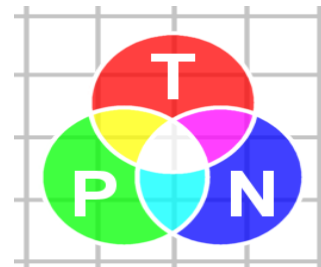


Training Provider News



DCTPN

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Institute for Learning (IfL) have a regional presence in the South West.

The Institute for Learning (IfL), now have a regional presence through a part-time role attached to the SWitch Centre for Excellence in Teacher Training (CETT). Kerin Burke, SWitch Co-ordinator, has recently taken on the new role as the IfL 'CETT Connection' link person to IfL nationally. She will be working with organizations and practitioners in the South West in supporting colleagues around recording CPD, using the IfL *Reflect* on-line tool, applying for QTLS / ATLS etc – and acting as a source of information and an advocate for IfL within the region.

The IfL, the professional body for teachers / trainers /tutors working in the learning and skills sector, has responsibilities around ensuring those who need to (under the 2007 workforce reforms) become members of the Institute, in monitoring and providing guidance on the 30 hour CPD requirement and in administering the process of Professional Formation through which practitioners apply for Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS) status. More importantly from the

practitioners perspective, the IfL are an independent organization, *run for members by members*, and see themselves as having an important role in:

- advocating on behalf of practitioners and being a voice for the practitioner at policy level
- promoting the status of teachers/ trainers/ tutors in the learning and skills sector and
- offering a range of member benefits

The IfL are keen to establish a network of 'volunteer connections' – individuals who are willing work with the regional IfL 'CETT Connection' to be a link person and offer support to colleagues in their organisation (or local area). They will be in regular contact with the IfL CETT Connection, who will provide updating and support for them.

Anyone interested in becoming a 'volunteer IfL connection' or in finding out more about the Institute for Learning and its work, please contact **Kerin Burke, SWitch CETT** at

kerin_burke@learning-southwest.org.uk.

Two key dates regarding

IfL activity:

(1) **Declaration of CPD** – The end of the first year of CPD recording for IfL closes in the summer. **All members will need to submit a declaration that they have completed the required number of hours of CPD before 31 Aug 2009.** The declaration to do this will be available on the IfL website shortly and these can be submitted any time from 1 Jun to 31 Aug 2009

(2) **Applying for A/QTLS** - People who wish to apply for A/QTLS in the next 'window' (Autumn) will need to submit their 'Intent to apply' (via Reflect) by the end of June. They would then need to complete their A/QTLS application by 31 Oct 09. [The following window will be submitting an 'Intent to apply' by the end of Oct 2009 and then making the application in Spring 2010.]

For further information see www.ifl.ac.uk

Plymouth's Celebrating Success Awards

Wednesday 26th February saw Plymouth's Celebrating Success awards ceremony held at the University of Plymouth's Sherwell Centre. Nearly 300 learners, employers, parents and friends attended.

There were four prize winning categories, the Apprentices of

the Year (first, second and third), the best apprentice progressing to an HE level qualification, the Train to Gain learner of the year and the mature learner Progressing to HE. Interestingly all the winners were female. They were drawn from six different training providers.

Three were mature learners and three under twenty five year olds.

The awards were presented by Malcolm Gillespie the LSC's Regional Director and Vanessa Fitzgerald who heads the University of Plymouth's Aim Higher team.

Support for non academic staff undertaking CfLLS or DtLLS programmes

The DCTPN has been involved in a project through Learning South West's SWITCH Centre of Excellence in Teacher Training to increase the amount of customised provision available to learners from work based learning, adult and community, voluntary and offender learning providers. The work has focussed on raising the levels of awareness of these sectors amongst the main deliverers of ITT programmes, the HEI's and the

Colleges of Further Education. One of the beneficial spin offs of the project has been the development of a range of other support materials for learners who are undertaking ITT awards. A detailed support booklet has been developed, approved by City & Guilds, to assist learners from a non academic background who feel daunted by the prospect of having to meet the requirements of CTTLS or PTTLS programmes.

This has proven very popular with learners and has been widely disseminated; copies can be obtained from DCTPN. There has also been detailed support materials available for those who are encountering challenging behaviour from their learners, in particularly the offender cohort and those who feel socially excluded. Again the support materials can be accessed through the DCTPN. Contact admin@trainingprovider.com

The Connexions Destinations 2008 Year 11 completers data

The excellent annual Connexions review of what those who completed year 11 in July 2008 in Devon and Cornwall is now out and gives us a valuable insight into the numbers of young people coming onto the labour market and those who are engaged in training. We benefit in Devon and Cornwall from the very high levels of learners successfully tracked, the percentage whose destinations are not known was only 0.4% as against 4% and higher in some areas.

The first general observation is that there was an increase of 1.5% in the numbers completing year 11, up to 20,474, however the percentage remaining in full time learning again rose to 81.7%. The trend has been constantly upwards having been as low as 72.7% in 2000. This is reflected in the numbers entering work or training which fell to 10.3% from a 2000 figure of 15.7%. When providers are saying that 16 – 17 year old apprentices are hard to find the reasons are quite apparent. In total 605 young people started apprenticeships (3%), a further 198 (1%) entered jobs with training to level 2 or above, but not full apprenticeships and a further 287 entered jobs with 'some sort of training'. For us the key figure may well be that 637 started jobs with no training, an almost identical figure to last year. Given the demise of Learning Agreements and the fact that one suspects that many of this cohort will not yet be at the level to start an apprenticeship, the question must be asked what funding is available to the providers to provide

appropriate training to help them progress upwards. The cohort is larger than the number of apprentices and is a clear area for NAS to focus on.

An analysis of the figures by gender shows little change from previous years. 85.3 % of females stayed on in full time education, a rise of just over 1% as compared to 78.1% of males, again a rise of just over 1%. Over the past decade there has been a sharper increase in the number of males staying on as against females. Interestingly 410 males started apprenticeships (4% as against 195 females (1.9%)). 3.1% of SEN learners or those who received school action/school action plus support entered apprenticeships a similar figure to 2007 but there was a fall in the number of youngsters from ethnic minorities starting apprenticeships (1.6% but there was a marked increase in the numbers from ethnic minorities entering full time F.E.).

The sectors which youngsters entered were broadly similar to 2007 but there were changes. The largest was construction, but the percentage fell from 23.2% to 16.1%, it was followed by Hospitality and Catering which also fell from 16.2% to 14.9%, the third largest was Sales (including retail) which fell from 12.6 to 11.9%. The last of the old favourites hairdressing increased from 7.1% to 10.1%. Other notable growth areas included agriculture up from 7.6% to 8.9%, electrical up from 1.7% to 3.2% and plant and

machine operatives up from 2.0% to 3.9%. Childcare was another notable decline down from 4.1% to 1.8%. As ever construction, hospitality and agriculture dominated the male leavers occupations, whilst hair, hospitality and sales accounted for 67% of all female work.

Breaking down the sub region further Torbay fared worst in terms of apprenticeships with only 1.2% engaging, hospitality (20.2%) construction (16.9%) , sales (12.4%) and hair (10.1%) accounting for 60% of the jobs. Cornwall was not far behind with only 2.2% entering apprenticeships, hospitality (19.0%) and construction (15.9% from 23.4% in 2007) being by some way the largest sectors. Devon saw 2.9% entering apprenticeships but had a far broader sector base with hospitality (14.8%) construction (14.6% from 23.4% in 2007), Sales (13.3%) and agriculture (11.9% from 9.1% in 2007). Plymouth had 5.5% into apprenticeships, with construction the largest sector (19.8% from 21.7% in 2007), hairdressing (18.5% from 9.9% in 2007), sales (12.3% from 11.3% in 2007) and clerical (6.8% from 12.7%).

It is apparent that the job market for youngsters is very complicated and subject to marked differences across the sub region. The figures do re enforce providers views that finding youngsters who want to do an apprenticeship is getting harder. What the data do however help us to identify the possible gaps in provision and helps us to focus our recruitment.

Tagging

Those of you familiar with social networking sites may be familiar with the term "tagging" in relation to the organising of digital images and videos. Tags are essentially no more than keywords used to describe a piece of data i.e. web page, digital photo, or parts of a video or any other type of digital document. Of course, most practiced users of IT have for a long time organised digital images by keywords and categories, it just wasn't called "tagging" until fairly recently.

Tagging on the internet is used to create categories of Web pages through social bookmarking sites such as **del.icio.us**, and others. **Adobe's Photoshop Album** the digital photo organizer software brought the tagging concept to the mainstream for digital photography, and the popular online photo sharing service Flickr <http://www.flickr.com> also helped to spur the trend. The **Organizr** section in Flickr is where both Collections and Sets of images are created. It also allows you to perform common tasks on large batches of photos and videos, such as tagging, changing permissions, or editing timestamps. There are many other open source image tagging programmes like <http://www.itagsoftware.com/> and offerings from some of the major players, including **Corel Snapfire**, **Google's Picasa**, **Microsoft Digital Image**, and the **Windows Photo Gallery** in Windows Vista.

Why use tagging? Well until recently, the folder concept was arguably the most common way of grouping and organizing digital data. However, the folder concept has one major limitation in that an item i.e. a digital photo can only be in a single folder at a time without duplicating that item. If for example an NVQ assessor, or the candidate, has captured a range of images of a task being completed/performance criteria being attained, with the folder system all these images would normally be retained within a folder which refers to that specific piece of evidence/performance criteria. However, if these images can cover other aspects of the NVQ i.e. Health & Safety or other generic areas they will have to be copied and

put into the correct folder. Is this important? Yes, if disk space is important as each copy of the image forms another file, but probably more importantly as a way of reducing the attendant risks of confusion of multiple copies

With the tagging approach the image is labelled or tagged with a key word which identifies its essential information, i.e. Correct use of PPE (Personal Protection Equipment). This tag can then be used throughout the portfolio as qualifying evidence, useful for the assessor, candidate and the IV. In fact if all the images were tagged correctly if the IV were to enter a search for PPE they would be able to view all PPE related images.

Tagging Video

With the increasing use of video evidence for NVQ's a way of sharing or tagging these files is essential if the maximum benefit of using this kind of evidence is to be obtained. Among the plethora of on-line systems i.e. <http://www.motionbox.com/> one useful system with the option of a free account is Veotag www.pjb.co.uk/veotag.htm. This system allows the owner of the video content i.e. candidate or assessor to create clickable text that links to any chosen point within the video. Each so called Veotag consists of text that forms a part of a table of contents, chapter headings, a menu or a list of key points. Each tag can have its own description, meta tags, notes or comments that enhance the user's experience. The tag enables assessors and IV's reviewing a video or audio file to jump directly to any point in the file which illustrates the competence or performance criteria being evidenced, the viewer can then continue viewing or listening from that point or jump back to evidence contained earlier in the file.

Meta Tags or Meta Data

Linked to tagging is something called Meta Data. A possible but simplistic explanation of this term is that this is information which

David Rowe

makes the file unique. For example the Meta data of a hardcopy book would be: Title, Author, Date of Publication, Subject, ISBN number, Dimensions, Number of pages and the Language. A relatively large, variable and unwieldy amount of information if not held as Meta Data in digital format.

For a digital image the Meta data would consist of: Date and time at which it was taken, Camera settings (focal length, aperture, exposure) etc. Many digital cameras record metadata as an EXIF file (Exchangeable image file format) making the information sharable between the vast majority of ILT systems and thus easily identifiable by for example a web based search engine. For digital audio and video files metadata is used to: Name, Describe, Catalogue, Indicate ownership and/or copyright, its presence makes it much easier to locate a specific audio or video file within a group. Although tagging and its associated Meta Data can be a very powerful tool it does have some disadvantages as well. If tagging is used with no planned hierarchy, the use of tags can become unwieldy. There is also the temptation to create so many specific tags, that the situation quickly morphs into a chore as managing the tags becomes as or more complicated than the images they're supposed to be helping you with. However, this is largely a case of thinking before acting i.e. planning the use of tags. In most cases it is useful to create a convention for tagging in a similar way to the almost universal way in which folders within Windows are named. Some useful information on naming conventions for files and folders can be viewed at: <http://www.microsoft.com/atwork/manageinfo/files.msp> or at http://it-help.bathspa.ac.uk/fileman/file_naming.html.

However, the level of tagging and its ultimate usefulness in terms of accessing evidence rests with the user.
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The Delivery of Functional Skills

Until very recently the only private training providers who have been exposed to Functional Skills have been those who have been involved in the delivery of the new diplomas with schools and colleges. Interestingly one of the few cautionary comments from a series of Ofsted monitoring visits on the first consortia to deliver has been that a number were finding the Functional Skills to be rather hard. Given Training Providers long history of working with Key Skills a number did not find such comments surprising, but it is important for them to take a far closer look at the Functional Skills standards before making any snap judgements.

The broadening of the offer of training on Functional Skills has widened a number of providers eyes. The Functional Standards are more detailed than the key skills they will replace and they will require a lot more input from the providers. In specific areas such as communication, we now have a far more substantial requirement about presenting to a group and making a case. Amongst many of those who have been working on the roll out of the training and those who have been delivering Key Skills and are now looking at the switch across there is a real belief that the Functional Skills are significantly more difficult, it has been said that a level 1 Functional Skills is the equivalent to a level 1.5 to 1.6 Key Skill. As one of the regions leading trainers on Functional Skills told a large group of providers, most learners who only achieved a grade c at GCSE would not be able to pass a level 2 Functional Skill.

Nor do the problems end there. Although still in pilot form the current testing regime is concentrating on long formal examinations in test conditions which are only on offer on set dates during the year. A final decision will be made in July as to the eventual

structure, but training providers have been here before. When employers are told that they have to release their staff at set times for external exams they often have issues, we know that those in hospitality find it hard to release staff for examinations in the summer season, retail finds the Christmas run up impossible and so on. Should learners not be released we will have issues with timely success. Last time round the solution was on line testing on demand, currently only City & Guilds are offering the possibility of flexibility.

Success rates for learners have been significantly higher for learners undertaking on line tests as against doing the same test in hard copy, surely we are not going to disadvantage our learners by denying them the on line medium. Let us hope a degree of common sense prevails. There will not be any multiple choice section to the tests which will again be more challenging.

There has also been dismay amongst providers at Ofquals decision that the schools will no longer have to deliver functional skills as a part of getting an A-C pass at GCSE. Functional Skills were sold on the belief that everyone would be operating on the same playing field, now that is obviously not the case. Since it does appear that training providers are going to have to deliver functional skills to many of our less academic youngsters it is to be hoped that when the new Apprenticeship frameworks are set the level is set accordingly. It was worrying to see one SSC's advanced warning posted on its website 'functional skills should be at an absolute minimum of level 2 in all apprenticeship frameworks'

It is important for training providers and others to press for a realistic solution. We are always being told that this is what employers want, but that isn't true for all, as one employer who delivers apprenticeships as well stated in a recent letter to Lord Young, the Minister in charge

of these changes:

'I am writing to you to express our anxiety about the implementation of Functional Skills, which will replace key skills in apprenticeship schemes in due course. We believe that they will have a massive detrimental impact on achievement rates and take up of apprenticeships..... How is it fair that a young person could go on to do 'A' levels and a degree without ever having to do any further maths or English exams, yet a young person who wants to do a vocational apprenticeship has to take further maths and English classes?We would almost certainly stop supporting the apprenticeship scheme if this goes ahead.'

This employer forwarded a copy of the latest Functional Skills test to make their point.

The network is already lobbying for changes as is ALP, let us hope others such as the National Apprenticeship Service realise the damage this could do to success rates at exactly the time we are hoping to increase numbers.

It is envisaged that Functional Skills will replace SfL before the end of 2011, if that does happen it will create another set of challenges.

The training provider network has already held introductory training sessions on Functional Skills and will now be offering free training events on Functional Skills in Apprenticeships and Functional Skills in the Foundation Learning Tier on May 28th and May 29th.

The sessions will be held at ETS training based at ETS House on Emporer Way in Exeter.

If you do wish to book any places please contact:

Helen@trainingprovider.com

Or ring

01752 222533

BOOST FOR EMPLOYERS OF MIGRANT WORKERS

In the past year, over 200 migrant workers in Devon have received English language skills training at work through the English @ Work in Devon project. As a result, most of their employers say that they can work more productively and co-operatively, and many have gone on to enrol in evening classes to gain English qualifications.

28 employers participated in the programme, ranging from farms & food production to care homes.

All employees who completed the course were awarded certificates. Employers were invited to attend a ceremony at the Woodlands Business Centre, South Molton, to receive their Investor in English@Work Awards, in recognition of their commitment to the programme and for supporting their employees. The awards were presented by Jeremy Filmer-Bennett (Chief Executive & Company Secretary) on behalf of Tim Jones, Chairman of Devon & Cornwall Business Council.

Bobby Burgoyne, from Robert Wiseman Dairies, said "Students who attended courses from key areas of the factory have already improved their lines of communication and safety knowledge. They are also becoming more involved in

their own development."

Graham Williams, from Hatherleigh Care Village, said "[The programme]has improved staff confidence & has helped us meet CSCI requirements. [it resulted in] improved communication between staff and residents/colleagues/visitors, & improved staff morale, confidence and their approach to both written and spoken English. [It] has provided topics of conversation between all staff (and)... raised awareness of expectations in the workplace."

Clive Gamble, from Atlas Packaging, said "My people now have a better understanding of work place instructions and there has been a significant improvement in communications across the business. Productivity has clearly benefited due to the improved efficiency and understanding of the processes. The morale of the course attendees is high and this in turn has improved the interaction with other employees. It is pleasing to note that the attendees on this course have arranged further tuition outside the workplace to improve their language skills."

Project Manager, John Willis of Productive Skills for Devon said,

"Devon has blazed a trail for the rest of the country in providing training which meets the real needs of employers of migrant workers. We hope this approach can spread further afield, and that we will be able to attract the funding we need for these courses to be available for some time to come."

Notes to editors

1. The project's aims were to ensure that migrant workers work safely and are able to communicate in basic English, boosting the impact migrant workers can make to the economy. Courses were adapted to the needs of employers, and provided a foundation for further learning.
2. The project was run by Devon County Council and was funded by Devon Renaissance, the Learning Skills Council and the ESF
3. The courses themselves were taught by skilled teachers of English, from Devon Adult and Community Learning, Exeter College, South Devon College, North & East Devon Colleges, Plymouth Adult and Community Learning and City College Plymouth.
4. For further information, contact John Willis or Wendy Head on 01647 441050 or devoncpd@btinternet.com.

SWAN Access to Numeracy Success

Hundreds of adults in Devon and Cornwall benefited from taster courses in Numeracy during February and March of this year. This was generously funded by the LSC as part of the SW Access to Numeracy project, and everyone involved – a mixture of voluntary and community sector, private providers, colleges and ACL - felt it was a great success.

In this part of the region, we exceeded our target of 326; of the 355 who completed, 101 actually progressed to Entry Level 3 Numeracy courses, and 158 to Level 1 or Level 2. The key to recruitment was having a link to the learners via another activity (e.g. in family learning or a community centre); and the key to progression was a partnership with a mainstream provider.

Learners are quoted as saying that the courses were "fun and lively", "inspiring", and " we did maths without knowing it". Tutors commented that it was great to teach outside a prescribed curriculum. As the Co-ordinator for this area, it seems to me to have made the case for a return to less prescription, and for the restoring of mainstream funding for the engagement and initial assessment of learners.

John Willis

Skills for Life funding for employees or those on placements

If you have spent you Train to Gain allocation for Skills for Life already, never fear! You can access ESF funding through "Skills for Life Devon" for delivering the qualification, and providing enhanced support for those who need it – up to twice the normal Train to Gain rate.

This is temporary, until next year's allocations are made, so the latest starts for this funding will be on 31st July 2009.

The project also funds enhanced support for anyone doing Skills for Life who is drawing down Train to Gain. This could provide extra

sessions for individuals, especially those in isolated locations, mentoring, travel expenses etc. For more information about the "Skills for Life Devon" project, contact Janis Blacklaw at Devon County Council 01392 382573 or Janis.blacklaw@devon.gov.uk.

John Willis

The Foundation Learning Tier

There has been considerable movement in the arena of the Foundation Learning Tier over the past two months. An excellent LSC sponsored event at the Thistle Hotel helped to clarify some of the issues as well as making delegates aware of the size of the task ahead. Since then a Plymouth working group has been set up which is looking at co-ordinating the approach to delivery with representation from the Local authorities, City College, the private providers, Adult and Community, the mainstream schools and the special schools. They will be holding a Plymouth Conference on June 23rd, the day after there is an Open College network South West Region conference at Marjons, on Step – Up to the Foundation Learning Tier.

The levels of activity highlight the important role which the FLT is going to play in wbl over the next few years. There are the obvious links to e2e and the Prince's Trust work, those who deliver for the Tamar Valley Consortium will be aware that the demise of NVQ's and the coming of QCF will mean that the offer made to schools will have to

change in line with the FLT and a little further down the line the raising of the schools leaving/ training age in 2013 and 2014 will significantly change demand. Currently as many 17 year olds are in jobs without training as are on apprenticeships, but providers have long argued that many of this cohort are not ready to start a level 2 programme, this will mean that the FLT is the only way that they can be trained to move forward. Since many of these youngsters have 'baggage' regarding working with schools and colleges it is anticipated that many of them will choose to work on their FLT with training providers.

This brings us on to the thorny issue of funding. Under the present structure there is no new income strand which will accompany the FLT, the funding will come from the existing provision for e2e, Princes Trust, a little FE funding and for the 14-16 cohort from the schools. A watch will also need be kept as to how Train to Gain adapts to the changes in funding brought in by QCF and the links of functional skills to SfL. There is a very small amount of additional funding going

to the local authorities from the LSC, but so little as to be virtually insignificant. This presents a challenge for training providers to access some funding to ensure that they stay abreast of the changes which the FLT will bring.

It will be important for each provider to spend time on the FLT website working out which combination of qualifications they will put together to make up their FLT offer. The FLT must include a vocational qualification, functional skills (with the exception of one supported living programme) and the personalised social development skills. There have been some who have expressed concerns that this may put a greater examination requirement on some of our less able learners, and concerns about the challenge of Functional Skills are expressed in another article in this newsletter. The focus is on progression to the next level up and does offer progression pathways to some who have previously had difficulties in finding an appropriate way through. It is hoped that by working together providers in Plymouth and elsewhere in the two counties will be able to offer a wide range of quality pathways to our learners.

Trevor Philpott

Lifecchange UK. An update

The current financial crises and continuing rise in levels of unemployment is exerting increasing pressures upon training providers, employers, communities, DWP and JCP. That said, it potentially also provides numerous opportunities for specialist provision. As we saw in the recent budget, the engagement of the long-term unemployed, those not in education, employment and training and other socially excluded groups, is a Government priority with concerns that, in the unfolding malaise, a failure to do so may result in civil unrest. To capitalise upon these opportunities it is however important to ensure that staffs are suitably trained.

Since our last report I am pleased to say that the delivery of our programme has increased steadily. Of note, we have been tasked by LSW (SWitch) to provide 4 x 3 day courses on Enhanced Mentoring in

Challenging Behaviour. The training is aimed at helping more experienced teachers and trainers to mentor and support less experienced staff. Two courses have already been completed with participants from various WBL, FE, ACL and VCS organisations. With the pressures on teachers and trainers in working with marginalised groups and dealing with challenging behaviour, demand has been high. Encouragingly, the feedback from participants has been particularly good.

As part of two other projects with DCC and Productive Skills for Devon (PSFD), additional funding has been provided to deliver three further courses. The former is part of a project called 'Fusion'. This is being delivered via a partnership between Young Devon and other VCS providers and is aimed at reducing levels of anti-social behav-

our within areas of the County. The latter is part of the ongoing support for professional development of Devon VCS and ACL staffs.

Our online e-learning courses are also growing in popularity with many favourable comments from those who have undertaken the individual study programmes. Six courses are currently live with four more becoming available in the near future.

The dates of our face to face courses and an outline of our online courses can be seen on our web site – www.lifecchangeuk.com. For those VCS and ACL organisations who may be interested, there is still some availability for the PSFD courses. These will take place in Okehampton on 13th & 21st May and 18th & 25th June. If any of our training is of interest to members, please do let us know. We are keen to help in any way we can. Trevor Philpott

LIFELONG LEARNING UK FURTHER EDUCATION WORKFORCE STRATEGY – Year 2

A new FE Workforce Strategy Implementation Guide for Providers will be published soon, along with a Guide to Partner contributions to the Strategy. Hard copies of both Provider documents will be mailed out by the end of May; pdf versions will be sent between 15-20th May; both will be on the website and will also be promoted through partner websites, newsletters and press releases. Keep track of developments here: <http://www.lluk.org/fe-workforce-strategy.htm>

If members are uncertain whether they are on the mailing list, please contact:
Pauline Moylan, LLUK advisor in the South West :-
paulinemoylan@lluk.org
Or tel
07921 291342.

CATALYST PROGRAMME UPDATES:

Make a Difference

Make a Difference, part of the Catalyst programme managed by Lifelong Learning UK (LLUK), has changed following consultation with the sector's representatives. The Make a Difference programme provides a menu of support options for all types of further education organisation in England to help with the recruitment of new managers. In addition it offers a **funded leadership development programme, developed specifically for the further education sector and worth around £10,000**, to help develop the recruited candidate in to a future leader for the organisation.

Previously the project collected vacancies from providers and matched them to candidates who had been pre assessed and gathered into a candidate pool. The refreshed project advertises vacancies in real time on a candidate website and

continuously attracts high calibre candidates to this site through

targeted advertising. After they have been through a short registration process it allows candidates to browse vacancies and apply directly.

The refreshed programme has also added a number of human resource support benefits worth around £1,000 including:

Telephone advice from a HR specialist with over 18 years of HR and recruitment experience in the further education arena.

A review of your advertisements and selection materials (interview questions, assessment activities etc.)
Advice and guidance on selection and assessment methods and on complying with equalities legislation
One day of consultancy support to assist you in setting up or managing assessment centres/ processes or to advise on any existing processes you have.

For more information visit www.catalystprogramme.org

Pass On Your Skills

Lifelong Learning UK is running national marketing campaigns to attract vocational professionals who want to 'pass on their skills' in known subject shortage areas:

- Construction, Planning and the Built Environment
- Health, Public Services and Care
- Retail and Commercial Enterprise
- Mathematics and Science
- Engineering and Manufacturing Technologies

- Skills for Life (literacy and numeracy)

If you have vacancies for tutors or assessors in these areas, click here: <http://passonyourskills.catalystprogramme.org/how-does-programme-work>

Business Interchange

This programme is designed to help teachers, trainers and tutors update their vocational expertise by means of a business placement or project. More information can be found here: <http://businessinterchange.catalystprogramme.org/>

Key message on funding support

Funding will be offered on a first come first served basis and could run out before the deadline, depending on demand. Please register your interest as soon as possible – again, contact Pauline Moylan with any initial queries.

Scope:

Organisations can have up to a maximum of 30 placements funded across the financial years 2008-09 and 2009-10

Scenario 1 If your organisation has already had 15 places funded at £1,000 during the funding year 2008-09 you can have 15 places funded this year (09/10) at £100.00 per placement

Scenario 2 If you have had between 1 and 14 places funded in 08/09 funding year at £1,000 you can have the balance between the number already funded and 15 at £500.00 per placement and a further 15 placements funded this year (09/10) at £100.00

Scenario 3 Organisations that have had no placements in 2008-09 can have up to 15 places funded at £500 this year and a further 15 placements funded this year at £100.00

The Skills Commission's Inquiry into Apprenticeships

For those of you who haven't yet had time to look at the Skills Commission's report, 'Progression through Apprenticeships' which was published in March it is well worth a glance. It can be downloaded from <http://www.policyconnect.org.uk/content/skills/sc/resources/gen/MTAyOTowOjA=>

It provides an up to date picture of the sector, with currently 180 different apprenticeship frameworks covering 80 industry sectors, but highlights that the vast majority of apprentices lie within twelve sectors, construction, hair, business administration, customer care, hospitality, childcare and early years, engineering, vehicle maintenance, retail, health and social care, electro-technical and plumbing. Sectors which match our own network's composition quite closely.

Interestingly the focus on employers indicates just how large the NAS challenge will be. In the last comprehensive survey carried out in 2006 only 6% of employers had taken on an apprentice in the last twelve months and a 2008 study of small SME's and Micro businesses suggest that only 4% engage with the apprentice programme as against 25% for larger employers (above 2 500 persons employed)

Upcoming DCTPN Staff Training

There will be a half day training session for the member/s of your staff designated your Financial Affairs lead/ champion make them aware of what is required under ECM, to provide them with support materials and direct them towards the additional resources available on the DCTPN website and the VLE. The session will be at Ultra Training in Bodmin on Thursday May 14th 9.30a.m. – 1.00

A major recommendation of the report is that the Government should ensure that local authorities devote *sufficient* funds to Connexions so that it is able to deliver high quality, impartial guidance on all routes, including apprenticeships to all 14-19 year olds. It goes on to say 'with funding now part of local authorities mainstream budgets, spending cuts on careers guidance have been widespread and the quality and quantity of Connexions' careers guidance now varies from one local authority to the next.'

Evidence submitted to the commission suggested that apprenticeships are particularly ill served by this trend. It then flags up that the Apprenticeships, Skills, Children and Learning Bill currently before parliament contains the clause:

'Any considerationof what advice would promote the best interests of pupils concerned must include consideration of whether it would be in their best interests, or in the interests of any of them to receive advice which relates to apprenticeships'

This new duty on school staff....will mean the role teachers play in delivering careers guidance on apprenticeships will become ever more important.

To their credit the commis-

sion then looked at the research carried out by edge on the extent of teacher understanding of apprenticeships. This revealed that the only qualification in the UK which teachers know less about than apprenticeships was the Welsh Baccalaureate. Only of teachers 24% saw them as a good alternative to A levels or equivalent qualifications, only 17% thought parents saw them as good alternatives (whereas 43% of parents actually did). The frightening picture we are left with is that with teachers being given an increasingly important role in careers guidance the problems of learners being directed towards appropriate programmes could get worse. Clearly NAS has a real fight on their hands.

Barry Sheerman the co chair of the Skills Commission commented:

'The government must ensure that knowledge of Apprenticeships is a critical part of initial teacher training and continuing professional development for teachers.'

Interestingly the commissions study of progression from apprenticeships to Higher Education and level four qualifications revealed a picture that was reminiscent of progression in Devon and Cornwall before the work undertaken by the network with Aim Higher , SWLLN and AdvAnce which has resulted in a marked increase in progression covered elsewhere in this news-

mornings, afternoons or both.

There will be a SWitch CETT training session on how to get the best from your staff's mentor when they are doing their Initial Teacher Training qualification. It will be at DCET Training, Matford Business Park Exeter on May 21st 9.30 – 12.30 with lunch to follow To register for any of these events contact admin@trainingprovider.com

Have you visited our updated website?

www.training-provider.com

DCTPN Meetings
10.00 – 2.00

July 3rd
at
Ultra
Bodmin

October 2nd
at
Bicton
College

Financial Champions Training
14th May
a.m.
at
UltraTraining

Make sure
you respond

on the

DIUS

Consultation of Apprenticeship Standards

www.dius.gov.uk

URN 189-09-SK-b

The education and skills agenda continues to draw a lot of attention from government and the opposition. The funding budget has been stretched with some budgets predicting over spend as the government continues its strategy to encourage the country to grow out of recession. This strategy supported by a quote from the chancellor's budget speech last week, *"You can grow your way out of recession. You cannot cut your way out"*, continuing *"We have made our choice."*

The government and the conservative party continue to promote and support the skills strategies they have set out over the last year. A summary of the Labour and conservative strategies are below,

Conservative

The system of training in the UK is stuck in the past - and as a result, over three-quarters of a million young people are not in any kind of education, employment, or training.

The Conservatives propose a revolution in skills and training, with:

A massive expansion in the provision of real apprenticeships

- Measures to make it easier for companies to run apprenticeships
- Creating 100,000 additional apprenticeships every year with a £775 million injection of funds
- A £2,000 bonus for each apprenticeship at a small or medium-sized enterprise

More community learning to improve skills and employability

- A £100 million NEETs fund aimed at youngsters not in any kind of education, training or employment
- A £100 million injection into the adult community Learning Fund

Supply-side reform to set further education free

- Freeing Further Education colleges from unnecessary bureaucracy
- Allowing new providers to enter the sector

A revolution in careers advice

- Providing a careers adviser in every secondary school and college in the country
- Creating a new all-age careers advice service

Train to Gain

- Deemed as a failing scheme, not meeting learners or employers needs
- Will refocus Train to Gain funds in order to pay employers directly for the provision of genuine apprenticeships that build the skills they need and to help adults not in work or training to skill up and re-enter the workforce

Unemployed

- Headlines are of a network of back to work centres with employment boot camps and community work programmes for young people under 21

LSC

- Eliminate the LSC with the formation of a Further Education Funding Council for England (FEFCE), operating on the same lines of the previous FEFC. The new structure should offer savings of £85m by 2010/11.

Labour

- By 2015, Labour will raise the education and training leaving age so that every young person will be guaranteed an apprenticeship, training or a place to study at school or college up to 18.
- Labour has increased student grants so that one third of students will receive a full grant of £2,835, in total two thirds of students will receive a partial grant.
- To raise the aspirations of all young people, Labour will offer 250,000 16 year olds, who qualify for the Education Maintenance Allowance, a clear guarantee of the minimum level of

maintenance grant and loan they will receive if they go to university or college.

- Within the next ten years Labour want one in five young people to be taking up apprenticeship places. In order to fulfil the ambition for young people, they will increase the number of 16-18 apprenticeships by 90,000 by 2013, to ensure there is a place for every suitably qualified young person who wants one.
- Labour will raise the minimum weekly pay for Apprentices to £95 a week. It will be young women - apprentices like those in hairdressing and care – who will benefit most.
- They will increase the Train to Gain budget to over £1 billion by 2010/2011 to help more adults develop their skills

The budget in April 2009 and what it means to the Skills sector

These are the main points in the Budget for the world of education and skills.

For schools

- Confirmation that schools will continue to get their increase in funding promised under the 2007 Spending Review, thus 3.8% for 2009/10 and 4.3% for 2010/11. The message though is that similar funding increases are likely to dry up after 2010/11
- As promised last year, funding has been brought forward to this year to kick start capital projects. £800m for instance has been set aside for new building works
- Continuation of the BSF programme at least until 2010/11 with a shift to a rolling rather than a phased programme

Party Policy update April 2009 cont'd

- Up to £5m over the next two years to provide training and development for teachers of STEM subjects

For 16-19

- An additional £251m this year and £404m next year to fund an extra 54,500 16-19 places over the next academic year. This will, however, be subject to a 1% efficiency in unit costs for 2010/11. Basically this means the Government will assume that economies of scale can be realised

For FE

- An extra £300m for the capital building programme. This should allow a limited number of projects to get the go-ahead in the next few months but is clearly not enough for all 79 that are waiting for approval

For skills

- Continued commitment to the Leitch agenda and to the principles of a demand-led system
- Confirmation of funding and support already committed to Train to Gain, Sector Compacts and other packages of measures announced particularly at the Jobs Summit earlier this year. These include the £350m to support SMEs, an expansion of apprenticeship numbers by 35,000 over the coming year, the introduction of the Economic Challenge Investment Fund to provide HE led support for employers and individuals, £158m to provide skills support for those unemployed or at risk and £1.3bn for Jobcentre Plus
- Additional support for the creative industries with a business support programme through Business Links published in June
- £50m allocated from out of

the new Strategic Investment Fund to enable the Technology Strategy Board to support innovation in areas such as low-carbon technologies and advanced manufacturing

For welfare to work

- A £1.7bn package of additional funding through DWP to support Jobcentre Plus and Flexible New Deal
- £1.2bn out of that to support a work preparation or placement programme for 18-24 year olds who have been out of work for a year
- Funding for Care First offering 50,000 traineeships for young people in the care sector
- Some funding for Local Authorities to support local job creation, typically in community and green areas

The budget continues to support the government's education and skills policy/strategy and suggests that education and skills remains a priority.

Learning Agreements

As has been expected for some time the government has decided not to continue with the Learning Agreements pilots aimed at providing training for youngsters currently in jobs without training which have been in existence since April 2006. Devon and Cornwall has been one of eight areas which has piloted a number of different variations of the programme and has consistently been one of the two top performing areas along with Lancashire. It has seen in excess of 1,600 learners engage on the programme and has enjoyed a success rate of 79%. Training providers will be sad to see its demise as it has proven to be an important option for a group who have always been hard to reach, and who are four times more likely to end up NEET than those in work with training. Some companies such as Ultra have managed to get over 50% of these learners progressing onto

Apprenticeship programmes on completion of their first qualifications.

The Government rationale has been: Ministers appreciate that this is unwelcome news, but the decision has not been taken lightly and reflects a number of salient considerations:

- The pressures on overall post 16 funding in 2009-10
- The impact of the economic downturn on the 16-18 job market;
- The national overall evaluation evidence that the Learning Agreement Pilots have been relatively weak in terms of value for money, although there was considerable variation between individual pilot areas.

Taking each of these considerations in turn, the Government's priority is to ensure there is sufficient funding and provision for the greater numbers staying on in post -16

education and training and to ensure that there is provision for the NEET group. Funding is tight because of a big increase in post 16 participation, but of course, it is good that more young people are staying on.

However the numbers of young people aged 16-18 in jobs has fallen – no doubt in part because of the current economic downturn. Numbers in jobs without training has fallen from 9.8% of the cohort in Jan 2008 to 8.3% in Jan 2009 – a drop of 16%

This will continue to be an important policy area in the context of Raising the Participation age to 17 and 18 from 2013 – 2015 when young people will also be required to be in learning. The Government will be considering options for future funding of interventions and programmes in the context of the next spending review covering the 3 years up to 2012.
DCFS

AdvAnce

The AdvAnce 1 Project is funded through the Devon and Cornwall Learning and Skills Council's (LSC) Local Flexible Fund. It is a partnership between the Aimhigher Peninsula Programme, the Devon and Cornwall Training Provider Network and the local LSC. Funding is for the period Mar 2007- Sept 2009.

AdvAncing Forward....Kate Poole, AdvAnce Project Co-ordinator

LSC funded AdvAnce project is on the final leg of its 3 year voyage and Craig Marshall and I thought this would be a good opportunity to update you on what the findings are so far and what we plan to do with the information we have received.



Despite the geographical spread, the shifting political and legislative landscape and a wide range of partners,

the AdvAnce team has pulled together to produce some very useful and pertinent data.

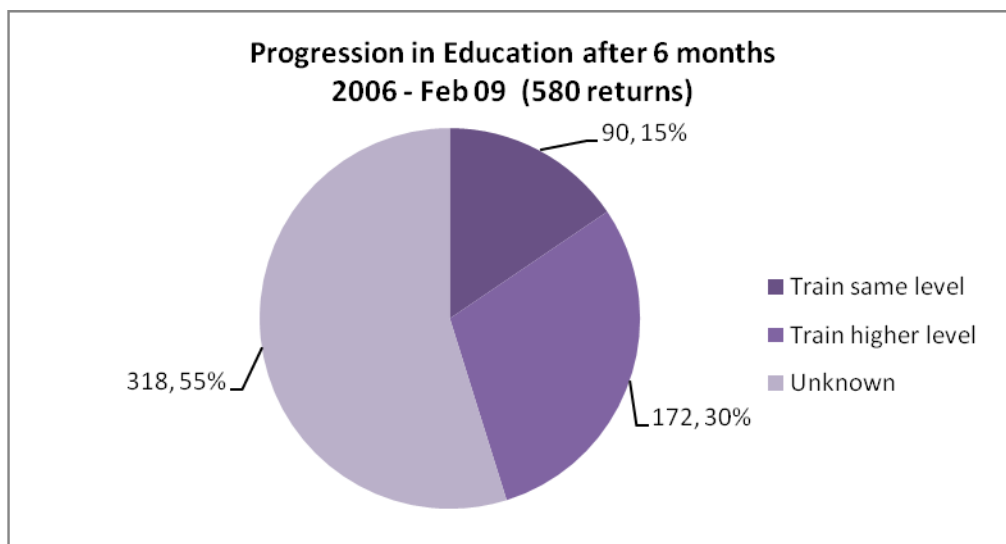
Project Aims

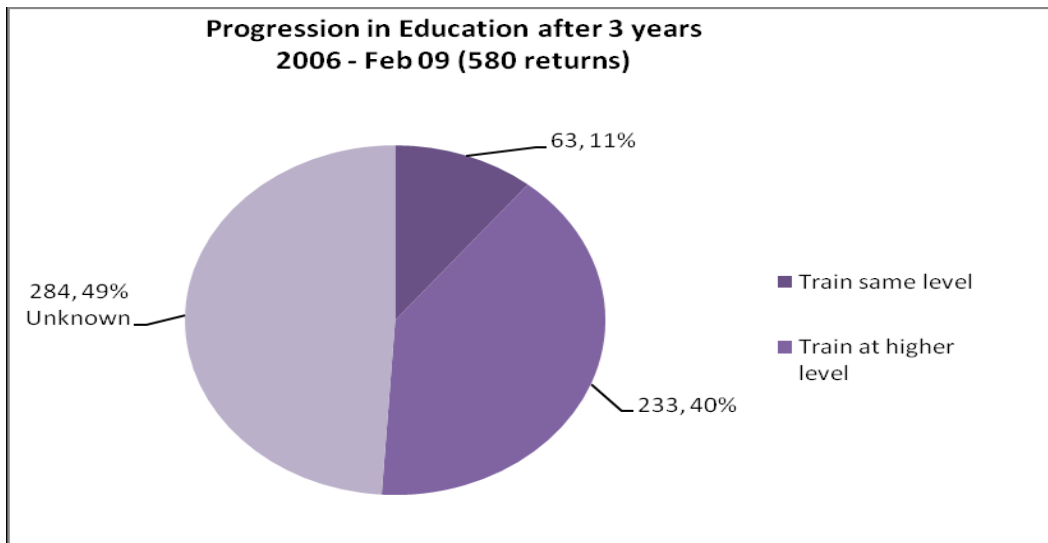
The project seeks to enhance the relatively low numbers of work based learners progressing onto higher qualifications and higher education. Arising from earlier work on Apprenticeship progression, AdvAnce 1 is a response to the lack of data in this field, needed to better understand barriers to progression.

Specifically the project seeks to:

1. Identify the short and medium term progression aspirations of completing Advanced Apprentices (AAs).

580 returns have been sent from training providers, detailing responses from their AAs about their employment and training plans for the next 6 months and for the next 3 years after graduating.





Key points

- The fact 30% of AA graduates want to progress onto higher learning almost immediately after graduating creates a demand for “keeping warm” activities such as use of bridging and links with HE department
- 40% of AA graduates want to progress onto higher learning within 3 years which creates a significant pool of potential HE students, large enough to make HE providers sit up and take notice
- A very large proportion of AA graduates wish to stay with their employer and want to learn whilst working full time. The loyalty of AA graduates to their employer and the need to provide more part time, work friendly options need to be disseminated to key partners
- A SERIO report on this data is pending publication and for more information please email Pete Watton on P.Watton@plymouth.ac.uk

2. Review the experience of work based learners who have progressed on higher education to identify barriers and successes.

A HE report, by Pete Watton and Sally Wild is pending publication which details the findings of work based learners who have progressed into HE For more information please contact Pete Watton on P. Watton@plymouth.ac.uk

And finally

WHERE NEXT?

It is hoped that the findings from AdvAnce will help influence and inform future policy and practice. Already the team have had direct input into the Skills Commission report on Apprenticeship progression and have an article in the March 09 edition of *fdf*'s FORWARD publication. We would also like to see the

- Questions about future aspirations included in all exit interviews
- HE providers develop bridging resources (provided both on line and face to face)
- HE providers look at providing more part time, work friendly HE provision, particularly in the final year top up

If you wish to discuss anything about this article or you are interested in carrying forward the work of AdvAnce in some capacity please ring Kate Poole on 01209 617753.

Financial Services Authority Training

DCTPN has been working with the Financial Services Authority to fill the gap in Financial Awareness training which exists for those on work based learning programmes. Currently the FSA has been tasked with delivering training to both schools and colleges to meet their target of ensuring that all young people are proficient in understanding financial matters, but when it was pointed out that there was a gap relating to those who had left school after year 11 and started work, they were quick to address

the shortfall. Consequently they have been working with the DCTPN since January to develop a programme that will enable training providers to ensure that their learners are brought up to speed.

To this end a half day training session has been jointly developed by DCTPN and the FSA which has aimed to bring provider staff's knowledge up to the mark on financial matters and to direct them to materials which have been developed for distance delivery.

These materials are now on the DCTPN website and VLE. The session has already been delivered in both Exeter and Plymouth and was really well received by the designated Financial Affairs lead/ champions.

The last session to be delivered will be at Ultra Training in Bodmin on Thursday May 14th between 9.30a.m. – 1.00 p.m. with lunch to follow.

If you want to attend contact:
Helen@trainingprovider.com

Studiocode

At the last DCTPN AGM the suggestion was made that as a network we take a closer look at Studiocode. This we have now done and beneath is an article by them. We would welcome any feedback as to the way forward.

Sportstec is a leading provider of both sporting and business technology solutions designed to maximize individual and team performance. Due to demand Sportstec created Studiocode, an innovative video analysis package that is revolutionising the use of video.

Studiocode is now used extensively in a range of disciplines such as Teacher Training, Medical Simulation, Deaf Education etc. This article is going to show how Studiocode can be used within an education environment with the specific aims of standardising the quality of student assessment and curriculum delivery. The software is very easy to use and also lends itself to distance learning and thus can become a very cost effective assessment tool for a training centre.

“When it comes to gathering video evidence on student activity, we

have found using a video camera is not sufficient to meet the assessment needs of our staff. Studiocode allows our staff to not only gather video evidence, but also add notes, narration and combine it into a single video which can be used in an e-portfolio, or handed to the student for review and reflection. Our staff have found it to be a useful tool which enhances and enriches the assessment process for our learners.”

James Clay Head of IT Innovations (Project manager)

“What I can say about Studiocode is that it has moved the assessment process into the 21st century, it has had its spin offs for our dept with our dept gaining awards at the staff Christmas party for "use of electronic evidence collecting system" we have also collated feedback from students which was all positive .

Following our recent EV visit from City and Guilds they were over the moon and the feedback in the report was very encouraging comments like he visits about 40 col-

leges a year and has yet to see video system which is so quick and shows clearly that the assessment process is authentic and can be reproduced and reused for both student and assessors.”

Andy Bendle (Lecturer Plumbing and Heating)

The software is very easy to use and only requires a camera and laptop, thus it is very portable and allows video assessment in almost any situation and of any behaviour. You capture the video and either live or post event you can start 'analysing'. The real beauty of the software is that you create a 'template' that you will use to mark up and annotate the video. This template is the key performance indicators that you want to assess; for example every time a student communicates with somebody, you then mark that event and then have a video clip if that period of video which can be accessed at the click of a button. You can then add further annotation/ description of the event ie was it correct/incorrect, what grade would it receive etc.

A template may look like this one which was put together for teacher training assessment:

Laurence Stewart

Main Coding Events, this could be assessment criteria

TEACHING SKILLS	DESCRIPTOR/IDENTIFIER	
Session Presentation	EFFECTIVE	Body Language
Variety of Approaches	Eye Contact	ISSUE ??
Student Participation	Mixed Message	Timeliness
Rapport with Students	Projection	Incidental Learning
Group Management	Organisation	Clarity
Classroom Behavior	Innovative	Time Management
Presentation of Student Work	Relevance	Room management
Conflict Resolution	Responsiveness	Engagement
Facilitation	Verbal Feedback	Learning Styles
Classroom Mgmt Skills	General Information	
	Non Verbal Communication	
	Group/Individual Movement	

Using a standard analysis template would allow every student to be assessed in the same way and compared very easily to monitor teaching and assessment standards. Below is an example of how Studiocode looks on the computer screen.

Record and View:
Easily view video in full screen; create presentations, DVDs, or streaming video for the Internet. *Video made easy.*

Transcription, Analysis and Closed Captioning:
Easily annotate, transcribe and close caption video and audio. *View, listen, read, analyze. Instantly.*

Coding and Analysis:
Tag or grade clips of video to review with students. Take pen, paper and VHS tape to the next level for analysis and feedback. *Completely customizable.*

Timeline:
Search across video archives with the Matrix or Find tools. Easily output statistical info and videos. Find any information you want. *Powerful information at your fingertips.*

COACHING – THE PERFECT FOLLOW-THROUGH

'I will pay more for the ability to handle people than for any other skill'

- John D Rockefeller

I'm a trainer, coach and owner of a Cornwall-based consultancy and I haven't been located here for very long, so when Craig invited me to write an article for this newsletter I felt a little daunted. What could I write that you might find interesting?

I'm aware that DCTPN members are very experienced in the various aspects of training, so I have written about what happens when training is followed through with a coaching programme. On those all too rare occasions when the client will fund it, I have experienced the dramatic increase in uptake and application of the course content when the delegates are supported with coaching. It's a shame it tends to be rare, because the combined approach seriously increases the client's ROI.

In one study*, of public sector workers, productivity was measured:

'After training alone, the average increase in productivity was 22.4 percent. When training was augmented by coaching, the average increase in productivity was 88.0 percent.' Coaching enables the transfer of learning into action because it is specific to the person involved and focused on results.

Traditional business coaching was usually one to one teaching of specific skills. Someone new to their role was taught how to do something, often by a more experienced member of staff. The relationship was between the coach, who knew how, and the coachee, who didn't. This straightforward type of skills teaching will always be necessary and can still be part of the modern coach's work. The newer aspects of the role involve more subtle and far-reaching techniques that enable those being coached to discover their own innate potential. The aim is to develop personal confidence, motivation and deeper understanding of why it's important to do things well whilst achieving carefully chosen specific goals.

Coaching can help people to develop their technical skills. My particular passion is for coaching 'soft skills' – enabling people to communicate better and understand themselves and each other in an appreciative way and to discover their own creativity. Whatever peoples' job descriptions, they depend on themselves and on other people for doing their work. Many of my clients tend to be managers who are technically highly skilled but who consider it either difficult or unimportant to develop collaborative relationships.

In some cases a 'problem relationship' may have developed that affects the rest of the team or even the whole business. Some find it hard to adjust to change. Others may lack confidence or feel unable to be assertive. Not all coaching begins with a problem. Some people simply wish to apply more of their potential and wish to learn practical approaches to communication that lead to improved results.

The key to coaching's effectiveness is the combination of privacy, confidentiality and a 'perfect fit' relationship with the individual concerned. These factors allow the coachee to learn in his or her own style and to make the new learning personally relevant. In this way, resistance is minimised. I'm with Winston Churchill, who said *'Personally, I am always willing to learn, but I do not always wish to be taught'*.

Coaching can include far more than simple skills training. Spirituality, a strong sense of identity and clear values and beliefs are all now widely recognised as being highly relevant to business success. Sometimes an internal conflict is the reason for under-performing and a skilful coach can help resolve many personal issues calmly and privately.

In summary, the coach's job may involve encouraging, challenging, structuring and supporting – whatever it takes. When the job is skilfully done the client can grow in confidence and learn tools and techniques that last a lifetime.

©Smith 2009

*Olivero, Bane, & Kopelman, published in "Public Personnel Management" Winter Edition, 1997

Graham Smith lives near Penzance. He helps people to get more done and have more fun. He would love to hear from you. info@smithandfriends.co.uk, www.smithandfriends.co.uk, 01736 740141.

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