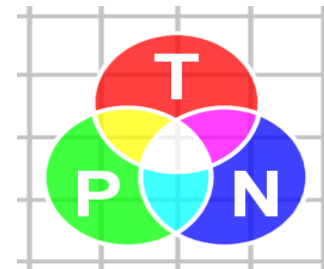


Training Provider News



May 08

DCTPN

Address:

3rd Floor

6 Drake Circus

Plymouth

PL4 8AQ

• Craig Marshall is the Managing director of the Training Provider Network

• Jacqui Locoock is working Full time for the network on Train to Gain and other projects

• Kerry Merrin is currently our part time administrator

• Contacts

01752 222552/ 222533

Fax : 01752 222552

E mail:

craig@trainingprovider.com

kerry@trainingprovider.com

www.trainingprovider.com

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DCTPN LIG 3 work on a network VLE.

Derrin Kent

Following on from our bid through the Association of Learning Providers LIG funding to support the development of e based delivery amongst work based learning providers, the DCTPN launch our Virtual Training Provider Network:

<http://dctpn.com>

Start looking out this month for the first signs of our online network! Partly funded by the Learning Innovation Grant, DCTPN network members who have signed up will soon be benefiting from:

1. a network hub site
2. a free vle for each network member organisation
3. a free e-portfolio facility for each network member organisation

The network hub site will feature:

- 24/7, socially interactive e-learning opportunities on how to use your FREE VLE
- news updates and community discussion opportunities with our local take on WBL and FE sector developments
- Opportunities for the sharing of good practice for (eg) Key Skills training, ERR, H&S Training, etc...
- Purchasable online courses for (eg) Key

Skills training, ERR, H&S Training, etc...

We expect to launch a nascent version of the Network hub site within a matter of weeks and will be inviting a selection of you enthusiasts out there to participate in the site's development. Thenceforth, the site will be under continuous, ongoing and cooperative development. Remember, though, the community make the website, not the technology. Our hub site will only become a success when we have generated enough of a "buzz" in the community in order to make it happen. eBay would be nothing without the buyers and sellers.

A free VLE for each of the twenty DCTPN network member organisations who signed up to the project at the outset. The VLEs you are getting for FREE will be built upon a Moodle platform (the same platform is chosen by roughly 60% of UK FE colleges, today). As mentioned, e-learning enthusiasts will be getting access to a 24/7, socially interactive e-learning programme featuring tutorials and access to experts who will teach you how to develop up courses on your e-learning platform for yourselves!!

A free e-portfolio facility will also be provided for network member organisations. Training and question/answer opportunities re: how to use this e-portfolio will also be provided in the Network Hub Site.

These are exciting times for DCTPN. We have the opportunity here to develop a really sustainable virtual network of training providers within our region. We MUST-N'T let this opportunity pass us by. WATCH THIS SPACE... the virtual community will soon start to emerge.

We have made great strides and owe a great deal to the efforts of Simon Deane of Accountancy Plus for driving the project forward and to Dave Badcock of the Academy for Training and Development for his enthusiasm and willing to share his own expertise on E NVQ's.

There has been a plethora of e based training delivered in the sub region, CEL's Connect Work Based explorer and Realise, the NIACE e Guides training and the LSN's e based Subject Learning Coaches. We can build on this in the coming year and help support our learners

Writing an e-Learning Strategy

David Rowe

If you have ever had to write a strategy of any kind you will know that it can be a complicated and daunting process. Even if you are prepared to do extensive research to ensure the end result is accurate and relevant, the process can still be fraught with dead ends, which waste huge amounts of time, events which distract you from your goal and turn up totally contradictory information. To cap it all with the advent of the Framework for Excellence inspection initiative the need for a clear, relevant and focused ILT/e-Learning strategy becomes ever more pressing.

Those members of the DCTPN who recently attended the CEL Connect and Realise courses, which were the result of a joint approach by RSC-South West and DCTPN to CEL, will hopefully have a clearer idea of how to write an achievable e-Learning strategy. However, I am sure that there are a number of organisations still wondering what form this should take.

So to assist in this process as an e-learning adviser at RSC-South West I thought I would share with my thoughts as to what a strategy could/should contain.

The basic structure for any strategy should contain perhaps six basic steps:

- **Vision,**
- **Aims,**
- **Objectives,**
- **Action Plan,**
- **Budget,**
- **Evaluation**

Vision:

What vision do you have for the role of ILT/e-learning within your organisation in the short, medium or long term? Is it going to be confined to a teaching and learning role or is it to become central to the way you evaluate how your learners achieve and how you track their learning. Two things to remember:

- be realistic with your vision,

too many organisations have failed to achieve their vision not because it was not achievable in different circumstances but because it was not based on reality in the first place.

- involve your staff from the very beginning include their expertise and version of the vision into yours.

Aims:

What do you aim to achieve in terms of e-learning in the short, medium or long term:

- develop ground breaking learning material delivered through an innovative system
- or embed best practice in the use of e-learning within the ethos of your organisation?

Objectives:

Where do you want to get too in the time scale of your strategy, will it be:

- a set point in the embedding of e-learning i.e. each learner having equal access to high quality e-learning materials.
- reaching the point where you can evaluate fully what you have achieved before moving on having learnt from the good and bad things you did.

Action Plan:

This is where realism and accurate forecasting come into their own:

- try to strike a balance between ambition and pragmatism, in terms of time, resources and cost.

- beware of being too ambitious, it is easy underestimate the time required to achieve what amounts to a culture change in your organisation.
- a good action plan is realistic in its planned timescales and includes allowance for slippage in achievement and have contingencies built in to cope with these.

Budget:

You are probably all only too familiar with budgeting; however, accurate budgeting and close control of cost during the implementation of an e-learning strategy are just as important as in any other aspect of business. However, do not be afraid to delay parts of your strategy if they cannot be funded immediately, under funding of a strategy can reduce the perception of its value.

Evaluation:

Accurate evaluation is vital if you are to keep your strategy on track, experience leads to the suggestion that a senior person in charge of evaluation and the requirement on them to report at frequent intervals works. A colleague in another region of the UK carried out a survey of a provider to see why their e-learning strategy was not as successful as anticipated. The survey revealed that the strategy had been imposed and not negotiated and the evaluation consisted of an agenda item at the monthly team meeting.

I hope that the comments above are of some help, if the RSC-South West can be of any help in this process please contact.

David Rowe
e-Learning Adviser WBL
JISC RSC South West
rsc-advice@rsc-south-west.ac.uk
Mob: 07809594850

The New Standard – Training Quality Standard – the South Devon Experience

This piece has been written very much as my personal reflection on the South Devon College experience. Our starting point on this journey was perhaps an unusual one. I joined the college in February 2005, just on the cusp of the College's re-inspection by Ofsted, following a period when the College had "failed" an Ofsted and as such had been under special measures. I had the opportunity to bring a radical new approach to the College's work with employers, with an almost blank canvass – not an opportunity which many managers are lucky enough to have.

From August 2005, we re-launched our employer engagement work with "Business Advantage", a new College department which acted as a one-stop-shop for all employer enquiries, and delivered key employer-facing products such as short courses, IT and the then "Free2learn" ETP pilot scheme. We committed to the quality standard "Customer First" which provided a very useful blueprint or framework to both underpin and help drive all the improvements to service and delivery we needed to make. This forced us to map out very clearly the employer customer journey with the College – from "first contact" with an enquiry, right the way through to the end of the process, when we asked employers to evaluate the training intervention which had taken place. It was thrilling in June 2006 to succeed at our first attempt to achieve the Customer First standard, the first college in the south west to do so. This led to our selection for the test phase of the New Standard, one of 60 providers nationally to participate.

In my opinion, it would be very hard indeed to succeed with the New Standard unless your organisation has great clarity about the customer journey from first contact all the way through the process of working together as an employer and a training provider. One issue to consider with any

quality standard is – which "bit" of the organisation are you presenting, in our case, whole college or Business Advantage? For Customer First, we presented Business Advantage, WBL, our COVE in Construction, and the Helpzone, which handles all learner enquiries.

When we came to participate in the test phase of the New Standard, I decided to use the opportunity to take a risk and present "whole college", to see how we would do. As well as looking at all aspects of customer responsiveness through the customer journey, the New Standard also examines overall organisational strategy and target setting, resources, recruitment and induction of staff, involvement of the teaching (delivery) staff, the impact of the training and the quality cycle.

In process terms, the assessors interview the staff to discuss their jobs, then take a view on the extent to which the processes and procedures are (1) in place and (2) embedded, that is, if your team is run over by a bus, would the new staff be able to pick up where the old staff had left off. For a new organisation and team, which effectively Business Advantage is, the second aspect of embedding was particularly challenging, and we had to put a lot in place very quickly!

Where we scored highly, both rhetorically and literally, was on organisation culture – Customer First really helped us get in place a fantastic can-do, employer responsive culture, which helped offset some of the procedural deficiencies. Of course in an ideal world, you want both a great, responsive culture and fantastically detailed, embedded procedures. In my view, the New Standard does test both aspects, not least because of the final stage, which is a set of independent telephone interviews with the clients.

We passed the test phase in December 2006/January 2007 and as a result took the opportunity to participate in the Fast Track approval

process July-October 2007, for whole college and a Part B in Construction. We were thrilled to be amongst the first group of approved providers in November 2007 – again, the first in the south west region, and the first with Part B for Construction in the country. We have "conditional approval" on part A, whole college, due to the impact measure. This was not due to the methodology we have adopted, but due to having insufficient years (2) to show a trend – we will be revisited on this issue in May 2009.

As someone passionate about the customer experience, I am very proud that the independent telephone survey showed us at 13% above the average rate for the providers who went through the fast track approval process: 88% of our employers would recommend us, giving us 7-8/10 (29%) or 9-10/10 (59%). I like this aspect of the New Standard – employer feedback and recommendation seems to me the acid test of whether you are getting it right.

Finally, I would like to touch on the CRM issue. For many organisations, there is a belief that a CRM will help you deal with the issues or make improvements, and that you couldn't hope to achieve the standard unless you have a CRM in place. We achieved all the above without a CRM! We purchased a CRM system in Summer 2007 and have been working with the supplier to develop the system to match the customer journey with South Devon College and mirror our procedures. It goes live in the next couple of months. So if you haven't got one – don't be deterred!!

I am happy to speak about the New Standard to your organisation if you want to invite me – for me this is always a two way process as I love to visit organisations and find out how others are going about making their organisations employer facing and responsive.

Adele Dawson, Head of Skills, Innovation and Projects, SMT member, South Devon College
Adele.dawson@southdevon.ac.uk

Skills for Life ITT and CPD

Gwen Blake

The Background

The introduction of the reforms to initial teacher training and continuing professional development from September 2007 has a complex impact on Skills for Life teachers and learning support practitioners in the lifelong learning workforce. Teachers in FE colleges employed after 2001 were required to gain a full generic teaching qualification such as a Cert. Ed or Post Graduate Certificate of Education (PGCE).

Since 2001, teachers of literacy, language and numeracy have had to gain a subject qualification if they were employed after September 2002 (Literacy or Numeracy) or 2003 (ESOL/ Language) as well as a generic teaching qualification.

Teachers and assessors in the whole of the lifelong learning workforce such as those working in Workbased learning were not required to gain the qualifications under the 2001 regulations, but often did so, to ensure equal treatment from their employer or as a voluntarily opportunity to upskill their expertise as part of their career plan. Skills for Life practitioners also had the opportunity to gain recognition through the PRLS – the Professional Recognition Learning and Skills scheme through which 62 % were recognised as having the competence and experience of a fully qualified teacher.

By 2010 every teacher will be qualified or working towards a recognised qualification- including those who work within workbased learning. From now, all new teachers, trainers, lecturers or instructors must be professional qualified and licensed to practise by the Institute for Learning. Those working within the workbased learning sector must be registered with the Institute for Learning by September 2008 and can do so by going online www.ifl.ac.uk

September 2007 onwards...

Don't panic!

If Skills for Life teachers, employed since 2001, have the full generic teaching qualification and a level 4 subject qualification, they do not need

to do the new level 5 subject qualifications such as the *Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning* sector. They need to register with the Institute for Learning and comply with the CPD regulations. They may check that they are qualified for each subject (literacy, language or numeracy) they teach.

The September 2007 reforms impact more on Skills for Life teachers such as those

- 1) newly employed since September 2007
- 2) previously employed but new to Skills for Life teaching and include
- 3) further opportunities for those who were employed in teaching Skills for Life pre 2001.

Those who fall into the above categories 1) and 2) must gain a subject qualification, for example, a:

- *Diploma in Teaching English (Literacy) in the Lifelong Learning Sector*
- *Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector*
- or *Diploma in Teaching English (ESOL) in the Lifelong Learning sector*.

NB These awards may have slightly different titles if offered by the universities but must follow the same content and be endorsed by SVUK (Standards Verification UK)

There are several ways these qualifications may be offered and delivered and many prefer the wholly 'integrated' route where people may study the generic teaching components as well as the subject components in the same course of training. 50% of the training may be at level 4 and 50% may be at level 5 and 4 of the units must be taken in subject specific cohorts. All individuals

starting such a course will be assessed at the beginning to ensure that their subject competence is at the equivalent of level 3 and to ensure their skills and knowledge are sufficiently current and of sufficient depth.

If individuals have a full generic qualification already but not a subject qualification and were employed after September 2001, then they may enrol on an *Additional Diploma in Teaching Mathematics (Numeracy) or English (Literacy) or Language (ESOL) in the Lifelong Learning* sector according to their preferred subject route and learner groups.

The situation is more complex with those who are assessing or delivering key skills. Very few Key Skills teachers may be regarded as Skills for Life teachers but the responsibilities need to be unpicked in every situation and with every individual. Each WBL organisation will have different ways of supporting their learners with their literacy, language and numeracy but must ensure that there is appropriate support for developing these skills. If for example, these subjects are taught as a discrete subject either concurrently or before an NVQ and the organisation is drawing down Skills for Life funding for the learners, then the training will need to be taught by someone with specialist knowledge. In that case, that teacher may be regarded as a specialist teacher with the appropriate Skills for Life qualifications.

In most cases, the NVQ is taught with literacy, language or numeracy 'embedded' into the course. In this case, the vocational teacher may want to enrol on the new* Level 5 award in 'Developing Embedded Approaches' as part of their CPD. In the South West there is also

Skills for Life ITT and CPD (cont'd)

the opportunity to study on the ABC Level 3 *Certificate in Facilitating Learning* course- *the Lightbulb*, which is subsidised by the LSC and is especially suitable for those who are new to addressing the literacy, language or numeracy needs of their vocational learners and/or in an assessor role.

Individual organisations or teachers or assessors may want to find out more by visiting:

www.lluk.org/ittreforms/downloads/up-dated_few_info_pack_8_0ct.pdf
www.ifl.ac.uk/services/p_wvw_page?id=140
www.dius.gov.uk/publications/guide2007no2264.pdf
 or visit the National Reference Point website at www.nrp-lluk.org

Tel 020 7936 5798
 email nrp@lluk.org

3) There are further opportunities for those who teach Skills for Life and who do not have a full generic qualification to gain

recognition towards QTLS (Qualified Teacher Learning and Skills). There is a scheme called GPRLS- *Generic Professional Recognition Learning and Skills*- run through Standards Verification UK (SVUK) which, through a process of peer assessment, will recognise either a generic or subject specialist competence.

There is also a simpler quicker process called *B4 GPRLS* which will be available in the early summer 2008 through SVUK.

See www.lifelonglearninguk.org/svuk/gprls/gprls_index.html

FAQs

Q Are part time teachers who teach SfL for only a few hours a week in an associate role.?

A All teachers of Literacy Numeracy or ESOL are currently regarded as being in a full teacher role. It is not the amount of time that someone teaches, but the responsibility that they have in their teaching role that determines whether they are in a full or associate role.

Q Do all teachers need to

take an introductory course before starting to teach?

A No, all new teachers from September 2007 must gain a threshold Licence to Practise *within one year* of starting to teach. (Preparing to Teach in the Lifelong Learning Sector - PTLLS). Teachers who are already working in the sector and qualified to teach do not need to take further qualifications.

Q Do teaching qualification requirements only apply to those teaching in Further Education Colleges?

A The regulations apply only to the FE sector. However, *the policy* on workforce reforms applies to the whole sector including work-based education. The LSC is tasked with requiring that all publicly funded providers have a qualified workforce and inspection procedures are in place to ensure this.

Gwen Blake works as an independent Skills for Life Adviser with QIA and Lifelong Learning UK.

Gwen can be contacted on gwen.blake@btinternet.com

Destinations of Year 11's in 2007

The Connexions Service has again produced its excellent Destinations 2007 Year 11 completers booklet which is invaluable when looking for trends amongst the 16-17 year old cohort. Overall there was a fall in the number of year 11 completers of 3.8% reflecting demographic trends. Of these 2.4% more stayed in full time education than had the previous year, unemployment also rose, by 0.3% .

From a training providers it is significant that the numbers entering work or training options fell by 0.8% whilst the numbers in jobs without training stayed constant. The numbers in work with some kind of training fell by 1%.

Males accounted for 64% of the entrants to work with construction accounting for 36.1% of them. Hospitality and Sales were the most attractive for females with 42.1%. The Hospitality Sector

saw the biggest rise of any with 16.2% representing a 25% increase, whilst hair-dressing entrants fell by 11.1%.

It is to be hoped that the real success of the Learning Agreements will have done something to offset these figures which reinforce the trends which have been under for several years. Training Providers know that recruiting 16 and 17 years olds is very difficult at present.

Have you visited our website?

www.training-provider.com

DCTPN Meetings
10.00 – 2.00

4th July
 Bicton College

October 3rd
 Accountancy Plus
 Plymouth

Plymouth Adult & Communities Teaching with Technology Programme

01752 609128

Aim Higher Website

www.gr8choice.org

Find out what courses are available

Framework for Excellence

The first pilot for the Framework for Excellence is now complete and version one of the Framework is due to be published in June. Providers in scope for this version are Work-based Learning Providers (except Local Authorities), Train to Gain Providers, General FE, Tertiary and Specialist Colleges and Sixth-form Colleges.

The LSC will be running two events in the south west to provide an update on the Framework for Excellence and what it will mean for providers. The first of these will be in Exeter on 30 June followed by a second event in Bristol on 4 July. Invitations and further details about the event will be sent out shortly, but in the meantime please put these dates in your diary.

Skills for Life – Raising Awareness or Raising Alarm?

Recent research reinforces the continuing gap in literacy and numeracy skills that continues to plague the UK workforce.

'Taking Stock', the 2008 Education and Skills Survey carried out by the CBI claims 40% of employers are concerned about the literacy and numeracy skills of those in low-skilled jobs. The survey of 735 firms (including the public sector which accounts for 25% of GDP) employing 1.7 million people reports that one fifth of the adult workforce lacks either the literacy or numeracy skills expected of 11-year-olds. Employers had serious concerns about employees' inability to write sentences, spell correctly or use accurate grammar, or spot simple numerical errors. As a result of poor customer services and falling productivity, around 25% of employers are investing in remedial literacy and numeracy training. Another recent survey of 1137 employers carried out by YouGov on behalf of the Learning and Skills Network, ('Employability Skills Explored') suggests employers are struggling to find young people with the right skills for work. Only 13% of employers who tried to recruit school and college leavers with the right skills for their business had been successful - the skills most frequently cited as lacking included literacy and numeracy skills.

Both studies suggest there is still a considerable way to go to meet the workforce needs of employers. While there is an increasing shift towards 'demand-led' provision it remains crucial to raise awareness amongst employers and employees about the training provision that is already on offer. Given that 70% of

the 2020 workforce will already have completed compulsory education, we need to examine how we engage with employers and their staff to raise awareness of and promote existing training opportunities

The project 'Developing Skills in the Public Sector' is a commitment by Devon County Council to identify, analyse and develop the skills of its workforce. The project incorporates a strand specifically to promote and raise awareness of Skills for Life and the training provision that exists throughout the county. Aimed primarily, though not exclusively, at the children and young people's workforce, the project is using a number of ways to engage the interest of staff. This includes the dissemination of information via leaflets, skills awareness workshops and through one-to-one contact between the project coordinator and childcare employers and employees. The Skills for Life Exhibition on 21 May (during Adult Learners' Week) at The Coaver Club, County Hall is an opportunity for managers and staff to meet with training providers and other Skills for Life organisations to learn about the training opportunities and options as well as the free resources available on-line to check skills and do practice tests.

What the project is discovering is the extent to which managers and staff are unaware of the training provision that exists outside of that which is embedded in NVQ and other training qualifications. What is particularly noticeable is the number of times contact with employers is necessary before the decision to access training is made. The decision to purchase a product

or service rests upon a clearly defined process of first raising awareness, gaining the audience's interest and then creating a desire before action is taken. Research suggests it is unlikely for customers to jump directly from awareness to action. Consideration also needs to be given to learner motivation – frequently overlooked but a critical element needed for employee-learners since even the best training program will fail if the employees are not motivated to learn. Underpinning this are the principles that the benefits of learning are emphasised and the minimisation of any barriers to learning, which points to the increasing importance of flexible training provision that can be adapted to meet a particular working environment.

It is clear that raising awareness about training opportunities in literacy and numeracy requires long-term commitment of financial and human resources, the building of sustainable relationships between training providers and employer/employees, as well as flexibility of training provision. With an increasing shift towards 'demand-led' provision the voice of the employer and the motivation of employees as learners is increasingly important.

Unless these conditions are met there is the danger that we end up raising alarm more than raising awareness. To give your views on the development of a sustainable awareness raising campaign contact catherine.logan@devon.gov.uk

Catherine Logan
Skills for Life Development Coordinator

Link into Learning and the Cornwall Adult Education Business Unit

We are very pleased to have recently joined DCTPN, and to have the chance to introduce ourselves to the Network.

Link into Learning is the specialist Skills for Life provider of Cornwall County Council's Adult Education Service, delivering through around 20 learning centres across the county, and through outreach programmes in the community.

Our Business Unit grew from this Skills for Life background, offering workplace programmes. Link into Learning has always had a track record of contextualising Skills for Life courses, and in the Business Unit this meant addressing literacy and numeracy skills through ICT, workplace communication skills, and so on. In the last couple of years we have delivered increasing volumes of ESOL in the workplace, in line with the expansion of the numbers of migrant workers in Cornwall.

In the last three years or so, our Business Unit has grown significantly and, as part of a wider Adult Education Service, our offer has diversified to include statutorily required training courses, and an increasing range of NVQs. Aside from Health and Social Care, these are generic, in the sense of not being sector-specific, but, when combined with our Skills for Life core, this means that we can put together packages for employers which could benefit any business, in the widest sense of improving communications and effectiveness. I will return to this slightly later.

We work with a range of employers – which in Cornwall no-

one in the Network will be surprised are largely SMEs – and with our colleagues in other parts of the County Council, and have also successfully delivered in partnership with TUC Unionlearn and its network of union learning reps.

I would imagine that we face the same challenges as other members:

- juggling mainstream, Train to Gain and other project funding and targets
- making sense of government, LSC, RDA, ESF, QIA, LLUK, etc, etc, etc, priorities and requirements, and all the contradictions within them
- trying to line these up with employer and employee needs and expectations, which rarely line up perfectly themselves

I think there are three main things we hope to gain from, and give to, the Network:

1. The opportunity to try to achieve some shared wisdom and common sense in relation to the above points.
2. Some advice and assistance if possible, in relation to achieving the New Standard.
3. The chance to explore potential partnership delivery with partners – as I said above, we are essentially generic or cross-sector, rather than sector specific. There may be the potential for us to add value to providers who are sector-specific, by complementing the specialist stuff with a package to improve communications and effectiveness (drawn from, for example, ITQ, Business and Admin, Customer Service, Management and, of

course, Skills for Life). We will be delighted to talk to any partner for whom this sounds useful.

To give partners a flavour of what makes us tick, I can share with you our mission statement, which, interestingly, took many hours of pain and discussion to come up with – some team members felt strongly that we were too business-focussed and not enough employee-centred, and others the opposite. Everyone signed up to the result, which combines the two, so that we are:

‘working with employers in Cornwall to link the development of their people to the success of their business’.

This reminds me of one more point – as part of Cornwall Adult Education Service our core remit and therefore delivery is in Cornwall. We do, however, venture across the Tamar when we are invited by partners to make a contribution.

I should probably introduce John Avis, our Business Development Coordinator, who will also attend the network, and with whom I work closely. You will probably be better talking to him than to me, for the way we work is that I pontificate about strategy, targets and development, and he makes it happen (usually). Both our contacts are below, and we look forward to working with you.

Rob Sweetzer-Sturt, Principal

John Avis, Business Development Coordinator, john.avis@cornwall-acl.ac.uk

Rob Sweetzer-Sturt, rob.sweetzer@cornwall-acl.ac.uk

Both on 01726 816550

GET INVOLVED

GET INVOLVED is a campaign to encourage training providers in the South West to get their qualified teachers trained up as mentors.

Why? Recent OFSTED reports of teacher training for the Lifelong Learning Sector have identified the need to improve workplace support. *GET INVOLVED* is aimed at experienced teachers and trainers in all training providers in the South West. We think it is important to ensure all training providers in the South West have staff trained as mentors to support other teachers undertaking a Certificate or Diploma to Teach in the Lifelong Learning Sector.

What are the benefits to me?

If you *GET INVOLVED* then you

will benefit from regular updates about teacher training requirements for the sector including information on the new regulations and the professional recognition scheme, the opportunity to attend a forum for training providers at the University of Plymouth to discuss teacher training requirements, your staff will be trained as mentors for FREE, and your staff undertaking teacher training in the future will be better supported in the workplace. Your mentors will receive a certificate of achievement and achieve five hours towards their CPD requirement.

When is it happening? The campaign starts on 1st April 2008 and will end on 31st March 2010.

Mark Glasson

Who is leading this campaign?

GET INVOLVED is part of the activities of the Peninsula CETT. The Peninsula CETT is one of the two Centres for Excellence in Teacher Training in the South West and is led by the University of Plymouth. The membership of the Peninsula CETT includes a range of teacher training providers throughout the South West. During 2007/8 the members have been trialling different mentor initiatives to ensure that *GET INVOLVED* is a success. More information about the Peninsula CETT can be found at www.peninsulacett.org.uk

How can I GET INVOLVED?

Email the Peninsula CETT Director for more information mark.glasson@plymouth.ac.uk

Launch of the IAG Champions

Around 11 million people of working age have either no qualification or a qualification below Level 2. Supporting these people to gain skills is therefore a key Government priority.

The Training Provider Network in conjunction with **nextstep** Cornwall, Devon and Somerset developed a training course for IAG Champions. The first event took place at South Devon Enterprise in April and seven Training Providers sent Advisers along to the course with the aim to develop IAG within their companies led by their very own IAG Champion.

Professional development has changed in recent years. Much of it comes from the support colleagues provide for each other formally and informally. Equally, planned development is needed for Advisers to improve the quality of information and advice. The one day course gave the new IAG Champions an opportunity to refresh existing skills and acquire new skills, to observe and analyse a structured advice session based on the EGAN-Helper model and become acquainted with the Adviser Handbook which contains "all the tools of the trade" necessary to deliver an advice session which moves the learner on in their journey towards achievement recorded on their action plans. The IAG Adviser has a great responsibility to help the learner set achievable targets and plays an

important role within the national skill strategy for a better qualified workforce.

The findings of the "Leitch Review of Skills" identified that people must be fully informed and impartially advised as how best to improve their skills based on the economic value attached to particular skills and changes in the labour market and have access to the advice they need to improve their pay and job prospects. IAG is at the heart of Train to Gain to ensure learners make informed choices, complete courses and qualifications. The advice falls into three stages:

- *Pre-entry* - consideration of training needs and identification of appropriate learning
- *Ongoing support* – option of ongoing IAG, including general learner support
- *Exit* - review of their learning experience and discussion how this learning might be of benefit in their current role, consideration of alternative options for continuing learning related to their current and future roles.

Employees need to be helped in implementing training outcomes and require access to Advisers who can motivate them, inform them of availability of the range of options and services including Labour Market Information.

Antje Cooley

The "IAG Champion Course" provided the opportunity for Adviser's to check their own current skills level in relation to advice and guidance competences and plan their continuous professional development with access to a range of development opportunities: access to shared network of IAG Champions, access to the **nextstep** website and tools, HE training needs analysis, familiarisation with advice resources tools, formal and informal assessment of professional practice, Signposting Directories, peer assessment, access to "Snippets" the **nextstep** bi monthly Adviser updates and additional free continuation workshops.

The IAG Champions will be passionate advocates within their own organisation and with employers to promote IAG, to become a source of help to those who deliver information and advice and ensure that supporting mechanisms are in place to develop strategies for sharing best practice with their colleagues.

For further information and to secure your place on the next "IAG Champion Course" in July, please contact Craig Marshall craig@trainingprovider.com

Or

Antje Cooley
Business Support Services Manager
nextstep Cornwall, Devon, Somerset

Switch keeping you in touch with the ITT Reforms

Switch is one of two Centres for Excellence in Teacher Training (CETTs) in the South West. As most of you know, the answer to many of our questions about the reforms is: 'It depends' or 'We don't know yet.' With this in mind, here of ongoing developments and where to get further information:

Recognising qualifications: Tariff of Legacy Initial Teacher Training Qualifications (TLQ or "Tariff")

TLQ is a tool that acknowledges legacy teacher training qualifications teachers may already hold - such as PGCEs or the 7407 - and ensures that existing staff who wish to work towards becoming licensed practitioners start their journey at the appropriate stage of the new qualifications.

The Tariff is in two parts: **Part One** establishes whether legacy qualifications cover the new teaching qualifications in sufficient detail. The Tariff tables show which units of the new qualifications are covered and where there is insufficient coverage.

Part Two identifies potential areas for development where there is insufficient coverage and indicates ways in which Awarding Institutions can support

Recognising experience: The General Professional Recognition Learning and Skills Scheme (GPRLS)

This scheme is aimed at existing staff for whom an initial teacher training qualification would be inappropriate. It enables experienced staff who are already competent teachers to have their prior experience recognised and to apply for licensed practitioner status.

As part of the GPRLS, a new route specifically for teachers of long standing is being planned to enable them to gain professional standing. This will sit alongside the existing GPRLS pathways for Skills for Life practitioners and those from all other areas of learning. This third, accelerated route (GPRLS B4) is exclu-

sively for those unqualified or partially qualified teachers, tutors and trainers currently working in the sector who can prove they were working in the sector before the regulations or contractual requirements for teachers' qualifications were introduced. Like the other recognition routes, GPRLS B4 is a means of using experience and prior learning to gain professional standing. Full details of eligibility and application processes will be announced in the early summer.

You can find out more at www.standardsverificationuk.org.

either through top up modules or accreditation of prior learning and achievement (APLA). Where there is sufficient cover, new topics - such as personalised learning or introduction of the minimum core - are identified to be addressed through CPD.

You can find the first phase of the Tariff at: www.standardsverificationuk.org.

The North West Devon Workforce Development Action Group

ESF Co-financing: the tendering process has absorbed a lot of effort and now we look forward to working with the successful LSC and DWP contractors to ensure that our relatively rural area is not overlooked and that interventions meet the needs of our micro-businesses.

Brokerage: our Northern Devon Brokerage Network had its first meeting in February and agreed to meet quarterly, with the next meeting on 27th June 2008.

Work with Transform based in Ilfracombe: the third cohort of trainees through the Osborne Hotel Centre of Excellence led by North Devon College has again been successful with high levels of retention and progression into employment. Training for entry into care sector employment has been added. There is also some innovative work by North Devon Pathfinder trust on generic skills for individuals looking to (re-)enter employment.

Skillstarters for Torridge: after a successful first year, a bid for the second year of the project, focussing on the tourism sector, has been submitted to

Devon Renaissance, with finance secured from DCC and LSC through PSfD (the Productive Skills for Devon Group of the Devon Economic Partnership). The project aims to engage in learning micro-businesses that have not been involved in developing their workforce through structured learning.

Graduate Skills for Torridge: the project will shortly be entering its second year, helping SMEs in Torridge to make use of graduate level skills on a specific project in a low-risk, low-cost way but with mutual benefits to the business and under/graduate.

Women in Micro-Enterprise: The WAM project has secured funding to be rolled out to the non-objective 2 area and there is a possibility of support from PSfD to continue the work in the objective 2 area. The initial project has been dramatically successful in engaging and supporting women who are running or are considering setting up a micro-business.

West Devon Food and Drink sector network: funding has been secured from Devon Renaissance for a twelve month programme to build up a network, working closely with South

Hams, engaging businesses and supporting them to work co-operatively. The funding includes some support for training.

To publicise some of this and other work going on and to engage with local businesses, The Devon and Cornwall Business Council hosted a PSfD event in Barnstaple on 4 April 2008.

Another very significant development is the formation from 1st April 2008 of North Devon Plus from the former North Devon Enterprise Agency, North Devon Marketing Bureau and North Devon & Exmoor Regeneration Company, backed by North Devon and Torridge Councils. We look forward to working with the new organisation on the projects above, and more.

The next meeting of the Workforce Development Action Group will be on Thursday 15th May 2008, 2 p.m. at Woodlands Enterprise Centre, Pathfield Industrial Estate, South Molton.

For further information or to join the group mailing list please contact Philip Done p.j.done@btinternet.com 01271 850432

TORBAY EMPLOYERS APPRENTICESHIP REWARD SCHEME (TEARS)

A new programme has been developed in the Torbay area to boost the number of apprenticeships offered by employers who are new to recruiting apprentices. The Torbay Employers Apprenticeship Reward Scheme – or TEARS – will provide a bursary of up to £650 to employers who have either never taken on an apprentice or have not done so for two years. The number of young people entering apprenticeships plus the number of apprenticeship vacancies notified to Connexions have declined in recent years – this programme aims to reverse this trend.

TEARS is funded by the Learning & Skills Council and is delivered by Connexions Cornwall and Devon in 1 College and Paignton Sec Info Tech plus Connexions and the LSC have been involved in designing the programme.

To be eligible for a payment an employer must be based in the TQ1 – TQ5 postcode area or must recruit an apprentice who lives within Torbay. Employers are limited to one place in the scheme.

Colin Shorthouse Connexions Area Manager for Torbay said “Once all the funding for bursaries is used up then the scheme will finish in its present form. However it is hoped that it may be able to continue funded through a different source.”

The Torbay area (plus Plymouth and Bristol) will come within the scope of Strategic Investment Framework funding from summer 08. There is a good deal of interest in providing incentives for employers to take on apprentices funded through SIF.

The National Apprenticeship Strategy also talks of the government’s longer term plans to provide incentives to employers who recruit apprentices. It is hoped that Torbay will pave the way for expanding this initiative beyond the small scale pilot into a more permanent arrangement and across more areas.”

Providers operating in the Torbay area who would like further information should contact Kirsty Mottram or John Wakeham in the Torquay Connexions centre on 01803 200202 or email kirsty.mottram@connexions-cd.org.uk, john.wakeham@connexions-cd.org.uk.

**Colin Shorthouse
Connexions Area Manager
Torbay**

How to survive change

We Homo sapiens have done a pretty good job of sticking around over the years. What’s marked us out is our capacity to learn. It’s the same for small businesses; the SMEs that thrive in a rapidly changing environment are those that learn.

Well we can make the case for work-based learning. But how do we make it happen? And how do we make it stick? Of course a skilled provider is a vital part of the mix but what happens when we leave? South West SMEs aren’t exactly stuffed with Union Learning Reps. We know we need to ‘develop a learning culture’; it’s a fine phrase but is it achievable?

We believe it is. Here are some recent Ofsted quotes:

“Learners... are enthusiastic and well motivated by the training programmes and take considerable pride in their work.”

“...coaches felt better able to guide and support colleagues in vocational training at work.”

“Those receiving training in coaching... comment on raised confidence in their role and there is significant evidence of improved performance of those whom they coach.”

“(The programme) has helped to develop a learning culture within SMEs and this is leading to the creation of trained learning coaches at work.”

What do these extracts have in common? They all describe the project (Greater Expectations) that originally developed and delivered the *Smart Business Coaching* programme that combines learning support techniques with a strong values base. (Ofsted Inspection of Learning South West, 27th .

September 2007).

Building on the development of that programme, Smart Business Thinking Ltd has joined forces with Gnosis Consultancy, with their years of senior level change management experience, to present *Coaching for Change* – a one-day training event in which learning providers and sustainability practitioners can learn and share together.

Coaching for a Change is taking place on Thursday 15th May 2008 at East Reach House, Taunton. Places are fully funded (normally £160) and numbers are strictly limited so early booking is advised.

For further information or to book your place now e-mail: learning@creating.excellence.org.uk

Functional Skills Update

What are Functional skills?

Functional skills are practical skills in English, mathematics and ICT that help learners gain the most out of work, education and everyday life.

Functional skills were announced in the 2005 White Paper '14 – 19 Education and Skills.' They are defined as:

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

Functional skills are new qualifications, which are being developed as a response to the employability needs that are set out in the government's 14-19 Education and Skills White Paper.

Functional skills qualifications will be:

- available as free-standing qualifications;
- an integral part of the new Diplomas and Apprenticeships
- included in the new GCSEs
- within the Foundation Learning Tier

They build on existing good practice and are based on a problem solving approach. Learners who are 'functionally skilled' are able to use and apply English/mathematics/ICT and they know how to tackle problems that arise in their life and work.

Why are they needed?

The development of functional skills is seen by the Government as essential "to address employers' concerns that young people and adults are not achieving a firm enough grounding in the basics". The

qualifications are being designed to provide a 'single ladder of achievement'. They build on existing **key** and **basic** skills qualifications and **Skills for Life**, which they are expected to replace by 2011.

How will functional skills contribute to the adult skills agenda?

The development of 'functional' skills for adults is crucial to tackling the skills gap in England. Helping adults improve their levels of 'functional' English, mathematics and ICT will support employers' needs to have a workforce that is enterprising, productive and equipped to compete in business. These skills will also assist adults to interact confidently within their communities.

from Functional skills ---Your questions answered; QCA Oct 2006

Functional skills and apprenticeships

From 2011 Functional Skills are expected to replace Key Skills and Basic Skills. The Skills for Business Apprenticeship Approval Group have approved the limited use of functional skills qualifications within apprenticeship frameworks where this is supported by the relevant sector skills council or sector body.

This action will ensure that this important cohort is included in the overall pilot evaluation. We would like to take this opportunity to confirm that ONLY the following Sector Skills Councils have so far confirmed that they will accept the Functional Skills as part of their Apprenticeship Frameworks:

- Pharmacy
- Skills for Health
- Dental Nursing
- Health and Social Care
- Skillsmart (Retail)

- Institute of Customer Service

We will keep you updated as and when other SSCs confirm acceptance.

If you have not contacted us yet but are interested in joining our Functional Skills pilot, we would be delighted to hear from you

To join the pilot and/or to express interest

Either complete the expression of interest form from our Functional Skills website: <http://developments.edexcel.org.uk/fs/exp08/>

Or email the Pilots Team with your request fspilot.recruitment@edexcel.org.uk

Or contact your Edexcel Business Development Manager

Functional Skills Training Events

Regional Functional Skills Training Events

Alternatively you can choose to attend Regional Functional Skills subject specific training events which run later in May & June 08. These events will duplicate the National Events. Please return the Flyer/booking form from our website <http://developments.edexcel.org.uk/fs/regional/>

Latest specifications are now available from the Functional Skills website: <http://developments.edexcel.org.uk/fs/tgns/>

Do bear in mind that such training events will be an important part of the new Institute for Learning's records of individuals trainers CPD requirement under the new teacher training changes.

Train to Gain National Discussions Update

Since the last D&CTPN meeting on the 4th April there has been one meeting between the LSC and ALP's Special Interest Group at Coventry. Graham Hoyle, through Countdown, has described all the meetings as 'highly constructive'. It is true that the LSC are listening and seem enthusiastic about the meetings. Far be it from me to contradict Graham; but 'staggeringly slow' is how I would have described it; I'm no politician! At least 2 or 3 additional working groups have been commissioned, hopefully as a 'one-off arrangement', to sort out the detail.

However, on a positive note, version 4 of the guidance for this year is a definite improvement on the previous version. This is mainly down to 'these' additional meetings between the LSC and Stewart Segal 'talking turkey'. Can I leave that to your imagination? More work is being carried out, again led by Stewart on the detail for the funding for next year. Any changes here are likely to affect the way the apprenticeship funding is profiled. ALP members will know, that when Providers were asked to respond to a request by ALP, on the profitability of T2G funding, one third of ALP's T2G Providers responded immediately, and all but two providers stated they were losing money.

Further news from ALP indicates that the meetings held between the LSC, and Stewart for ALP, have born fruit as the LSC appear to have accepted ALP's argument that health and safety checks are both inappropriate and unnecessary for a programme targeted at employed adults, where employers are fully responsible for the health and safety of their employees.

More work is underway to review the definitions of the '20 guided learning hours'. Discussions have been taking place to possibly lower the 20 hrs and provide further clarification on the type of flexible / blended learning that would count under this rule. I believe there's a real possibility that this work, if successful, will improve things enormously!

Chris Jeffery represents small providers at the national LSC Train to Gain Forum.

Teaching & Learning Opportunities

Di Fuller

Professional Training Programme (PTP)

The schedule and the booking process is available on the SLC website <http://www.subjectlearningcoach.net/news/index.aspx?ID=5000&back=/News/>

Each course that is offered has a 'cohort' label.

Cohort B in the south will take place on 22 April and 20 May, (likely to be near London)

Cohort D will take place in the South West on 14 May and 26 June.

The Devon and Cornwall PTP will take place in Truro on 22 April and 20 May. Please send names for this option to di_fuller@hotmail.com by 20 March.

Please encourage SLCs that have not yet attended a PTP to book onto any of these options. The booking deadline for Cohort B is 1 April and deadline for cohort D is 22 April. Postal invites and emails have been sent to nominated SLCs that have not previously joined the PTP.

In-house delivery is available if you wish to train a lot of SLCs or arrange a group of providers in your area. The **minimum** number is 12. Please contact Chris or Di for further information about this.

Elective modules

There will be a second cycle of the SLC Facilitator and E Learning Elective modules. The dates for these are 5/6 June in the South for the SLC Facilitator and 4 June for the E-Learning module.

Details for registering are on the website. Please note that these electives are only for graduate SLCs (those that have completed the PTP, have a Certificate of Successful Completion or above & hold a PGCE, CERT ED or an equivalent teaching qualification).

In addition to the dates and booking process being available on the SLC website invites have been sent to graduate SLCs.

If you would like further information, please contact Di Fuller 07786 816890 or email di_fuller@hotmail.com or Chris West 07917 361260 or email chris.home@virgin.net

Current Position Regarding Diplomas

Across the region Diploma Partnerships have been awaiting the outcomes of their proposals to deliver 14-19 Diplomas from 2009. Finally, on March 19th the results were published by the DCSF, bringing a wide range of opportunities to young people across the region. In Cornwall, Devon and West Somerset there will be a subject choice of 10 Diplomas from 2009 with 4 available from 2008. 13 Diploma partnerships received approval to deliver one or more of the 10 lines from 2009. The number of Diplomas available in each local authority from 2009 (assuming conditions are met where required) will be:

Diploma in:	Cornwall	Devon	Plymouth	Torbay	West Somerset
Business Administration and Finance	2		1	1	1
Creative and Media Construction and the Built Environment	3*	1	1	1*	1*
Environmental and Land Based Studies	1	1	1	1	
Engineering	2	1	1*		1
Hair and Beauty Studies	3	1	1		1
Hospitality	1		1	1	
IT	1	2	1	1	1*
Manufacturing and Product Design	1		1		
Society Health and Development	1	1	1*		

*One Diploma in this subject area available from 2008

In many local authorities several Diploma partnerships exist and sometimes the larger partnerships have several *delivery clusters*, ensuring wherever possible a student's travel to learn distance is minimised. Plymouth will be one of the first cities in the country to teach the entire range of ten subjects from 2009 – the other partnerships that will offer the first ten Diplomas are Barnsley, Kingswood, Sunderland and Wolverhampton.

This has put the spotlight on the city and not only meant that staff across their wide range of partnerships are having to work flat out to meet the tight deadlines involved, but it has also resulted in their having to accommodate a growing number of visits from other areas keen to see 'how it is done'. This will probably result in a decision not to pursue all four of the last diploma lines when their Gateways are open, but to possibly concentrate on two more at this juncture.

The Diplomas will initially be available to a relatively small number of pupils; the idea being this should be extended until they are offered as an option to all 14 to 19-year-olds by the year 2013. The Diplomas can be studied alongside conventional GCSE or A-levels, or instead of the traditional exams. The Government expects around 40 per cent of young people to eventually take the Diplomas, but education secretary Ed Balls has said they could become the 'qualification of choice' for teenagers in the future. The pro-active involvement of the local Training Providers and HEIs in supporting the 14-19 Diploma development has been a major contributor to the regional success of approval to deliver Diploma qualifications.

Jane Kellas.

Jane is currently a diploma champion for Devon and has led the Plymouth Society Health and Development cohort for two years.

DCTPN membership

Acacia Training	Hazel Lessiter	Hazel.lessiter@acaciatrnrng.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
Access Training	Gerald Banks	Gerald.banks@accesstraining.co.uk
Achievement Training	Lorna Livesey	lornalivesey@achievementtraining.com
A4E	Roy Sharman	rsharman@a4e.co.uk
Bicton College	Alan Johnson	ajohnson@bicton.ac.uk
Business Link	Ali Cox	ali.cox@bldc.co.uk
City College WBL	Julie McLean	Julie@cityplym.ac.uk
Claro Training	Jo Bourton	contactus@clarotraining.com
Cornwall College	Ron Champion	training@cornwall.ac.uk
Cornwall Neigh'hood for Change	Andrew Aitcheson	andrew@cn4c.org.uk
Devon & Cornwall Electrical	David Bassett	david.bassett@dcet.co.uk
DMT	Anne-Marie Slattery	amsdmt@firenet.uk.com
East Devon College	Christine Howard	choward@admin.eastdevon.ac.uk
Enterprise South Devon	Jessica West	Jessica.west@enterprisesouthdevon.co.uk
Enterprise Tamar Ltd	Ann-Marie Blackie	amblackie@e-tamar.org.uk
ETS	Roz May	roz@etsgroup.co.uk
Exeter College	Michelle Perry	michelleperry@exe.coll.ac.uk
Flybe Training Academy	Hayley Lyon	hayley.lyon@flybe.com
Focus Training	Beryl Bailey	beryl@focus4training.co.uk
Grubs Up Catering	Jayne Sutherland	grubsup@surftee.co.uk
GHQ Training	Jean Rogers	jean@glenbeigh.co.uk
Harmony	Caroline Webber	Harmony@dsl.pipex.com
Hepco Slides	Brenda Hull	hepco@hepco.co.uk
HMS Raleigh Training	Phil Elkins	
Intec	Christine Pountney	Christine.pountney@getoncourse.net
JHP Training	Maureen Wheeler	Maureen.Wheeler@jhptraining.com
Life Change UK	Trevor Philpott	Trevor.philpott@lifechangeuk.com
Locomotivation	Sarah-Jane Bowley	sarahjanebowley2@locomotivation.co.uk
North Devon College	Jane Barton	Jbarton@ndevon.ac.uk
North Devon Pathfinder	George Curry	gcurry@path-finder.org.uk
NVQhelp Co	Kevin Smith	Nvqhelp1@btconnect.com
Obsidian Learning Solutions	Richard Wingate	Richard@o-l-s.co.uk
Paignton Sec College	Pippa Garrigan	pippa@paigntonsec.com
PCAD	Dave Gardner	dgardner@pcad.ac.uk
PGL Training	Jon Allen	Jon.allen@pgltraining.com
Pluss	Sue Haslett	shaslett@pluss.org.uk
Protocol Skills	Melissa Mitchell	mmitchell@protocol-skills.co.uk
PSC Training & Dev	Mark Boulting	mark@psctrainingco.uk
Puffins Training Ltd	Gillian Fawcett	gillianfawcett@puffintraining.com
RMCAAT Royal Marines	Neil Langridge	Ctcrm-mcat-rmaa@a.dii.mod.uk
St Loyes Foundation	Chris Knee	cknee@stloyes.ac.uk
SPA	Alan Palmer	info@SPAtraining.co.uk
South Devon College	Adele Dawson	Adele.dawson@southdevon.ac.uk
Spectrum	Denis Winder	denis.winder@dcact.eu.com
SWH Training	Mark Mallen	Mark.mallen@swhltd.co.uk
Torridge Training	Brett Parker	bparker@torridgetraining.org.uk
Training Advisory Group	Ken Calvert	ken@trainingadvisorygroup.co.uk
Truro College	Sue Lovell	suel@trurocollege.ac.uk
TTC Training	Georgina Sirett-Harding	
Ultra	David Ham	david.ham@utrain.com
Venus Training	Jude Kenny	info@venustc.co.uk
Westward Training	Sue Bickley	wtp.training@btconnect.com
WTCS	Sue Collard	scollard@wctsltd.co.uk