approach

The project will be led by Kidderminster College but will be in collaboration with UW.

4 Scope:

A Key Products from the project

- Development of innovative and collaborative HE Peer Connector Scheme.
- Evaluative report on success of project.
- Recommendations for use in other institutions.
- Sharing of good practice content in the form of documentary Podcast.
- Development of peer connector chatboard

B Out of Scope

- Piloting of the scheme with students based full time at UW campus.
- Accreditation of HE skill development for FE learners
- Refurbishment costs of room identified for Peer Connector pilot

5 Constraints

- Staff availability and time
- Student study commitments

6 Initial Project Case

The funding will be used to enable release of teaching duties for key staff to develop the HE Peer Connector pilot and provide IMAC's to support this initiative.

7 Benefits of the Project

To Student:

- Increased student awareness of HE opportunities.
- Meet, mix with, learn from and share information and experience with HE Music Student Peer 'Connectors'
- Development of Music Production/Apple Mac Skills at HE level.
- Enhanced overall experience

To Kidderminster College:

- Increased applications from females and non- traditional learners
- Enhanced student experience
- Good practice material
-

To UW and HWLLN

- Continue to develop collaborative working with Partner institutions.
- Encourage student numbers on Vocational Courses, in particular from females.
- Good practice materials to share across partners.

8 Key Assumptions

- Support and approval from HWLLN
- Availability of key staff to support the project
- Student availability to support the project
- Purchase of Apple Macs (current computers are fully utilised)

9 Costs (This should include the commitment of the organisation to pay 20% of the costs)

Double click on the table below to detail the costs of the project (to insert another row, highlight the row after where you would like the row to be inserted and go to 'Insert' & 'Rows')

Description of Costs	£
Revenue Costs:	
release staff to co-ordinate and develop the scheme (inc students services and technical support)	7,250.00
Initial training for Peer 'Connectors' (buy in)	1,000.00
Sub-Total of Revenue Costs	8,250.00
Capital Costs:	
12 IMAC Computers	11,000.00
12 Music Keyboards and Interface Boxes	4,000.00
Sub-Total of Capital Costs	15,000.00
Total Cost	23,250.00

10 Project Timescale

- Complete the pilot project by mid January 2010
- Roll out the project with HND UEM Students and FE L3 Music students from September 2010.

11 How will the project be evaluated?

There will be regular meetings of the project team to monitor progress. This will include analysis of the number of music workshops which take place, together with feedback from mentors and mentees at focus group meetings. Quantitative measurement of online use of resources on VLE (podcasts and chatboard) through moodle tracking will inform and shape future resource generation.

A report will be produced at the end of the project and circulated to members of the LLN which will include:

- Feedback from project team
- Student evaluation
- Qualitative data on student progression
- Good practice

12 How will the project be sustained?

If the project is successful, the college will roll out the scheme in October 2010. The initial purchase of Apple Macs will support the Peer Connector base room and hardware replacement plan will match with Kidderminster College ICT Strategy. The college will provide and fund future staffing support which will be less intensive once the scheme has

established and embedded. HE and FE students to continue to shape and expand the scheme and facilities to potentially include learners based full time at UW.

13 Which aims, outcomes and/or targets will the project achieve for the HWLLN? Please also state which funding criteria this project meets and how.

Improved access and more students with vocational qualifications entering HE:

- Provides a bridge between HE and FE students which includes skill development
- E learning and web presence provides opportunities for students to study flexibly and facilities for student discussions

14 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
Staff availability	L	M	Alternative staff available
Student involvement	L	H	Student participation already ascertained to enhance their experience
Technical problems	M	H	One member of staff Apple technician trained. Teaching staff experienced generators of podcasts and chatboards.
Outputs and milestones not achieved	L	H	Regular checks to monitor outputs and milestones. Any under performance swiftly identified and appropriate corrective action taken.

15 Project Team

- Anna Place (Head of School of Lifelong Learning)
- Paul Garnault (Creative Industries Section Manager)
- Damien Wilkes (Course Leader HND Urban and Electronic Music and lecturer on National Certificate Music Technology DJ)
- Kate Ockenden (Lecturer HND Urban and Electronic Music and National Diploma Music)
- Jay Garrett (Lecturer HND Urban and Electronic Music and National Diploma Music Technology)
- Victoria Ditton (Student Services Manager)
- ICT Team member (to be identified)



Application to the Big Projects Fund

Project Name: Promoting Entrepreneurship among disabled people with a visual Impairment

Project Manager: Sandie Foster

Document Version: 1

Document Distribution:

<i>Name</i>	<i>Location</i>	<i>Responsibility</i>	<i>Action/Information</i>
Debbie Lambert	University of Worcester	Manager	Distribute to proposal team

1 Background

Promoting entrepreneurship among disadvantaged groups is one of the aims of the Small Business Service. The project aim is to develop a model for delivering entrepreneurial training (Level 4) to learners at RNC and to employers and employees in small business where the effects of entrepreneurial activity is considered to have the most impact.

2 Objectives of the Project

- To create a training programme for 'willing and unwilling' entrepreneurs
- To trial the programme with disabled learners who are enrolled on complementary therapy, business studies
- To roll out the training programme to employer/employees in small businesses (currently used as work placements)

3 Project Approach

- Identify potential learners to take part in the programme
- Identify potential employer to take part the programme
- Create programme content, map across the specified curriculum areas
- Trial the programme with learners in specified occupational areas
- Trial the program with learners /employers in the workplace
- Submit further funding bids to support the sustainability plan (see below)

4 Scope:

A Key Products from the project

The key product is a training programme which is aimed at willing and unwilling entrepreneurs which would support the development of entrepreneurial activity leading to

self employment or paid employment. The programme would be available to colleges within the regional LLN network after the completion of the pilot study.

The project supports the government agenda: Improving Education and Training Opportunities for People with Learning Difficulties and/or Disabilities 2006 LSC, 'Valuing People Now' and the 'New Opportunities' White Paper 2009, the Specialist Disability Employment Programme DWP (to be rolled out October 2010) Disability Discrimination Act (DDA) 2005, and UK Vision Strategy RNIB 2008

B. Out of Scope

Additional occupational areas

5 Constraints

- Must target learners from the specified occupational areas
- Must work with small enterprises
- Must be sustainable

6 Initial Project Case

Recent studies have shown that whilst 13% of disabled people are self employed which is higher than the figure for non-disabled people (11 %), Disability Employment Advisers (DEA) which is the first point of call for the majority of disabled people seeking work fail to talk about self-employment as an option. However recent evidence suggests that access to enterprise education and training can make a significant difference in terms of increasing the prevalence of entrepreneurial activity among disabled people.

The project will be phased to enable a qualitative analysis to question whether entrepreneurial training can make a difference to employment outcomes for the disabled with a visual impairment.

This would form the basis for a longitudinal study which would follow learners who received enterprise training and consider the following questions:

- Has the training resulted in increased level of entrepreneurial type activities in the workplace(employer/employee)
- Has the training made a difference to future entrepreneurial activity?
- Has the training result in more learners accessing HE?

7 Benefits of the Project

- Developing the course content for entrepreneurial training could result in new modules or accreditation which could support the disabled with a visual impairment in to entrepreneurial activity, self employment or paid employment
- Entrepreneurial training could offer learners an additional pathway to HE
- Entrepreneurial training could increase the levels of disabled people with a visual impairment who become self employed
- Training could be offered to employers/employees in small businesses, where the effects of entrepreneurial activity is considered to have the most impact
- The training programme supports the government agenda: Improving Education and Training Opportunities for People with Learning Difficulties and/or Disabilities 2006 LSC, the Disability Discrimination Act (DDA)2005, UK Vision Strategy RNIB
- The project could help in the prevention of social exclusion

- The project presents opportunities for additional activities which could include a longitude study, programme development (schools, FE, HE, employers) and the potential for joint working

Impact

- Development of career pathways - learner impact
- Improved IAG - learner impact
- Opportunity to widen our learner base - learner, organisational impact
- Staff development – staff/ learner, organisational impact
- Joint working opportunities - staff/ learner, organisational impact
- Development of employer engagement activities - staff/ learner, organisational impact

8 Key Assumptions

The project is reliant on appropriate levels of expertise to ensure the training programme is aligned to the specified occupational areas and will support and enhance both the learning and development of learners and employers.

The project also depends on the ability to engage employers; this to some extent is in place with our current contract responsibilities.

A recent learner survey demonstrated an interest in entrepreneur related programmes as an alternative work option

9 Costs (This should include the commitment of the organisation to pay 20% of the costs)

Double click on the table below to detail the costs of the project (to insert another row, highlight the row after where you would like the row to be inserted and go to 'Insert' & 'Rows')

Description of Costs	£
Revenue Costs:	
Create programme content,map across curriculum	4,000.00
Trialing the programme learners/employers	3,000.00
Additional specialist support e.g. blind in business,Institute for emploment studies	2,000.00
Project Management 0.5 for the duration of the project	3,000.00
Project Officer 1 day per week for the duaration of the project	4,000.00
Travel	250.00
Sub-Total of Revenue Costs	16,250.00
Capital Costs:	
Lap-top	500.00
Supportive Software	1,000.00
Sub-Total of Capital Costs	1,500.00

10 Project Timescale

The project will start 1st July 2009 to March 2010. This will enable preliminary work to be undertaken before the end of term regarding learner/employer engagement. The programme content will planned and development in advance of the new academics year.

11 How will the project be evaluated?

- a. The take up by learners/employers of the entrepreneur programme
- b. The outcome of the training programme in terms of accessibility, suitability, quality
- c. Employer satisfaction of the training programme in terms of accessibility, suitability, quality
- d. The feasibility of sustainability plans

12 How will the project be sustained?

Current research demonstrates that entrepreneur training provided by colleges does generally lead to higher levels of entrepreneurial activity. Moreover all forms of entrepreneur training in smaller businesses appear to change people's attitudes in a positive way, towards becoming involved in entrepreneurial activity in the future (Cowling 2009). On the basis of the research evidence the project will build on conservative success projections to achievable sustainable programme outcomes.

13 Which aims, outcomes and/or targets will the project achieve for the HWLLN? Please also state which funding criteria this project meets and how.

- The project will strengthen existing links and provide new links to employers through the entrepreneur programme
- The programme will be rolled out to learners and employers in the workplace which will result in improved accessibility
- Research into entrepreneur training programmes has demonstrated that learners who receive exposure to entrepreneurial training are more likely to enter HE where further entrepreneur training is available
- The proposed second stage of the project will enable joint working

14 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
Lack of capacity within the college to support the project	L	L	Appropriate level of expertise within the college
Lack of learner take –up	L	H	Staff will be required to be fully briefed on the projects aims and objectives and act as learner facilitators
Lack of employer take -up	L	H	Staff will be required to be fully briefed on the projects aims and objectives and act as employer engagement champions

Project Team

Sandie Foster –Project Manager
Val Cavanagh – Project Officer /Programme Creator
Jane Bigham –Programme Specialist Adviser
Kay Smillee – Employer Engagement Officer/Tutor
RNC staff - Programme Tutor (s)
Blind in Business - Specialist Adviser (external)



Additional update from Debbie Lambert

Staffing

- 1 I have agreed that Viv Bell can have a secondment for two days per week into another E learning project at UW. We would use the funding to extend Viv's contract until the end of July. This would give the following benefits:
- Longer thinner time on WH could increase quality and depth of evaluation and review and may result in better quality user trials.
 - Wider Horizons EG have worked well together for 2 years, keeping the EG going for a longer period of time would cement the partnership that already exists.
 - There is scope for further development of the website, increasing the time we have to do this would mean we don't have to rush things
 - Employer and employer broker pages are under development.
 - Mahara trials are going ahead in summer 2009 in at WCT, RNCB and HCA. The opportunity to support these trials by utilising existing expertise within the EG until summer next year would be invaluable.

Proposals for extension of LLN

- 1 I have reviewed budget costs until the end of March 2010 (the current end date) and taken into account various secondments. It would be possible to extend various contracts to keep the network going from March 2010 to December 2010. We would either have to get agreement from HEFCE for this new extension or agree it as a project which extends beyond the life of the LLN.
- 2 What would we do and benefit:

Task	Steering group & HEFCE
Develop and run the generic work-based learning provision. This would involve: <ul style="list-style-type: none"> • Overseeing validation of FDs in WBL • Developing and validating top up and masters in collaboration with other departments • Identifying and promoting good practice in APL/APEL • Developing admissions guidance • Marketing and going out to employers to find students • Working with colleges to develop subject-specific FDs and to identify tutors willing to support students on the generic programme 	Working with partners to develop new courses which should attract new students. New area of work which addresses movement of adults in work into HE

<p>Working towards improving retention within UW-validated programmes. This would include:</p> <ul style="list-style-type: none"> • Working with partners to maximise marketing opportunities • Working with partners to identify retention issues as early as possible • Promoting development of taster courses to help get students onto the right courses in the first instance • Using WH to provide social space for pre-course induction and networking • Developing more progression agreements to give students access to HE and then clear routes through it. • Tracking and research activities for students with partners • Working across the two counties to develop and pilot various bridging activities which would support the transition from level 3 to 4, and contribute towards retention 	<p>Work to embed progression agreements, and to look for more comprehensive coverage. Working towards retaining students and improving links with partner colleges.</p>
<p>Providing the support for the HE in Herefordshire activities, such as:</p> <ul style="list-style-type: none"> • Carrying out activities and research as required by the Board • Manage the HE 4 Herefordshire organisation resulting from a successful bid • Developing and maintaining partnerships working in Herefordshire • Managing the joint marketing group and activities such as development of marketing materials, and additional taster courses to promote provision • Distribution of materials around the various information sites • Use of Wider Horizons at information points • Further development of relationships between businesses and HE • Support for curriculum development 	<p>Supporting colleges in Herefordshire, and those who have provision accessible to residents. Supporting the development of HE opportunities for whole county, targeting adults in work. Development of model of collaborative working. Linked to University Challenge bid.</p>

3 Extension of staff contracts

Staff member	WTE	End
D.Lambert (secondment)	0.8	Dec 2010
D. Obrey (secondment)	1.0	Dec 2010
C.Wood	0.6	Aug 2010
E. Davies-Ward	1.0	Dec 2010
V.Bell (0.5 secondment)	0.5	July 2010

Proposals regarding bridging

- 1 A number of the projects submitted relate to bridging, and other colleges have expressed an interest in this area of development. Bridging is also an element of the employer engagement project.
- 2 I propose that we appoint a consultant to assist all members of the network interested to look at this area of work, to co-ordinate the different pilots, look at lessons learnt, identify possible funding methods, look at the possible role of the OU Openings courses.
- 3 In parallel, we have the work on 14-19 diplomas and employer research in north Worcestershire. Due to the overlaps of progression agreements, diplomas and bridging, Bob Parker has started the work on diplomas and is planning an event in June. I propose that we appoint a consultant to work alongside Bob in diplomas, progression agreements, bridging and IAG. I have already started the process of producing work packages, the first of which I would like a particular consultant who has previously worked at Birmingham LLN to complete. I plan to have an initial small contract mid June to end July (which will be quick to organise), see 4 below then a much bigger contract mopping up the remaining work. I will attempt to keep within the budget of £54 000, but the addition of the bridging might push the total bill to nearer £65 000.
- 4 Draft Contract for work in bridging/progression area for HWLLN

SPECIFICATION

Description of work and methodology

Bridging

The work is to support the HWLLN team to deliver a project looking at bridging from certain level 3 courses to level 4. A number of FE colleges are looking at how they might develop and sustain bridging programmes for students from courses such as BTEC national diplomas, NVQs, Apprenticeships and 14-19 Diplomas.

This contract is to cover the initial phase of the project which will focus on facilitating a meeting with all interested colleges in mid to late June. The meeting and associated research will aim to:

- Establish the scope of the projected work
 - Identify current numbers of students progressing (base-line)
 - Identify current practice and effectiveness among the partners
 - Consider what constitutes 'bridging support to HE study'
 - Identify key components of a framework eg: Study skills, HE awareness and experience, 'Specialist skills and knowledge', Other activities or needs
 - Research into availability of suitable current materials and others experiences of bridging support programmes within and outside of the LLN, and identify need for developments
- Suggest and explore funding opportunities for the pilot activity, based on cost estimates and known financial support
- Agree action plan, and submit any proposal for funding to LLN meeting on 30th June

Work will be expected to take place by the contractor and the colleges during July, in anticipation that some may run bridging activities this summer and autumn, whilst others will start in September to last a full year

A second phase of the project (not included in this contract) will be required to:

- Identify means to sustain the development after the initial pilot
- Evaluate success of pilots
- Produce formal progression agreements to support sustainable bridging

Progression agreements

The contract also covers consultancy work to support the development of progression agreements in the areas of health and care, sports, and creative arts.

This will involve working alongside the LLN team to complete progression agreements and facilitate the marketing of those agreements to potential students.

Purpose and Expected benefits

The purpose of this work is to assist the LLN in its work with colleges, to ensure a coherent approach to the LLN's support for bridging activity, and to ensure that students can benefit from bridging as soon as possible.

The work on progression agreements will help the LLN to meet its targets for the year.

Deliverables

- Develop an agreed framework with the partners to deliver a pilot bridging study
- Work with colleges to identify or develop materials
- Minimum of 3 progression agreements ready for formal approval
- Marketing plan for identified progression agreements

Duration

This first phase of the project will run from June to end of July

Requirements

Tenders must have experience of developing progression agreements within the context of an LLN

Debbie Lambert
19/05/09