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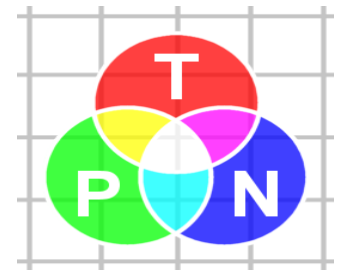
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Devon Schools Apprenticeship Awareness Session

Apprenticeships are undoubtedly at the top of the government's current agenda: the National Apprentice Service has been charged with creating a growth of 400% in the number of apprentices in the next ten years. Yet the reality is that many of the key people enlisted to promote apprenticeships including teachers and even some IAG advisors do have deficiencies in the level of their knowledge about what makes up the apprentice framework and the type of learner they can work for. On the back of the Royal Commission on Apprenticeships DCTPN got the Devon Local Authority to agree to fund an apprenticeship awareness session delivered to representatives of schools in Devon, and Connexions staff which was delivered at the Sandy Gate Hotel in Exeter on the 1st July.

Contributors to the session included Glen Crocker from the National Apprentice Service (NAS) who outlined the vast challenge that lies before ahead of the target numbers are to be achieved. Against a backdrop that since 2001 the number of year 12s starting apprenticeships has dropped by 15% and the current low numbers of employers making offers to new apprentices the extent of the problem becomes very apparent.

The way forward? That was the title of Lucy Richard's of

the National Apprentice Vacancy Matching Service presentation. The NAVMS service match potential apprentices to employers offering "real" vacancies. It's effectively a one stop apprenticeship hub enabling apprentices to monitor and track their applications, create and store a reusable application forms etc. This is more than just a matching service however as the employers and apprentices are tracked throughout the process and intervention is made where needed. NAVMS will also be able to capture important data, regarding the number of apprentices and the sectors who are employing them providing an essential means of identifying trends and progress.

Kate Poole and Caroline Kendall from the Aim Higher as well as the Advance project added a very different dimension by looking at the levels of progression from AA's onto Higher Education. This really put the focus on the calibre of learner who the a apprenticeship can help. With most current IAG looking at the apprenticeship path being for the 'less able' learner the fact that 54% of current AA completers are looking at progressing onto Higher Education makes it very apparent that the apprenticeship path is being wrongly portrayed.

Bringing a healthy dose of hands on reality to the session were presentations from Accountancy Plus and some from Education Training and Skills about how they deliver and where and contributions from their apprentices, who in discussion groups were able to convey a very different perspective from the one held by many of the audience. The apprentices themselves were able to say what advice they had been given as well as offering a vital insight into the rewards and challenges of being an apprentice.

Since it was the principal aim to provide a foundation of knowledge for Devon's schools to build their IAG on the Devon Training Provider Network produced an information pack which signposts the reader to the most current resources and information surrounding apprenticeships.

It is clear that the drive to increase apprenticeships must be undertaken across a broad range of organisations, which is why the session encompassed many different viewpoints each with their own unique perspective. If awareness is the beginning of the journey then this session has certainly put the schools of Devon at the right starting point.

BIS replaces DIUS

DIUS may go down as the shortest lived dept in history but it has had to work with a limited budget at the nuts and bolts of the UK skills base, while the bigger DCSF, has seized the headlines. In effect, the two departments came to reflect the traditional divide in the English education and skills system, the academic versus the vocational. So what now?

Lord Mandelson has emerged as head of the new super Ministry: the Dept for Business, Innovation and Skills and a lot more besides. For him the objectives are familiar from his last period in charge of this sector: Employer Engagement, New Technology and Skills and in one sense he hasn't really been away. As the Number 10 statement on BIS confirmed: *"the new dept is the institutional realisation of the approach to promoting UK competitiveness and productivity as set out in (Lord Mandelson's) 'New Industry, New Jobs' Paper of April 2009."*

Understanding this Paper goes a long way to understanding the new department.

The theme of the Paper is about

looking to the future: *"this is a moment to re-establish a sense of optimism for the future."* As such it identifies four priorities.

The first: innovation, carries into the title of the new dept and is likely to remain a key driver under Lord Mandelson. The Paper confirms continued support to many commitments in the Innovation Nation Report, notably protecting and raising investment in science and research, rolling out Innovation Vouchers to help employers engage with the skills system, supporting a new HE Research Excellence Framework and helping the Technology Strategy Board as it develops opportunities in areas like the digital economy, advanced manufacturing and clean technology.

The second: skills, is also carried in the title of the dept and is clearly a major objective for it as in: *"assess the changing skills needs of the UK economy, especially the intermediate and high skills vital in a global economy and design policies to meet them through public and privately funded lifelong learning."* The context for this has recently been

set in the UK Commission's annual audit on progress against the Leitch ambitions, *'Ambition 2020.'* The Paper remains equally committed to the Leitch demand-led model but with greater emphasis now on a skills system that *"not only responds to demand but is also able to anticipate it as well."* The Paper promises another skills Paper, described as an *'active'* skills Paper, which may surprise those who hadn't seen any of the previous skills Papers as particularly passive.

The third: finance, is about the business end of the dept focusing on the financial support and advice needed to help SMEs in particular with start-ups and enterprise activity generally.

Fourthly: infrastructure, deals with much of the technical infrastructure needed to support UK business and economic recovery.

The Paper thus provides a useful indicator as to where the new focus may lie. What is also significant is that for the first time, the world of education and training now has two of the leading figures in Government heading up its two departments. Don't expect a quiet life.

The Specification of Apprenticeship Standards for England

Training Providers across the country viewed the publication of DIUS's SASE document with a mixture of disbelief and horror. In particular the proposed setting of a minimum level of 'guided learning hours' at a huge 250-280 hours to be delivered offsite was a frightening reminder of just how little those responsible for drawing up such plans understand about the nature of apprenticeships. The attempt to impose such academic rigour onto the work based learning qualifications indicates a complete failure to grasp what is at the heart of the work based training.

The response date has come and gone and we do know that their has been a very high level of response from training providers, over 30 from our network alone,

as well as most importantly from the Sector Skills Councils themselves. The providers who responded have been quite uniform in their criticism of the proposals, and have suggested that their implementation would result in the rapid decline the numbers of apprenticeship being offered in of certain key sectors, have highlighted issues around equality and diversity linked to access to training and made it clear that the proposed minimum entry levels would deny many youngsters access to the apprenticeship programme. Of those that we have seen most of the SSC's have adopted a similarly critical stance though there have been exceptions with one suggesting a far higher number of guided learning hours. The majority do appear to have appreciated that the pro-

posal would run counter to the interests of employers.

It is hoped that this strong response to SAE will have the desired effect and will ensure that no such restrictive measures will be introduced, but we are all aware that in politics not everyone does what is obvious and the recent changes from DIUS to BIS could yet result in changes which we don't want to see. On another note the Committee stage of the Apprenticeships Bill in the Lords has started with a Government defeat on the very first amendment concerning the definition of an apprenticeship. It is the start of what is likely to be quite a hotly contested debate which we hope on the way brings about the downfall of the clause which makes it the decision of the school to decide if a learner should be given the full information about apprenticeships.

National Apprenticeship Service - the Employer Services function

The National Apprenticeship Service (NAS) has been established to lead the delivery of a World Class Apprenticeship programme. There are more people benefiting from the opportunities offered through Apprenticeships than ever before in the last 10 years with over 250,000 Apprenticeships in place nationwide. However by 2020 the Government is committed to expanding the number of Apprentices in learning to 400,000. A substantial proportion of this growth will come from young people participating in Apprenticeships – this means converting 1:5 young people who take up an Apprenticeship from the current rate of 1:15.

Our priorities for 2009-10 are:

- To expand the number of Apprenticeship places offered by employers, including those in the public sector
- To increase the number, quality and background of people applying for Apprenticeships and in particular supporting 16 – 18 year olds
- To make it easier for employers and individuals to search and apply for vacancies through the online Apprenticeship Vacancies system

What is the Employer Services Function?

In recognition of this success and to ensure the number keeps growing, NAS has established a dedicated field force wholly focused on promoting Apprenticeships and the Vacancy Matching Service as well as advising on the availability of provision to large employers and the public sector. There are 14 Employer Service Managers located across the SW region. Many of our team have worked extensively with Apprenticeships and bring a mix of employer engagement and sector experience to the team. We understand the importance of working effectively with the wide range of organisations that influence the successful delivery of Apprenticeships.

What do we do?

The Employer Service Managers will provide specialist advice and support for employers from initial interest in Apprenticeships through to completion and further progression. We will ensure that there is a close working relationship with learning provider business teams to expand existing markets as well as reach new employers and vital growth sectors, whilst having an appreciation of budgets and priorities. The Employer Service Managers will also work collaboratively with Business Link brokers and other intermediaries to increase the number of SME employers who actively engage in Apprenticeships with particular focus on recruitment of 16 – 18 year old Apprentices. This will certainly involve looking at the number of young people in jobs without training as well as supporting other priority groups such as learners recruited from unemployment, women returners to work and identifying atypical workers.

What are our key challenges and opportunities?

One of our top priorities is to engage with the public sector in order to increase the take up of Apprenticeships across Local Authorities, Civil Service, Health and Education. Within this sector we are looking to maximise opportunities for 16 – 18 year olds. Presently they employ more than 20% of the workforce but have less than 10% of the Apprenticeship uptake. So as both a challenge and opportunity for our team we will make concerted efforts with all SW public services so that they are able to contribute to the Government's commitment to 32,000 Apprenticeships in this sector.

Whilst Devon and Cornwall make a significant contribution to the region's targets, 43% of all Apprentices taken on are recruited by micro and small employers which represent only 23% of 90,000 organisations based in the South West. This provides us an opportunity to target large companies (250 – 4999 size) who currently do not or have not considered implementing an Apprenticeship programme and endorse both the business case and

benefits to them.

In this current economic climate, engaging employers in any sort of training can be challenging. Lack of awareness of Apprenticeships, a preference for other qualifications and perhaps a perceived lack of appropriate frameworks will all prohibit take up. Recent developments including the new Apprenticeships website, a suite of marketing materials, a major national advertising campaign headed by Sir Alan Sugar and the development of Regional Apprenticeships Ambassador Networks will contribute to the NAS objectives and to compliment and support the work of providers.

Other NAS functions

The NAS team as a whole have wide ranging challenges ahead if we are to contribute to the step changes required for the Government to achieve their Apprenticeship targets. For our Learner Service colleagues this will be to ensure consistent and up-to-date information is available for all career influencers so that the number of young people undertaking Apprenticeships can dramatically increase from the current 7%. For our colleagues in the Apprenticeships Vacancy Matching Service this will be to promote the use of the national web based one stop recruitment shop to providers, employers (using the field force) and apprentices seeking jobs. Currently there are 5411 candidates registered on the system in the SW. There are 213 live vacancies advertised with 34 providers. To date 64 of the 102 Apprenticeship providers have completed their profiles. The Employer Services team can only recommend a particular provider if you have the capacity to register vacancies so please contact our VMS support team if you haven't added your profile on Tel: 01752 754042.

We will not look to undermine any existing provider relationships with either the public sector or large employers but will support them in the implementation of an Apprenticeship strategy as part of their workforce development plans. The NAS is about focusing on growth and joint opportunities. We will provide an additional field force to engage employers and ultimately generate more business.

Fiona Parsons, Employer Services Manager, Exeter and South Devon

EHOD The Way Forward

In April, the South West RDA in its 'Regional Economic Profile', stated:

"There are still bright spots. The South West land-based sectors are fairing relatively well, as are some high –tech, pharmaceutical, energy and tourism businesses... nevertheless, we do not expect a significant turn in the economy, especially for employment, until well into 2010."

In context, a quick snap shot of some aspects of the local economy is set out below. To follow the economic trends in more detail, follow this link to a quarterly report: www.exeter.gov.uk/economicstrends. The most recent one was published 24 June 2009.

- Exeter and Heart of Devon (EHOD) broadly covers the geography of Exeter, East Devon, Mid Devon and Teignbridge. It has a population of nearly 458,000 people with over 120,000 residents in Exeter. The New Growth Point developments east of Exeter including the Science Park and the new community at Cranbrook are likely to increase the numbers of workforce and young people in the area. Forecasts for the sub-region suggest a 25% increase in the retired population, a 5% increase in the workforce but a 2% decrease in young people under 20.
- The growth in the retirement population is likely to increase demand for health and social care services and the consequent creation of employment in these sectors, albeit principally low waged. These population changes may result in insufficient workforce to

sustain long-term business growth. However, changes in productivity brought about by technological change, raised skill levels may counter-balance and indeed compensate.

- Within EHOD as a whole, qualifications at GCSE and above compare well with these wider geographies. However, there are pockets of deprivation experienced by some residents across EHOD, with particularly low levels of skills, education and training in parts of Exeter.
- A lack of the right skills in the workforce constrains business efficiency and competitiveness and residents with low qualifications or no skills are almost certainly limited to low wage employment and often more exposed to unemployment.
- Small businesses employing less than 10 people dominate the employment structure across EHOD, although the start up rate in city has been lower than other comparable areas. Some businesses have been buffeted by exposure to bad debt, restrictions on the availability of credit and a downturn in demand for their services. In addition, small businesses are normally very reliant on local supply chains and customers – less consumption of discretionary goods and services and difficulties in obtaining credit can make these small firms vulnerable very quickly.
- National data published by the Insolvency Service on 1 May 2009 shows around 5,000 companies went into liquidation in the first quarter of 2009, up 56% from 12 months ago. Increases in insolvent businesses and individuals, tend to follow 6

to 12 months after an economic downturn. With it set to continue, we can expect to see more company liquidations and personal insolvencies. Over the last 12 months, personal insolvencies nationally have risen by around 19%, to nearly 30,000 people, the highest on record since 1960.

- The claimant count for unemployment has increased markedly in the sub-region, in line with but lower than the national trend; male unemployment is significantly higher and has risen faster than female unemployment, particularly so in Exeter. Within the city unemployment is higher in occupations requiring elementary or no skills, followed by claimants previously working in sales & customers services, skilled trades and administrative and secretarial activities. There has been a rise in unemployment, albeit at a smaller level in managerial, senior officials and associated technical occupations and a marginal change in the professional sector.

Across the area of EHOD, the Exeter and Heart of Devon Economic Partnership produced an economic development strategy, covering the period 2008 – 2013. However, as a consequence of the global economic upheaval, the Strategy is being re-considered to reflect any requirement for a change of emphasis to address immediate needs in the economy and also to confirm the importance of longer term strategic priorities.

The EHOD Economic Development Strategy contains a number of actions, some of which focus on supporting business and workforce development, identifying too, a range of 'lead bodies' to help drive delivery of activity.

The EHOD Employment and Skills Board (ESB) is one of those bodies, and is an employer led group. In essence, the EHOD ESB seeks

EHOD cont'd

seeks to understand business survival issues and how training will help and also look at planning for the future to maintain a long term focus on training and skills needs.

The EHOD ESB is supported in this activity by the EHOD Workforce Development Group, which is principally made up of providers and public sector organisations involved in delivery of skills and training within the area.

As part of the assessment of change and response in the economy, the EHOD Workforce Development Group has been undertaking the following activity, namely:

1. provider members of the Group have been surveyed to identify their responses to delivering requests and identifying need for support to businesses and the workforce during the downturn
2. reviewing actions within the

economic development strategy related to skills and workforce development and setting out: -

- in what way and to what extent they are active in these areas
 - their views on gaps in provision and what resources/funding do they consider might be required to drive forward actions
3. seeking to work with Train to Gain and carry out a targeted marketing campaign to encourage and secure commitment from employers to invest in training, particularly in leadership and management
 4. having considered the SW Recovery Plan, which has 5 priority areas (see below), the Group plans to identify and populate the main providers within EHOD that are active and delivering across the 5 priority areas to understand the scale of what is being delivered

and understand the gaps in funding and delivery which may arise.

Priority areas, helping: -

- businesses to avoid redundancy
- people at risk of redundancy
- people who have been made redundant
- people who are new entrants to the labour market
- people who are at risk of being excluded from the labour market.

If you wish to become an active member of the EHOD Workforce Development Group, and help to shape and inform activity locally, then please contact Philip Oldfield, Chair

philip.oldfield@exeter.gov.uk

World Class Skills

We are now at the point that this years World Class skills competition in Calgary is beginning to gain a lot of attention. The competition driven forward by UK Skills, is an ideal showcase for learners who have progressed through the apprenticeship route. With this years team now being announced the build up to the competition has begun.

From C GB's point of view the fact that the 2011 competition will be held in the UK means that the search to find home grown talent who can perform well on local soil has already begun. With this in mind it is imperative that deliverers of training find out more about the competition and see if they have someone who may be eligible.

The competitions framework for qualifications and awards has taken big steps forward in 3 significant ways:

They now have full qualifications or awards for international competitors and their training managers and experts, from Level 3 to Level 7. (That's up to Level M for higher education and Level 11 in Scotland).

This means that there's a qualification or award to recognise participants all the way up from being an international competitor through to be an outstandingly qualified master of coaching and management learning.

These qualifications and awards are also being offered to our WorldSkills Squad UK mem-

bers who meet international standards but don't quite win that place in Team UK.

To make sure that all the training going into preparing for international competitions is of the very highest quality, we are introducing a Level 4 unit of credit in Training to World Standards.

Viv Gillespie the principal of City College Plymouth is the World Skills champion for the South West and is actively promoting the competition in the region.

Information about the competition will be provided at forthcoming TPN network meetings

Definition of a Full Level 2

This is the guidance to those tasked with putting together the QCF qualifications from the available QCF units about what needs to be included to make them a fully funded qualification.

A) Content and sector fit qualifications should take into account the credit threshold for their sector, sub sector(s) and occupations as they are aligned to the National Occupational Standards, along with the principles set out in the relevant sector quality standards.

B) Sufficiency of threshold: qualifications should ensure that there is a minimum level of competency in an occupational area along with an appropriate number of credits and volume of skills/knowledge.

C) Primary purpose: each qualification should have an identified main purpose and sub purpose in line

with those recorded by OFQUAL.

D) Portability: each qualification should be portable in terms of levels of literacy, numeracy, ICT and generic skills which should be transferable across employers in the sector.

E) Progression & employability: all level 2 qualifications should ensure that there is a sufficient threshold to progress to level 3 specifying any further learning which may be required.

SSC/SSB/SB will confirm with the LSC which QCF level 2 qualifications in their sub sector are full. The LSC will use the learning aims database to inform providers.

Performance mentoring arrangements will continue unaltered and qualification success rates qualifications will be undertaken in the same

way. Achievements and timely success rates will form part of the mentoring

A full level 2 gives learners sustainable options for employment and progression and employers an understanding and confidence that a full level 2 qualification equates with their employment requirements.

Where progression to higher education and higher level skills is the main driver of the qualification a credit threshold in the range of 70 credits is expected and the primary purpose of the qualification would reflect preparation for further learning and training.

The full level approval will dictate the funding for the first level 2 qualification. If the full level is an award then there will be no priority for the learner to complete a certificate or diploma. If the full level is at diploma level then that would be the priority.

Definition of a Full Level 3

The interim definition of the full level 3 qualifications has now been completed and will now be considered as a foundation for occupational competence and progression to higher skills levels. The IAG advisor will need to be aware that under the QCF there are no longer 'types of qualifications', since vocational qualifications are now defined by purpose (e.g. its aim is progression to HE or to show occupational competence) rather than type. This desire for flexibility of purpose has been reinforced by the LSC setting of the minimum full qualification threshold at 25 credits yet accepting that there may be other level 3 qualifications with three times as many credits. The LSC's decision is also aimed at maintaining stability and consistency in the setting and maintaining of targets and the allocation of funds during the current Comprehensive Spending Review.

It is expected that the guiding principles for the adjustment and development of new QCF

qualifications will meet the employer's needs and market place demand. The key aspects being providing the transferable skills required by employers, which will in turn lead to increased employability and encourage greater mobility in the workforce.

The definition of fullness will continue to recognise the requirements of each individual sector as well as supporting progression to Higher Education and higher level skills thereby meeting the Leitch agenda. It is possible for QCF qualifications to be designated as an integration of both knowledge units and units of competence by the individual SSC's as they deem appropriate. This integrated approach may well become a key design characteristic alongside Rules of Combination when developing qualifications that meet multiple purposes. Consequently there will continue to be full level 3 qualifications with a wide variation in

size within the QCF (as measured by the credits that are required either for competence or progression). Where the primary purpose is competence this could be as low as 25 credits, where it is for progression to HE it is likely to be around 70).

The LSC will start the monitoring of performance, the achievement rates and timely success of those undertaking the new qualifications over a two year period to establish the impact on deliverers. They will inform providers as the new qualifications become available through the Learning Aims Database, which will include information on funding rates.

The current list of qualifications ineligible for public funding can be found at:
[http://readingroom.lsc.gov.uk/lsc/National/List of Ineligible Qualifications for 0910 Final version December 2008.pdf](http://readingroom.lsc.gov.uk/lsc/National/List%20of%20Ineligible%20Qualifications%20for%200910%20Final%20version%20December%202008.pdf).

Using Interactive Tools to Engage the Learner

David Rowe

This article was prompted by a question from a WBL provider at a recent event. How would I go about using on-line resources to engage learners and what did I think this would add to the learning environment? To answer the last part of the question first, the use of on-line resources whether they are tools or resources can add a new dimension to learning. Why? Because the focus of interaction changes from the traditional didactic interaction i.e. practitioner and learner, to interaction between the tool or resources. The practitioner's role then morphs into more of a facilitation role where their skills, knowledge and experience can be brought to bear on supporting the learner. This is not to say that the practitioner's role is redundant, far from it, moving the primary focus for learning to a resource the practitioner has prepared earlier, allows the practitioner to apply their support and facilitation skills, usually adding considerable value to the learning. It would also be wrong to suggest in any way that the use of resources can completely replace the practitioner role, in my judgement there will always be some aspects of learning which can best be delivered face to face in the traditional way. It is more a case of mixing up the way learning is delivered i.e. blending the best of the traditional with the interactive. For example, you have a group of learners all of whom are due to give some feedback to the group on a piece of work. The barrier is they are all reluctant to start the process. What can you do? Well using something like the virtual Fruit Machine available on a website like Class Tools http://classtools.net/education-games-php/fruit_machine/ pre-programmed with the learners names, you could select a learner to click the button or do so yourself, the fruit machine selects a name and the process of feedback begins, this person then pushes the button to continue the process. Result, the barrier has been removed/lowered because the learners have interacted with something other than the practitioner, even though the practitioner has set up this part of the activity. Or how about a Dustbin Game from the same site where the learners decide which subject goes into which

bin either as a group or individually. Especially useful for key skills or where concepts are being studied in some form, as the learners have to make a judgement and get instant feedback either during or at the end of the game.

There are a wide range of interactive on-line tools available most of which are free to use: www.jigsawplanet.com an open source site which will build an on-screen jigsaw from any image uploaded to it. Within limits, you can set how many pieces the jigsaw should be. Great for getting learners to work together in pairs or small groups, for added value either get the groups to record how many moves they take to complete the jigsaw, lowest number wins, or set a limit and see how far they get.

<http://www.readwritethink.org/> another free to access site with a wealth of links and tools, for example:

Word Shapes Worksheets - Create your own custom built word shapes worksheets! All you need to do is make a word list and the matching boxes for each word will display on the worksheet. Students fill in the appropriate word from the list. Can be used with pairs of learners or individuals. Other creative and innovative resources are: spelling lists, word walls, word study, etc

Word Search worksheets - Think of how many uses you could find for your own custom built word search worksheets used on screen or as print outs in large text etc. There are a variety of options available including font size, font style, uppercase letters, grid shapes, word placement, and many more.

www.prometheanplanet.com - A wide range of activities on this site all built around the use of interactive whiteboards, aimed at engaging the learner. Most of the activities have been constructed by practitioners.

<http://teachingandlearning.qia.org.uk/teachingandlearning/#> - Accessed via the Excellence

Gateway this site contains a wealth of information on a huge range of topics, Entry to Employment, Construction, IT Health & Safety etc. Resources include teaching plans, information on interactive resources and strategies to engage learners.

<http://www.eatwell.gov.uk/> The website of the Food Standards Agency which might not sound a useful source of interaction but it does contain a huge amount of information which can be accessed by individual learners. Alternatively, why not build some of the information into a quiz or task which the learner has to answer/complete from the information on the site. Useful for individual learners, but break the exercise up and give it to a group and let them work out how they are going to divide up the task and gather all the information.

<http://www.carbibles.com/> A site for the mechanically inquisitive why not set the individual/group a task and let them find out what they need to know, the site is mainly text with high quality diagrams/drawings with little animation but as a source of information it is really good.

Puzzle maker: <http://puzzlemaker.discoveryeducation.com/> Back almost where we started but with a large range of exercises to set up class engagement exercises. The exercises can have many uses both as class based exercises but also as an individual or group task. The exercises include: - Word search, Criss Cross (Crosswords), Double Puzzles, Maths Squares, Cryptograms, Hidden Message and Fallen Phrases.

If you try one or two of the resources above you could always let me know how you get on.

My colleague Virginia Havergal the RSC's e-Learning Adviser for Learning Resources directed me to the majority of the resources above, so if you have any questions about on-line resources Virginia would be happy to help. virginiahavergal@rsc-south-west.ac.uk

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As you all know new legal responsibilities have made it even more important to promote Inclusive Practice and it is increasingly likely that training providers will attract more learners with diverse needs. Because it is now a requirement to anticipate those needs and make adjustments to your training provision it is worth putting in place some anticipatory measures. It will benefit more learners than you think.

Marketing and Publicity

Your intention to attract and support the widest range of learners could be reflected in your promotional materials. Increasingly the learner's first impression of a provider will be through their website and here you have a real opportunity to actively promote your inclusive practice as a selling point.

You can use your website to showcase what you have to offer Learners with disabilities or differences and to promote your commitment to inclusive service provision. Add an Accessibility Statement or link to a policy explaining your aim is to try to meet all learner's needs and inviting learners to offer comments and suggestions as to how it can be done. Encourage them to share information about their disabilities and any impact it has on their learning. It will help to have a named person to contact for assistance in using the site and to seeking information in alternative formats. Make a checklist of what learners need to know at induction and what they need to be able to do via the website or VLE and test it with real learners with disabilities. The most useful adaptation on any website is to have some 'user-end preferences' that will allow the size and style of font and backgrounds to be customised. This can be done easily by adding some parallel linked pages in high contrast colours or with a larger font size or less graphic elements. A simplified text-only version could be made available in the same way. Provide and arrange links or alternative access key for keyboard users and anyone using a screen-reader to move around the site, and so that they can skip straight to a simplified text version. Make navigation eas-

ier for everyone by being consistent with the layout and ensuring the menu titles or buttons are easy to identify and click-on and by providing a 'Bread-crumbs-trail' that will show users the 'path' they have taken to a particular page so they can find it again.

You can also offer some instructions for users to make changes for themselves: For example, Internet Explorer allows the user to zoom-in and out on a webpage by using the *ctrl* key and the mouse scrolling wheel. You can provide a link to download text-to-speech or magnification software that could assist a wide range of learners with literacy and visual impairments. There are Open Source programmes available so this doesn't have to be expensive.

VLE

Making learning materials available via your VLE can present a particular challenge because the author, style and quality of materials may vary and the needs of each learner will differ. You could consider using one Learning Object Authoring tool like Xerte that both staff and learners will find easy to use. Because it has many accessible features built in the RSC SW will be supporting its use with events in the coming months. To find out more about Xerte visit http://www.rsc-eastern.ac.uk/RSC_files/technical/maxos/index.html

Alternative Formats

Any materials required for the course should be available in a range of alternative formats. To make it easier TechDis have produced a guide for those trying to get digital versions of textbooks www.techdis.ac.uk/index.php?p=9_12_2 and a range of existing examples of adapted learning materials can be found at the RSC NE Scotland website <http://rsc-ne-scotland.org.uk/altcollection/>. Ideally you should have a range of multi-media versions of your information and course materials available, videos - with captions if possible, and audio alternatives like podcasts or downloadable MP3 sound files to download to phones and MP3 players so learners can listen and review when and how they like. Add links to digital

collections of resources, online dictionaries, language and file format conversion tools. Web-based resources like *Readthewords* will allow a learner of tutor to very quickly convert text into speech <http://www.readthewords.com/>. If learners are expected to download documents it is good practice to provide them with the original Word or Powerpoint file for them to adjust as they see fit and an RTF version for some screen readers. By providing a PDF version as well you will enable them to *Enlarge*, *Reflow* (so the text will fit on the screen), set up *automatic scroll* and even have the text *Read Aloud* just by using *View Menu* commands in *Adobe Reader*.

Assistive Technologies

With increasing emphasis on working online it would benefit all learners if they were made aware of any assistive technologies available and how they might be employed. e.g If they know that there is Word Prediction software on all the PCs they can use it at their own discretion as and when they need to, whether it is for support with literacy issues, dyslexia, ESOL or because they find typing difficult or slow. Providing assistive software on a memory stick adds flexibility, it is portable so can go with the learner and need not be installed on a computer. **AccessApps** is a collection of open source and free programmes which is being promoted by the RSC SW for this reason. For more information see <http://www.rsc-ne-scotland.ac.uk/accessapps/>

Learners should be encouraged to share any strategies that they have developed for using ILT for learning and some examples and guides for teachers can be seen in the LexDis project at <http://www.lexdis.org/>.

Alternative hardware can make a huge difference to how successfully learners engage with an online course. Staff will need to know how to use new hardware with learners. You can build staff awareness and confidence by introducing alternative mice and keyboards as well as assistive software into the staff development programme. Equipment can be loaned rather than bought and a kit of samples can be made available by the RSC South West for staff to gain skills and experience in anticipation of meeting new learners needs. Contact Julia Taylor on 01392 205472 or email juliataylor@rsc-south-west.ac.uk

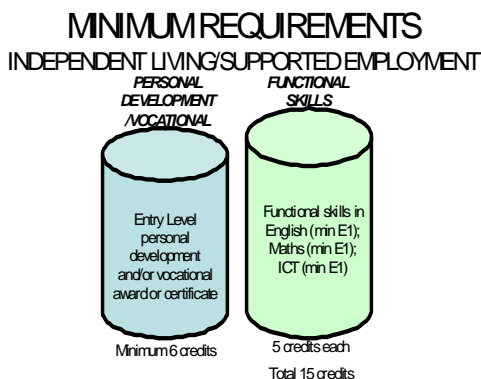
PROGRESSION PATHWAYS AND THE FOUNDATION LEARNING TIER

Plymouth Adult & Community Learning Service have been engaged in the pilot of Progression Pathways during 2008/09 on 2 pathways:-

A. Progression Pathway to Supported Employment or Independent Living

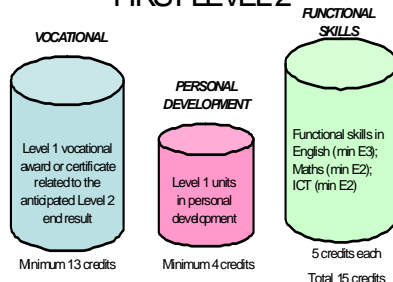
B. Progression Pathway to a First Full Level 2

The Progression Pathway to Supported Employment or Independent Living has been delivered with a cohort of ALDD learners – 8 learners have continued from 07/08 onto the Diploma with a further 11 starting this academic year on an Award. It is delivered on Fridays each week and has included units on looking after self, health, cash handling and small enterprise eg horticulture, coffee bar etc. During 07/08 the first cohort achieved a NOCN Certificate and in this academic year they have been undertaking a NOCN Diploma including Functional Skills. The illustration below shows the units required to undertake a Progression Pathway under this area:-



The Progression Pathway to a First Full Level 2 has been delivered with a group of adults wishing to acquire Business Admin qualifications and these learners first achieved an NOCN Award in Autumn of 2008 before progressing onto a NOCN Certificate in the Spring of 2009 including Functional Skills in Literacy, Numeracy and ICT. They covered a wide variety of units related to working in/for a business/company as well as Personal Development units.

MINIMUM REQUIREMENTS FIRST LEVEL 2



To fully qualify as a Progression pathway it **must** cover:

- Vocational knowledge, skills and understanding
- Functional skills in Maths, English and ICT
- Personal and Social Development skills

and be supported by a wrap-around of:-

- Information, advice and guidance
- Effective initial assessment
- Comprehensive ongoing review
- Provider collaboration

Where Plymouth Adult and Community Learning are currently with the Progression Pathway pilots:-

- We have a choice of qualifications growing to aid curriculum development
- We have registered for Functional Skills with ASDAN and staff have been sitting assessments on English, Maths and ICT to gauge level, requirements etc
- Two pilots underway – Progression to Independent Living **and** Business Administration
- Curriculum planning now for 09/10. We intend to offer 10 full Progression Pathways to offer from September 09 onwards including Hair-
- Assessments have definitely changed for the better in the 2nd round – awarding bodies **do** seem to be taking note of the feedback from providers as from the first round, the level being sat was clearly one level above our experience of level 1, 2 etc A level 1 functional skill assessment was clearly level 2 in practice. Assessment papers have certainly improved in the 2nd round, clearer and easier to navigate through – feedback is working and the awarding body are requesting much continued on next page

dressings, Floristry, Health & Social Care, Working With Children, Business Administration x 2 courses, Arts & Crafts, Parenting Skills x 2 courses (Birth to Teenage and Teenage) and Alternative Therapies.

Functional Skills

Functional skills are core elements of English, Mathematics and ICT that provide an individual with essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and at work.

We have now undertaken 2 sample periods of the assessments (with staff and learners) – at the beginning of the year with 10 x Maths, 10 x English & 10 x ICT assessments being sat and a second cohort in May with 15 x English, 15 x Maths and 50 x ICT. Staff have been managers and core centre staff, learners have been from our 2 Progression pathway pilots.

This has been across **all** levels with ASDAN as the awarding body.

more detailed feedback this time round.

- Sitting the assessments can be very time intensive, especially when our learners are typically 2 hrs per week on courses e.g. the Level 1 English can take over 5 hours – Group Discussion, Comprehension and Free Writing (at Level 2 there is a Presentation to

undertake as well) !!!

- At Entry levels the assessments can also be very labour intensive as readers are required per candidate and 1:1 often needed.
- Results were slow to come through from the awarding body – they promised results in 28 days and it took over 2 months – hope with the 2nd round it is quicker

although it is already getting close to the 28 days again!

- Funding is proving an issue e.g. not being funded for the pilot by the LSC and not being currently available as separate funding like Skills for Life Literacy and Numeracy at E3, L1 and L2.

Ian Fleming
Plymouth Adult & Community Learning Service

Have you visited our website?

www.training-provider.com

DCTPN Meetings
10.00 – 2.00

October 2nd
Bicton College

Union Learn Award for Plymouth Adult and Community Learning Service (PACLS)

Plymouth Adult and Community Learning Service received the prestigious Union Learn Quality Award from comedienne Jo Brand at Union Learn's third annual conference in central London at Congress House on Thursday June 11th. Lorraine Steer, Learning Development Manager and Ian Fleming, Curriculum Commissioning Manager collected the award in person - over 80 education providers have received the award in the UK to date.



Ian Fleming, Jo Brand and Lorraine Steer

providers achieving the Union Learn

Quality Award will be included on the Union Learn website which receives over three million hits per month.

Lorraine Steer worked on compiling a portfolio of evidence of PACLS work with USDAW (Union of Shop, Distributive and Allied Workers) which was then submitted to the TUC and following two subsequent meetings with Regional Representatives the service was accredited with the award on 13th May 2009.

The TUC will now flag Plymouth Adult & Community Learning Service (PACLS) as a preferred provider with local trade unions

when they are seeking/sourcing training for local employees. This will raise PACLS profile, not only with local Trade Unions, but with local employers and businesses as well.

Tracy Hewett, Principal Adult Education Officer, Plymouth Adult and Community Learning Service said:

“Receiving the Quality Award for Skills for Life provision from Union Learn is important to PACLS and it will enable us to continue the good working relationship we have developed with USDAW and hope to develop with other local trade unions in the future. Working closely with employers, employees and union learning reps has enabled us to provide quality provision and start to make a difference to the lives of union members.”

The Union Learn Quality Award is awarded to providers in the learning world who are committed to working with trade unions. Awards are made to providers who demonstrate that unions and union learners are considered in the design, development and delivery of courses and programmes. Those

F.L.T. The Opportunity

The Foundation Learning Tier is coming and many providers think that with the increase in the school/ training leaving age starting in 2013 it may well turn out to be the largest part of many private providers work in the years ahead. There is a lot of debate at the moment about providers being unable to directly access the necessary funding lines to be able to engage fully in the new programme. Such a policy could well mean that the wbl sector who will be key to the delivery of training to a cohort who previously went straight into jobs without training may lack the experience to deliver at this level to level to such an alienated group. But that apart it is important that time is taken to focus on the opportunity which the FLT presents.

The real challenge is to deliver a programme to a cohort for whom the methods tried in the schools has not proven successful. Whilst providers are gradually winning the battle to deliver Key Skills they are very

aware that Functional Skills now looming on the horizon may prove to be a bridge too far. With the schools struggling to achieve 50% achieving A-C grades in English and Maths currently a pass rate of less than 50% for Application of Number and Communication would result in providers losing their apprenticeship contracts for failure to deliver. So what does this tell us?

It is clear from the results that much of the delivery which has been undertaken for this cohort has failed to meet their real needs. There has been an attempt to maximise the numbers of points scored by the delivering institution without ever managing to bring the majority back into the world of learning. With the advent of the FLT with its potential for feeding in to any of the next three higher learning pathways there is the opportunity for providers to undertake a real root and branch overhaul of what is being delivered, and they must do it in a way which puts the

learner at the heart of it. We are faced with serious Skills for Life shortfalls so this has to be tackled, appropriate learning styles identified for each learner, agreed and then delivered. If this is done properly then the flow of learners through the system will follow, if not then the raising of the leaving age will simply result in an even greater build up of pressure behind the newly heightened dam, which will make delivery extremely difficult for providers staff and may serve to further alienate the cohort.

There is a need for those involved in the delivery of FLT to come together and seek to overhaul the system, not simply tweak it and to grasp the opportunity to come up with ways of delivery which could put the area at the forefront of delivery for the next decade.

FLT A Window for Change

Change! How many times has a single word caused so much disruption and uncertainty over the last twenty years? Yet, change we must have and hopefully for the better.

The Foundation Learning Tier has been brought into existence in an attempt to arrest a The Foundation Learning Tier has been brought into existence in an attempt to arrest a being the only route for the development of the individual. Schools and colleges have systematically failed to close the gap on the 'haves' and the 'have nots' when it comes to developing a sound overall strategy for preparing for the 'world of work'. Industry has been crying out for suitably trained personnel for at least a decade but the system has failed to respond appropriately. Now the chance to embrace a strategy for change has been put forward through the Foundation Learning Tier and offers the opportunity to redress the failings of former years. We can only do this, however, if we work together. It is not a time to be territorial If the provider network gets this change right, then it could be a major part of the way we deliver training for the foreseeable future.

This new policy will not be an easy transition There will need to be a re-think on the way funding is allocated. There will also be a need to be aware that the WBL sector, that has taken the brunt of the drive to get individuals ready for the workplace, may now lack fundamental delivery skills required by the FLT strategy. How then, are we to meet the challenges learners will ask of us through these proposed programmes?

The major challenge will be to deliver an integrated programme that offers a universal approach to training where social, vocational and academic considerations are 'rolled' into one. The Foundation Learning Tier offers an approach that if used properly, will guide training programmes from Entry Level upwards, through linked strategies that are appropriate to individual aspirations. Skills for Life will now be seen as a combined effort where social, academic and vocational training is functionally embedded into relevant programmes that match needs; indeed, funding will depend on it! NVQ courses will disappear within the next year or so to be replaced fully by Diplomas that are accompanied by Functional Skills Assessments. Passes at

GCSE level, will no longer be seen as the main 'passport' to understanding technical vocational information. In order to meet the FLT performance criteria the three strands of vocational, social and academic training will need to show how they support each other in attaining a given 'Progression Pathway'. This will be a major undertaking and careful management of the process will be required from Training Providers. An array of skills and experiences will need to be shared if we are to drive a successful system of training and development that the present system has arguably not adequately addressed To ensure that the FLT strategies stand a chance of success, there is a need for those involved in the delivery, to come together. There is a real need to overhaul the present system and not merely tweak it by paying 'lip—service' to its implementation. We have an opportunity now to make a difference and come up with ways of delivery that can impact on the way we offer training for the next decade, or we can ignore them and remain with a 'cobbled together' system of delivery

T. Sandman

The Challenges for the IAG Champions

Over the past eighteen months the SWLLN IAG hub has been used by nextstep and DCTPN to train and develop IAG and Learner Support champions from amongst their private training provider members. A series of training events have been held along with follow up events and those who have attended have been further supported by the development of a section on the TPN website linking in to the network VLE. We know that these champions have done a good job, the progression data captured under the AdvAnce project leaves little doubt about the fact that learners are being given information about progression and career possibilities when they complete their frameworks.

Having come this far the champions now find themselves facing a further challenge with the advent of QCF, the Foundation Learning Tier, Functional Skills and just in case they wanted to sit back on their laurels the new apprenticeship frameworks due to be launched next year. For those providing the advice and guidance such periods of change put

them under even more pressure than others because they are expected to have a good grasp of how all these changes will fit together and what advice they should provide for those who are going down what are essentially new routes. For example guidance now emerging is suggesting that a full level 3 qualification, the content of which will be laid down by the relevant SSC, can be from 25 credits upwards, but in the LSC policy update issue 2 in April it is clearly stated that learners who are going to progress onto Higher Education awards would be expected to have at least 70 credits. The learner will need to be advised as to the most appropriate additional units to make up the shortfall and both provider and learner will need to be aware what, if any, funding might be available. Finding out this information is going to require a lot of work by IAG champions.

The South West Lifelong Learning network has been piloting a support resource named HELP (Higher Education Learner Preparation) which it is hoped will soon be available for all advisors who are giving advice to learners coming to the end

of an apprenticeship. It pulls together in one place all the information the advisor may need to know about on welfare, personal development, learning skills and sector related IAG and will hopefully reduce pressure of needing to be aware the sheer weight of information out there. As soon as the resource is ready it will be disseminated out to the IAG champions through the DCTPN.

It is to be hoped that those working with this specialism share what information they do obtain amongst their virtual community. In a period of such rapid change with start dates being altered and put back as the scale of the task is fully grasped by those involved it is the unfortunate IAG lead who has to try to make sense of the whole situation to the learner who needs to be given the best advice possible. It is imperative that companies give them as much support as they can and ensure that they are kept abreast of the position at all times.

The Plymouth IAG Network

At the end of March 2009, the Plymouth Careers Association was relaunched as the Plymouth IAG network. The reason for this move came about after a period of consultation with the current members. We felt the need to broaden the remit of the group to extend beyond a predominantly careers education and guidance focus to incorporate a wider IAG focus with a wider audience.

Information, Advice and Guidance (IAG) has been a crucial part of the 14-19 agenda for some time now and we recognised the need for everyone involved in IAG to get the support they need. IAG is everyone's business. If we work with young people, in any capacity, we will, inevitably, have an influence on their perceptions of choices in learning and work and on their understanding of progression pathways.

Therefore, with some funding from

the Specialist School and Academies Trust, we launched the network. Our first meeting looked at the benefits of a collaborative approach to IAG and we began to plan a future programme of topics that met the needs of participants. The meeting was very well attended and we had representatives from schools, FE colleges, training providers, HE, LSC and Diploma Leads as well Connexions Advisers.

My intention is to grow the network and see representatives from the Youth Service and Community & Voluntary sector also able to contribute. I view the network as a valuable vehicle by which to support and communicate with each other, and ensure a collaborative, consistent approach to IAG in the city. The network will underpin the work of the Plymouth IAG strategy group who drive this strand of the 14-19 operation plan forward.

Sam Couch

The network will be practical, informative and will cover a range of themes and topics. In the future months we will be looking at a young person's IAG journey, discussing work based learning routes, exploring our work with parents, covering different occupational areas and much more. Meetings will be at different venues and on different days to accommodate all members. Our plan is to meet quarterly.

The IAG network will thrive if we all contribute. We have a wealth of expertise and knowledge in the city and it's important we share and develop it.

If you would like to know more and want to find out when the next meeting is, please contact me.

Sam Couch
CEG Consultant
01752 207700

Functional Skills Update

The changes to the apprenticeship frameworks due out next year will bring with them Functional Skills in place of Key Skills. As was explained to a room full of wbl key skill delivery staff at a recent training event:

'there was a real need to change away from key skills, a level 2 in Communication was quite simply not the equivalent of GCSE A-C. Tutors could help the learner with their portfolio of evidence and with the use of multiple choice questions it was always possible for a learner to get through who wasn't up to the required standard.'

Whilst many of us would take exception to that the reality says that we must look ahead as to how we are going to tackle Functional Skills. The title alone give us cause for concern, for a learner who has not succeeded in school an examination in Mathematics is always going to create apprehension, English impacts on others in much the same way. The reality is that we do deal with a cohort that has not been well served by the academic education system so anything which brings back those memories will not be welcomed.

Rather more surprisingly there will be no proxy or APL for Functional Skills. In simple terms this means that even those who have achieved an A* at GCSE will have to do their Functional Skills, those who going on an Advanced Apprenticeship having already achieved their key skills before the change will have to start again. Providers are going to face irritated learners demanding to know what the point of their doing

GCSE's was and we are going to have to persuade employers to release their staff for training and to sit the exams. Careful thought will have to be given as to how these messages are communicated.

The emphasis on an exam system will we know cause real problems. It is hoped that exams will be made available on demand, though they are not likely to be available to answer on line, only to be downloaded. A decision should be made this month about which of the formats currently being piloted will be adopted, which will at least let us know where we stand. Issues around the availability of and the time taken to mark exams are of crucial importance to the providers with timely success being something they are acutely aware of. Historically persuading learners to attend flexible application of number exams has never been easy and one suspects that a long mathematics exams won't prove any more popular.

The widespread agreement that Functional Skills are at a slightly higher level than the Key Skills they will replace does concern most providers, especially at a time when there is a drive to increase the numbers coming onto apprenticeships. Many suspect that the FLT will be a much used programme as providers have to convert apprentice interested learners into apprenticeship capable ones. There will be a need for more training, and most likely for more staff training. It is still uncertain as to whether the Functional Skills deliverer will be required to hold a qualification themselves at a higher level as is the case with SfL, in particular since

Functional Skills are already being delivered in the schools as a part of the Diplomas.

DCTPN is looking at bringing Functional Skills staff together to try to share developmental practice, rather than having every provider having to duplicate the same work in order to get started. In a similar vein it is intended to bring down the company behind the BKSB testing programmes to see what has now been developed for Functional skills. Any such events will be circulated amongst members.

There is regional network event for practitioners involved in Functional Skills. At Exeter University on July 14th 10.00 a.m.—2.00 p.m.

Agenda

- Information on the support programme offer from September 2009
- A national update
- Discussion of practitioner/manager needs and gathering intelligence and requests
- Matching supply with demand in the region
- Questions, next steps and development projects

To register by emailing southwest@fssupport.org with your job title, organisation, contact telephone number and any dietary requirements. If you have any particular questions that you would like addressed on the day please send them through to the above email address in advance.

Training Days on Issues of Belief, Faith and Culture in the workplace.

The religion and belief equality strand is very important but sometimes hard to address.

The Plymouth Centre for Faiths and Cultural Diversity offers regular training/awareness days that will help and support work in this area. The days are usually held every month and have been running very suc-

cessfully for a number of years. The day provides opportunities to raise awareness and deepen understanding of the process of building good relationships with people from different faiths and beliefs.

During the day you meet representatives from the local Muslim and Hindu community who help explore

the issues in greater depth.

The cost is £60 which includes refreshments and a wonderful Indian Vegetarian lunch!

For further details and booking forms contact the Centre at PCFCD, 3a Watts Road, St. Judes, Plymouth PL4 8SE Tel 01752 254438 Email: pcfcd@plymouth.gov.uk

DCET Training gain approval for Teaching and Learning Qualifications

As a specialist training provider, DCET Training (formerly known as Devon & Cornwall Electrical Training) have a long-established reputation with learners and employers in the counties of Devon and Cornwall. With a keen interest in always delivering excellence through best practices, DCET Training enjoys consistent repeat business from a portfolio of loyal clients who regard them as a trusted provider.

The facilities in both Exeter and Camborne are 'state of the art' and offer learners' opportunities to explore, learn and apply all aspects of their chosen subject in an ambient, controlled environment, under the tutelage of highly experienced and dedicated staff.

DCET Training's mission is to fulfil the training requirements of individuals and employers by

- Supporting its own continued growth and stability through expanding the range of training opportunities.
- Encouraging and supporting every learner to maximise and realise their own full potential
- Maintaining a level of excellence in its delivery of education and training through high quality staff whose own potential is maximised and realised.

The Electrical Training is to the

highest possible standard and ranges from Apprenticeships through to the City and Guilds qualifications, including the 17th Edition IEE Wiring Regulations, Inspection & Testing and the new Level 4 Higher Professional Diploma in Building Services Engineering (Electrical).

DCET Training have been a NET AM2 (Achievement Measurement 2) Skills Test Centre for a number of years and are privileged to be part of a small number of centres approved to assess Electrical Apprentices in this their final test before becoming fully qualified.

The qualification success rates both in apprenticeships and all other qualifications are consistently above the national average, with a 96% pass rate for the City and Guilds 2382 exam.

DCET Training are pleased to have been approved to deliver two City & Guilds teaching and training qualifications, the 7303, Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS), and the 7300, Introduction to Trainer Skills.

With the extensive experience of Assessing and Verifying NVQ portfolios they are able to deliver the EAL A1, (Assess Candidates Using a Range of Methods) and V1, (Conduct Internal Quality Assurance of the Assessment Process) qualifications to the highest possible stan-

dard.

Having a strong background in work-based and vocational training, as well as an extensive experience of teaching learners of all ages they offer these courses with a bias towards 'real world' experience.

The DCET Training ethos of enabling every learner to realise their full potential is fundamental to all of its training and is embedded within all courses, this is recognised in the following comments from their stakeholders . . .

"The staff are excellent, can always be relied upon and we value the proactive forward thinking approach of DCET" (Employer)

"DCET are one of our best contractors, they consistently meet profile, have excellent relationships with employers and their success rates would be the envy in any sector" (LSC Spokesperson)

DCET Training are proud to be part of the Training Provider Network and are grateful to all at TPN for the opportunity to share best practice during these challenging times and look forward to continuing to make a positive contribution to the network.

To contact DCET Training please call, Devon 01392 829100, Cornwall 01209 311001, or visit www.dcet.co.uk

The Institute of Leadership and Management

The Institute of Leadership and Management (ILM) is the UK's leading awarding body for management and leadership education. We work with a network of training providers who deliver our flexible, practically-focused qualifications which have a well-founded reputation for quality and adaptability. We offer both NVQs and VRQs (unit-based and credit-ready),

providing our approved training providers with the ability to build and deliver programmes that meet their customers' development needs.

Because our qualifications are nested, learners are encouraged to continue with their studies and progress onto larger qualifications, bringing repeat business for their training providers.

ILM also offers the opportunity to have bespoke management training programmes recognised – these are known as Endorsed or Development programmes. For further information, or to have an informal chat about how you might work in partnership with ILM please call Paula Sayner, Business Manager (South West) on 07894 061791 or email: paula.sayner@i-l-m.com.



WANTED PILOT PARTNER

The Business Development Consultancy (BDC) has a very successful sales & marketing track record working within the Education Sector, supporting you to meet the needs of the Employer and helping you to building stronger working partnerships.

We have created many profitable telemarketing campaigns for Training Providers in the South East.

SOUTH WEST TRAINING PROVIDERS

We now want to show the South West that you too can also reap great rewards from a focused, structured and well managed telemarketing campaign !! One of our clients within your region, recently saw a **20 times return on his investment**.

We believe in our success so much that we will subsidise the cost of a campaign by **over 70%** so you can see the results for yourself.

Over 70% off to prove to you it works!

If you would like to work with us we will:

- Provide quality appointments with Employers
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- Create a marketing PDF leaflet
- Source good quality data
- Manage a focused Telemarketing pilot
- Obtain feedback from the employers allowing you to build up your market intelligence
- Keep you ahead of the competition

Please do take up this fantastic opportunity and join in our success !

For Information please call Clifford Thomas or Julia Haines on

01903 821 950

www.winmorebusiness/training

DCTPN membership

Acacia Training	Hazel Lessiter	Hazel.lessiter@acaciatrning.co.uk
Academy for Training & Dev	Dave Badcock	dave@academy4u.co.uk
Academy of Training	Chris Jeffery	chris.jeffery@academyoftraining.co.uk
Accountancy +	Simon Deane	simon@aplustraining.co.uk
Achievement Training	Lorna Livesey	lornalivesey@achievementtraining.com
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Cornwall College	Ron Champion	training@cornwall.ac.uk
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Focus Training	Beryl Bailey	beryl@focus4training.co.uk
GHQ Training	Jean Rogers	jean@glenbeigh.co.uk
Hepco Slides	Brenda Hull	hepco@hepco.co.uk
JHP Training	Maureen Wheeler	Maureen.Wheeler@jhptraining.com
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Truro College	Sue Lovell	suel@trurocollege.ac.uk
Ultra	David Ham	david.ham@utrain.com
Venus Training	Jude Kenny	info@venustc.co.uk
Westward Training	Sue Bickley	wtp.training@btconnect.com
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