



STEERING GROUP MEETING

**Wednesday 8 December 2010 at 2pm
(Room MH 1004, City Campus, University of Worcester)**

A G E N D A

1. Apologies
2. Approval of Minutes of Previous Meeting & Matters Arising
3. Chair's Business
4. Budget Update
5. Projects
 - Project Tracking Sheet
 - Projects Summary by Institution
 - Project Approved by Chairs Action
 - Project Closure Forms
6. Draft Evaluation Report
7. Executive Summary of SQW's Report
8. Wider Horizons Embedding Paper
9. Any Other Business

4. Budget Update

DO provided an update on the budget and advised that the budget to the end of December 2010 is £331,204, this is the carry forward from 2009/2010 and no further funding will be received from HEFCE.

Taking into account committed and projected expenditure, the LLN is currently anticipating an underspend of £20,872. However if no further capital money is spent, there will be £34,438 remaining within this budget which can be transferred to revenue, leaving the balance remaining in December 2010 as £55,310. DL proposed that the balance remaining be used to fund projects submitted in the final round of bids being discussed under agenda item 5, the Group were happy with this suggestion.

In addition to this, DL informed the Group that following the new 3-month deadline for claiming LLN funds, which was imposed in July, there were only three projects that had not claimed their funding by the deadline. The Group agreed that the funding allocated to these projects should be released back in to the budget therefore resulting in an additional £11,290 released back into the budget.

The balance remaining in the budget, and therefore available to fund projects at this meeting, was £66,600.

LLN Laptops – DL explained that the LLN had purchased 12 Toshiba laptops for use on one of the early LLN funded projects and tabled a proposal for where these laptops should be located following the end of the LLN. The Group authorised the proposal which recommended that each LLN partner college in Herefordshire & Worcestershire should receive one of these laptops at the end of the LLN.

5. Projects

Final Round of Project Bids for Consideration

Tool Kit for Delivery of Functional Skills to post 16 students (Hereford College of Arts)

This project was looking at assisting progression from FE to HE by assisting tutors in gaining an understanding of functional skills and producing a supporting Toolkit. The Group felt that they were unable to support this project as Key Skills (being replaced by Functional Skills) have been in the curriculum for many years and is therefore not a new initiative but instead is being introduced in all colleges.

This project was not approved.

Embedding Employer Links for FE and HE (Hereford College of Arts)

DL advised that this project was building on a previous LLN project undertaken by HCA which looked at linking with employers. The objectives of this follow-on project are to hold two employer events and to produce a Work Placement Handbook template.

The Group were unable to approve this project as it does not have a HE bias.

Sustaining Progression in Herefordshire: Post Graduate Study in the Arts (Hereford College of Arts)

This project would undertake research into the demand for Post Graduate study in the Arts and would incorporate curriculum development. The bid also proposed to keep the Arts Forum, currently run by the LLN, open following the end of the LLN. The Group agreed that this project would be eligible for LLN funding and ensures that the Arts Forum is sustainable.

This project was approved.

Enterprise and Entrepreneurship in the Creative Arts (Hereford College of Arts)

DL summarised the objectives of the project which were to undertake an audit of enterprise activity and link with the Chamber of Commerce. The Group were surprised that this didn't already exist and referred to the 'Out of Scope' section which noted that this was not a HE related project.

The Group requested HCA amend the project bid to include HE and resubmit this to the Group for approval.

Sustaining the work of the HE for Herefordshire Promotions Group (Hereford Promotions Group)

DL reported that the LLN had been successful in bringing together all of the HE providers in Herefordshire to jointly market their courses. As a result of the Herefordshire Promotions Group, they have produced posters and leaflets in preparation for various roadshows across in Herefordshire as well as commissioning a Hereford front page for the website.

The Group could see the value in continuing the work of this Group and subsequently approved this project.

Apprentice Progression Case Studies and Newsletter (Herefordshire, Worcestershire & Shropshire Training Providers Association)

DL summarised that the objectives of this project were to raise awareness of HE opportunities to employers and apprentices by undertaking case studies about apprentices progression which could be uploaded on to Wider Horizons. The Group were very interested in this project and liked the case study approach.

Although HWSTPA had only bid for £1,920, the Group were happy to approve up to £3,000 if they were willing to undertake further case studies in other areas.

Action: DL to provide feedback and clarify whether they would like to accept the additional funding offered

Motion Capture and analysis in HE & FE Sports Studies (North East Worcestershire College)

This project requested funding to purchase video equipment and licenses for specialist software, and to provide training to staff in the use of this equipment/software.

This project was not approved as the Group did not feel that this linked with the obvious agenda of the LLN.

Using Skype in the classroom (North East Worcestershire College)

This project was looking at developing the use of Skype in the classroom by collaborating with other classrooms around the world and by inviting virtual guest speakers.

This project was approved.

Using social media, Web 2.0 technologies and mobile learning to support, develop and enhance teaching and learning in early years through personalized learning networks (North East Worcestershire College)

DL summarised that the aim of this project is to encourage staff and students to use social networking, initially within the FD Early Years, via Web 2.0 technologies to allow CPD. GE advised that this is consistent with the direction that this subject area is taking and recruitment within this area is holding out well.

This project was approved.

HE Vocational Progression - Animal Welfare & Management (Persore College)

This project proposal was to undertake market research with students and employers in order to design and develop new provision to meet their needs and to provide a progression opportunity. The Group questioned whether there was a demand for this as the University of Worcester had already taken the decision to discontinue this course (due to the lack of true top-up to degree).

The Group felt that Lantra should be consulted to check that this course would be relevant to the local economy. DL advised that Lantra are members of Persore College's Employer Group.

This project was approved.

HE Vocational Progression - Horticulture (Persore College)

DL advised that this project is looking to develop a Level 4 qualification in Horticulture to bridge the gap between the current Level 3 and industry based Level 5/6 provision.

This project was approved.

Action: DL to query the hourly rate for staffing for both of the Persore College projects to clarify that the LLN will only reimburse the actual staffing cost

Developing and extending APL within the University of Worcester, Institute of Health and Society and across partners in the region (University of Worcester)

DL informed the Group that nursing is now moving to an all graduate profession. To address this the Institute of Health & Society would like to develop the expertise of UW staff in providing advice on APL/APEL, they would also like to improve the knowledge of partners and Trusts in order to ensure that consistent information is provided to potential students around the region.

The Group approved this project.

Mentor Awards Ceremony (University of Worcester)

This proposal was submitted to request funding to support a ceremony to recognise mentors and link with employers.

This funding was not approved as it was not sustainable.

Development of a BA Top Up in Fashion & Surface Pattern for The University of Worcester in partnership with Worcester College of Technology (Worcester College of Technology)

This project is looking to continue from the previous LLN funded project that developed the FD in Fashion & Surface Pattern for which this would be the Top Up course.

The Group welcomed this progression project and subsequently authorised the funding.

Developing levels 4 and 5 Curriculum in Engineering (Worcester College of Technology)

DL explained the background to this submission which was submitted to request funding for a project that was originally being undertaken by Herefordshire College of Technology and North East Worcestershire College. Unfortunately NEW College were unable to undertake the project and therefore hadn't spent the funding originally awarded to them.

This project was not approved as the work had already been undertaken.

Developing and evaluating "The Defined Model" for students progressing into and on HE Courses (Worcester College of Technology)

This project would like to take 'The Defined Model' which has already been developed at WCT in an FE context and extend this to vocational HE courses.

The Group approved the £5,000 requested on the condition that this work be disseminated externally.

It was agreed that any minor decisions about queries/resubmissions from this meeting could be made by Chairs Action.

Project Closure Forms

DL provided a verbal summary of the Project Closure Forms for those projects that have completed since the previous meeting.

Projects Cancelled

The Group noted that the following projects had been cancelled since the previous meeting and the money returned to the projects budget:

- Bridging Project (Kidderminster College)
- Bridging Project (South Worcestershire College)

- Development of eLearning Materials for H&SC FDs (South Worcestershire College)
- Using Employer & Teaching Partnerships to Develop 14 – 19 Curriculum (University of Worcester)

6. Update on Targets for 2010

The Group noted the Update on Targets for 2010.

7. Any Other Business

DL advised that this LLN needs to submit its Annual Monitoring Report by the end of October 2010 and proposed to circulate this to the Group for comment via email. The Group were happy to provide comments via email.

Action: DL to circulate the Annual Monitoring Report via email to the Steering Group for comment prior to submission.

8. Date of Next Meeting

TBA

MATTERS ARISING FROM MINUTES OF PREVIOUS MEETING

Item 5 - Projects

Apprentice Progression Case Studies and Newsletter (Herefordshire, Worcestershire & Shropshire Training Providers Association)

Action: DL to provide feedback and clarify whether they would like to accept the additional funding offered

Kim Cook welcomed the additional funding offered to carry out some additional case studies and the funding for this project was subsequently increased from £1,900 to £3,000.

HE Vocational Progression - Horticulture and HE Vocational Progression - Animal Welfare & Management (Pershore College)

Action: DL to query the hourly rate for staffing for both of the Pershore College projects to clarify that the LLN will only reimburse the actual staffing cost

Done.

Item 9 - Any Other Business

Action: DL to circulate the Annual Monitoring Report via email to the Steering Group for comment prior to submission.

Done.

Delivery Plan September 2010 to August 2011 for LLN/Regional Engagement Team

Mission: To contribute to making UW the university of choice for students and employers

EMPLOYABILITY PROJECT WITH SPORTS

OUTCOME	OUTPUT	METHOD	TARGETS
Employability through Learning	<ul style="list-style-type: none"> Course Development & Review Employability Audit of opps in curriculum 	<ul style="list-style-type: none"> GIS Use of new Arena in Curriculum as a 'Live' Project Live Projects Incorporation of qualifications to enable students to become personal trainers 	<ul style="list-style-type: none"> 3 new live projects Employability audit of curriculum
Additional Income for ISES	<ul style="list-style-type: none"> Sponsorship Increased use of Motion Performance Centre Knowledge transfer 	<ul style="list-style-type: none"> Additional Income/Share with other Groups Fitness testing from MAR 	<ul style="list-style-type: none"> 4 new sponsorship deals Additional income of £10,000 for MPC 1 new KT project
More Work Experience Opportunities for Students	<ul style="list-style-type: none"> Development of Work Based Learning Placements Work Based Projects Employer placement matching service 	<ul style="list-style-type: none"> Work Based Projects Speed with Business Development Office Enterprise Calendar 	<ul style="list-style-type: none"> Development of wbl double module at levels 5 and 6 10 new placements 5 new work-based projects 20 students on employer placement matching service
New Employers Involved	<ul style="list-style-type: none"> Projects and Prizes 		<ul style="list-style-type: none"> Menu of interactions to discuss with employers
Raise Profile of UW/ISES	<ul style="list-style-type: none"> Links to Professional Bodies 	<ul style="list-style-type: none"> Sustained Marketing Encourage students to take coaching qualifications and use in community 	<ul style="list-style-type: none"> 3 meetings with professional bodies

PARTNERSHIPS FOR PROGRESSION

OUTCOME	OUTPUT	METHOD	TARGETS
Be the Partner of Choice	<ul style="list-style-type: none"> Productive HE Partner Agreements Associate College 	<ul style="list-style-type: none"> Working with HCT and BDS initially 	<ul style="list-style-type: none"> Develop a range of activities with partners Contribute to the approval of 1 college
Improved Progression within the Region	<ul style="list-style-type: none"> More Visible Progression Agreements Clearer Routes into and through HE Staff Interaction 	<ul style="list-style-type: none"> Celebrating Student Achievement 	<ul style="list-style-type: none"> Develop a certificate or plaque for partners to display Share the progression maps Continue the Arts forum
Improved Understanding of HE Opportunities in the Region	<ul style="list-style-type: none"> Marketing Campaign 	<ul style="list-style-type: none"> HE Fair 	<ul style="list-style-type: none"> Complete first campaign Evaluate campaign Plan second campaign 750 young people at fair
Increase Progression between Provider and UW	<ul style="list-style-type: none"> Measurement & Tracking of specific college progression into UW 	<ul style="list-style-type: none"> Progression Agreement Development of Top Ups Staff Development 	<ul style="list-style-type: none"> Complete progression agreements in development Develop 2 top ups involving partners over the year Investigate possibility of Bridging Shared staff development involving 5 colleges

WORK BASED LEARNING

OUTCOME	OUTPUT	METHOD	TARGETS
Focused Development of Courses	<ul style="list-style-type: none"> • UW Run Course • Partner Run Courses • Bespoke Courses • Use of Modules and Content 	<ul style="list-style-type: none"> • Target Courses for Review and in Development • Target Courses with strong WBL Element e.g. Counselling, Youth & Community, Education 	<ul style="list-style-type: none"> • 2 UW courses starting in September 2011 • 2 partner run courses starting in Sept 2011 • 2 bespoke courses • Development of 30 credit wbl module • Development of module for large tender bid for 290 students with BDS
Sustainable Courses	<ul style="list-style-type: none"> • Systems • Quote Builder • Contract 		<ul style="list-style-type: none"> • Lead APL group to write guidance for WBL • Pilot the quote builder • Pilot the contract • Identify advantages and disadvantages of formal register of expertise
Effective Approval/Work Arrangements with Institutes	<ul style="list-style-type: none"> • Successful Course Approval • Institutional Involvement in Operationalising Group • Improve Capacity 	<ul style="list-style-type: none"> • Staff Guidance • Staff Development 	<ul style="list-style-type: none"> • Lead 3 meetings of operationalising group • Develop menu of staff development interventions • Run 3 staff development sessions • Develop guide to distance learning resources
Raised Profile amongst Targeted Employers	<ul style="list-style-type: none"> • Take Up 	<ul style="list-style-type: none"> • Linking with BDO Visits • Targeted Publicity • Linking to Institute Reps • Relationship Management 	<ul style="list-style-type: none"> • Development and distribution of leaflets • 10 visits/discussions with employers • Contribute to bid for ERDF funding

COMPLETION OF THE LLN

Theme 1: Recruitment, Retention and progression transfers into Partnerships for Progression

Theme 2: Development of HE level work based learning continues in revised wbl strand

Theme 3: Development of HE in Herefordshire transfers into Partnerships for Progression

Theme 4: Monitoring and Evaluation for Sustainability actions to complete as follows:

- Comprehensive evaluation of the impact of the HWLLN
- Monitoring report to HEFCE
- Completion and payment of remaining 36 projects
- Successful HE Hair with target of 750 young people in attendance
- Successful financial audit
- Final meeting of the steering Group
- Completion of retention research project
- Completion of Herefordshire numbers research project

CENTRE FOR ETHICAL LEADERSHIP

OUTCOME	OUTPUT	METHOD	TARGETS
Strategy	<ul style="list-style-type: none"> • Business Plan 		<ul style="list-style-type: none"> • Develop Business Plan
Raising the Profile of the CEL and UW	<ul style="list-style-type: none"> • Launch 	<ul style="list-style-type: none"> • Conference • Publication Strategy 	<ul style="list-style-type: none"> • Launch Conference • Articles in professional journals • Secure sponsorship
Development of Credibility and a national reputation	<ul style="list-style-type: none"> • Research • Associates 	<ul style="list-style-type: none"> • Research Studentship 	<ul style="list-style-type: none"> • Identify existing research • Make links with other centres of excellence • Carry out new research • Evaluate impact
Generate Income	<ul style="list-style-type: none"> • Coaching/Mentoring 	<ul style="list-style-type: none"> • Action Learning Sets • Conference/Seminars • Sponsorship • Research Grants 	<ul style="list-style-type: none"> • Fee paying themes with workshops and discussions • Action Learning sets • Offer coaching as appropriate

AGENDA ITEM 5 – PROJECTS

Update on Projects

For Information:

- Project Tracking Sheet
- Projects Summary by Institution

Project Approved by Chairs Action:

- Transforming Teaching & Learning Through eLearning (Worcester College of Technology)

Project Closure Forms:

- Developing the use of HE-specific e-learning for students on HE & professional courses at levels 4-7 at an FEC (Worcester College of Technology)
- e-Learning Taster Project: Careers in the Creative Industries (Hereford College of Arts)
- Enhancing the progression of BTEC National Business Studies students into higher education (Worcester Sixth Form College & University of Worcester)
- Improving Access to e-Learning for Post 16 Learners (Worcester Sixth Form College)
- Increasing Pathways and Student Opportunities in Horticulture (Pershore College part of Warwickshire College)
- Redesign of FD Health & Social Care and Module Generation for the FDA Social Care (University of Worcester)
- Promoting Entrepreneurship among disabled people with a visual impairment (Royal National College for the Blind)
- Re-development of FD Food Safety and Quality Management (Pershore College part of Warwickshire College)
- Supporting Creative Arts Students in Transition from Vocational FE courses to HE (Hereford College of Arts)
- Veterinary Nursing Formative Assessment Question Database/Bank (Pershore College part of Warwickshire College)

PROJECT FUNDING BY INSTITUTION

Theme/ Subject	Project	EMHC	GC	HCA	HCT	HWCC	KC	LC	LLN	NEWC	NHS	OTHER	OU	PC	PTP	RNCB	UB	UW	WCT	WSFC	Grand Total	
Health & Social Care	Bridging Programme for Herefordshire PCT Cadet Nurses to Higher Education Nursing Programmes																	£2,500.00			£2,500.00	
	Cert HE's in Mobility, Rehabilitation and Communication											£2,250.00				£2,250.00		£353.69			£4,853.69	
	Collaborative Partnership to Design, Develop and Deliver a CBT Certificate											£2,500.00							£352.50		£2,852.50	
	Developing & Extending APL within the University of Worcester, IH&S and Across Partners in the Region																	£7,650.00			£7,650.00	
	Development of a Foundation Degree in Salon Practice (Hair, Beauty, Holistic and Spa Pathways)																		£2,990.00		£2,990.00	
	Development of a Progression Agreement between the OU & UW for K101 Students onto FD								£2,500.00													£2,500.00
	DVD to Support Teaching of Patient Examination & Assessment Skills											£6,000.00										£6,000.00
	Early Years FDA Pathway								£5,000.00													£5,000.00
	FD Counselling with Top-Up to BA/BSc Counselling				£6,500.00																	£6,500.00
	FD in Spa & Salon Management		£4,500.00																			£4,500.00
	Investigate Feasibility of Dual Centre Based/Distant Learning AMSPAR Diploma	£1,853.75																				£1,853.75
	MA in Art Therapies											£0.00							£3,000.00			£3,000.00
	Mapping Progression Routes in Health and Social Care													£2,300.00				£5,000.00				£7,300.00
	Market Research into Health & Social Care									£1,310.00												£1,310.00
	Mentor Awards Ceremony																		£700.00			£700.00
	Module Generation for the FDA Social Care	£0.00				£0.00			£0.00	£0.00		£0.00	£5,215.00						£0.00			£5,215.00
	Prepare materials and support for Centre Based/Distant Learning AMSPAR Diploma in Primary Care Management Level 5	£15,000.00																				£15,000.00
	Redesign of FD Health and Social Care					£0.00			£2,148.60										£0.00			£2,148.60
	Skills for Health: Stepped Approach to Learning																		£2,500.00			£2,500.00
	Stakeholder Event for Counselling					£266.07													£0.00			£266.07
To Develop a Birth Companion University Certificate in Partnership with the National Childbirth Trust												£0.00						£1,700.00			£1,700.00	
Working with SSCs to Work with Employers												£2,500.00									£2,500.00	
Health & Social Care Total		£16,853.75	£4,500.00		£6,766.07			£9,648.60	£1,310.00		£6,000.00	£12,465.00	£2,300.00			£2,250.00	£5,000.00	£18,403.69	£3,342.50		£88,839.61	

Theme/ Subject	Project	EMHC	GC	HCA	HCT	HWCC	KC	LC	LLN	NEWC	NHS	OTHER	OU	PC	PTP	RNCB	UB	UW	WCT	WSFC	Grand Total		
ICT & e-Learning	A Web Conferencing Solution to meet the needs of Work Based Learners																		£5,000.00		£5,000.00		
	Access to Online Interactive IELTS Resources																	£5,000.00			£5,000.00		
	Accessible Social Networking CPD															£4,795.00					£4,795.00		
	Assessing the Impact of Blended Learning Approach using DVD Films																	£5,000.00			£5,000.00		
	Creatively using Learning Technologies																	£953.82			£953.82		
	Developing a Process to Deliver "How To" Induction sessions via "Flexible Learning" across a wide range of courses at HCA			£4,950.00																		£4,950.00	
	Developing and Evaluating 'The Defined Model' for Students Progressing into and on HE Courses																			£5,000.00		£5,000.00	
	e-Portfolios for HE in FE																			£5,000.00		£5,000.00	
	FD in Payroll Management e-Learning Conversion																			£15,000.00		£15,000.00	
	Growing Learning													£15,000.00								£15,000.00	
	Improving Access to e-Learning for post 16 learners																				£4,916.28	£4,916.28	
	Individual Learning Plans for HE																			£5,000.00		£5,000.00	
	iTunesU in FE																			£5,000.00		£5,000.00	
	Mapping and Development of IAG/Careers Content on Wider Horizons Website									£0.00				£3,356.20								£3,356.20	
	Moodle - Developing an Inclusive Online Learning Environment																£5,993.74					£5,993.74	
	Moving from paper based to electronic with interactive options													£4,911.00								£4,911.00	
	My Learning Tube for HE in FE																			£32,770.71		£32,770.71	
	Online Assignment Submissions in HE, a Pilot																			£5,000.00		£5,000.00	
	Transforming Teaching & Learning through eLearning																			£8,000.00		£8,000.00	
	Using ENVQ to deliver Apprenticeship & WBL	£5,000.00																				£5,000.00	
	Using Skype in the Classroom										£500.00												£500.00
	Using Social Media, Web 2.0 Technologies & Mobile Learning to Support, Develop & Enhance Teaching & Learning										£4,000.00												£4,000.00
	Using Video Podcasts to enhance learning and delivery of FD's																			£5,000.00		£5,000.00	
Veterinary Nursing Formative Assessment Question Database/Bank														£5,000.00							£5,000.00		
Web 2.0 e-Learning for HE																			£14,400.00		£14,400.00		
Wider Horizons Online Environment									£130,000.00													£130,000.00	
	ICT & e-Learning Total	£5,000.00		£4,950.00					£130,000.00	£4,500.00			£3,356.20	£24,911.00		£10,788.74		£10,953.82	£105,170.71	£4,916.28	£304,546.75		

Theme/ Subject	Project	EMHC	GC	HCA	HCT	HWCC	KC	LC	LLN	NEWC	NHS	OTHER	OU	PC	PTP	RNCB	UB	UW	WCT	WSFC	Grand Total		
Leadership & Management	Accreditation of Modules from the Leadership Trust Foundation														£0.00			£3,500.00			£3,500.00		
	BA Leadership and Management																	£3,700.00			£3,700.00		
	Development of FDs in Beauty & Spa Management & Public Services									£10,006.40											£10,006.40		
	e-Learning for Mature, Part-Time HE Students at Levels 4 & 5																		£5,000.00		£5,000.00		
	Engaging the Busy Employer																	£14,560.00			£14,560.00		
	FDs with Professional Qualifications delivered by Distance Learning																		£4,550.00		£4,550.00		
	HE Management Blend				£3,495.54																	£3,495.54	
	Market Research into FD in Entrepreneurship				£250.00																		£250.00
	On-Line Induction for Flexible and Distance Learning																		£4,600.00			£4,600.00	
	Promoting Entrepreneurship among disabled people with a Visual Impairment																£11,680.70					£11,680.70	
	Vocational Pathways (inc NVQ's) into HE	£15,000.00																				£15,000.00	
Leadership & Management Total		£15,000.00			£3,745.54					£10,006.40					£0.00	£11,680.70		£26,360.00	£9,550.00		£76,342.64		
Miscellaneous	14-19 Diploma & HE Alignment											£4,443.60									£4,443.60		
	A Study of the Impact of Locally Delivered HE on Students, their Families and the Community																	£3,000.00			£3,000.00		
	Developing a Framework for Work Based Learning																	£4,438.24			£4,438.24		
	Developing a mentoring framework for work based learning and the third sector														£3,800.00						£3,800.00		
	Developing and Disseminating Good Practice in the Implementation of Work Based Learning in HE																	£3,000.00			£3,000.00		
	Developing Levels 4 and 5 Curriculum in Engineering				£3,825.00																	£3,825.00	
	Evaluating the LLN								£426.07													£426.07	
	Everything You Wanted to Know About the Diploma & More Workshops								£470.00													£470.00	
	Foundation Degree in Computing	£5,000.00																				£5,000.00	
	HE Provision in Herefordshire								£0.00													£0.00	
	Market Needs Analysis for Herefordshire								£11,400.00				£0.00						£0.00			£11,400.00	
	Market Needs Analysis for North Worcestershire							£0.00	£16,173.76	£0.00												£16,173.76	
	Market Research into CPD Short Courses								£1,530.00													£1,530.00	
	Marketing Foundation Degrees in Food													£2,000.00						£1,160.82		£3,160.82	
	Production of Proposals for the Development of HE in Herefordshire																	£10,375.32				£10,375.32	
	Promoting the 14-19 Engineering Diplomas to Employers, Potential Students and Parents																			£6,000.00		£6,000.00	
Transnational Opportunities from Europe Workshop									£417.85												£417.85		
Miscellaneous Total		£5,000.00			£3,825.00		£0.00		£30,417.68	£0.00		£4,443.60		£2,000.00	£3,800.00			£20,813.56	£7,160.82		£77,460.66		

Theme/ Subject	Project	EMHC	GC	HCA	HCT	HWCC	KC	LC	LLN	NEWC	NHS	OTHER	OU	PC	PTP	RNCB	UB	UW	WCT	WSFC	Grand Total			
Progression & Learner Support	A Model for Enhancing and Embedding Employability and Supporting Progression in Curricula for Humanities																	£10,877.90			£10,877.90			
	Alternative Format Media Coordination for LLN															£14,169.46					£14,169.46			
	Apprentice Progression Case Studies & Newsletter														£3,000.00						£3,000.00			
	Bridging Project	£1,500.00		£2,000.00																£248.16	£3,748.16			
	Bridging Support for BTEC Business Students																				£5,500.00	£5,500.00		
	e-Learning Taster Project - Careers in the Creative Industries			£5,000.00																		£5,000.00		
	Engaging Adult Learners Pilot Project					£15,271.77																£15,271.77		
	Enhanced Induction for Top-Up Students from Animal Welfare HND to FD																					£2,990.30	£2,990.30	
	Enhancing the Mutual Understanding of FE and HE Practice and Curricula																					£4,976.50	£4,976.50	
	Enhancing the Progression of BTEC National Business Studies Students into Higher Education																					£1,160.00	£1,200.00	£2,360.00
	Exploring the Partner College Student Experience: Achieving an Outstanding Student Experience																					£10.80	£10.80	
	HE Peer Connector - A Pilot Project							£3,000.00															£3,000.00	
	IAG/Diploma Conference						£0.00			£403.67			£0.00										£403.67	
	Investigate APL/APEL processes in FE Colleges across Herefordshire and Worcestershire												£2,728.80										£2,728.80	
	Market Research with current and past NVQ4 students								£290.00														£290.00	
	Producing Student Interviews for Worcester Community Radio																						£2,392.00	£2,392.00
	Production of Vocational Learning Guide for Hereford & Worcester									£0.00			£0.00										£0.00	
	Research into Barriers to Progression from Level 3 to Level 4										£81.51												£81.51	
	Research into Demand for Taught Doctorates																						£1,636.00	£1,636.00
	Supporting Creative Arts Students in Transition from Vocational FE courses to HE				£15,000.00																		£15,000.00	
	Tracking Lost Students																						£294.00	£294.00
	Tracking the Progress of L3 Students Through their Complete Studies									£0.00											£0.00	£0.00	£0.00	
	Tracking the Progression of Level 3 Vocational Learners into HE in H&W									£0.00													£0.00	
Work Placements for Undergraduates with a Visual Impairment: Inclusive of the range of disabilities presented by VI learners																£5,500.00						£5,500.00		
Progression & Learner Support Total		£1,500.00		£22,000.00		£15,271.77	£3,000.00	£290.00	£403.67	£81.51		£2,728.80			£3,000.00	£19,669.46		£24,043.50	£248.16	£6,994.00	£99,230.87			

Theme/ Subject	Project	EMHC	GC	HCA	HCT	HWCC	KC	LC	LLN	NEWC	NHS	OTHER	OU	PC	PTP	RNCB	UB	UW	WCT	WSFC	Grand Total			
Sport, Tourism, Heritage, Culture & Media	CPD for PE Teachers																	£3,400.00			£3,400.00			
	Developing Performing Arts FdA and Top Up			£3,000.00																	£3,000.00			
	Development of a BA Top Up in Fashion & Surface Pattern																			£1,000.00		£1,000.00		
	Development of a Specialist on-line Mentor System to support courses which require Employer Engagement and Industrial Links																				£4,931.75	£4,931.75		
	Development of Accessible HE for Land Based, Tourism, Sport & Rural Craft Heritage Sectors of H&W					£15,000.00																£15,000.00		
	Development of an MSc in Outdoor Education					£1,200.00													£800.00			£2,000.00		
	Development of Applied Art & Design FD										£13,440.00											£13,440.00		
	Development of European MSc in Basketball Coaching																					£4,810.00	£4,810.00	
	Development of FD in Fashion & Surface Pattern																					£1,950.00	£2,640.00	£4,590.00
	Development of HND Provision in Sport Studies at Telford College of Arts and Technology													£3,000.00									£3,000.00	
	Development of new FD in Fine Art Craft	£2,625.00																					£2,625.00	
	Development of Post Graduate Award in Applied Sport & Exercise Psychology																						£2,960.00	£2,960.00
	Development of three Foundation Degrees in Expressive Arts										£15,000.00												£15,000.00	
	Employer Engagement in the Creative Industries in Herefordshire					£15,000.00																	£15,000.00	
	Enterprise & Entrepreneurship in the Creative Arts					£5,230.00																	£5,230.00	
	FD in Music Industry Management							£3,636.15															£3,636.15	
	FdA Art and Design								£2,129.00														£2,129.00	
	FDs in Arts Management																						£4,000.00	£4,000.00
	FDs in Design																						£4,250.00	£4,250.00
	HE Vocational Progression - Animal Welfare & Management														£5,000.00								£5,000.00	
	HE Vocational Progression - Horticulture														£5,000.00								£5,000.00	
	Increasing the Pathways and Student Opportunities in Horticulture														£5,000.00								£5,000.00	
	MAS Records							£15,000.00															£15,000.00	
	Re-development of FD Food Safety and Quality Management														£2,000.00								£2,000.00	
	Research into Equine Pathways and Student Needs in Herefordshire and Worcestershire																						£0.00	£0.00
	Research into Sports and Tourism Pathways and Student Needs										£0.00												£0.00	£0.00
	Research towards the development of a Post-Graduate Certificate in Creative Therapies at the University of Worcester																						£5,000.00	£5,000.00
Scoping Transition to HE and/or Employment in Creative Sector																						£5,000.00	£5,000.00	
Sustaining Progression in Herefordshire: Postgraduate Study in the Arts																						£5,000.00	£5,000.00	
Sport, Tourism, Heritage, Culture & Media Total	£2,625.00		£41,480.00	£16,200.00			£18,636.15	£2,129.00	£0.00	£28,440.00		£3,000.00		£17,000.00				£18,920.00	£8,571.75		£157,001.90			
Grand Total	£45,978.75	£4,500.00	£68,430.00	£30,536.61	£15,271.77		£21,636.15	£12,067.60	£162,131.35	£43,027.91	£6,000.00	£22,637.40	£5,656.20	£43,911.00	£6,800.00	£44,388.90	£5,000.00	£119,494.57	£134,043.94	£11,910.28	£803,422.43			

**PROJECT
APPROVED BY
CHAIR'S ACTION**

**ORIGINAL BID FORM SUBMITTED BY
SOUTH WORCESTERSHIRE COLLEGE:**



E-Learning Development/Support - Project Proposal Form
Please use this form to apply for e-learning funding or requests for e-learning consultancy/support

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

1	Name of College: South Worcestershire College
2	Project Title: Transforming Teaching and Learning through e-learning
3	Name, e-mail and phone number of project contact: Derek Street Position in organisation: Assistant Principal - Malvern Telephone number: 01684 584555 E-mail address: dstreet@sworcs.ac.uk
4	Date Proposal Submitted: 25 July 2010.
5	Are you applying for consultancy/support or funding: Partial funding (40%)
6	Project Overview and Rationale: This project will transform two departments in College, namely Art and Health and Social Care, both of which have been slow to embrace e-learning and IT. The project will change the way that both areas operate and improve the way that teaching staff engage with their students by providing a modern well equipped learning environment, with e-learning as its keystone. Both department's vision and renewed commitment to using information technology spans not only the teaching area but also within administration and business support. A key area of benefit and saving will be seen with increased accessibility and the reduction of paper and photocopying that both departments use, as a stepped improvement in reducing their carbon foot print. Both curriculum areas have been targeted with a 15% efficiency saving in this area in the first year.
7	Key Objectives and Project Deliverables – what will the funding achieve: Project Aims To radically improve accessibility of ILT across both departments and within the College's two main campuses. The main benefits to students will be the additional support and resources that this will generate for them, which is needed to help them to succeed. This strategy will help modernise the curriculum and enrich the learning experience.

All teaching staff within Art and Health and Social Care will be set personal targets with regard information technology. Some staff will be using moodle for the first time and will be charged with loading teaching resources onto their student domain, advanced practitioners will be set targets for providing items such as interactive materials and vod-cast presentations.

Summarised targeted achievements include:

- Increased access to smart-board technology across both departments.
- Enhanced use of Moodle as the College's VLE, to promote blended learning, independent learning, and to support distance and remote learners
- Develop Pod-casting and Vod-casting to support bullet point 2 above.
- Develop video evidence promoting student work, SWC is an active member of the Arts Group and it already contributes to the Arts Show at Hereford College of Art, as well as running its own Art Exhibition at the Malvern Campus and again at Malvern Library. Such work could also be highlighted and celebrated on the Wider Horizons web-site.
- On-line course manager files to be developed and extended, to support course managers, staff and external verifiers (an additional project taking place at College which is internally resourced)
- Improved communications across both campuses, for all students and staff, resources to be made available irrespective of the student's base for study, ensuring equality of opportunity for all.
- Investigate LSIS Media Content Packager as a viable method of accessing interactive on-line materials and resources.
- Commitment to invest in ILT in order to improve staff and student morale, and to improve each College's teaching and learning experience.
- Increased emphasis on staff development and training, in particular linked to ILT.
- SMART targets to be set.

The impact of embracing technology will change everything we do forever! In particular the quality and support offered by each College with regard to its teaching and learning. The whole ILT strategy is focussed around embedding ILT into the curriculum and raising the quality of its teaching and learning.

The student experience must be an exciting and interactive one, and we both require the highest standards, and the best possible learning experience, irrespective of the level of the course, the mode of study or the type of course chosen. As two general FE Colleges we demand the same quality experience for all – this is our utopia!

As well as modernising its curriculum both Colleges are also aware of the environmental issues that surround their operations and in particular their use of photocopying, paper and travelling costs both inter campus and to and from their customer/employer's premises. There is a strong commitment within both Colleges to reduce their carbon footprint and in particular to reduce their costs relating to bureaucracy and administration. On-line ILPs, course management files, e-portfolios and e-learning resources are all part of this pledge to be more environmentally aware and to reduce both organisations carbon emissions.

The impact on the both Colleges will not just be evidenced in the classroom, but there is a continued drive to reduce and eliminate hard copy storage from the administrative and archiving process, in order to become more efficient and less wasteful. Both colleges will target a 15% reduction in these costs in its first full year of operation.

	The outcome will be to provide a modern learning environment for both Colleges and its learners, offering a lively, interactive and enhanced curriculum appropriately supported by ILT.												
8	<p>Expected timescale for completion of project:</p> <p>Initially 6 months, three months funding with the LLN September 2010 – December 2010 and matched funding by the College for the period January 2011 – March 2011</p>												
9	<p>Team Members, roles and responsibilities:</p> <p>Derek Street Assistant Principal Malvern – Project Co-ordinator Jackie Humphries – Head of Academy CARE Caroline Park – Head of School of Arts Both responsible for their respective e-learning strategy and the setting of personal targets for tutors and course managers. Administrative Assistant (tbc) – working exclusively on behalf of the teaching staff in order to prepare and up-date resources for the VLE Web Developer (tbc) – working and training staff to load and maintain interactive materials for teachers Various teaching staff Celia Barradell – Art and Design and Initial Teacher Training Caroline Park – Arts and Crafts Sandra Masterson – Fine Art Julie Mayo – Early Years and Childcare Education Penny Minta – Early Years and Childcare Education Karen Brock – Health and Social Care Carol Green – Health and Social Care Sheila Jervis – Access courses</p>												
10	<p>Budget. How much are you bidding for and how will the money be spent? Please be as comprehensive as possible:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;">£</th> </tr> </thead> <tbody> <tr> <td>An administrator on a fixed 6 month contract</td> <td style="text-align: right;">8,000</td> </tr> <tr> <td>Secondment of University Computing Student on Graduate training Scheme</td> <td style="text-align: right;">8,000</td> </tr> <tr> <td>Travel expenditure</td> <td style="text-align: right;">500</td> </tr> <tr> <td>Consumables and development materials</td> <td style="text-align: right;">1,500</td> </tr> <tr> <td>Total Project Cost</td> <td style="text-align: right;">18,000</td> </tr> </tbody> </table> <p>Contribution requested from LLN £8,100 (45%) On a previous project the College has loaned laptops from the LLN and it is hoped that 2 laptops would be made available for Art and HSC this time around.</p>		£	An administrator on a fixed 6 month contract	8,000	Secondment of University Computing Student on Graduate training Scheme	8,000	Travel expenditure	500	Consumables and development materials	1,500	Total Project Cost	18,000
	£												
An administrator on a fixed 6 month contract	8,000												
Secondment of University Computing Student on Graduate training Scheme	8,000												
Travel expenditure	500												
Consumables and development materials	1,500												
Total Project Cost	18,000												
11	<p>Which students/courses are involved:</p> <p>Higher Professional Diploma in Art (Level 4) Foundation in Art (Level 4) Access to Art (Level 3) National Diploma in Art and Design (Level 3) PTLLS CTTLS course (Level 3/4) Foundation Degree in Early Years (Level 5) Foundation Degree in Learner Support (Level 5) Access to Higher Education (Level 3)</p>												

	<p>Diploma in Childcare Education (Level 3) National Diploma in Health and Social Care (Level 3)</p> <p>Level 3 course are included here because they provide student progression pathways to level 4/5 programmes.</p>
<p>12</p>	<p>Are other colleges in the network involved in the project in any way:</p> <p>Peter Kilcoyne at Worcester College of technology will be approached in order to build upon their knowledge and experiences, having been involved in similar projects on a much bigger scale. SWC would like to liaise with WCT in order to build the e-curriculum in a timely and realistic way.</p>
<p>13</p>	<p>Explain how the outcomes of the project will meet the LLN guidelines:</p> <p>This project fits well with SWC's strategic plans:</p> <ul style="list-style-type: none"> • Excellence in Learning • Finance and Resources strategy. • Academies Strategy • Learner involvement strategy • Journey to outstanding <p>The embracing of ILT, will improve learning, it will reduce operating costs, and be integral to the student experience. Furthermore it will involve students in their learning as well as creating centres of excellence.</p> <p>The reduction in printing and photocopying alone will contribute to the green/environment agenda, as well as meeting the coalition governments drive to reduce costs and become more efficient. It will also be seen as a key driver in raising standards to teaching and learning across both campuses, which again is a current priority for the sector. The two departments will be working together for the first time with regard to e-learning, so there will be a freshness and willingness by both parties to make this project work and succeed.</p> <p>This project promotes equality of opportunity because it will provide a further resource, and support mechanism for all, whether you are a full time, part time, distance learning or work based student in either department. Teaching materials and resources will be made available on-line 24/7. The real benefit will come if a student is unable to attend College due to illness or work, then they will be able to download their materials and even their lesson if it is made available as a vod-cast/pod-cast.</p> <p>The activities to be planned and rolled out by South Worcestershire College are as follows, some are more advanced than others, and all need development time in order to be implemented:</p> <ol style="list-style-type: none"> 1. To promote Moodle as the preferred VLE – in order to reduce costs and encourage up-take of on-line resources. 2. On-going, phased staff development (linked to 30 hours CPD under IfL) – leading to better trained staff and higher level IT skills throughout both departments, which will filter into the classroom and affect how we deliver and manage the curriculum 3. Research into free on-line learning materials available to Colleges e.g. JISC LSIS etc. – to use already established professional materials to support and enrich students with their learning. 4. Pod-casting and Vod-casting, using audio and video evidence to support learners with their learning. – especially useful for remote learners and students who miss

	<p>lessons due to illness, work etc.</p> <p>5. To employ a new College Administrator and seconded Web Developer on a fixed term 6 month contract - in order to convert, up-grade existing hand-outs and teaching resources, which are then suitable for moodle use. The purpose of these posts is to work exclusively on behalf of the teaching staff in order to create time and expertise in order for this to happen.</p> <p>6. ILT Champions to be created on remitted hours in both departments in order to provide the operational drive and co-ordination, needed to make this happen.</p>
14	<p>What are the main risk factors and how will you plan for these:</p> <p>As the project is condensed into such a short time span (3 months for LLN purposes and 6 months for the full duration to the project) it is essential that the tight deadlines and milestones are followed and adhered to.</p> <p>Monthly meetings and supported action plan will ensure that the project remains on target and its overall progress monitored.</p> <p>Key to the success is the appointment of to new posts to the College starting as soon as possible in early September, an administrator on a 6 month fixed term contract, and a computing graduate, again on a 6 month internship.</p>
15	<p>How will you disseminate the findings:</p> <p>The project will be measured and monitored by the Assistant Principal (SWC) and its progress and effectiveness reported to respective Governors and SMT on a monthly basis. The project will involve a whole host of staff, students, users and agencies which will be co-ordinated on strategic meeting basis, again held monthly with an accompanying action plan.</p> <p>At the end of the LLN part of the project (December 2010) a formal report will be disseminated highlighting outcomes against targets and the project's overall success. This will be supplemented by a final report to LLN, SMT and Governors (March 2011) again highlighting best practice and final outcomes.</p> <p>The College would be happy to share all project outcomes with those institutions about to embark on a similar journey, if needed a further dissemination could take place with a published report backed by representation at a local/regional/national event. We would also be willing to open up both of our Colleges to other organisations and providers in order to share our experiences (good and bad) with them.</p>
16	<p>General comments and any further information you think might support your bid:</p> <p>Having this funding made available to the College will be the springboard that staff in both these departments need in order to embrace ILT and e-learning. At present the one thing that is holding them back is time, by funding both the administrative and web developer post both of whom will be directly accountable to the teaching staff involved, this will effectively remove the time barrier.</p> <p>A programme of staff training, coaching, mentoring and support will build sustainability in both areas and enable all teaching staff to take part in this initiative.</p>

SUPPLEMENTARY INFORMATION AND AMENDMENTS TO PROJECT SUPPLIED BY PETER KILCOYNE (WORCESTER COLLEGE OF TECHNOLOGY) IN RESPONSE TO REQUEST FROM STEERING GROUP

Training

I would provide Moodle and related ILT training to teaching staff covering the following:

- Building Moodle Courses (structuring, headings, labels)
- Adding Content to Moodle Courses (weblinks, embedding video content, adding files)
- Moodle assessment tools (quizzes and assignments)
- Moodle reflection tools (journals and blogs)
- Moodle collaboration tools (forums, wikis and glossaries)
- Designing effective and pedagogically sound e-learning resources
- Finding and using free to use Open Educational Resources (OER) on the internet

To cover all this effectively I would need to run 3 x 3 hour training sessions, 2 – 5 pm on Wednesday afternoon as discussed.

Content Development

Worcester College of Technology would provide the services of an experienced e-learning developer to work with your staff to develop Moodle based learning activities and resources. The developer would be available immediately to work at Malvern.

It is suggested that the Content Development should follow the PAL Pack model (Personally Accountable Learning) which is being used successfully at WCT. The key features of this model are:

- PAL Packs are short highly structures chunks of learning for online delivery outside of class time
- PAL Packs include instructions, learning content, learning activities and assessment activities
- PAL Packs draw from a range of resources e.g. tutors own handouts, free open educational resources, free online videos (e.g. teacher tube, youtube, videojug etc) and NLN resources etc
- PAL Packs are designed to promote active learning taking into account differeing learning styles, differentiation and issue of accesibility
- PAL Packs can easily be zipped up and shared between different institutions Moodles
- Efficiency savings in glh's of between 15 – 20%. (I note that these kind of savings are one of your project objectives)

If you want to see or share with your colleagues a video we've made about this approach click on this link <http://www.youtube.com/watch?v=nji5qHNcAd8>

Collaboration

There are a number of added benefits for both institutions that can be gained from this project through using a collaborative approach. For example it would be worth members of respective Art and Design and Health and Social Care course teams meeting up at the start

of the project to discuss what content would be most useful and the possibility of sharing this content. In line with the collaborative objectives of the LLN who are part funding this project it is initially proposed that where possible all content produced through the project is made available to both partners. WCT will also share with SWC PAL Packs and other learning resources that have already been created in these curriculum areas.

I look forward to discussing this with you further and hope we can move forward soon on this project as I am aware you do need to have some progress to show by the end of term

Peter Kilcoyne
Director of ILT
Worcester College of Technology

FINAL APPROVAL OF PROJECT

South Worcestershire College are no longer able to fulfil this project, the funding has therefore be reallocated to Worcester College of Technology.

The proposed expenditure is as follows:

Funding from LLN

Liaising with staff and building content 0.5 FTE Content developer Dec – July	£8000
Total	£8000

Funding provided by College

Laptop	£500
Travel and communication	£300
Project Manager 10 days ILT Director	£1540
40 hours teachers x £25 / hour	£1000
Total	£3340

PROJECT CLOSURE FORMS



PROJECT CLOSURE FORM

Title of Project:

Developing the use of HE-specific e-learning for students on HE & professional courses at levels 4-7 at an FEC

Author:

Donald Kerr dkerr@wortech.ac.uk (01905) 743468

Organisation

Worcester College of Technology

Employer Involvement (If Applicable)

No direct employer involvement

Background to Project

The context for the proposal was the delivery of Higher Education (specifically levels 4-7) in a Further Education College (FEC). The learning needs and styles of learners at levels 4-7 at FECs are different from those of other students at FECs (typically levels 1-3) and from those of students at HEIs (typically full-time, traditionally-qualified, 18+, whose first priority is the qualification for which they are enrolled.)

The learners addressed by this project have the following characteristics:

- at work
- use work as a basis for learning – but have variable levels of support from their employer
- limited time for learning
- more mature / have greater life experience and expect to mobilise that experience in group work with their peers
- aspirational – see their qualification as a means of improving their career
- less discipline-centred / prefer a more problem-centred issue-based approach to learning
- part-time
- the qualification is only one of many priorities

Project Approach:

The team acknowledged at project launch that the project would have to accommodate the widely differing abilities and attitudes towards ILT among the highly diverse student group. A first focus was therefore to gather as much information as possible on applicants IT skills

and knowledge prior to enrolment.

A second focus was to improve access to WCT Moodle from student log-in and to redesign the programme's Moodle pages to improve their usefulness to students with low level IT skills. Using the restructured HOMEPAGE as the key access point, students were introduced in a managed way to the range of Moodle and other ILT tools.

The project was organised via team meetings on a regular basis at WCT. Present at those meetings were the 3 academic members of the project team (One member withdrew early because of pressure of work) and the team's IT specialist whose role was to liaise and implement the team's decisions.

Describe the Project from start to finish:

Initially a joint approach with colleagues from Hereford College of Technology was proposed and an initial meeting was held with the course teams at Worcester. It was agreed however that the difference between the two cohorts was too great and that the HCT cohort did not share many of the characteristics identified above.

It was decided early in the project that lack of detailed knowledge among the course team about the students' very diverse IT abilities was a key barrier to project success. Much initial work was done formalising processes on the 1-to-1 interview following application (January to June); course open day (June); enrolment and induction (September) to ensure that staff and managers had access to detailed information on each enrolled student.

Complementary to this activity was the redesign of the FD GATEWAY pages. These were redesigned in the summer of 2009 by the WCT IT team. The aim of this was to improve accessibility to one page on the network and to work outwards from that first point. The GATEWAY pages for each course therefore contained details of who to contact with 'phone and room numbers in case of difficulty, as well as a range of help files. Students were also encouraged to talk to St. Wulstans Study Centre staff who were made aware of the aims of the project.

At enrolment and subsequently in September 2009 a major induction into accessing the GATEWAY page took place. Support was highly differentiated –1-to-1 sessions were offered where appropriate, to ensure that all students could access and work in a purposeful way with that first point of contact.

Subsequently, the GATEWAY pages were used to access all other Moodle courses in each semester, Those module-specific pages followed the look and feel of the GATEWAY page. The team decided that the first item of assessment in Year One was to be word-processed and submitted electronically within 3 weeks of enrolment. Differentiated support was again offered via the module leader (during class contact) and the course tutor (during the timetabled tutorial sessions. This was successfully managed by all students. Throughout Semester One, students were introduced, in a structured way, to other aspects of Moodle communication tools – discussion forums as a focus for activity within the Action Learning Set; contact via email with employers and academic staff as well as (for example) access to on-line journals and plagiarism detection software.

A second phase of the project was begun in February 2010 at the start of Semester Two. The 'Mahara e-portfolio' tool was introduced as part of the 'Personal Development & Professional Effectiveness' module. Again a highly differentiated approach was taken to student induction into this software. The 'social networking'-type interface was very different to the largely Microsoft-based software encountered previously and some

students were deterred by their peers facility with the software. Although support was again offered, some individuals felt disadvantaged by the use of an e-portfolio. More induction into this software is planned for 10/11.

Lessons Learned:

- The IT specialist on the team championed the **primacy of pedagogy** in ILT decision making – this is necessary.
- **IT networks are complicated.** The software being introduced to the student was (by definition) basic, but many WCT network-wide issues (such as firewall blocking) had to be overcome.
-

Recommendations:

Values, attitudes norms and expectations varied widely in the student group. So:

- Gather detailed data prior to start
- Offer a highly differentiated support system which recognises attitudes and values as well as skill level

Plan for Dissemination:

Access from student log-in to Moodle page on this project model is now standard for all HE students at WCT

Questions on IT skills and abilities are now included in the standard WCT interview checklist for all HE applicants

PROJECT CLOSURE FORM

<p>Title of Project</p> <p>e-Learning Taster Project: Careers in the Creative Industries</p>
<p>Author</p> <p>Project implementation: Becky Ashman Project Management: Helen Vine</p>
<p>Organisation</p> <p>Hereford College of Arts</p>
<p>Employer Involvement (If Applicable)</p> <p>Yes ref case studies and interviews</p>
<p>Background to Project</p> <p>Evidence suggests that Creative Industries are growing faster than other areas of the economy but there still remains a lack of knowledge and information about what in fact these career opportunities are and how these opportunities may be accessed and achieved successfully.</p> <p>This project focuses on career pathways into distinct sectors of the Creative Industries and its objective was to design and develop subject specific routes that clearly map the journey to HE for a key stage 4 student as Taster pages for the Wider Horizons web site.</p>
<p>Project Approach</p> <p><i>See Evaluation Document, Appendix 1:</i> Identification of appropriate staff member to carry out action research, scoping, arrange and record interviews and focus group responses Identification of suitable film maker and plan for schedule Identification and compilation of case studies and working with LLN developing on line material.</p>
<p>Describe the Project from start to finish</p> <p>1. Initial scoping: Desk and telephone research to map regional FE provision specific to identified disciplines at HE e.g. from regional institutions including Worcester College of Technology, New College Bromsgrove, Kidderminster Desk research and telephone research to map regional HE provision to match subject specific progression routes e.g. University of Worcester, New College Bromsgrove</p>

2. Studio and workshop location film-making in identified discipline/sector areas and associated examples of work
3. In-depth examination of single case student experiences of progression
4. Recording HE tutors and practitioners information, advice and guidance re progression within sector area
5. Design and development of accompanying course information breakdown in collaboration with regional FE and HE colleges to specify appropriate progression routes
6. Design and develop student taster questionnaire in collaboration with LLN Technology coordinator

Key outcomes:

Funding enabled HCA to extend this project beyond the original brief and in addition to the two HE Tasters with Case Studies: BA Textile Design and BA Illustration, a further six have been developed for Wider Horizons, each supported by a 60 sec film, course descriptions and graphic illustration of progression routes from regional institutions.

Lessons Learned

Operational problems re time line and aligning with filming schedule
Operational ref availability of HCA staff and graduate practitioners
Scope of project was greater than anticipated within time frame
Project outcomes will be difficult to evaluate against specific goals and measures

Recommendations

Outcome of project was achieved against objectives however recommendation would be that all creative subject areas are developed in a similar way as career pathways from FE to HE and to employment.

Project will be sustained by HCA staff who will review and update content and visual materials at any time. Progression flow charts will be updated to include new courses available

Plan for Dissemination

e-learning site disseminated via Wider Horizons and plan to link site to the HCA website
Disseminated through partner colleges
Dissemination planned at HCA through CPD sessions for use in careers events



PROJECT CLOSURE FORM

Title of Project: Enhancing the progression of BTEC National Business Studies students into higher education
Author: Mark Snow
Organisation: Worcester Sixth Form College
Employer Involvement (if Applicable)
Background to Project: The project was used to bring the Business teams of the University of Worcester and Worcester Sixth Form together to plan an improved progression agreement, and to plan additional activities such as the Entrepreneurship Day taking place in September 2010 and the visit to the new University of Worcester site in October 2010 both of which are designed to encourage links between the two institutions.
Project Approach: A number of meetings have been held both to discuss the suitability of a discounted offer for BTEC National students and how this can be administered effectively and the organisation of a number of events focused on the BTEC National students involving both institutions.
Describe the Project from start to finish: As regards the discounted offer we have agreed that BTEC National Business Studies students will be required to gain MMM plus a D at AS rather than the DMM that will generally be required by the University for entry onto the Business course for 2011. In addition, students will need to meet a number of criteria in relation to attendance and the meeting of deadlines and to meet with a member of the University of Worcester to discuss their application.
Lessons Learned: The success of the project is the result of the commitment of both institutions in improving the progression of BTEC National Business students. Through the process we have developed a better understanding of the activities both institutions can collaborate on and how these can be utilised to further extend the progression opportunities of BTEC National

Business students. In terms of planning, the process has taken longer than first thought largely due to staff commitments and the building works taking place at the university.

Recommendations:

The project will be implemented at the beginning of 2010-11. It is envisaged that further opportunities for collaboration across other vocational groups and perhaps other institutions can be developed from this.

Plan for Dissemination:

The project will be discussed within both institutions. Within Worcester Sixth Form, we will discuss this with other BTEC National groups in the hope of developing further links across a range of subjects. We will discuss the progress of the project with all our BTEC National Business students both in groups and individually on an ongoing basis to examine both its effectiveness and how it can be improved. Throughout 2010-11 it is envisaged that representatives of the two meetings will meet regularly and at the end of the year we will review the project and consider ways in which it could be developed hopefully extending it further.



PROJECT CLOSURE FORM

<p>Title of Project</p> <p>Improving Access to e-Learning for Post 16 Learners</p>
<p>Author</p> <p>Steve Ryding</p>
<p>Organisation</p> <p>Worcester Sixth Form College</p>
<p>Employer Involvement (If Applicable)</p>
<p>Background to Project</p> <p>There was a need in College to improve accessibility to e-learning, this was especially so in vocationally based learning programmes and so a wireless system and laptops were a viable approach to facilitate this.</p>
<p>Project Approach</p> <p>Use of technicians to set up the project. Use of LRC to store and lend the laptops LRC to keep record of users to monitor use by priority groups An initial pilot was used once the wireless system had been set in place. Student learning was improved by greater access to a wider range of learning resources, it was also improved by the fact the facilities allowed for the setting of assignments with a wider skills base attached to them. Students thought an extension of wireless facilities in the college to supplement the project would be useful, this has been further extended. It was the vocational based learners that found the facilities of particular use, thus it met one of the goals in the original application. The success of the project has been in showing the benefit of wireless within the college, the project has worked well and wireless facilities have been extended. Should budgets permit extending the number of laptops further would be useful, the laptops in the project due to the projects success have been supplemented by further laptops acquired through the e-learning coach scheme.</p>
<p>Describe the Project from start to finish</p> <p>There was a need in the College to develop learners access to E-learning and so the development of a wireless system was decided upon.</p>

Equipment was purchased to set up a wireless system in college
Once purchased the technician set the system up to serve a number of different areas in College.(six)
Laptops and a laptop safe were purchased and stored with the LRC, who loaned out the equipment to priority groups – e.g. vocational learners
Once all was in place it was well utilised and as a consequence the wireless system in college has been expanded.

Lessons Learned

There were a few technical issues especially with the laptop safe
It took much longer to set the wireless system up than anticipated

Recommendations

This is thoroughly recommended, it has improved access to e-learning throughout the college

Plan for Dissemination

Via HWLLN Team
Via HWLLN Annual Conference
Via HWLLN reports

PROJECT CLOSURE FORM

<p>Title of Project</p> <p>Increasing Pathways and Student Opportunities in Horticulture</p>
<p>Author</p> <p>Angela North and Mike Roberts on behalf of the HE Horticulture Team at Pershore</p>
<p>Organisation</p> <p>Pershore College (Part of Warwickshire College)</p>
<p>Employer Involvement (If Applicable)</p> <p>Consultation on module and course content including assessment methodology to ensure regional needs of employers were implicit within the qualification routes and structure. Employer consultation was undertaken through meetings with individual employers, postal survey, and focus groups. A panel of external representatives from industry was established to advise the course team in the development of course proposals. Regular meetings and email communication with the panel took place through the development process.</p>
<p>Background to Project</p> <p>The HE suite of qualifications has been in existence for a number of years but was limited in terms of specialist routes of study a student could undertake to graduate with knowledge and skills in their specialised interest area within this vast area of work.</p>
<p>Project Approach</p> <ul style="list-style-type: none"> • to offer a wide range of specialist horticultural areas in response to the diverse needs of the horticultural industry, as advised and supported by the industry; • to offer a selection of qualification routes (bachelor's degree with honours, Foundation degree, HNC, HND) to meet differing student needs; • to ensure that courses are economically viable by sharing modules where appropriate; and • to maintain and enhance Pershore's reputation as a centre of horticultural excellence.
<p>Describe the Project from start to finish</p> <p>Initial consultation with staff on new course development took place in December 2008 and as a result 17 subject areas were identified with programmes including HNC, HND, Foundation Degree, Honours Degree and Post-Graduate qualifications. Draft course structures and proposed module titles were produced at this stage. A core suite of 7 specialist subject areas comprising HNC, HND, FD and BSc (hons) was subsequently identified for further development in the initial phase of course submission. Proposals for</p>

these courses was submitted to University of Worcester in May 2009. Approval to proceed was granted by the university in September 2009 on the condition that the Horticulture programme area underwent a full 'periodic Review' of its current HE provision. This took place in December 2009 with the outcome being a statement of confidence in the management, resourcing and academic standards of the higher education courses reviewed.

Further refinement of proposed course structures followed in January 2010 with a framework for the new suite of programmes developed in consultation with the course team, the college's industry liaison group – 'Pershore Forward', and the college's higher education partner. Both learners and employers played an active role contributing ideas and concepts for design and content, as well as considering quality issues. Detailed work on the development of module content, programme specifications and course handbooks took place during January, February and March 2010 including further consultation with the university, external advisors and employers. Course submissions were finalised and sent to the University for approval in April 2010

Lessons Learned

Developing a suite of programmes to encompass multiple subject areas and levels of programme is highly complex and requires a clear set of design guidelines from the outset. These must be communicated to all parties along with a clear statement of aims, objectives and rationale for each programme. Conflicting advice from different departments and individuals slowed the development process and led to confusion regarding rules for sharing modules, course structures and amount of credit. More frequent meetings with the course team to communicate key developments and keep the project on track. This proved to be very difficult due to the multiple pressures on staff involved with teaching and other academic duties. Employer engagement is very time-consuming and needs to be started at a very early stage in the course development process. A range of strategies need to be used to seek the views of employers including the use of focus-groups, individual meetings, and postal surveys. The ability to re-think and re-design programmes to cope with changing demands of partners, industry and the overall economic climate is essential.

Recommendations

1. Produce a clear rationale for each programme at the start of the project
2. Ensure ALL academic guidelines are available and understood by all parties
3. Allocate clear roles and responsibilities to team members.
4. Start employer engagement & consultation at an early stage and be prepared to use a range of tactics.
5. Ensure sufficient time is made available to staff to produce documentation and attend meetings.

Plan for Dissemination

Partner seminars



PROJECT CLOSURE FORM

Title of Project 'Redesign of FD Health & Social Care' and 'Module Generation for the FDA Social Care' projects
Author Liz Davies-Ward
Organisation University of Worcester
Employer Involvement (If Applicable) Employers from Social care sector involved throughout the design and development process. Service users were also involved to ensure consideration was given to client group.
Background to Project The original Foundation degree (FD) had been developed in 2002 and therefore a number of the modules had become outdated. There had been a steady decline in recruitment onto the programmes at the University and its partner colleges. Feedback from employers suggested that the current FD was not fit for purpose and the programme needed a complete overhaul. Following extensive consultation with employers and sector skills councils it was decided to apply for funding to the LLN to begin the process of re-designing the FD. During this redesign process Skills for Care in partnership with Foundation Degree Forward issued a tender to bid for monies to develop a number of FDs in social care which would have a national roll-out. The University in partnership with Staffordshire University and their respective LLNs were successful with their bid and they were awarded the task of jointly developing a Foundation Degree in learning Disabilities and an FD in Long Term conditions. The steering group agreed additional monies to support this development and funds were transferred over to the latter project.
Project Approach <ul style="list-style-type: none">• Establish a steering group to include employers and service users• Employer a project manager• Consult with sector skills councils

- Ensure representation from both counties (Staffs and Worc)
- Report on progress to FdF
- Design modules in accordance with sector requirements
- Seek feedback from employers as to appropriateness and suitability of modules

Describe the Project from start to finish

The initial project began with a complete review of the current FD Health and Social Care modules. An assessment was made as to their suitability and fitness for purpose. This was achieved through consultation with employers and service user organisations and representatives of the social care sector. It also included discussions with the local hospital and community Trusts.

The second stage was to involve the sector skills councils from both health and social care.

During this process the call was made by Foundation Degree Forward (FdF) for universities to bid for project money to develop a number of Fds in key areas which would have a national roll-out once developed. The project required collaboration with another university and since Worcester and Staffs had worked well in the past it was decided that a joint submission should be made. The bid was successful.

The project approach above describes how the project progressed:

- Establish a steering group to include employers and service users
- Employ a project manager
- Consult with sector skills councils
- Ensure representation from both counties (Staffs and Worc)
- Report on progress to FdF
- Design modules in accordance with sector requirements
- Seek feedback from employers as to appropriateness and suitability of modules

The university of Worcester has successfully validated this award and has recruited for 2010. We now have a product which is fit for purpose and provides the sector with students who are fit for practice.

Outcome of Redesign Health and Social Care:

- Revised programme which is fit for purpose and practice
- Programme designed with employer and service user involvement
- Programme designed with Core, Shared and specialist modules in line with the West Midlands Framework
- Core modules may be shared across a range of programmes to reduce resource costs and increase inter professional learning
- Sector Skills engagement

Outcome of FD Social Care:

- Revised Learning Disability FD which is fit for purpose and practice
- Programme designed with extensive employer and service user involvement
- Partnership working across two universities
- Programme designed with Core, Shared and specialist modules in line with the West Midlands Framework
- Core modules may be shared across a range of programmes to reduce resource costs

<p>and increase inter professional learning</p> <ul style="list-style-type: none">• Nationally recognised of University of Worcester Award programme• Potential for Fdf Endorsement• An Award which is mapped to all Regulatory Standards for Learning disabilities and foundation degrees• Sector Skills engagement
<p>Lessons Learned</p> <ul style="list-style-type: none">• Employer engagement in design and development is crucial• Involve service users from the outset• Ensure equal representation from Health and Social Care• Be mindful of sub regional differences however small• Importance of effective communication• Ensure minutes of meetings are kept
<p>Recommendations</p> <ul style="list-style-type: none">• Improve on marketing of course• Be aware of sector changes and respond in a timely manner
<p>Plan for Dissemination</p> <p>The learning disabilities award was launched at a national Fdf/Sfc conference on the 16th November. The event was attended by employers and Higher and Further Education colleagues from all over the country. The award will be uploaded onto the Fdf and Sfc website.</p>
<p>Courses Developed:</p> <ul style="list-style-type: none">• FD Health and Social care• FD Learning Disabilities

PROJECT CLOSURE FORM

<p>Title of Project</p> <p>Promoting Entrepreneurship among disabled people with a visual impairment</p>
<p>Author</p> <p>Sandie Foster</p>
<p>Organisation</p> <p>The Royal National College for the Blind</p>
<p>Employer Involvement (If Applicable)</p> <p>Employers were involved in completing a questionnaire and follow on discussions with the Employment Liaison Team</p>
<p>Background to Project</p> <p>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.</p>
<p>Project Approach</p> <p>The project was approached initially through engaging with Worcester University to work in collaboration in order to write and potentially validate a L4 training programme. However due to time restrictions with the universities validating process we were advised to consider alternative routes.</p> <p>We chose to deliver an unaccredited complementary course which consisted of Marketing and Business Planning; both were chosen for the importance that the target audience placed on each function.</p> <p>Staff delivered the programme over ten weeks to twelve students.</p> <p>Eight employers were consulted regarding the training programme all declined to take part in the training but agreed to complete the questionnaire.</p>
<p>Describe the Project from start to finish</p> <ul style="list-style-type: none"> • Desk top research was to conducted to ascertain the level of entrepreneur training programmes available on a regional basis

- Local Universities and further Education Colleges were contact regarding the suitability and feasibility of adapting established tried and tested programmes.
- On close examination it was decided that a fully accredited entrepreneur programme could not be offered due to organisational constraints from our validating partners, the current curriculum demands of participating students and the potential for duplication, however two modules were created; Marketing and Business Planning. The decision to concentrate on Marketing and Business Planning was taken due to learner response.
- “Stepping into Business” is based on a USA initiative which is a programme for people primarily who wish to become self-employed they may or not be entrepreneurial or they may be interested in establishing their own small enterprises, the only criteria is that they are disabled. The programme is offered in modules, two of which have been selected on the basis of there compatibility and flexibility to enhance the core modules as selected above and its positioning, as a programme focused on the disabled
- Content creation and curriculum mapping was undertaken
- Trialling the programme was scaled back due to difficulties posed front end with cross sector working and the withdraw of employer wiling to take part and the diminishing timeframe
- Semi-structured interview were conducted with learners, staff and employers
- It is intended that the programme will be offered internally across the college
- Links made with other Specialist Colleges, Warwick Business School, Worcester University, Aylestone Enterprise and Business College, Community First, Mid-West Rural Enterprise and East Midlands Development Agency suggests that the potential for the project to be sustainable has been improved.

Lessons Learned

Collaboration proved to be challenging, changes to funding and priorities resulted in a great deal of time front end of the project being lost.

Refocusing the project has been difficult due to the additional emphasis that has been placed on staff at RNC.

Students on the whole welcomed the programme, particularly because the focus was placed on two business functions that they felt would benefit them the most.

The questionnaire and the subsequent semi -structured interviews suggests as do a number of recent studies that there does not need to be a new, specific programme of business support for disabled people, rather that the existing system needs to be better tailored to the needs of disabled individuals. Project participants; confirm a need for a wider, more sensitive approach, particularly focussed on strengthening the role of Business Support Advisors under the portfolio of contracts currently operational.

Although employers were wiling to complete the questionnaire they did decline to take part in the training programme despite their earlier agreement to do so. The reasons given were the change in the economic climate, reduction in staff levels and the perceived lack of direct benefit. This could suggest that any further potential programme delivered to employers may require a more robust agreement between the college and the employer.

Recommendations

- “The Stepping into Business” programme received a good level of support from staff and students, the programme could be extended to encompass the additional units that are available

- Currently support for disabled entrepreneurs who are visually impaired is patchy, research suggest that campaigners would like to see a more committed response to; information and communication, leadership and commitment, business start up, business advise, procurement, partnership working nod physical location. The report indicates that there has been a number of White Papers that have responded to the challenges faced by disabled entrepreneurs who are visually impaired, however a qualitative analysis similar to those conducting in the USA could present a more forceful business argument going forward
- Employer engagement relationship although well established at the college are not generally perceive to be on a business footing. This in turn makes the setting up of robust agreements challenging. The report recommends that we adopt a business case scenario rather than a equality and diversity and/or a corporate social responsibility approach to working with disabled entrepreneurs who are visually impaired.

Plan for Dissemination

The findings of the project will be shared with other Specialist Colleges, Warwick Business School, Worcester University, Aylestone Enterprise and Business College, Enterprise Village –Hereford Academy, Community First, Mid-West Rural Enterprise and East Midlands Development Agency, Blind in Business, The Royal National Institute for the Blind all of which have supported the project in a variety of ways.

The project will also available for internal consumption via our project database, CPD sessions, the website and newsletter.

PROJECT CLOSURE FORM

<p>Title of Project</p> <p>Re-development of FD Food Safety and Quality Management</p>
<p>Author</p> <p>Angela North (on behalf of the food and drink team)</p>
<p>Organisation</p> <p>Pershore College (Warwickshire College)</p>
<p>Employer Involvement (If Applicable)</p> <p>Consultation with employers on course design and content</p>
<p>Background to Project</p> <p>The Foundation degree in FSQM underwent a review to ensure currency and fitness for purpose to meet the needs and interest of learners and fulfil the requirements of local and regional employers</p>
<p>Project Approach</p> <p>A review of the existing qualification identified areas of good practice and gaps in the provision to meet the needs and interests of learners, fulfil the education and skills needs of employers and more effectively meet the concepts of work based learning required in foundation degrees as well as facilitate the progression of graduates onto a top up programme of study</p>
<p>Describe the Project from start to finish</p> <p>Current modules and programmes reviewed to identify key components for continued inclusion along with obvious gaps in the content to meet the needs and interests of learners intending to undertake a specialised area of work and indeed to meet the needs of employers within this diverse industry Both learners and employers played an active role contributing ideas and concepts for design and content, as well as considering quality issues. This led to a University led quality review resulting in conditions and recommendations, resulting in validation once satisfying the criteria</p>
<p>Lessons Learned</p> <p>The importance of work based learning and its effective management in foundation degrees Meeting the needs and interests if learners and the expectations of employers is never easy,</p>

sometimes it is what is implicit that needs to be explained.

Recommendations

Plan for Dissemination

The idea was disseminated across sites within the Warwickshire College group.
We would be happy to present the concept at future LLN events.

PROJECT CLOSURE FORM

<p>Title of Project</p> <p>Supporting Creative Arts Students in Transition from Vocational FE courses to HE</p>
<p>Author</p> <p>Helen Vine</p>
<p>Organisation</p> <p>Hereford College of Arts</p>
<p>Employer Involvement (If Applicable)</p> <p>Practitioners involved as appropriate to contribute to dialogue event and Preparation for HE Taster Days</p>
<p>Background to Project</p> <p>HCA have been developing progression agreements with regional colleges to help and encourage non-traditional route students to progress into Higher Education in the Creative Arts.</p> <p>Experience suggests that bridging and preparation for HE courses and workshops that focus on support in specialist areas that puts subject specific learning into context in conjunction with enhanced information advice and guidance about employment opportunities in the sector contribute significantly to the successful progression for non-traditional learners.</p> <p>To further this work and underpin agreements in place across the region need is recognised to develop a programme of support and transition activities for students from vocational pathways that offer a broad but flexible introduction to studying at higher education to suit the needs of a wide range of creative disciplines</p>
<p>Project Approach</p> <p>Identification of appropriate member of staff to undertake the further development and enhancement of progression activities in Art, Design and Media with regional schools and colleges</p> <p>Desk research into regional provision and existing activities to create data base of partners and course provision</p> <p>Develop project plan to include a range of activities to engage students and partners from regional colleges in progression opportunities</p> <p>Develop calendar of cyclical annual visits to partners</p> <p>Project plan implementation: Prep for HE Tasters programme ,staff and stakeholder events,</p>

development of learning materials and staff resource
Devise events to collect feedback and disseminate to internal and external audiences, partners and stakeholders.

The Project from start to finish

Project has focused on a variety of activities to achieve its outcomes that we believe will provide the foundation for an embedded approach to widening participation in the arts: These activities comprised:

- Developing a knowledge base with regard to regional partners course, course provision and progression
- Visiting partners and establishing annual cycle of IAG and portfolio sessions
- Developing appropriate relationships and networks with regional Connexions and careers advisors confirming IAG provision
- Developing a programme of creative learning opportunities to prepare L3 vocational and non-traditional routes for studying at HE
- Delivering and managing events to collect feedback and disseminate activities to internal and external audiences, partners and stakeholders:
 - FE:HE Dialogue: a one day symposium to provide an equal platform for FE and HE staff to explore how students are prepared for transition to HE, how learning issues can be addressed and how barriers to progression can be broken down; event involved arts graduates, practitioners, partners and internal and regional HE & FE staff.
 - One day mini conference for Connexions Hereford and Worcester and other careers specialists to inform development of progression activities.
 - Circulation to partners of programme of Studying at HE Tasters for regional partners
- Developing a staff resource for a range of preparation for HE workshops
- Developing framework to monitor progression

Lessons Learned

- There cannot be a one size fits all approach to preparing students for HE
- Success of Preparation for HE provision is very much dependent on budget and staff coupled with their relationships with the cohort of receiving students
- There is a need to continue to work towards bridging the gap between FE and HE staff expectations
- Changing demographics may suggest the need to address older population for preparation for HE in development of older workforce

Recommendations

- Work with partners to further develop clear, comprehensive IAG
- Further development of dedicated progression workshops
- Build preparation for HE provision into level 3 units eg Personal and Professional Development in Extended Diploma
- Assess outcomes of workshops against grading criteria for identified L3 units to contribute to final grades
- Continue to use Preparation for HE workshops to tackle the issues of limited 'cultural capital' and critical language skills
- Review of progress against WP criteria, progression stats and feedback evaluation from students to ensure monitoring and improvement

Plan for Dissemination

Tool Kit for Successful Progression to HE: web based teaching resource with introduction and on line links to downloadable pdfs: site will be circulated to all partners through the network established at the beginning of the project.

HCA SMT and Programme Managers for review + NALN/UKADIA Prog Managers group

PROJECT CLOSURE FORM

<p>Title of Project</p> <p>Veterinary Nursing Formative Assessment Question Database/Bank</p>
<p>Author</p> <p>Angela North (on behalf of the veterinary nursing teams)</p>
<p>Organisation</p> <p>Pershore College (Warwickshire College)</p>
<p>Employer Involvement (If Applicable)</p> <p>n/a</p>
<p>Background to Project</p> <p>Working towards professional accreditation as a veterinary nurse involves the demonstrating of very detailed and specific knowledge and understanding of the professional body guidelines. In order to support undergraduates and also Level 3 students a database of multiple choice questions is considered an excellent preparatory method to support learners in preparation for external examinations.</p>
<p>Project Approach</p> <p>The course team identified areas of the professional standards for assessment and collated a range of multiple choice questions, which then underwent quality assurance to ensure questions were unambiguous and answers met the guidelines for MCQ presentation.</p>
<p>Describe the Project from start to finish</p> <p>Professional guidelines led to development of MCQs Authors questions were subject to quality assurance checking and responded to recommendations to change. An area of the VLE was set up to store the question bank The approved MCQs created a repository of appropriate questions per subject. Modules were set up and student cohort groups 'enrolled' onto the VLE module to access course notes Module leaders select questions and set up an assessment – this can either be repetitive to allow self reflection and improvement or for progress reviews, in which case a Grade Book is established for the module. Tutors can monitor student access to the assessment when free use, can monitor achievements and areas for improvement as well as grade progress. This was then trialed with an identified group of students willing to provide feedback prior to</p>

wider use.

Lessons Learned

A database of MCQ's is never finished

Never ask a student the question 'what would you do' as the answer they give is always correct

Try to ensure questions posed are clear and concise. Lengthy questions can lead to confusion. Students need support in understanding how to undertake MCQ's as tests.

Ensure all possible answers are of a consistent length

QA procedures should identify ambiguity or responses that can lead to confusion, when more than one answer could be correct etc.

QA procedures should analyse response rates to questions of each option – where respondents select equally from the options, the question should be reviewed.

Recommendations

Students respond well to this type of assessment opportunity, particularly where the correct answer is justified or where an incorrect answer is explained.

Plan for Dissemination

The idea was disseminated across sites within the Warwickshire College group.

We would be happy to present the concept at future LLN events.

AGENDA ITEM 6 - DRAFT EVALUATION REPORT



**Evaluation Report for Herefordshire and
Worcestershire Lifelong Learning Network**

September 2006 – December 2010

Steering Group:

Professor Geoffrey Elliott (Chair), University of Worcester

Mrs Debbie Lambert, Manager HWLLN

Mr Stuart Laverick, Worcester College of Technology (previously Mr Chris Morecroft)

Miss Donna Obrey (Secretary), Project Officer HWLLN

Mr Ian Peake, Herefordshire College of Technology

Mr Mike Rookes, Open University

Mrs Gail Rothnie, University of Birmingham

INDEX

1. Aims of the Lifelong Learning Network for Herefordshire and Worcestershire
2. Evaluation of achievement against those aims
3. Working to principles agreed at the start
4. Conclusions from the Manager

Appendices

- A** Summary of achievements against delivery plan for 2007,2008 and 2009
- B** Full delivery plan with achievements against targets for 2007, 2008 and 2009
- C** Delivery plan with achievements for 2010
- D** Evaluation of latest HE Fair
- E** Research report on Tracking the progression of Level 3 vocational learners into HE in Herefordshire and Worcestershire (2005/6 to 2008/9)
- F** Student numbers on LLN designated courses
- G** Evaluation of the Impact of work on E Learning
- H** Research report Tracking the success of LLN learners 2007/8
- I** Summary of the Retention Research
- J** Report on curriculum activity regarding the Health subject area
- K** Report on curriculum activity regarding the Sport, Tourism, Heritage, Culture and Media subject area
- L** Report on Wider Horizons
- M** Report on the latest HE Fair
- N** List of partners
- O** Summary List of projects

Section One: Aims of the Lifelong Learning Network for Herefordshire and Worcestershire

Approach taken by HWLLN

The team used the original business case to develop eight aims, 5 principles of working, and four themes. We identified the role of each theme in relation to achieving the aims, and then produced a delivery plan with outcomes, outputs and targets for the years 2007, 2008 and 2009. This plan was submitted to HEFCE with first progress report and approved by the Steering Group. We reported on progress towards the targets in the summer and achievement at the end of each calendar year to our Steering Group. We produced a separate plan for 2010.

Aims

- 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

Principles

1. To ensure that the LLN covers both counties
2. To ensure that the LLN operates on behalf of each partner institution
3. To limit the cost of a core team, whilst maintaining a person-centred approach which ensures that appropriate links are made between the themes
4. 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
5. To embed the work within the partner institutions

Themes

1. Curriculum Development

2. Learner Progression and Support
3. E-Learning and wider Horizons
4. Research, Monitoring and the Network

Achievement

The achievement of targets for each year has been reported within the annual monitoring process. A summary of the achievements is included in Appendix A. The full delivery plan and achievements are included in Appendix B, with those for this year in Appendix C. The achievement of the principles is included in Section 3 of this report.

Section 2: Evaluation of Achievement against those Aims

Aim 1: To increase the numbers of students entering higher education with vocational qualifications

Background

We considered this to be one of the two most important aims of the HWLLN. Each of the four themes of work have contributed activity towards this aim. We were awarded 100 ASNs for 2007/8 and 2008/9 in order to assist us in areas of work. Those were all managed through the University of Worcester who placed them out in partner colleges.

Plan

This network has placed a major focus on delivering HE in FE, with all colleges playing a key role in the work. We agreed that we should fund curriculum development which would provide courses suitable for vocational learners, on which employers were consulted, and which could be offered part time. Many of these courses would be delivered by colleges in locations across the two counties to improve the physical access to HE. We also wanted to provide relevant information to vocational learners, and this included the establishment of progression agreements for this group of students.

We also agreed that we should attempt to measure the number of learners with vocational qualifications progressing into higher education for our curriculum subject areas (health, management, and sport & the arts).

Methodology and Implementation

The Steering Group agreed that we should offer funding for projects which helped the LLN to achieve any of its aims, outcomes, outputs or targets. This was managed through project bid forms which were considered by the Steering Group itself, which met six times per year. The average amount awarded was £5,000. In total we funded 129 projects over the four years. In addition, we had three rounds of 'big project' funding in which an amount was set aside (approximately £80,000) and partners invited to bid competitively, with particular criteria published (e.g. engaging with employers). The maximum for these bids was £15,000. (See also aim 4)

We decided that we would attempt to establish a limited number of progression agreements, concentrating on courses from which there was no obvious progression, although later we moved towards providing clearer information. (See aim 6)

We adopted two main routes of providing information: our HE Fairs and Wider Horizons. The 'Step into HE Fairs' were targeted at vocational learners and allowed the young people to talk to local and regional HE providers, including all of the colleges, as well as advisors and employers. We developed this idea in our first year of operation following discussions with one of the consortia for 14-19 delivery and over the four events we provided information to approximately 2150 young people

(See appendix D for report on latest event). Wider Horizons is our web-based information which was developed by a group of partners to advise local people about local opportunities. This includes our work on mapping progression routes through particular subject areas. (See aim 7).

The LLN project officer discussed availability of data with a number of organisations, including HESA and the local councils. She concluded that the most accurate way to gather the data would be to talk to the Management Information Units of each relevant college and university. This did not provide complete information as some colleges did not keep records of entry qualifications onto non-prescribed courses (which included a number of the management courses). The research was also hindered by the use of the highest qualification which sometimes meant that a combination of BTEC diploma and A level would be shown as A level student.

The following institutions were involved in the collation of data for this research:

- Hereford College of Arts
- Hereford College of Technology
- North East Worcestershire College
- University of Worcester
- Worcester College of Technology

The research is based on the type of entry qualification students had for all courses in a particular subject area.

In addition, we designated all courses which had had some funding or involvement of the HWLLN as 'LLN courses' and collected numbers on those courses whether they used LLN ASNs or not.

Results and Impact

Our complete research now covers entry years 2005/6 to 2009/10. (attached in appendix E). We had sufficient data to complete a trends analysis as well for health and social care and for sports (available on the HWLLN project website <http://hwlln.ac.uk/139.htm>), and to publish a paper within the national LLN research book (also on website).

A brief summary of the research includes:

- 35% growth in the number of student registrations on to UG courses with vocational qualifications from 2005/06 to 2009/10
-
- 60% growth in the number of student registrations on to UG courses in Health and Social Care with level 3 vocational qualifications between 2007/08 and 2009/10
-
- 88% growth in number of students with Level 3 vocational qualifications registering for UG courses in Sport, Tourism, Heritage, Culture and Media between 2005/06 and 2009/10

In terms of numbers of students on 'LLN designated courses', our figures (appendix F) demonstrate a growth in student numbers

Year of Return	Actual Number of LLN Learners	FTE Number of LLN Learners
Sept 2007	219	161
Sept 2008	1019	782
Sept 2009	1568	1185

Discussion regarding the activities of the LLN employed to achieve this aim is in the appropriate sections later in the report.

Conclusions and Sustainability

Our conclusions from this research are that there are more students with vocational qualifications entering higher education within Herefordshire and Worcestershire, and that it is legitimate for the HWLLN to claim a role in this increase, particularly when you consider the numbers of learners on LLN designated courses. There are a total of 55 designated courses, of which 23 are foundation degrees, but the whole range encompasses level 4 qualifications to Masters in areas such as Art Therapies or Sports Coaching.

We have got other courses in development, some of which have suffered from the recent restrictions on new numbers and are currently not able to be offered, but they are ready for the future. Those courses successfully running will be continued by their providers for as long as there is demand. One of the positive decisions taken by the Steering Group was that the courses did not have to use LLN ASNs, or be validated by University of Worcester, and so this enabled more courses to be run and a greater range of colleges to become involved. 13 HE institutions now deliver HWLLN courses, including some just outside the county borders.

We are particularly proud of our achievements in developing the curriculum to make it more attractive to vocational learners, and are confident that we have left a legacy in the form of attractive courses which were developed by their institution in response to a demand from their local students and which will continue to be supported as they are fully embedded.

Aim 2: To increase the number of part time students entering higher education whilst continuing employment

Background

This was the second of the two most important aims, with part time students being a key group of students to be targeted by the HWLLN. Even four years ago, the need for students to combine work and study was increasingly apparent: some needed to earn money to pay for living costs, others are in jobs from which they would like to progress and need a qualification to do so. Now as the implications of the Browne

review become apparent, the need for opportunities for part time study will become greater still. The LLN has helped prepare these two counties for those students.

Plan

Our strategy for this group of students was similar to the one for the vocational students in terms of support for the expansion of the curriculum in vocationally-relevant subject areas, involvement of employers and professional bodies, availability of part time modes, and an increase in the amount of e-learning across the providers. We felt that this group had less access to relevant information, and we wanted to make sure that we could provide information for progression from professional qualifications into HE courses as this was not always clear.

Another major strand for this aim was the development of a work based learning framework by the LLN team with the University of Worcester, which is currently available for use and adaptation by partners as well. This has been a major undertaking and the first students should start later this academic year. It will enable students to study for a short course, foundation degree, top up degree or masters qualification while at work and based on their work, and should increase the opportunities for part time students markedly.

Our major research project cited above did not differentiate between full and part time students, but our returns on LLN designated courses did.

Methodology and Implementation

The methodology surrounding projects was as for the vocational students. The report on the development of eLearning is under aim 3.

We worked with the Heads of Business at all providers within the network to agree progression routes for potential students in employment who may have a professional qualification in e.g. marketing or accountancy, but who do not know how that would help them to move into higher education. The Group worked together to look at progression options for 8 professional courses delivered at a number of levels at 5 colleges. This information was then turned into progression agreements, plus put onto Wider Horizons as simple maps for subject areas such as Personnel, and also supplied back to the colleges, many of whom regularly produced their own information for students into which this work would feed. The maps can be found at <http://lnmoodle.worc.ac.uk/portalmoodle/course/view.php?id=77>

We have three main strands of information useful to mature students in work on Wider Horizons:

- Local course search
- Information on where existing qualifications can get you
- Careers advice

The course search connects to websites of those institutions within the network. Although unsophisticated, this does mean that the information will remain up-to-date

and does not rely on anyone maintaining a database. We thought that potential students might be unaware of the level and relevance of their existing qualifications, so provided maps for each of our subject areas, plus apprenticeships. These show the sorts of courses you can progress onto and who delivers them. We are particularly proud of the apprenticeship maps as they include all Level 3 apprenticeships delivered in Herefordshire and Worcestershire, and have been provided as part of the training for assessors under our employer projects. The Open University provided us with a comprehensive careers advice area, and we have also produced information on a limited number of subject areas fitting into our subjects.

The University of Worcester has been developing work-based learning for several years. We recognised that this could become the key focus to engaging employees into higher education. Initially we funded a project to write the generic courses within the framework, and then we employed the author of the framework and have led a group trying to operationalise the framework into actual courses and students. Our work has included participation in the approval process, the development of a quote builder, the development of a formal business contract for delivery to a single partner, plans for staff development, dissemination to partners, and assisting staff in making use of the framework to develop courses.

Results and impact

The LLN designated courses data shown in the last section displays a significant difference between numbers of actual and FTE students for each year. On further investigation, the data gives the following approximate figures:

Year of Return	Number of Part Time LLN Learners	% of Actual Learners who are Part Time
Sept 2007	115	52 %
Sept 2008	788	77 %
Sept 2009	1244	79 %

The biggest course designated as LLN is a Foundation Degree in Payroll Management which is delivered by Worcester College of Technology with the Institute of Payroll. The LLN provided funding to develop the course and then e learning materials to deliver the course. The students on the course are all sponsored by employers and are part time. If we remove them from the figures, the trend is still for an increase in the proportion of part time students

Year of Return	Number of Part Time LLN Learners excluding Payroll	% of Actual Learners who are Part Time excluding Payroll
Sept 2007	115	52 %
Sept 2008	198	46%
Sept 2009	513	67%

Conclusions and Sustainability

This research demonstrates that there are now significantly more part time learners within the two counties, and that the LLN designated courses have increased the

proportion of part time learners. In our recent return to HEFCE, we showed 42 new courses, of which all but 2 have had employer involvement at some point in their development.

The courses will continue to be delivered by the providers as with the vocational courses. In addition to these courses, we have a total of 10 new work-based learning courses in design and development at the moment, ranging from short CPD courses, to top ups and Masters courses which will recruit in September 2011 and will continue the momentum towards part time learners combining study and work.

Aim 3: To help the target groups of students succeed in higher education

Background

The team wanted to make sure that once the vocational and part time students had entered higher education, they would succeed. One of our team was recruited to support this area of work together with information and one of the four themes concerned learner progression and support.

Plan

We thought about what factors might cause these students additional difficulties, and concluded that for part time students distance learning elements by e learning might be the most useful area to focus on. The geography of the two counties means that many students have long distances to reach their college/university, and in recent years the roads have been blocked by flooding, snow and Foot and Mouth.

For vocational students, we decided to do some research into barriers to progression and to support a range of projects by staff in different institutions designed to improve the chances of vocational students succeeding.

For both groups of students, providing additional information on the courses would help to ensure that the students selected the course most appropriate to themselves. The Wider Horizons group agreed to support the development of taster courses which assisted in that.

Finally, for the year 2010, we conducted research into the retention of students studying HE in FE. The results are due to be published shortly, and will be shared with partners across the network via a special workshop.

We agreed that for one year, we should conduct research into tracking the success of students on LLN courses.

Methodology and Implementation

We have produced a full report on the method and impact of the E learning work, attached as Appendix G. Much of the work was generated by project funding, and we allocated each college up to £5000 per year for the first two years against which they could bid for projects to ensure that funding was used for the development of E

learning. Additionally, a conference was held in the first year to showcase the work in individual colleges, and an e learning prize awarded in the second, with accompanying workshops.

We conducted research into the barriers to progression at and with North East Worcestershire College. The full report is on the website [http://hwlln.ac.uk/documents/Progression_Survey_-_Research_Report_\(Draft\).pdf](http://hwlln.ac.uk/documents/Progression_Survey_-_Research_Report_(Draft).pdf) We used a survey to carry out the research, and had 168 completed by students on vocational Level 3 courses. We identified intention to progress, and then for those students who were intending to progress, we asked about the nature of the course, and for those not intending to stay in education, we asked the reasons.

The projects supported covered a variety of aspects including:

- Supporting creative arts students in their transition from FE to HE with Hereford College of arts
- Research by University of Worcester sports department on exploring the student experience on HE in FE
- Producing guidance to institutions, students and employers on work placements for students with a disability (with Royal national college for the Blind)
- Developing an enhanced induction for students transferring from HND to top up in sciences at University of Worcester
- Peer observation project linking staff in FE and HE

The Wider Horizons group encouraged the members of the network to develop taster courses by providing a small amount of funding and the assistance of a technician as appropriate. There are currently 24 taster courses which include video clips and further information about courses and the expectations of students. Some of the tasters provide additional advice to potential students e.g. study skills and an introduction to HE.

The retention work this year has involved consideration of retention **data from xxxxx**, interviews with staff responsible for the student experience at **xxxx**, and interviews with students.

The tracking research focused on the first 11 LLN designated courses, and looked at the number and proportion of students successfully completing the first year of their course and continuing into the second year. The courses were delivered at the following institutions:

- Gloucestershire College
- University of Worcester
- Warwickshire College
- Worcester College of Technology

Results and impact

The impact of the e learning work is explored in Appendix H. It argues that there has been a measurable increase in the uptake of e learning initiatives across the network, and that the dissemination has enabled the sharing of expertise and the creation of links which will exist after the end of the LLN.

The research showed that 43% (73 students) of students were planning to continue, the same number were not planning to, and the rest were unsure. The number planning to continue varied by department with arts having the highest rate of progression at 93%. 43 of the students were part time and of those, only 31% were planning to go into HE. Of those students not planning to progress, 52% said that it was because they wanted to get or had already secured a full time job, and 9% said that they couldn't afford to go into HE. We concluded that there was nothing that the LLN could do regarding the reasons for not progressing to HE, except make sure that the information we provided included financial aspects.

The projects have all produced outputs which have been disseminated via our content repository. This sits on Wider Horizons and permits members of the network to view items produced by other members. There is a key to gain access to the site to prevent materials being used by other organisations. We try to ensure that something is placed into the content repository at the end of each project.

The retention research demonstrated that retention of part time students undertaking HE in FE is very good. It also found that institutional strategies for retention are well constructed and implemented in HE in FE. For full time students, the retention of HE in FE students is comparable or better than for full time students in HE. There are high numbers of vocational courses and of mature students studying HE in FE both of which contribute to a reduced level of withdrawal or failure. See Appendix I for a summary of the research.

The tracking research showed that of the 200 students registered on LLN courses for 2007/8, 88% completed their first year. Of the students entering at Level 4, 46 had a level 3 vocational qualification, compared to 33 with A/AS level. In total the success rate for those students with vocational level 3 qualifications was 96% compared with 84% of A/AS level students.

Conclusions and Sustainability

The sentiment of the aim was appropriate to the LLN, although it is slightly difficult to measure success and impact. Our early research tracking students on the LLN courses demonstrated that they were attracting students from our target groups and that they were succeeding on their courses. The later retention work has also demonstrated that the colleges are very good at helping students to succeed, thus supporting our policy of stimulating the development of HE in the colleges.

The learning from the projects and research will be made available to all partners within the network, and good practice on retention identified and shared at a workshop. The workshop will also establish links between the partners to enable future discussions to take place. The University of Worcester still provides student

numbers and a validation service to partners within the region, and they will continue to support their students.

Aim 4: To facilitate a change in the design and delivery of curriculum in H & W to meet the needs of the target students

Background

The Herefordshire and Worcestershire LLN decided to place emphasis on the facilitation of curriculum development. We concluded that one of the reasons students with vocational qualifications or those in employment did not participate in HE was that the courses were either not available at appropriate times, or that suitable courses were not available at all. We knew that the colleges in the network wanted to develop new curriculum, but that they were hindered by their staff's lack of free time.

Plan

We asked for bids for project funding to buy staff out of some of their teaching in order to develop curriculum. At the same time, our three curriculum leads would bring relevant staff together from different partners to identify any strategic needs for the region. They would also be available to support development as required.

The development of e learning was also intended to support this aim in changing the delivery of the curriculum. (See aim 3 for further details).

Methodology and Implementation

We attempted to appoint theme leads for leadership & management, health, and (one year into the project) sport, tourism, heritage, culture & media. We were unable to find anyone suitable for the leadership theme, so instead had a group of Heads of Business to oversee the work. This included representatives from:

- Evesham and Malvern Hills College (now South Worcestershire College)
- Herefordshire College of Technology
- Kidderminster College
- North East Worcestershire College
- University of Worcester
- Worcester College of Technology

In addition, we chaired a group covering Engineering in response to a request from Hereford and Worcester Group Training. This included representatives from:

- Hereford and Worcester Group Training
- Herefordshire College of Technology

- North East Worcestershire College
- Worcester College of Technology

Each area initially mapped the existing provision within the region and looked to identify any gaps preventing students from progressing from Level 3 to Level 7. Each subject area then progressed as appropriate. See appendices J and K for full reports on activity in Health and in Sport, Tourism, Heritage, Culture & Media.

For leadership and Management, market research was conducted into the possible demand for short courses which was discussed and shared by the group. That group also considered project proposals in their subject area and provided advice to the Steering Group. (This practice was replicated in arts when the Steering Group received proposals which might have led to competition with existing courses, and members of their forum all commented). The leadership group advised on the way the network should manage the funding from the LSC to advise the train to gain brokers (see later section). They produced mapping of curriculum by part and full time opportunities and then focused on the mapping and development of progression agreements for professional courses. The group also identified that there was little curriculum available by e learning/distance learning and recommended that projects involving this should be sought. This led to the development of the distance learning AMSPAR course at South Worcestershire College, as well as e learning developments in management courses at HCT and WCT. Further research conducted by University of Worcester with employers and on Employer demand in Herefordshire was also discussed and disseminated through this group.

In engineering, the complexities of the various progression routes were examined and a simple chart produced for potential students. There were also discussions about curriculum development and joint projects ensued.

Results and Impact

We funded the following curriculum development projects:

Subject Area	Number of Projects	Number of Partners
Leadership & Management	12	6
Health and Social Care	20	14
Sport, Tourism, Heritage, Culture & Media	24	10
eLearning	22	8
Total	56	19

Our monitoring report for October 2010 has the following information for curriculum development.

Course/curriculum agreed							Course/curriculum in development	
Level/ type of provision	Total number of new courses	Number of new courses which had employer engagement in development or delivery	Number of new courses which had SSC involvement in development or delivery	Total number of modified courses	Number of modified courses which had employer engagement in development or delivery	Number of modified courses which had SSC involvement in development or delivery	Total number of new courses	Number of new courses which had employer engagement in development or delivery
BA/BSc Hons	2	2		2	2		2	2
BTEC								
FD	13	13	1	5	5	1	14	14
HND	1	1						
PG	2	2		1	1		4	3
Other	1	1		1	1		3	2
TOTAL	19	19	1	9	9	1	23	21

This number is lower than the number of projects because some projects were for research into demand for a course which was not proven, and latterly, there have been some projects which have identified the demand, prepared the content, but not been able to validate due to the restrictions on student numbers.

It is worth making special mention of the Foundation Degree in Payroll management which received project funding for development of the courses and then of the distance learning materials. This is now an extremely successful Foundation degree run by Worcester College of Technology with the Institute of payroll. It is delivered all around the country to people in work, and has a large element of distance learning.

One of the most important outcomes is that in each of the subject groupings, we brought together staff from different institutions who had never met or spoken with each other, and who now have a network of contacts.

Conclusions and Sustainability

We are proud to say that this LLN has had a significant impact on the development of new curriculum around the two counties, across all the colleges and university, and beyond the borders. This curriculum has been developed in consultation with partners, does not compete with existing curriculum, has had employer involvement, and has increased elements of e learning to improve access.

The new courses will continue to be delivered by the partners of the network, the links between colleges will remain for a while, and the stimulation of the development of e learning should continue to generate innovation for some time to come.

Aim 5: To involve employers in the development, design and delivery of curriculum where possible

Background

Within the region, there had been a number of cases of foundation degrees being developed but being unable to attract students. This was a waste of staff effort as well as not providing additional useful options for potential students. We wanted to involve employers in the development of new courses, and to increase their awareness of the benefits of HE. Our curriculum development and learner support and IAG themes both contributed to this aim.

Plan

As a time limited network, we agreed that we should not try to develop relationships with employers ourselves; instead we focused on facilitating the improvement of relationships and links between employers and the partner institutions through project funding. There was one exception to this in health, where our curriculum lead did work directly with sector skills councils and the SHA and trusts, on behalf of the partners See health report Appendix J). We brought together the employer engagement staff at each of the partner organisations, together with LSC and Chamber of Commerce to advise on and oversee our programme of activity, as well as for dissemination of outputs. Our third emphasis was on research into employer demand for HE which could be used by all. We produced two employer engagement action plans, the first an action plan in response to the research.

Methodology and Implementation

Our activity started with a large research project into demand for HE amongst small employers in Herefordshire. Report is on http://hwlln.ac.uk/documents/HE_for_Herefordshire_Need_and_Demand_Study.pdf The research report stated that many of the employers sampled did not understand the nature of the skills HE could provide to the employee or company, were not aware of the provision at HE level within the area, and would like colleges and universities to provide some of their in-house management staff development. We disseminated the report to the employer engagement group, had discussion and

then produced an action plan to which they all agreed. This action plan was completed by the end of 2009. It had a number of different work packages including:

- Development of business-relevant information on graduate skills
- Provision of information on the benefits of HE to employers at events
- Investigation of possibilities of linking students seeking work placements with employers needing projects completing
- Development of work based learning
- Working with brokers to ensure that they were knowledgeable about HE
- Provision of information for employers and brokers

At the same time, the four LLNs in the west Midlands were jointly approached by the LSC to provide development for the then Train to Gain advisors. Rather than make an appointment of a new member of staff, we chose to work with the Three Counties Consortium which is part of Worcester College of Technology, but represents all the training providers within Herefordshire, Shropshire and Worcestershire. This project was made more difficult by the constant state of change at Business Link, but we achieved the following outputs:

- 5 Case studies based on employers who had found that HE could solve a problem (existing case studies had all been about the benefits to a student rather than their employer)
- Series of 9 Guides to HE for Business link advisors (we edited all 9)
- Staff development to the advisors
- Simple summary matrices of which institutions delivered which subject areas at HE level
- Attendance at Business breakfasts

Following the research in Herefordshire, we were approached by North East Worcestershire College and Kidderminster College regarding doing some research in the 'urban north' of the area, which we also conducted. XXXX This research noted the high proportion of very small employers, of whom only 22% reported any HE needs. Most organisations with HE needs only had one or two employees at that level. It gathered information about modes of delivery expected, and although it did not identify any viable areas of unmet demand by HE providers, it did identify a number of employers who wished to discuss further HE, work placement, Graduate Interns, and Apprentices. We shared this research with University of Worcester, and Worcester College of Technology as well. They agreed to work together for the first time and each of the institutions contacted a quarter of the employers to discuss all of their needs on behalf of the four institutions. This led to a greater understanding between the HE providers of each other and will continue to support cross referral in the future.

When we had finished the action plan which had been written to address the Herefordshire research, we produced a second action plan (jointly funded by the LLN

and the Three Counties Consortium). This focuses on trying to get more students progressing from level 3 apprenticeships. It is currently ongoing and includes:

- Providing information for brokers: development of the guides for advisors and case studies into a moodle training/information site which will be available on Wider Horizons, plus on memory sticks
- Providing information for assessors and front line college staff: development of training materials on progression opportunities from level 3 apprenticeships for NVQ assessors
- Sharing of progression information from apprenticeships around the network
- Providing information for employers: by attending business breakfasts and creating further guidance for employers
- Further developing the employer/student matching service

Results and Impact

This is a very difficult area in which to measure impact. We have proposed to consult with training providers on possible processes for ensuring that the progression data is collected and monitored so that we can make comparisons across the network. We were unable to obtain any figures from Business Link (HE was not even included on their forms, despite our requests).

We can say that we now have an employer and broker area on Wider Horizons <http://www.widerhorizons.org.uk/employers.php>

These include the guidance sheets which provide an introduction to HE, the case studies, information on the benefits HE can bring to an employer, and attempts to identify different business needs. It also has an area we are trying to populate where students can register their need for a placement, and employers can register their projects.

We have presented the benefits of HE to over 800 employers and staff involved in employer engagement at 28 events.

As part of the Herefordshire promotions work, we have produced booklets for Herefordshire employers which will go out with Chamber or Federation of Small Businesses publications.

In terms of curriculum developments, of the 42 courses noted above, all but 2 had involvement of employers. This involvement took many forms, but included formal research into what employers needed in a particular sector, business breakfasts and forums, involvement with SSCs in health. The majority of the projects would have struggled to achieve such engagement without the funding of the LLN as employer engagement was often time consuming and expensive. Many of the projects resulted in an ongoing employer board or forum to enable continued involvement and discussion between the provider and the employers, achieving our goal of putting the employers and providers in touch.

Conclusions and Sustainability

At the start of the project, we did not anticipate the low level of awareness of the benefits of HE amongst employers within the two counties. As the research raised this as an issue, we focused our attentions on trying to sell HE to employers, directly and through better informed brokers. We have identified a large range of individuals who talk to businesses who we have defined as brokers and who we can continue to update through the Three Counties Consortium. We had to develop case studies and information on benefits which were relevant to businesses rather than to individual students from scratch, which all took time. We know that employers have listened to presentations and hope that their awareness has been raised.

In terms of developing curriculum, employers have been consulted in over 40 projects, and many continue to make use of those links they developed. Employers have not generally been involved in delivering curriculum, but the new work based learning courses might address that.

Aim 6: To provide a bridge between FE and HE for students, staff, employers, institutions

Background

We had assumed that students progressing from FE to HE within one college encountered few issues, and this was borne out by the research in North East Worcestershire College where planned progression rates were highest in the areas in which NEWC also delivered HE. We decided to focus on helping students, staff and employers to make links where there was movement from college to university, or between colleges.

Plan

We agreed that we could help students with progression agreements and work on bridging programmes. In order to assist staff, we would set up forums and other specific interest groups in order to help them know other people working in their area of expertise in order to encourage sharing of projects, ideas and discussions. For employers, we wanted to provide information targeted at them to explain what higher education is, and to provide staff development for the brokers who met them. The employer activity is described under aim 5.

Methodology & Implementation

We have described the development of progression agreements for professional qualifications under aim 2. More generally we tried to set up agreements from courses for which there was no 'automatic' or obvious route. We set a low target for ourselves because we considered that they would be difficult to achieve. We described in our monitoring report this year our journey through progression agreements, and the range of products we generated. Our method involved either a subject forum discussing possible routes (e.g. as in the arts providers who mapped all the level 3 to 4/5 and the health managers who developed a route for students with the registered managers award), or the learner support staff member working

with course leaders. We have found that courses are amended or recently have stopped being delivered, so there is a need for updating which is why some of ours are still in draft. However, we did embed the approval of progression agreements into the University of Worcester quality procedures in order to ensure that departments took ownership of the agreements and would give them an annual check within the monitoring cycle.

Over time, we concluded that for many areas, it would be just as useful to generate information maps of progression opportunities, designed to assist a potential student in identifying where their qualification lay and where it could lead to. We developed maps for sports, arts, rural studies, health, and engineering.

We also took a whole college approach with Herefordshire College of Technology and North East Worcestershire College, both of whom wanted our assistance to map progression from level 3 to 7. We took a whole county approach for Herefordshire whose council asked us to provide routes for all vocational level 3 qualifications delivered within the county.

To link into the second employer project, we mapped opportunities for moving from all level 3 apprenticeships delivered in the two counties.

We took two methods of providing increased bridging support to students: individual college projects and a network wide project. The individual projects included Hereford College of Arts supporting the transition of students through FE to HE, Kidderminster college working with AimHigher to make HND music students mentors to Level 3 music students, and a bridging package for BTEC Business students at Worcester Sixth Form College.

Our network wide project was carried out in response to demand from partners: a number of colleges were considering setting up some form of bridging pilot, so we brought them all together and funded the development and running costs as a pilot. This project included:

- South Worcestershire College incorporating adapted bridging activity from an NOCN unit into BTEC National Art and Design Personal and Professional Practice Module. The work focused on researching into and gaining knowledge required to apply to HE.
- Hereford College of Arts running a three day programme in the autumn term of highly structured activities designed to enable all 110 BTEC Art students to develop their skills and a portfolio of their work. This was followed up with surgeries on portfolios.
- Worcester College of Technology adapting a module within the BTEC National in Sports and Exercise Sciences to incorporate a bridging programme targeted at ensuring that students entering the FD did not fail. It took place over two to three weeks and included activities that involved analysis, evaluation and research within HE laboratories to prepare students for the kind of study needed for the FD in Sports.
- Herefordshire Primary Care Trust Cadet Nurse project to provide a bridging programme to develop study skills alongside NVQ. It was designed to support

students to progress onto a Foundation Degree, and delivered one day per week for six weeks. It focused on academic skills, university application and HE familiarisation.

We worked with a consultant who provided support to the projects and conducted the evaluation which has been supplied to all members of the network.

Our work with staff focused on facilitating shared interest meetings. Our method was to identify an area of interest to a range of organisations, then ask partners who should be invited to that particular forum. We always offered more than one date, and moved the meetings around the two counties. We held at least one meeting for each of the following groups:

- Learner Support staff
- Arts
- Health
- Engineering
- Business
- Employer Engagement
- International students
- Languages
- Marketing
- HE in Herefordshire
- Retention
- E learning
- Wider Horizons
- Information, advice and guidance

We also ran e learning conferences and workshops, and an annual LLN conference which from the second year showcased innovative projects supported by the LLN. This proved a very successful way of supporting networking.

Results and Impact

We have 20 formal progression agreements signed and implemented, with another 19 in draft. This involves 17 different institutions, and includes agreements into masters level courses. We estimate that over 900 students could make use of the agreements each year. We do not have such a measure for our maps, which are published on Wider Horizons, but which are also used by other partners. We can claim that the process of producing the maps in groups did generate discussion between institutions at departmental level, often for the first time.

The Business students had a programme of activity called the Business Professional programme which included elements such as careers advice, investigation into employment opportunities, HE visits, enterprise days. The individual elements were evaluated by the students who found the whole programme to be beneficial. The other two projects have not yet submitted final reports as they were approved at a relatively late meeting.

The evaluation of the bridging programme at South Worcestershire College showed that:

- The students were more confident about persuading HE at the end of their programme
- By the end of the programme all students had an aim, some of which were definite carer aims
- The students better understood the role HE could play in helping them to achieve their aim.

The evaluation at Hereford College of Arts showed that:

- 35% of students said that the programme helped them to decide to go onto HE (30% said it partially helped and 35% said it didn't)
- 50% of students said that it helped them to decide which area of HE to study
- 77% applied to HE
- Of those who were not going onto HE, 39% planned a year out, the same employment, and 22% intended to study some other qualification.

The evaluation at Worcester College of Technology suggested that:

- It should have been run earlier in the year
- Students responded well to HE student ambassadors, and more contact would be useful to assist in confidence
- The use of the university labs was ideal as it caught the students imagination and interest

The evaluation of the cadet nurse programme found that many of the NVQ students had no real experience of studying and found the course challenging. For example one student commented upon essay writing "Its more complex than it seems" and another "Planning makes it easier".It also found that most students were unable to concentrate beyond 14.30

In our monitoring return to HEFCE, we reported that over the length of the LLN we had been involved in 73 events, involving 1755 staff from different partners as well as employers.

Conclusions and Sustainability

The biggest impact we have made in this area is the establishment of networks across the region. Staff who previously had no contact with anyone doing a similar job at another institution now have people to e mail or ring. These networks of personal contacts will survive for several years until the participants move on. The arts network will continue to be facilitated by Hereford College of Arts and the Marketing managers in Herefordshire will continue to meet. The small LLN team worked very hard to develop links between institutions, and they made time to visit the key staff in each one so that they were able to identify common issues and areas of interest. This would not have been possible without the LLN funding.

Progression agreements have been embedded within university of Worcester quality systems and will continue to be sought out. The bridging activity has informed future plans and will be developed within individual institutions.

Aim 7: To assist in the provision of clear information for all interested parties in the region

Background

Once new opportunities had been developed, we wanted to make sure that potential students were aware of them. Those students who were in work, or following qualifications other than A levels would not necessarily have easy access to the relevant information. We wanted to make sure that we produced information for the two counties, with providers in the area, and that this information would not become obsolete as soon as the LLN finished. We agreed that we would not produce another database of local courses.

Plan

Our target audience was broad as it included young vocational students and older part time students. Initially we set up two main strands of work: Wider Horizons and our HE Fair. Wider Horizons is our web site for the public which we started developing in April 2007. Our plan was to involve a wide range of partners in the development of a website which had local information on courses (including progression) in a new interesting format (this started the taster courses), as well as discussion forums and an e portfolio and social networking area. Wherever possible, we would use partners to carry out the different elements of work.

The HE Fair was an idea suggested by one of the 14-19 diploma consortia which we would develop into a fair for vocational learners. We planned to provide an alternative to the usual UCAS fairs which attracted all the A level students and the big universities. Our fairs included all the colleges providing HE and our subject guides were based on the diploma subject headings. Our fair would help a student seeking an HE course in beauty or construction to find the nearest college offering such a course.

This year we also started working with the marketing managers in Herefordshire to collectively promote the HE opportunities available

We have described work we have carried out regarding information for brokers and employers earlier in this report.

Methodology and Implementation

As Wider Horizons was such a big project for the LLN, we have produced a separate evaluation report (see Appendix L). The project used an executive group comprising:

- Hereford College of Arts
- JISC
- Kidderminster College
- Royal National College for the Blind
- Worcester College of Technology
- University of Worcester

We wanted to ensure that the website was sustainable, so we asked partners to develop and maintain materials. The Royal National College for the Blind advised on accessibility of the site for students with a visual impairment. All progression maps include a screen-reader friendly version. We produced the following areas:

Course information – this includes a course search which is a localised Google search and pulls information from websites so that it is always up-to-date, taster courses which have been developed by different colleges and present information on particular courses in a more innovative and interesting way, designed to appeal to the young vocational students, and progression information and maps.

Help and advice including careers advice and advice about different aspects of applying for and joining higher education. Open University and Birmingham University both contributed elements to this area, as did AimHigher.

Discussion forums using the Moodle VLE (this is also used to host the taster courses as it is the VLE used by most colleges in the area)-this was available for student groups or staff groups, or for groups of students on the same course at different institutions.

Mahara e portfolio and social networking site – this was initially to facilitate the transfer of student electronic PDPs from the school or college platform into the university/college platform for their HE course and then back for future use in later years.

The report on the latest HE Fair is included in Appendix M. Over the years the event grew, so that last November we had HE providers, employers who required an HE qualification or who supported their staff through one, independent IAG providers, and a general talk. We have run four fairs, and we have been helped in each by our local AimHigher and the University of Worcester. AimHigher invited the schools and

provided coaches, whilst we carried out the organisation. In the first year, we also ran an open session for members of the public, but this was a total failure and we did not repeat it. For the subsequent years, the event was targeted at young vocational learners only. Schools were invited to send groups from years 11, 12 or 13 as most appropriate for them. We introduced the employers in the third year, and changed the number of presentations on an annual basis. We sought feedback at each event from the young people and the exhibitors, and used this to inform the event the following year.

Our third information strand arose from the work regarding the University Challenge bid for Herefordshire. This work highlighted the need to raise awareness of all the HE opportunities available within the county, and when the bid was unsuccessful, the LLN agreed to facilitate this element. We have worked with the marketing managers from the following:

- Hereford College of Arts
- Herefordshire College of Technology
- Open University
- Robert Owen Society
- University of Worcester

We have also been supported by Hereford Group Training Association, Royal National College for the Blind and Hereford Sixth Form College.

We have produced the following:

- A new front two pages for Wider Horizons which is Hereford specific with a new address (unicourseshereford.org)
- Roadshows around the market towns
- A radio campaign alternately advertising the roadshows and the website
- DVD/film clips of 5 student case studies
- Printed material for IAG providers, employers, and public information

This work will continue into the new year, when we will evaluate impact and plan the next round of activity accordingly.

Results and impact

Wider Horizons had approximately 93,000 visits in the last year. We have 71 Moodle information areas including 24 taster courses, 19 employer information areas, 13 progression and careers areas. We currently have 305 registered Moodle users and 104 Mahara users. The most popular taster courses (Engineering and IELTS) had 32,791 hits between them last year, with Engineering currently attracting 400 hits per week.

The HE Fairs have had the following number of attendees:

2007	2008	2009	2010
400 Attendees	550 Attendees	600 Attendees	600 Attendees

They have received consistently high marks in their evaluations from stall holders, teachers and students. This year:

- 98% of visitors said that the information available at the event was good/excellent. This was supported by a significant number of visitors that specifically commented that this was the aspect of the event that they most liked.
- 98% of visitors said that the helpfulness of the exhibitors was good/excellent. A number of students provided additional remarks to support this.
- 92% of visitors said that the event had helped them gain a good understanding of the higher education courses available locally.
- 73% of visitors said that the event had helped inform their decision of whether to continue to higher education.

, with comments such as.....

We have yet to evaluate the Herefordshire campaign.

Conclusions and Sustainability

By keeping our activity to four main areas, we have been able to provide substantial resources into these activities. Wider Horizons has been successful in attracting users, and will continue to be supported by the University of Worcester, with further developments currently ongoing. We aimed to provide all the necessary information or signposts to that information for adults who might be considering returning to education and who do not have easy access to relevant advice, and hope that we have achieved this.

We know that we have had 2150 visitors to our fair which has had a direct impact on the vocational students. Unfortunately, it is unlikely that this will be able to continue without some source of external funding.

We have provided information in Herefordshire and to employers in a new collaborative way which should supplement the work of the individual institutions, and have brought colleges and universities to work together in the process. We are confident that we have achieved this aim.

Aim 8: To provide a wide-ranging network and infrastructure of communication

Background

Our intention was to make this LLN a genuine network with significant involvement of the major members. Our aim was to make the network work for its partners, with involvement in projects and meetings both with the central team and with each other. We wanted to create a network of genuine participation by a wide range of institutions, covering as broad a range of aspects as possible.

Plan

Our plan was to involve all of the colleges within and just beyond the two counties, as well as many other institutions with an interest in higher education (full list of members attached in Appendix N). We had a small core team to facilitate the network, but relied on the partners to carry out much of the innovation through projects. That team went out and visited all relevant staff, and continued their communication throughout the length of the LLN. We took advice from partners at an early stage and made the decision that we would not spend money on producing glossy newsletters which may not get read. Instead, we sent round targeted emails containing five or six bullet points on information or news we knew would be relevant. We also made the decision that we would not promote the LLN to the public or employers, instead we funded institutions which would remain in place to do this. Even our HE Fair was branded 'Step into HE' and only had a small LLN logo. However, we did ensure that the members of the network were well aware of our presence, and made use of our LLN project website, hwlln.ac.uk

Methodology and Implementation

Our plan was to involve as many partners as possible and to help them to make a difference for our target students. Our subject areas were very broad and enabled us to be as inclusive as possible. Our methods included:

- Funding projects
- Content repository for sharing project outcomes
- Involvement in forums/workshops
- Annual conference
- Visits to partners
- E mail updates and LLN project website

The full list of projects funded is in Appendix O. As stated earlier, we asked members of the network to submit proposals to any meeting of the Steering Group (which met every other month) on a simple project proposal form we adapted from one of the members. This was either approved, more information sought, or rejected by the Steering Group. The Manager of the LLN contacted all those who had submitted proposals to discuss the requirement for more information or the reasons behind rejection. We produced summary updates on the progress of the reports for each of the main strands of work for the Steering Group every six months to track progress. On completion of the projects, the project leaders were required to produce a brief project closure form with outputs, lessons and dissemination. These are all stored on

the LLN website. They are also required to provide materials for the content repository.

In addition, we had three rounds of big project funding bids to which the partners were invited to make one bid each. These were for up to £15,000 and the partner was required to fund 20% of the project themselves. We produced guidance on which criteria would have the most emphasis for that particular round.

All projects had to disseminate their results, and we required project leaders to submit outputs for the content repository. This is an area on Wider Horizons which has a key to restrict access to partners. It contains examples of content produced for modules and courses, lessons learnt from activity such as e learning and learner support, and research. It provides a means by which outputs can be shared within the network, but not be public to outside.

We set up a project website at the beginning of the LLN hwlln.ac.uk. It includes:

- the aims and delivery plan (with updates)
- all the papers and minutes for each Steering Group
- all approved project forms and project closure forms
- research reports

We needed a logo for the LLN, and acquired this through a competition amongst the students at each of the institutions. This was welcomed by the colleges as it gave the students a live brief. We carried on the principal of keeping work within the two counties wherever possible for the whole of the LLN programme. A good example of this was also provided by the Wider Horizons work where Kidderminster College provided the Moodle support.

We have described forums and the annual conference in earlier sections.

Results and Impact

We funded a total of 129 projects, involving 22 partners, at a total cost of approximately £800,000. Partners were very keen to propose projects which would help the LLN to achieve its aims, and continued to do so with enthusiasm up until the last round. Four institutions receive funding in excess of £30,000 (Hereford College of Arts, Hereford College of Technology, North East Worcestershire College, and Royal National College for the Blind. Two (University of Worcester and Worcester College of Technology) received in excess of £100,000. The breakdown of projects is as follows:

Theme	Amount of Money	Number of Projects	Number of Partners
Health & Social Care	£89,000	22	12
Leadership & Management	£76,000	11	6
Sport, Tourism, Heritage, Culture & Media	£157,000	29	10

ICT & eLearning	£304,000 (of which Wider Horizons was £130,000)	26	9
Progression & Learner Support	£99,000	24	12
Miscellaneous	£77,000	17	7

The partners discussed the impact in their discussions, recorded in Section 3.

The content repository currently has 57 items, and is growing steadily.

Conclusions and Sustainability

We built on existing relationships to develop a strong network of partners (for full list see Appendix N) who clearly demonstrated their commitment to improving opportunities for vocational and part time learners. The method of employing project funding will ensure that the outcomes of the projects will continue (each one had to demonstrate sustainability) beyond the length of the network. Members of the network participated in forums, workshops and the conference with enthusiasm, and reported back that they and their learners had gained from membership of the Herefordshire and Worcestershire Lifelong Learning Network.

Section 3: Working to Principles agreed at start

Background

The following principles were agreed by the Steering Group:

1. To ensure that the LLN covers both counties
2. To ensure that the LLN operates on behalf of each partner institution
3. To limit the cost of a core team, whilst maintaining a person-centred approach which ensures that appropriate links are made between the themes
4. 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
5. To embed the work within the partner institutions

Method

The Manager interviewed senior staff (including principals) at a number of the partner institutions and discussed the extent to which they felt that the principles had been adhered to. This took place within annual meetings discussing that institution's involvement with the LLN.

Interviewees:

- Hereford College of the Arts
- Hereford Sixth Form College
- Hereford College of Technology
- Kidderminster College
- North East Worcestershire College
- South Worcestershire College (formerly Evesham and Malvern Hills College)
- Pershore College (Part of the Warwickshire College Group)
- Worcester College of Technology
- Worcester Sixth Form College

Feedback from colleges

- 1 Each institution agreed that the HWLLN team and Steering Group had worked within each of the principles agreed at the start of the network.
- 2 In relation to principle one, those institutions in Herefordshire were particularly positive about their involvement and the efforts of the LLN team to spread central activity and meetings across both counties. The HE in Hereford promotions Group was cited as being very useful. (This is an achievement as the LLN was

based in Worcester, and the people of the two counties do not always chose to cross the border).

- 3 With regards to principle 2, each partner was pleased to acknowledge the number of opportunities that had had for participation. One appreciated their continued involvement following a merger with a college outside the counties. Another said that the LLN had raised the profile of the colleges (they had provided a regional summer school for the first time). One appreciated that the LLN had met the needs of each individual institution as each institution wanted. It was noted that the discussions which had been held between the main colleges regarding course developments in arts had been very useful in avoiding unnecessary overlap and competition.
- 4 In discussion about principle 3, the responsive approach of the team was welcomed, and the team were thanked for their help and support. The network of expertise which was developed was appreciated by a number of colleges, and the combined arts show given as a practical example of an outcome. Partnership working was seen as one of the strengths of the LLN, the shared research into employer demand was an example. One college said that “the LLN gave us a chance to think more widely and contribute to the region-wide agenda”.
- 5 Comments about principle 4 included a general appreciation of the decision to fund individual projects proposed by the partners (rather than projects proposed by the LLN). The processes were felt to be straightforward, and not bureaucratic. It was suggested that the projects had enabled a greater participation of learners and had contributed to the development of the HE skills agenda in the region. Four interviewees said that the HWLLN helped them do things they wouldn't have been able to afford to do. The sharing of results to benefit others was considered to be important. The need to consider sustainability at the start had encouraged the development of projects which produced outcomes to continue working on. “The LLN has orchestrated and grown ideas”. It was felt that the approach of using individual projects must provide value for money,
- 6 Examples relating to principle 5 included one college which had used funding to develop electronic materials for a large nationwide FD which had led to benefits for the college. Another project had led to changes in practice regarding the FE/HE interface activities within the whole college. Another had established an eNVQ at level 4 within one department using LLN funding. This had proved to speed up the time taken for a student to achieve the qualification, and was now being adopted by another department, as well assistance being given to three other colleges and a private training provider. One college had trialled wireless access to the internet, and was now rolling it out.
- 7 Other general comments included one college which said that they felt that “one of the biggest successes was that the LLN had managed to get the colleges pulling together for greater benefit, which has led to a breaking down of barriers between institutions and closer working relationships”. Another cited the fostering of sharing of ideas and partnership work as being an important success of the LLN.

- 8 Partners were also invited to comment on any areas they had hoped might be achieved, but which hadn't. One college had thought that the LLN could contribute to the modularisation of HE, and the publication of a modular prospectus for the two counties which hadn't been achieved. Another expressed concern that innovation would be much more difficult in the future without the funding by the LLN.

Section 4: Conclusions from the Manager

It was a privilege to manage this network, and it has been a most enjoyable job. To be able to work with so many willing partners has been a joy. We set out to provide more opportunities for vocational and part time learners. We knew that we had a tremendous resource in the number of colleges who provided HE within the two counties, as well as the support of the University of Worcester which traditionally encouraged partnership working. We had to assume that the potential students were out there, waiting for these new opportunities. I also had a small core team who were equally enthusiastic, and open to ideas from all partners.

I started by visiting each of the institutions I thought could become part of the network, gathering ideas and contacts along the way. Initially, some were cautious about 'yet another initiative' and were unclear on the difference between us and AimHigher. Others were concerned that we might try to replicate what they were doing. These visits provided the basis for the way we would operate over the next four years, and were repeated annually.

Ours became a genuine network which worked with the partners, and to which so many contributed. The ten colleges (including two sixth forms), together with the Universities of Birmingham, Worcester and the Open University were at its heart, but private training providers including the Herefordshire and Worcestershire Training Providers Association, Three Counties Consortium and Robert Owen Learning Society have all played significant roles, as have the councils and various health partners. I knew that I could phone any of these for assistance and it would be provided.

Providing funding for partners to run their own projects was a very successful method of operating, involving as many partners as possible in generating innovative ideas targeted at helping the network to achieve its outcomes. That's not to say the core team didn't have our own ideas and work beyond facilitation: our HE Fair stands out as an event into which we placed a lot of effort with direct results, and the new work based learning courses should have a significant impact on our target learners.

I think that our emphasis on developing more HE delivered in FE was a strength in these two counties, providing a greater geographic spread and linking into the vocational subject areas in which they excelled. This seemed to be the best sort of provision for our target learners: accessible and relevant.

We are proud of our partnership working which was essential for a number of projects. Wider Horizons was jointly developed by a number of institutions, and should continue long after the LLN has gone. The Hereford HE promotions group has brought together marketing managers from five institutions who have all worked together to develop their campaign. One of the most unusual achievements is an Art Exhibition which runs in December at Worcester Porcelain Museum, with contributions of art work from students at eight different institutions. This event was conceived by the Arts forum and run from Hereford College of Arts with project funding. The focus is to enable vocational learners to view the work produced by students on different courses, providing information and raising aspirations.

The work with the employer forum will provide benefits for all members of the network, raising awareness of the benefits of HE amongst brokers and employers. Again, in this area, institutions worked together, following up the research in the Urban North.

It is hard to provide data to demonstrate the enthusiasm of the partners and the effectiveness of the network, but the figures we have on the numbers of students on LLN courses and the numbers of new courses show that the LLN achieved what it set out to achieve; we have had a significant impact on widening access to part time and vocational learners.

Finally I would like to thank all those who participated so willingly, the wonderful LLN team who made so much possible, the Steering Group who attended so regularly and maintained such high spirits, and Professor Geoffrey Elliott who chaired the Steering Group and provided me with support and advice whenever I needed it.

Debbie Lambert
29/11/10

AGENDA ITEM 7 - EXECUTIVE SUMMARY OF SQW'S REPORT

The full report can be found at:

http://www.hefce.ac.uk/pubs/rereports/2010/rd21_10/

AGENDA ITEM 8 - WIDER HORIZONS EMBEDDING PAPER

Embedding and Sustaining Wider Horizons

The Wider Horizons project was a HWLLN-funded project which achieved the successful completion of the online system Wider Horizons by the Summer of 2010. Responsibility for supporting its continuation now lies with the UW Information and Learning Services.

The current website together with the underlying Moodle/Mahara system will continue to be made available to its users during the coming year, overseen by Roger Fairman in ILS. Wider Horizons will, during the course of 2011 then be embedded into ILS services to ensure its sustainability. For example, the ILS has its own Moodle and will develop a new approach in early 2011; it will be possible to run the Wider Horizons Moodle components via the ILS Moodle thus ensuring support. Similarly any parts of Wider Horizons still needed for long term future use will be re-homed within ILS services.

An extension to Wider Horizons called the Community Showcase was started within the project in Spring 2010 and will continue to be developed during the 2010 – 2011 academic year. The Community Showcase development project will be led by Andrew Rothery and Paul Williams in ILS, in collaboration with Roger Fairman, together with a steering group of key stakeholders. This service embraces educational and cultural opportunities within the region and once fully operational will be run by staff from a joint partnership of the UW ILS and the Worcester Library. This partnership is within the context of the new Worcester Library and History Centre. This arrangement will ensure sustainability into the future.

The remaining Wider Horizons budget will be used over the 2010 – 2011 academic year to complete the work above. The ILS will make a substantial contribution providing the services of the three staff mentioned above to carry this out, and will then continue to take full responsibility after that.

The Wider Horizons project set out to develop and explore a new kind of information service for the region. Lessons have been learned, both positive and negative, about what can be achieved and it is reassuring to be able to report that the successful elements will be taken forward to provide services for local people supported by the university and its partners.

Andrew Rothery
Senior Fellow in E-Learning
Information and Learning Services
29 September 2010

Wider Horizons and Community Showcase Budget 2010 – 2011 Financial Year

Budget estimates

Wider Horizons Website Maintenance (Rob Gwilliam)	£2,256
Community Showcase system development (Nexus)	£20,700
Support post for Showcase 0.5FTE Grade 6 for 9 months 1.11.10 – 31.07.11	£10,869
Community Showcase Hosting/Maintenance contract 3 year contract	£8,395
Consumables, for example:	
- Refreshments for meetings with external guests	
- Stationery	
- Publicity materials	£1,130
Total	£43,350

AR
29/09/10