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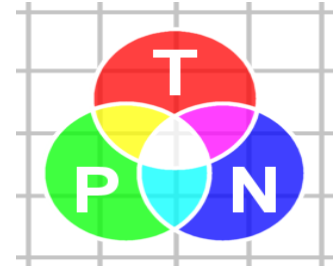
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# Training Provider News



## More reflections on Peer Review

Over a year ago, having let him know that we were interested in getting involved in the Peer Review and Development (PRD) pilot being run by the QIA, Craig successfully matched us up (probably with an eye on the personalities involved) and the PAGE South West PRD group was formed.

Our group consists of Puffins Training, Academy for Training & Development, GHQ Training and Education + Training Skills. Although we all deliver work based learning, there is very little overlap in the programmes we offer (childcare, hospitality, hair-dressing and business & admin respectively). We initially thought it would be important not to be in direct competition with each other, but in actual fact this would have been irrelevant – once we built up trust in each other, it was easy to see the benefits of sharing each other’s practice (both good and bad!).

Initially, the PRD paperwork seemed a bit of a headache – we did go round in circles trying to decide our protocol, action plan and maturity matrix grades (none of which seemed to apply to small businesses with limited staff numbers and senior people who wear lots of different hats), and we never have quite got the hang of “Huddle”. However, it didn’t take us long to decide to simply focus on what we wanted to get out of the

process. In essence we agreed we wanted ideas from other people that would help us improve our training delivery, and help when we had issues we needed to share with people who understood.

We quickly settled in to a routine – we’d review each other one at a time, and meet in between to discuss anything that was topical or relevant. That’s basically how we’ve operated for the last year. Given the size of our companies, it wasn’t feasible to bring together project teams for peer review, so the four PRD lead contacts for each company decided to be fully involved in reviewing each other, without involving other review staff. We discovered that we had complementary skills and experience – between us we had assessing, teaching, quality review and organizational competencies which were valuable when involved in a review.

The first thing we did was to share SARs, and act as critical friends. Rather than try to review everything, each of us chose one or two areas for the review to focus on (for example, use of eNVQ assessments or teaching practice). This means that it is not so daunting for those doing the review, and allows us to more easily find the time to carry them out. Typically, the three review-

## Gillian Fawcett

ers meet beforehand to agree who is going to do what; we then do our bit and write our observations and recommendations; and then follow up with another meeting to agree the final report and present it to the company being reviewed. In practice, the reviewers often get as much out of the review as the focus company – for example, Puffins was adamant that eNVQs would simply not work for them, until they saw eNVQs in practice in Academy for Training. Puffins now do all their NVQs electronically, getting really positive feedback from learners, assessors and external verifiers.

In between reviews, we make time to keep in contact about any other issues that are concerning us. If one of us can’t make a briefing or workshop, then another will bring us up to date. We also share lifts, resources and, most importantly, shoulders to cry on!

Devon and Cornwall has been particularly active in working in Peer Review groups with Colleges, Private Providers and Adult & Community groups involved. It is hoped to hold a Peer Review best practice conference in the next three months to build on this momentum.

## On-Line Collaboration

### On-Line Collaboration and Communication Technologies

A number of WBL providers have asked recently about technologies which could support collaborative working practices for staff and perhaps on-line classes for learners. There are now many products available which will support these activities. Below is a whistle stop tour of a selection of some of the most common systems with a brief personal description of their possible uses.

**Go To Meeting:** [www.gotomeeting.com](http://www.gotomeeting.com)

A commercial solution to web conferencing with audio that facilitates on-line meetings and classes. It is easy to use and the technology allows all attendees to view what is on the presenters screen in real time. So attendees could for example see a PowerPoint presentation or view and comment on learning material. To use the system the presenter sends an e-mail invitation to the intended audience/class. Once the attendee is logged into the class/meeting the presenter can hand over control of the mouse or keyboard or even the role of the presenter to an attendee. The system can usually handle around 15 attendees at a time. Also the home of GoToWebinar, the major difference between an on-line conference in GoToMeeting and a Webinar is that the latter is primarily one way communication with limited audience participation a sort of on-line lecture if you like but not a webcast.

**Instant Presenter:** [www.instantpresenter.com](http://www.instantpresenter.com)

Another commercial solution but this time a web browser based video conferencing software package supporting on-line meetings and classes without the need to download programmes etc. Teams of assessors and trainers can collaborate via webcasts, webinars, and web conferencing. Likewise on-line classes can benefit from interactive features like polling, text

chatting, and screen sharing; in addition the system supports the use of PowerPoint and PDF slides, Audio and Video Conferencing, and a moderated online chat facility.

Classes can also be recorded and made available on-demand perhaps through a VLE. A very useful guide to the use of this programme has been developed by our RSC colleagues in Scotland you can find this at: [www.rsc-sw-scotland.ac.uk/rsctv/docfiles/RSCtv\\_Guidance.pdf](http://www.rsc-sw-scotland.ac.uk/rsctv/docfiles/RSCtv_Guidance.pdf)

**Adobe Connect:** <http://www.adobe.com/products/acrobatconnectpro/>

Another commercial solution, this is the product that was formerly known as Macromedia Breeze and in many ways it is a similar system to Instant Presenter with Online meetings / classes and interactive video conferencing. It has all the features of other systems and it appears to be quite popular with HE institutions.

**Interwise:** [www.interwise.com](http://www.interwise.com)  
Its strap line is that it transforms conferencing into a company-wide core business application. Now part of the AT&T operation and about to be absorbed into the capabilities of AT&T Connect™ which delivers unlimited conferencing capability with fully-converged voice, Web and video conferencing. It is said to be highly scalable and secure.

**DimDim:** [www.dimdim.com](http://www.dimdim.com)  
Dimdim is, up to a point, a free web conferencing service where you can share your desktop, show and share slides, collaborate on documents, chat in groups, talk and broadcast via a webcam, one of its key features is that there is no necessity to download any software required to host or attend on-line meetings. Up to 20 people in what they term as a room is free.

**Huddle:** <http://www.huddle.net/>  
On-line collaboration system now

## David Rowe

linked to the on-line service **Linked In**. Provides a secure forum for collaborative working on documents, plans etc.

**Gong:** <http://gong.ust.hk/>

After you set up the Gong server, users can use their browser or the Gong program to use the Gong system. Users can then leave text and voice messages on voice boards. They can listen to and reply to text and voice messages left by other people. A group of people can join a real-time text/voice chat which can be recorded on voice boards. Any messages can be quickly played back. Extra features include personal messaging, support for multiple languages, styled text editing, voice editing, voice speed up/slow down, selective word/phrase playback and support for multilingual interface.

**Illuminate:** <http://www.illuminate.com/>

Real-time virtual classroom environments designed for academic institutions and to provide corporate training solutions. Suitable for groups or one to ones with individuals

**e/Pop:** [www.epopIT.co.uk](http://www.epopIT.co.uk)

Video conferencing, web conferencing and & online meeting software with similar capabilities to many of the other systems.

All of the systems above and many others can provide avenues of communication between staff and the organisation and between assessing staff and learners. All of them have their own operational quirks and suitable and non-suitable uses and in common with other software it really is up to you to experiment with the systems out there and decide which does the best job for you. As mentioned earlier there are many other systems around e.g. HearMe, HyperMeeting and Instant Web Meetings etc for more information go to: <http://www.c4lpt.co.uk/recommended/top100.html> for a more extensive list of communication software.

David Rowe e-Learning Adviser WBL

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## Our Journey

I've been a part of the training industry for some time now and during this time I have seen many changes, but the change taking place now excites me like never before – ILT.

Current Position- My company specialises in delivering training to the Hospitality and Catering Industry. Many of our learners work shift's and their prime hours of trading are evenings and weekends, it is unusual to find an establishment that open 9 am to 5 pm. Trade in most parts of Devon especially Torbay and East Devon is very seasonal. Ours is a unique industry (hospitality) in that no one employer or learner is the same.

So to be successful within this challenging environment the company has to be efficient and effective in:

- Ø The delivery of training within the workplace
- Ø Learner and employer support within the workplace
- Ø On demand Assessor support
- Ø Internal processes and administration

It is our belief that the most effective way of ensuring we embed the points above into the company's ethos is to fully embrace Information and Learning Technology. This means both existing established delivery technologies and developing technologies ideally open source systems.

Resources for assessors to deliver training are at present un-structured with no generic resources, each assessor uses individual methods to support learners – video, hand outs and demonstrations. VRQ's (Technical) courses are delivered at our training centre in Exeter (except for when an employee requests an individual course at their premises) using traditional methods of flip chart and Power Point presentations

The ILT vision of the Academy for Training & Development encompasses a number of equally valued facets. The engagement of learners and employers of all abilities, ethnicity and gender and the development of personalised accessible qualifications and resources.

At present the major barrier to increasing the level of engagement is the lack of suitable levels of technology due in large part to high proportion of micro and small businesses within the sector. Academy is at present evaluating ways to overcome this barrier; for example one solution under review is the deployment of "Mobile Broadband" through the use of Dongle based mobile technology. These devices would be used with either the assessor's laptop or issued to the learner/employer if they own their own laptop. With new technology constantly being updated, the engagement of the learner/employer into E-learning needs to be phased in at the learner/employers pace.

At the core of the internal facet of our ILT strategy is meeting the needs of our staff as we progress. We need to be able to meet these needs through CPD and by communicating effectively as a team including all staff training and administration.

This will involve:

- 1) Ensuring communications are effective so that all staff is fully aware of developments/issues that affect them
- 2) Making available all company documentation and materials to those staff that might need them – remotely 24 x 7

### E-learning

It has been a very hectic year in terms of e-learning events e.g. CEL, LSN, NIACE and RSC. Various members of our staff have attended these workshops and as a result have gained a valuable insight into the wide range of new technologies that are currently available and how they can be used.

The funding we received from LIG has assisted us to purchase two tablet PC's which two of our tutors are now using. We have also purchased an all singing and dancing Smart Board and top of the range scanner.

## Dave Badcock

Recent surveys of our learners have shown that social networking sites (Bebo, Myspace and Facebook) and YouTube is fast becoming a popular past time where they view and communicate with other people. You might ask what has the got to do with e-learning, watch this space!!!!

I feel the e-learning events offered have been excellent not just in terms of imparting information for the generation of ideas but also in respect of highlighting the need to stay in touch with rapidly evolving technologies.

Because of the need to stay in touch we have set up a project group which consists of key personnel i.e.

- Ø *Office manager - responsible for the input of support material onto the intranet*
- Ø *Managing Director - to ensure the strategy moves forward and audit any expenditure*
- Ø *IT / Systems consultant - to ensure the system and programmes are compatible to our requirements and to work on imputing e-learning resources information on the new "Academy Hotel" web-site, (which will be going live very shortly and linked to our main website and the e-NVQ).*

In 2009 I look forward to securing more monies through the Lig 4 project to enable the company to go that one step further into the ever changing world of "IT technology"

## LIG 4 and E CPD

The successful bid for additional capital funds to help training providers move forward with both their own and the network VLE sites reinforces the need for individual providers to focus on their own e-delivery strategies and how best to move them forward. Although a lot of money has been invested in the Moodle sites, it has become apparent that the development of materials and the provision of access will require considerably more time, effort and investment.

The new funds will be directed to providers to meet their own company needs and it is hoped that most of them will also send staff on the latest CEL e support programme to be delivered locally, see the article on forthcoming training events, which will enable them to draw down addi-

tional capital funds.

There will be a new on-line programme starting in the New Year which is intended to support existing e-delivery champions with each of the LIG partners organisations with the development of new materials and the use of them.

Possibly the most important development is the e-CPD programme being run by BDP Media. This flexible CPD programme is tailor made to permit staff from providers from widely different levels of e-maturity to support whole organisational e strategy implementation. Building on a teaching and learning programme approach rather than solely e-expertise it will provide a support structure to staff who enrol in their Professional Development Advisor Programme.

It will provide an e-CPD re-

source library providing a growing number of resources and links (signposts) mapped against the e-CPD framework as well as crafting a significant on-line learning space, fostering a range of virtual peer and growing community networks. Profiles will be used to match peers by subject, by region, by experience and supported communities will be gradually built up, sharing both resources and practice.

The PD A's will have two face to face staff development days, will participate in peer reviews and virtual networks and community activities and will be tasked with cascading training in house and supporting management in the implementation of organisation action plans.

The PDA's need to register by January 12<sup>th</sup>. Go to [www.bdplearning.com/ecpd](http://www.bdplearning.com/ecpd) and the launch conference will be held at the Russell Hotel London on February 5<sup>th</sup>.

Have you visited our website?

[www.training-provider.com](http://www.training-provider.com)

**DCTPN Meetings**  
**10.00 – 2.00**

11th January  
Truro College

3rd April  
North Devon

3rd July  
Exeter

Oct 2nd  
Plymouth

**Celebrating Success meeting**  
**DCTPN 2.00 p.m**  
**16.01.09**

**LLUK**

**Workforce Strategy**

**Meeting**

for

South West region will be held on 13 January, 2009 at 08:30 to 10:30 at The Castle Hotel, Taunton.

## Celebrating **matrix** Excellence!

Connexions Devon and Cornwall celebrated the end of 2008 with yet another Excellence award. Winners for the second year running, their 2007 Excellence Award was in recognition of its work for young people through actively engaging parents and carers. For the 2008 awards the judges acknowledged their innovative approach to driving up quality within its extensive **nextstep** adviser network.

In making their decision, the judges noted as an outstanding example of good practice their use of the **matrix** Standard in designing a competency-based approach to standardise quality across all nextstep contractor and sub-

contractor provision.

The organisation used the Standard to review the competence of all **nextstep** advisers, and created a mandatory training and induction package, culminating in a Certificate of Professional Practice. Certified advisers who have met the required standard are then put on a searchable register, and their practice is regularly reviewed and observed.

In just six months following the introduction of the new Certificate, outcomes for customers leapt from 48% to 60%.

Sub-contractors are required to work towards the **matrix** Standard and Connexions Cornwall & Devon

Ltd use their sub-contractors' **matrix** Assessment Report and Action Plan as the framework for regular performance reviews. This too was noted as exemplary.

This years Excellence awards will be launched in April with the deadline for applications at the end of July, further details will be released over the coming months. For details of 2008 winners and information about the Excellence Awards visit the **matrix** website [www.matrixstandard.com](http://www.matrixstandard.com).

For general information on the **matrix** Quality Standard please contact Nicola Harris Regional Development Executive on 07876572296 or e-mail [nicola-harris@ento.co.uk](mailto:nicola-harris@ento.co.uk)

# CELEBRATE INSPIRATIONAL ADULT LEARNERS

Make sure the remarkable achievements of adult learners are given the recognition they deserve by nominating them for the Adult Learners' Week Awards 2009. Every year NIACE receives over 1,000 nominations from colleges, businesses, adult education providers, museums, libraries and elsewhere and aims to make its 18<sup>th</sup> Adult Learners' Week the most successful yet.

The awards for Adult Learners' Week (9<sup>th</sup> – 15<sup>th</sup> May 2009) illustrate the extraordinary achievements, of adult learners – young, old and in all their diversity. They are awarded for their inspirational learning journeys, for the way they have coped with challenges and for the way they have embraced learning to help them transform their lives and often other people's lives as well.

Winning an award as a result of being nominated, can be an encouraging and life changing experience for learners itself.

Kamy Basra, Campaigns Officer at NIACE, said, "Being nominated for an Adult Learners' Week award is another way of building your learners' confidence and showing them how remarkable you think their learning achievements have been. And if they're lucky enough to win an award then they will act as an inspirational role model to encourage thousands of others to take up learning."

She continued, "For our 18<sup>th</sup> Adult Learners' Week Awards we would like to give even more remarkable learners the chance to shine and be celebrated. If you know someone whose learning

deserves recognition and could inspire others to have a go, then nominate them for an Adult Learners' Week Award. We also present awards to families, groups and organisations whose learning has transformed lives for the better."

To nominate, visit [www.alw.org.uk/](http://www.alw.org.uk/) nominate, nominations can be submitted online or returned by post. Additional nominations forms can be ordered at [www.niace.org.uk/alw/2009/order-nomination-forms.htm](http://www.niace.org.uk/alw/2009/order-nomination-forms.htm). The closing date for nominations is 21st January 2009 (by 5pm). Nomination forms are also available on audiocassette and in other languages from the NIACE Campaigns Team. For your form telephone 0116 204 4200, or email [alw@niace.org.uk](mailto:alw@niace.org.uk).

## Common Application Process

### Background

In response to demand from DCSF (Department for Children, Schools and Families) for a Common Application Process, **Devon, Plymouth and Torbay** are in the process of scoping an online system which will provide a single process through which all young people can apply for education and training opportunities. This eliminates the need for them to navigate different application processes, either on-line or paper-based, to access opportunities available to them. We are required to have a CAP in place for the Year 11 cohort by 2010 and all 14-19 by 2013.

The CAP will work across establishments including work based learning providers, schools, and FE Colleges. A working group has been set up bringing together representatives from WBL providers, FE Colleges, Connexions, schools, the 3 Local Authorities, LSC/NAS to develop a specification for a CAP which will meet DCSF requirements as well as our local needs. Craig Marshall will attend these meetings and feedback to you as the CAP develops.

The CAP will interface with more recent systems you will be familiar with such as Area Prospectus and eLP. To facilitate use a single username and password will access all 3 systems and data can be transferred easily between all 3. There

### Benefits – young people

- \* Single form to complete (online)
- \* Ability to submit applications to multiple establishments, ensuring required information for each is included
- \* Include multi-media
- \* Built in automatic reminders (text/email) with parents optionally copied in
- \* Allows for reflection – applications can be revised until ready for submission

### Benefits – providers (WBL, FE Colleges and schools)

- \* Define required information students must complete before submission
- \* If they apply to more than 1 provider requisite data will be combined into one form for students but each establishment will receive only relevant detail required
- \* Different models of processing applications:
  - 1) If you already have an online system your in-house processing will link to CAP by allowing you to batch upload place offers
  - 2) use CAP screens to easily process applications
- \* Offer interviews by text and email

Confirm acceptance of place by text or email

## Chris MacCullie

- \* Simple process for students to withdraw/not accept a place offer
- \* Real time tracking of offered places/acceptance/rejections

### NAVMS

Key to the success of the CAP is how it will align or synchronise with the National Apprenticeship Vacancy Matching Service (NAVMS); DCSF are in talks with LSC to look at how this will be best achieved and more specific detail will be published by March 2009.

### Priorities for development

- \* By August 2010 pilot CAP post 16 (pilot to begin September 2009)
- \* September 2010 CAP online for post 16 applications
- \* By August 2012 pilot CAP 14+
- \* September 2013 CAP online for all 14-19 applications

### Your support

Of course, none of this work will be worthwhile unless you support the implementation of the CAP – by engaging with representatives from all key partners and getting your feedback through forums such as DCTPN at various stages of CAP's development (from initial specification to pilot) we ultimately hope that you will be keen to adopt a system which has multiple advantages to you as a provider but especially young people in this region.

## Blended Learning

It is apparent just from previous issues of this newsletter alone, that more and more organisations are choosing to combine conventional training methods with online learning. By allowing learners the flexibility to learn online, you not only reduce the costs associated with conventional training, but also improve the overall quality of the training itself. Blended learning is increasingly seen as one of the most powerful tools in any training strategy, particularly where it serves a geographically dispersed workforce.

Training providers can make significant savings by reducing the need for expensive hours in the classroom. In rural areas this can have a huge impact on the time and money spent on traveling to and from venues and the hidden costs associated with that. It is important to recognise the importance of the instructor's role in the blend. The instructor is vital, though it is fair to say that some may feel threatened by the emergence of this trend toward online instruction.

Those who embrace this innovation in training and see it for what it is, will be best placed to offer learners and employers what they want. After all when it comes to learning don't we all (trainers, learners and employers) want the same things? Keep the cost down, make it flexible, accessible, enjoyable and above all, make it effective.

What passes for elearning is sometimes a poor imitation. E-learning is not just powerpoint with a few bells and whistles thrown in. Good e-learning courseware is easy to use, stimulating and has an element of fun. People learn and absorb information in different ways and at different speeds. Blended learning allows for this so that organisations and learners can tailor the training to their own specific circumstances. Furthermore, when coupled with instructor-led training, elearning can bring additional dimensions and enhance the learning process overall.

**Embrace-learning** is a social enterprise. This means we have an enterprising, business-based approach to achieving

social and environmental aims. Although we are run along business lines, any profits which are made are reinvested into either service developments or the community.

Our aim is to further the use of educational technologies in all industry sectors. We design, write and build e-learning courseware.

We will:

· Provide you with sensibly priced off-the-shelf and bespoke courses

- Offer you free advice
- Help you roll out your e-learning or blended learning strategy
- Convert your training course into an e-learning demo free of charge

To find out more and see demos of our e-learning courses visit us at [www.embrace-learning.co.uk/](http://www.embrace-learning.co.uk/)

## Lifelong Learning UK helps learning providers to benefit from knowing more about their workforce

Lifelong Learning UK, the Sector Skills Council responsible for the development of the lifelong learning workforce, is collecting data from learning providers about their workforce. The collection process is designed specifically for work based learning and adult and community learning providers. The data collected will help providers with business planning, allocating resources, securing future funding and will support them in the recruitment, retention and development of staff.

A better understanding of the workforce is outlined as a priority in the *Workforce Strategy for the Further Education Sector in England, 2007-2012*. The Strategy sets out to shape a further education workforce that is ready for the opportunities and challenges facing the sector.

Workforce data collection has provided a comprehensive overview of the profile of all staff working in further education colleges since 2001/02 in the form of the Staff Individualised Record. Until now, no similar approach to collecting workforce data from work based learning providers

or adult and community learning providers has existed. A data collection process for this part of the sector marks an important step to understanding the nature of the entire workforce, and enables these providers to have parity with other parts of the further education sector.

Angela Young, Further Education Sector Manager, Lifelong Learning UK, states that:

*'We know from listening to providers that many of them are under pressure to provide a learning service in these challenging economic times when funding may be reduced and there is a need to re-prioritise. We are finding that those providers, who are equipped with information in the form of data, can identify what business areas they need to focus on, and can provide an evidence base to the government to help with additional funding. It is these providers who are likely to weather the storm in these difficult times.'*

Tynan Rodger, who is managing the data collection project at Lifelong Learning UK, says that:

*'We know that for many providers, submitting data will seem like yet another task on a long list when many are already stretched. However, while it might not seem like a priority at the moment, in the medium term this data will provide a useful source of information which can be used to lever additional funding into the sector to develop and retain staff.'*

*We have tailored the collection process to be straightforward and to allow as many providers as possible to participate, regardless of how many or how few staff they employ. There is help available at the end of the phone to assist those submitting the data through the process.'*

All work based learning providers and adult and community learning providers are encouraged to participate in the data collection process, which opened on 01 December.

To find out what you need to submit, contact Katie Warway on 020 7002 7839 or to learn more please visit: <http://www.lluk.org/workforce-data-collection.htm>.

## Aim Higher Update

As you may be aware from the article in the July 08 TPN newsletter HEFCE (higher education funding council for England) confirmed funding for Aimhigher for the next three years. The Aimhigher Peninsula Programme Vocational Progression strand was therefore in a position to take on a new project officer to work with Training Providers in the South Devon area.

My name is Caroline Kendall and I had already been working for the community engagement strand of the Aimhigher Peninsula Programme for two years before being offered the chance to make my Aimhigher work full-time by joining the Vocational Progression team. As well as my Aimhigher work I have worked on two co-financed ESF/LSC access to learning projects, taught cookery to Adults with disabilities, supported a variety of short term community projects and most recently worked as a Training Officer with apprentices in Hospitality & Catering.

The Vocational Progression strand focus is on progression of post 16 vocational and work based students who have the potential but not the current aspiration to progress onto higher learning. We are looking to fund work with groups of learners who would benefit from more advice would relish the opportunity to expand and

extend their skills and experience through master classes and subject days.

As project officer for this strand I will be working for Cornwall College but based at South Devon College and can be contacted on the following email address [caroline.kendall@cornwall.ac.uk](mailto:caroline.kendall@cornwall.ac.uk). Since starting in September I have been busy developing links with staff at Bicton College and South Devon College.

In October South Devon College hosted a master class with Aimhigher funding delivered by Flybe to 54 level 3 Tourism and Travel students which aimed to inspire the students to explore their future options particularly with reference to higher education as well as building management and leadership skills. Masterclasses with Automotive, Construction, Health & Social Care, Outdoor Education and Business are planned to take place over the next two terms.

Bicton College is planning to deliver taster sessions to inspire level 3 students to explore progression routes in agriculture, equine studies, outdoor

## Caroline Kendall

leisure, animal management and countryside management.

All master classes/taster sessions are enhanced by pre and post visits to tutorials to ensure students are equipped with all the relevant information to enable them to make informed decisions about their futures.

Plans to further develop a VLE for training providers are now underway and I have been liaising with Craig Marshall to support this. Craig and I have settled on a three year plan that will involve many of the Training Providers. We are keen to research progression routes amongst advanced apprentices throughout Devon and will be contacting you in this coming term. Employer case studies will be particularly relevant as we will be looking at employers that have encouraged progression.

The AdvAnce project has been very successful in gaining data about progression intentions of graduating advanced apprentices. As part of my remit I will be linking in with training providers to support this. South Devon College have agreed to work with AdvAnce to this end and we are currently customising exit paper work to capture data required for the project.

## Enhanced Mentor Training Addressing Challenging Behaviour

Work with NEETs, long-term unemployed adults, offenders and other marginalised and de-motivated individuals is a major focus of government policy. As a result, the need to manage challenging behaviour is increasingly recognised as an essential part of the teacher / trainer skill set; however, the topic is rarely adequately addressed and newly qualified staff often enter the workplace ill prepared.

Many teachers and trainers subsequently, leave the profession or move to other learning environments where such behaviour and stress is less apparent. The turnover of front line WBL trainers is currently running at 25%. The associated costs are enormous.

In association with SWitch, in February and March 2009, Life Change UK will deliver 2 x 2-day Mentor courses which will explore the causes of challenging behaviour and identify a range of strategies and interventions that encourage positive change.

Courses will be available to tutors / educators teaching PTTLs / CTTLs / DTTLs or PGCE courses within their Colleges / Universities / WBL / ACL organisations throughout the SW Region. The training will enable participants to mentor peers and less experienced members of staff in the motivation of students and the management of challenging behaviour.

**The training will promote staff mentoring within Colleges and the wider WBL / ACL work place by: -**

- Identifying the components of 'Core Beliefs' and their impact on behaviour.
- Improving understanding on a range of behaviours and how to respond to them.
- Enhancing communication skills and learning how to build rapport to promote positive behaviour.

- Increasing understanding of the ways in which interactions with learners require different professional boundaries.
- Providing an opportunity to explore strategies and interventions that reduce stress, inform practice and increase confidence when working within a challenging environment.

Two months after each course, participants will be invited to attend a one-day follow-up group workshop where experiences of good practice will be shared. Over the period of the project, advice on urgent issues and mentoring support will be available to participants by telephone from Life Change UK staff.

To book now for yourself or your staff –

Tel : 07779221162 or email [trevor.philpott@lifechangeuk.com](mailto:trevor.philpott@lifechangeuk.com) . For more information see – [www.lifechangeuk.com](http://www.lifechangeuk.com)

## National Apprenticeship Service

The Government has announced the appointment of the National Apprenticeship Service Chief Executive. Simon Waugh has been appointed by John Denham and Ed Balls to lead the new body and is expected to start from February 2009. Simon has extensive private sector management experience and is the current Chairman of the Financial Services organisation; AWD.

### NEWS – EXPANDING APPRENTICESHIPS – INFORMATION

The Government has announced that at least 10,000 Apprenticeships will be created over the next three years in the construction industry and leading high street firms in spite of the economic downturn.

Sainsbury's, Tesco, Superdrug and Phones 4U have committed to expanding their numbers of apprentices. Sainsbury's has quadrupled the number of apprentices across its stores to 465, Tesco will have a further 800, while Superdrug and Phones 4U both intend to train at least 1,000 apprentices by April 2009. All of these companies are working with the National Employer Service.

Ministers said they want to bring the Government's purchasing power to bear to increase the number of apprentices by looking at requiring successful contractors to have apprentices working on the project.

The full press release can be found on the Department of Innovation, Universities and Skills (DIUS) website.

### APPRENTICESHIP CAMPAIGN - TV ADVERTS – INFORMATION

Sir Alan Sugar will be the face of the new Apprenticeships TV campaign that is due to run throughout February 2009 with adverts being shown in ITV, Channel 4 and Five.

### APPRENTICESHIP EVENTS – INFORMATION

As part of the new Apprenticeship Campaign, high profile Apprentice-

ship events for employers will take place during February and March 2009 at four locations across England to support the marketing campaign.

The plans are for Sir Alan Sugar and both Secretaries of State, John Denham and Ed Balls to speak at the events which will promote the benefits of taking on apprentices to employers.

The aim is to attract senior level staff from organisations to the events which are planned to take place in Birmingham, London, Leeds and Newcastle. Further details of the events with information of exact dates and venues will be communicated in future articles.

### ALP EVENTS – INFORMATION

The LSC has agreed to run a series of Workshops with ALP in the New Year. These events will provide ALP members with information on the National Apprenticeship Service, including employer and learner services and the Vacancy Matching System. Further information to follow.

### VMS UPDATE – INFORMATION

The Apprenticeship Vacancy Matching System (AVMS) has been rolled out and regional and NES teams have been busy loading employer and provider details onto the system.

Learning providers are starting to load Apprenticeship vacancies onto the Vacancy Matching System.

Whilst there have been a number of technical teething problems uploading vacancies in order to successfully progress through the LSC security systems, we are working to resolve these issues. There are now several hundred vacancies on the system and we hope to be able to commence further candidate testing before Christmas in preparation for the second phase of the AVMS roll out.

Since the launch on 10 November 2008, the Apprenticeships website has received over 100,000 visitors\*.

The most popular sections of the website are 'types of Apprenticeships' and the 'be an apprentice' sections and the most popular frameworks viewed by visitors are engineering, construction and public services.

It is remarkable to see such positive statistics, particularly as the website was launched without any marketing.

### VMS LOG-IN

Providers should have received their log-in information and reference guide and been able to set up their learning provider profile on the AVMS system. Staff who attended recent training should be able to do this, but please refer to the '**NAVMS Vacancy Manager User Guide**' which you can find by clicking the following link: <http://thegateway.lsc.gov.uk/training-support/all-support> (scroll down the page to the section marked 'Other'). If you have not received this information then please contact the AVMS Support Team. (numbers below)

The provider profile needs to be completed before you then starting adding any vacancies to your linked employers that have been set up for you in the AVMS system - again, please refer to the above User Guide.

### HELP AND SUPPORT

If you need any help and support throughout any of the above process please do not hesitate to contact a member of the AVMS Support Team by calling **01173 726403** (Bristol office) or **01752 754042** (Plymouth office), between 9-5, Monday to Friday

### NATIONAL LEVEL PERFORMANCE DATA

Performance data to show data at national level for each framework is now available on the re-developed Apprenticeships website at: <http://www.apprenticeships.org.uk/About-Us/Performance-data.aspx>

Continued on Next page

## NAS Cont'd

### NEW APPRENTICESHIP FRAMEWORKS

Below you will find details of the latest Apprenticeship Frame-

works which have been approved and are now available on the Learning Aims Database

#### Framework Details

Staff Photographers  
(Ref: 368)  
Advanced Apprenticeship Implementation  
Date: 1 November 2008

#### Contact Details

Rosalyn Carless

#### Telephone, email and web

0207 713 9800

RosalynC@skillset.org  
<http://www.skillset.org>

Skillset  
Focus Point  
21 Caledonian Road  
London  
N1 9GB

Specialised Process Operations –  
Nuclear Options (Ref:369)  
Implementation Date:  
1 November 2008  
<http://www.skillset.org>

Ian Lockhart  
Apprenticeship manager

01925 515223

[ian.lockhart@cogent-ssc.com](mailto:ian.lockhart@cogent-ssc.com)

#### Cogent SSC

Unit 5  
Mandarin Court  
Centre Park  
Warrington  
Cheshire  
WA1 1GG

### VMS TRAINING SESSION

During November, most current LSC funded apprenticeship learning providers sent their relevant members of staff to attend a half day VMS training session at either Plymouth or Bristol LSC.

LSC office, for providers who did not attend or for providers who wish for other members of staff to attend. The session combines a brief formal presentation explaining the candidate & learning provider/employer journey but more importantly, this provides an opportunity to have a hands-on practical (play) session with the VMS on computers in a protected

environment.

For more information or to book on one of the sessions (dates to be confirmed at the time of this article going to print), please contact Kelly Stupples on 01752 754013 or email [Kelly.stupples@lsc.gov.uk](mailto:Kelly.stupples@lsc.gov.uk)

The LSC are arranging some sessions in January 2009 at the

Morning session 0930-1230 and afternoon session 1330-1630.

## Information Advice and Guidance by Russell Allen of Focus Training

Attendance at the DCTPN Nextstep training event in Newton Abbott was useful and I enjoyed the interaction with other providers, I gained an understanding of how Connexions deliver and how IAG fits in with the learner, my own organization and OFSTED. As a result Focus Training has improved the recording of short and long term goals (amended the learner review forms and given staff training in the detail of how to question and record).

Focus had already prepared and updated an IAG information leaflet which was given to learners and staff and we had been given some training and information however IAG from an assessors viewpoint was just another task in a job that has SO MANY!!

IAG didn't appear to assist the learner in achieving their framework. However I believe that assessors in the work place have always offered IAG (even though we didn't know the recent three letter acronym that has become such a big part of our vocabulary)

Relationships with learners in my job are one-to-one and in most instances my regular visits include many things I am often their teacher, mentor, agony aunt/uncle, careers advisor, social worker and part time parent.

So it is time to face the facts IAG is not just terminology it is one of the most important aspects of our job.

Knowing when and who to refer learners to, is as important as offering IAG on careers and qualifications.

I have found that in most instances it is useful to encourage learner planning and progression as early on in the level 2 process as possible so that learners see Lifelong learning as a natural part of their working life.

As our learners are often not confident in their ability it is our job to encourage their aspirations however we also need to be realistic which is why IAG and referral is so important.

Small short targets lead to successful long term targets.

## Skills Funding Agency

The SFA is the central cog in the post LSC Adult skills system and along with the Young People's Learning Agency (YPLA) will take up responsibility for implementing the new responsive learning and skills system for young people and adults from 2010.

There are possibly four areas of radical change being introduced.

Firstly the emphasis on skills forecasting and planning, meeting employer needs has been the key driver in Government learning & skills policy since 2000, but the Government now wants a far simpler system which is directly responsive to identified needs. The UK Skills Commission aided by the SSC's, RDA's & others will develop a skills plan which DIUS, DCFS & the DWP will work into a national skills strategy resulting in the SFA being given its targets and capital. The key differences from the old LSC model is that it will react more to forecast skill needs than institu-

tional business plans. It will link more closely to national and local priorities and there will be much greater accountability. Secondly on the provider side the Government is intending to move to a national licensing system for providers. The criteria for selection are not yet clear, but quality/performance measures such as the Training Quality Standard, the Framework for Excellence, Ofsted ratings and programme approvals are already here.

An accreditation process is to be piloted in 2010 and rolled out by 2012. The SFA will maintain a register of accredited providers which it will share with other bodies such as the DWP and local authorities.

The Government is keen to encourage more local delivery chains amongst providers to meet localised skills needs. The mechanics of this are as yet unclear but providers coming together to meet a particular need provides exactly the sort of flexibility and responsiveness being sought.

Thirdly the move to self regulation reflects the recognition of the growing maturity of the wider FE sector. The SFA will oversee performance using the Framework for Excellence with Ofsted engaged on a revised inspection role.

The different quality procedures which will apply for 16-19 provision will see providers having to cope with two systems; the emphasis on speedier and more flexible responsiveness will put even greater emphasis on self regulation, and the role of LSIS in supporting provider self improvement will be key. Finally the SFA itself will be different. It will sit within DIUS, ensuring a stronger link between the development and delivery of policy. It will be primarily a funding body, and can be subject to cuts. It has to house four separate business units, all of which will have their own agendas, viz the National Apprenticeship Service, Train to Gain, The adult Advancement and Careers Service and Learner Responsiveness through mechanisms such as Skills Accounts. It will also have to work on developing the local landscape using local Area Agreements, local Skills Boards etc. It has a big challenge.

## Devon 14-19 Transition Sub Regional Grouping Working with Local Authorities

There are a great number of changes, talking place around the funding mechanisms for the providers who hold LSC contracts in the next 18 months. The challenge of the splitting of these contracts between DIUS and DCFS is not one which providers look forward to with eager anticipation, in particular regarding the role which the Local Authorities will play in the process. Concerns have been raised recently about what the TPN is doing about moving this forward on behalf of those providers who will be hoping to be engaged in their work. The DCTPN contacted the Chairs of the four local Children's Trusts on April 24<sup>th</sup> 2008, outlining the role of private training providers and our hope to engage with them. Attendance at a subsequent meeting with

Bronwen Lacey who heads the regional Children's Trust group confirmed that the private training providers are on their agenda.

The challenge for the Children's Trusts, and via them the four Local Authorities is to develop and complete the work which is necessary for the phase 2 gateway, currently due at the end of February 2009. Four areas have to be worked on, Governance, Collaboration, Resources and Performance and it is anticipated that there will be a common core specification with some sub cluster variations reflecting travel to learn patterns. Communications concerning this are now to be met through the production of FAQ's. A sub regional steering group has been set up to work on this, it next meets

on 20th January 2009 at 1.00 p.m. DCTPN are represented by Craig Marshall on the group, the Colleges by Heather Maxwell. Specific working groups are to be set up to inform a sub regional steering group about any emergent issues. They will be logical progressions from the current 14-19 Local Authority management groups which DCTPN currently is represented on in Plymouth, Devon and Torbay. Members will be kept informed of progress.

Having contacted those members who will be affected by these changes and had a 72% response it is clear that the overwhelming majority are in favour of the network pushing the providers case, utilising our existing contacts and relationships, but being careful to push overly hard and create a backlash. It is intended to have local authority representatives attending our networking meetings and updating us on progress.

Training events

Go to the training section on the website  
[www.training-](http://www.training-)

Jonathan Marshall  
Head of Plymouth Religious and Cultural centre awarded MBE

E CPD

Go To

[www.bdplearning.com/ecpd](http://www.bdplearning.com/ecpd)

LSIS

E delivery

There will be a two day course on

Digital Dividends

in Plymouth in February

## Forthcoming Training Events

The Training Provider Network has been working hard to try to arrange and co-ordinate a series of training events aimed at ensuring that local providers are up to speed with the wide range of changes which are going on all around us and are in the best position to take advantage of any opportunities which present themselves.

A series of three half day sessions with specialist support have been set up in Plymouth dealing with the issues around the introduction of the new qualifications credit framework in 2010. Providers are encouraged to check their state of readiness against a Readiness Matrix and then will cover issues around the qualifications available, this structure, what will be funded, the preparation of staff, changes to the frameworks such as apprenticeships; and issues about how to bring employers up to speed with the changes.

There have been discussions with ENTO on the delivery of a programme which builds on the infrastructure already put in place by the achievement of Matrix and the follow on SWLLN IAG programme. It is intended to help providers fully embed their IAG across

all their provision.

There will be the local delivery of the two day CEL e-programme on a similar basis to last years Connect Relate and Xplorer delivery. Each provider will be able to draw down £2,500 e-focused capital funding for each individual attending on the submission of action plans. There will be a top limit of three attendees per company.

There will be two sessions delivered which will be focusing on mentoring. The intention is to hold a series of three training courses across the sub region to bring those attending up to speed with the role of the mentor, to help them identify suitable member/s of staff for the role and to support them in developing those people. The target is to have representatives from every one of our WBL and Adult & Community member organisations attend a training session. The project aims to ensure that all those companies with learners who are undertaking QTLS training, either internally or externally, are fully cognisant with the role of a mentor and have identified appropriate individuals within their own organisation to take on the role.

There will be two events delivered by the Financial Services Authority and Accountancy Plus which will provide delegates with all the expertise and information necessary to ensure that our learners are fully conversant with how to make the best use of finances in the modern world. It is envisaged that companies will send one or two delegates to cascade the information in their own companies. They will be shown what materials are available and it is intended that links on our VLE will provide access to a wealth of information. This will help to meet any company's requirements under Every Child Matters.

For those who have already participated on South West's Lifelong Learning Networks IAG training this will be a session which help update attendees on the latest changes and will provide additional resources for this work.

KPMG have been tasked with holding an event/s concerning preparation for the Training Quality Standard. Although a few of our members, both colleges and private providers have achieved it, it has become increasingly obvious that all providers need to be seriously thinking about going for it in the next 18 months.

## Times of Change

The move towards self regulation and the single voice is at the heart of the quality changes. Providers have attended events at the Framework for Excellence, but still have real concerns about how it will work for them. Devon and Cornwall TPN members have been at the cutting edge of the move towards Peer Referencing with over 75% of the current membership now being actively engaged in consortia. Having been launched as an optional extra the TQS has now evolved to a position where providers applying for the LSC's latest Capital Funding Programme must have or be applying for it in order to be eligible to apply.

Steering a path through the funding bodies and funded qualification labyrinth is every bit as challenging. The shift to demand led funding hasn't been without its difficulties. The frequent updates on eligibility and extensions to the Train to Gain

offer has required great vigilance, an eye for detail and a need to revisit employers who may now fall into scope. The growth of the NAS & NAVM's has hastened the move away from the old LSC structure and has left an ever shrinking hard core who are trying to do the same amount of work as before. Add to this the emergence of the Local Authorities as a key future player in funding with the Foundation Learning Tier and Diploma funds coming through them and the pressures increase on all of us.

The challenges around delivery also require our attention. The shift to the Qualification Credit Framework in August 2010 involves a major shift in the qualifications we deliver and a requirement for each provider to check that regularly to see what qualifications have been devel-

oped, and will be funded in the sector. The major revision in apprenticeship frameworks in 2010 are linked to the changes. Private providers are seeing significant losses of staff to both FE colleges and now increasingly to schools who are offering vocational programmes. Since all new staff are having to undertake the PTLLS programme with later progression to CTTLS or DTTLs the training needs are great. When linked to the staff training needs which are required with the increasing move towards e-delivery the scale of the challenge is apparent.

For the larger private providers and colleges all this requires a great deal of planning and investment. For the smaller provider where many individuals wear a number of hats the path ahead can appear very daunting. There is a real need for everyone to keep an eye on the newsletter in order not to miss some key event or change

# Training Day for Work-based Assessors

## Introduction

The role of the work based assessor has proven to be essential to the success of a learner and therefore the success of a training organisation. With more funded training programmes (Train To Gain) being targeted at work based activities, employers demanding delivery in the workplace to satisfy their needs, the requirement for the promotion of the wider offer to meet the employer needs and the proven role of Skills for life in influencing success, the development of work based assessor confidence, understanding and skills is paramount. A training day for work based assessors designed to aid assessors in meeting these development needs was piloted in 2008. The pilot was run by the Association of Colleges (AoC) and delivered to a number of Work Based Assessors. The training day proved a resounding success with evaluations showing a very high satisfaction rate. Funding has been accessed to develop this programme to suit the requirements of work based assessors in non college training provision and offer the training day to work based assessors across the South West. Dates and venues will be released in early 2009 the proposed dates are in March 2009. The training days will be suitable for work based assessors in any sector who interface with learners and employers in the workplace. On re-

lease places can be booked through your sub regional training provider network.

## Aims

- To help improve the self-esteem and productivity of work-based training assessors
- Explore the issues encountered by assessors regarding Skills for Life in the workplace and cross selling or sign posting the wider training offer
- To share operational problems and explore resolutions
- To share best practice
- To encourage a culture of positive professional development

## Methodology:

Each training workshop will use "forum theatre", a participatory training approach based on peer-education where, in this context, pre-briefed and rehearsed actors take the roles of (a) An assessor (b) A Trainee (c) A workplace supervisor, line-manager or company owner. The roles can adapt according to how the participants at the workshops explain their own experiences. There is a fourth, 'neutral' role of facilitator, mediating between audience and actors. The approach is not to be confused with role-play: With forum theatre, the facilitator sets the context, outlines the aims and invites the audience to share authentic experiences of their daily work, the problems encountered and successes achieved,

for example, a difficult meeting regarding poor progress, or costly missed appointments, or a successful achievement of skills.

As the picture builds up, so the actors begin to play out the scenario in the midst of the audience. The facilitator stops and starts the action, inviting the audience to refine the accuracy of the sequence, the language used, the pitfalls encountered, the likely outcomes, etc. The facilitator (and/or the actors) gradually moves each scenario towards a resolution, this time inviting the audience to share their experiences of what would constitute 'best practice'.

Various scenarios are worked through and bullet-point notes taken and displayed at the end of each one. These are then used in plenary seminars or informal feedback groups. Opportunities for PowerPoint presentations, group debates or visiting speakers will also be incorporated within the programme for the day

**ActorFactor** delivers the training day, they are a well-established training company based near Exeter who specialise in simulation training. They use a pool of over one hundred actors of varying ages and ethnic backgrounds. They are also the principal suppliers of simulated scenario training for the Peninsula Medical School in Plymouth and Fire Rescue Service South West.

## Contextualising the Use of ITT

DCTPN has been working on a project funded by the South West Centre for Excellence in Teacher Training run by Learning South West to help improve the delivery of teacher training programmes to staff who are non engaged in the traditional Further education delivery sector.

The project has been focused on five sub-sectors, Work-Based Learning, Adult Learning, Offender Learning, Voluntary and Community Learning and the delivery of e-based Learning.

Since the bulk of the funding for delivering the ITT programmes goes to the FE Colleges and the

HE institutions it is there that the majority of the delivery of courses is done. The aim of the project has been to work with those undertaking that delivery in order to raise their awareness about and appreciation of the issues and challenges facing those who are working in these sub-sectors, in which very few of the deliverers have ever operated. If we can help them to deliver their programmes in a contextualised setting for their learners then it will benefit all concerned.

The programme has also been working on the development of a

support guide for work based learner deliverers who are having to progress from PTTLs to CTTLs or DTTLs. It is appreciated that for some WBL trainers who have a background in construction, hairdressing catering etc, the academic requirements of these qualifications is especially challenging and this guide aims to ease their passage.

An event will be held at Learning South West in Taunton on February 27<sup>th</sup> where Institutions which do deliver Teacher Training programmes are encouraged to send a selected champion/s who can then disseminate this specialist knowledge back to the remainder of their teams.

# DCTPN membership

Acacia Training	Hazel Lessiter	Hazel.lessiter@acaciatrning.co.uk
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Academy of Training	Chris Jeffrey	chris.jeffery@academyoftraining.co.uk
Accountancy +	Simon Deane	simon@aplustraining.co.uk
Access Training	Gerald Banks	Gerald.banks@accesstraining.co.uk
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Claro Training	Jo Bourton	contactus@clarotraining.com
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