

DCTPN

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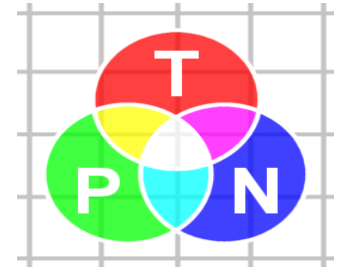
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# Training Provider News



## Playing a positive part with ApprenticeshipPlus

As the government focus on Apprenticeships as a key part of the employment and skills agenda, with an ambitious target of placing 1 in 5 young people into an Apprenticeship over the next 10 years, it seems inevitable that efforts are made to explore and trial new ways of increasing Apprentice success rates.

One of these is a new pilot project, set up to aid the success of Apprenticeships through mentoring in the South West of England. The new 'ApprenticeshipPlus' programme provides LDD Apprentices (those with Learning Difficulties and Disabilities) and their employers with specialist support from experienced mentors.

Delivered by Triangle, a Business Services company based in Gloucestershire, the project has a range of objectives including enabling individuals to overcome barriers to Apprenticeship completion and developing employer capacity to support placements for learners with LDD as well as identifying best practice and increasing participation for LDD learners.

Eve Slater, Managing Director of Triangle comments:

*"The ApprenticeshipPlus programme will not only benefit the apprentices, but provide a welcome boost to completion rates across the region. This service is designed to augment current*

*support by focussing on areas where specialist help can be provided. Our team of LDD experienced mentors are well placed to make this happen."*

The programme funded through the South West Learning and Skills Council aims to help 150 LDD apprentices and 130 employers that currently provide work for apprentices. Apprentices can receive up to 21 hours of support. Employers can benefit too and are offered advice on a range of relevant areas such as providing the appropriate working environment, and can be referred to other support organisations and resources.

Triangle has been delivering government funded support programmes for over 20 years in the areas of training and employment. Many of these have been completed though successful partnerships with training providers and other support organisations.

Triangle is seeking FE training providers in the South West who would like to develop their capacity to support Apprentices and their employers by making use of the mentoring services provided through this project. This is an ideal opportunity to enhance current Apprenticeship provision and work in partnership with

other forward thinking organisations to develop best practice for the future.

At the end of this project providers will also get a chance to access specialist mentoring training for learner facing staff.

At a time when training providers across the region are finding the recruitment and placement of 16-19 year olds very challenging due largely to the economic recession then they need to grab all the support that they can. This project offers exactly that as well as providing mentoring in an area which is now far higher up Ofsted's Common Inspection Framework.

Several providers have already expressed an interest and at this stage places will not be available to everyone so it is essential that those who would like to move on this do so quickly.

If you want to take part in this programme or find out more about the benefits of becoming involved please contact Louise Hartley at Triangle on 0870 950 1177 or email apprenticeship-plus@trianglefusion.co.uk

# Business Interchange

## What is Business Interchange?

Business Interchange is part of Catalyst, a government-funded programme which helps learning and skills providers increase vocational expertise through structured vocational placements. Business Interchange placements aim to improve the relevance of the curriculum, build links with local and national businesses and help teachers, tutors and trainers deliver effectively to the learners they serve.

## Claire – the low-down

After enjoying seven years working in catering and hospitality, where Claire Rogers achieved her NVQ Level 2 in Catering and Hospitality, she decided after the birth of her first child that it was time for a change. 'I began researching the opportunities available to me and found that I could study for my assessors' qualification and work at the same time'.

In 2007 Claire joined SBC Training where she completed her Assessors' Award whilst working on the job. Within her role at SBC Training Claire's students are extremely varied; she works with people from all ages, backgrounds and industries, from various levels of education ranging from 16-62 years old. Because of the difficult time Claire had

in school, she is determined to help students who suffered a similar experience regain their confidence. Claire believes that the best way for her to do this is by providing them with the most up-to-date industry training available.

## Hands-on, practical experience

Claire was made aware of the Business Interchange programme through her line manager and jumped at the chance to get a taste of real life retail again. Her placement would allow her to refresh her skills as she hadn't worked in an actual retail environment for quite some time. She said, 'I thought it would be a great opportunity to contribute to my CPD and practice what I preach'.

She has numerous contacts within retail and, given the chance to choose for herself where and when to carry out her placement, she decided to spend one day in an independent retail outlet supplying baby and children's products, called Gooseberry Boutique.

Claire went to Gooseberry Boutique with the aim of learning as much as she possibly could, as quickly as possible. She said, 'it required me to absorb everything like a sponge'. During her placement Claire got involved in every aspect of retail work, from serving and recommending products to customers, to taking deliveries and conducting stock checks. 'The placement really brought my training back into perspective and

made me reflect on what I taught and whether it was relevant' she said.

## More for Claire, more for her organisation

What did Claire and her employers get out of the placement?

Claire believes that Business Interchange was 'a really valuable opportunity to make new contacts in industry and identify the relevant areas of the business that, as a trainer, I should be picking up on'.

Claire understands that the downturn in the economy has had a negative effect on retail. As such, she believes it's more important than ever to send out 'excellent rather than good students' from her courses, which means as she put it, 'teaching what's relevant and pushing students that extra mile'. Anecdotal examples of Claire's Business Interchange experience are now used to illustrate the importance of understanding customers' needs and providing them with the best customer service possible.

Claire would absolutely recommend getting involved in Business Interchange. Her advice to other teachers, tutors and trainers considering such a placement? 'Definitely take it! It lets you see things as they really are and takes you out of your comfort zone when teaching, so you can reassess and reprioritise your teaching methods where necessary'.

## Professional Formation (Applying for QTLS / ATLS)

With the advent of the 2007 workforce reforms the new status of **Qualified Teacher Learning & Skills (QTLS)** and **Associate Teacher Learning & Skills (ATLS)** have been introduced as a foundation of professionalism for learning and skills practitioners who teach.

Staff who have joined the learning and skills sector since September 2007 (in a role which involves some teaching responsibilities) will need to gain QTLS / ATLS status within five years of joining the sector<sup>1</sup>. (See supplementary note below). Other teachers are not *required* to gain Q/ATLS, but are welcome (and encouraged) to do so to gain recognition of their professional status.

The process practitioners undergo to prepare and subsequently apply for Q/ATLS is known as **Professional Formation**. The process involves the practitioner in demonstrating they are operating effectively in their professional role as a teacher. There are several forthcoming

regional support / training events available to support practitioners in understanding and undertaking Professional Formation and in making their application for A/QTLS. For further details of these see the SWitch CETT website at Learning South West: [www.switchcett.org.uk](http://www.switchcett.org.uk).

## Continuing Professional Development

Please **remind colleagues to continue to reflect on CPD they undertake and to record what they do** over the coming year so that they keep an updated CPD record, ready for next year's CPD declaration to IfL.

If you have colleagues who have not yet made their **CPD declaration to IfL** for 2008/09 and who would like support to do this, please ask them to make contact with me at the email address below.

**For further information about: qualification requirements for teachers in the sector, applying for A/QTLS, un-**

## Kerin Burke

**undertaking and recording CPD, IfL membership –and all other aspects of IfL activity, please contact: Kerin Burke (SW IfL CETT Connection) on [kerin\\_burke@learning-southwest.org.uk](mailto:kerin_burke@learning-southwest.org.uk)**

<sup>1</sup> A reminder:

If staff are in a **full teaching role** i.e. they are responsible for **all** aspects of the teaching and learning cycle (including initial assessment, developing ILPs with learners, curriculum development, delivery of sessions, assessment of learners for accreditation, review and evaluation), they will need to have (or gain) a full teaching qualification (CertEd, PGCE or DTLLS) - and go on to apply for QTLS. If they are in an **associate teaching role** i.e. they do not have responsibility for some phases of the teaching & learning cycle, they need to gain a CTLLS (or have equivalent part teaching qualifications, such as the C&G 7407 stage 2) - and go on to apply for ATLS.

# Generator. The Future

As some providers will already know, the RSC has been charged with supporting the use and implementation of Generator. Over the last two months I have had a number of calls from providers regarding the use of Generator largely so that they could include the results in their applications for LIG 5, BECTA Exemplar Network etc. So for those providers yet to engage with the tool I thought I would go through the basics.

Generator is an online strategic planning tool which assesses organisational capacity in its application of technology. It allows users from within an organisation to come together to carry out a technology self review, involving nine business areas and compares them with seven enablers of technology, allowing collaboration of knowledge and resource. There are two types of review available a full review, which is a full examination of the organisation and a quick review which typically takes 20-30 minutes. One innovative feature is that if for any reason your review is interrupted, the system will store the review at the point you left it until you are able to resume the review. Generator offers a comparison of review data results, offering senior managers a robust planning tool, clearly highlighting where improvements can be made, informing the technology strategy. You can share your review with colleagues at any point during a review. This is a great way to bring together your collective expertise and knowledge. Your colleagues can leave comments within your review relating to their answers and you will be able to track this and watch who has added to your review. It is possible to record notes on each page of your review; these might be used to substantiate answers or add rationale for the response or perhaps to note where further consideration is required. It is a powerful collaborative tool which can be applied to a variety of scenarios. Used time after time Generator can monitor the impact of the planning process and highlight the returns on the investment in

technology.

When a review is complete and you are happy with the answers, the review can be 'committed'. Doing so prevents any further changes and allows you to see the full results depicted in graphical representation. This reporting functionality is ideal for highlighting where the review identifies strengths and areas for improvement in your organisation. Multiple reviews for your organisation can also be compared against each other. This can be used to identify where reviews differ, compare data gathered across departments, across sites and across time for example.

You may then choose to go to the next step and 'publish' your results if you wish to take part in the benchmarking opportunity. There is no obligation to benchmark, but if you choose to do so, once your results have been 'published' within the system they can be compared with the data of similar organisations who have also published a review. Benchmarking is a confidential way of assessing progress and delivery on a wider scale.

Based on the results of your review(s), Generator has a powerful 'improvement' area which offers links to a wide range of resources that you can use to inform your technology improvement plans. These improvement resources will show support materials across all nine business areas or just one, depending on where you are focusing your efforts.

To start the process it is recommended that the organisation first agrees who the Primary user (s) should be. This requires careful thought. The Primary user is responsible for authorising other users from your organisation and benchmarking your reports. The Primary user should not necessarily be the same member of SMT who will

be leading on Generator. There is no limit to the number of times the review process can be carried out, neither is there any recommended time between reviews it really is up to organisations to use the tool in a way which benefits them. However, it is not yet possible to extract the results of the review in a transportable format, other than as a screen grab.

If your organisation feels it is not yet at a point where it can fully benefit from the use of Generator the RSC offers a facilitated review process using the W-eLPS (Workbased e-Learning Positioning Statement) toolkit. This is an electronic document which can be printed so that a number of staff within a provider can complete the questions. An RSC adviser will then guide you through the process of assembling all the different views into a consensus view of where the organisation is now and where it wants to be at a chosen date in the future.

The adviser will then create a summary document in addition to the full version of the toolkit. The results of the process can then be used for a number of purposes. Primarily as a base for creating or re-writing an e-learning strategy but the results are also an ideal lead into a full review within Generator.

If you want to know more about Generator the RSC has arranged some free of charge workshops in collaboration with BECTA to introduce providers to the use of Generator the second of which is at Learning South West on 14<sup>th</sup> of Jan.

Or you could give me a call on

07809 594850

or  
davidrowe@rsc-south-west.ac.uk .

David Rowe  
e-Learning Adviser WBL  
JISC RSC-South West

# Using Technology for Workplace Based Assessing

One question I get asked a lot as an e-learning adviser revolves around the use of technology for workplace based observations and assessment. For example if you asked an employer what their view of a typical assessing scenario might be, typically it would involve an assessor with a clip board observing the candidate, asking questions and recording the answers. As we know this is not now always the case as many providers have embraced the use of technology in some form or other. For those yet to embrace the advantages of technology or to provide those who have embraced technology but are on the lookout for new options let's look at a scenario and add in some possible uses of technology.

An assessor arrives at the workplace to carry out an assessment/observation with apparently no access to technology, well is this true? If the assessor has a mobile phone then the answer may be no, as the phone may well be capable of being used to gather evidence. A typical phone may also be a camera, able to take 200+ images or 60 minutes of video or 60 minutes of audio or a combination of all three. (Use short (30 sec to 1 minute) audio/video clips as this aids labelling especially within an e-portfolio and tracking of evidence if not stored within an e-portfolio system). If a written record is the only version acceptable then the use of something like a DigiMemo pad, which looks like an ordinary clip board but is actually a sophisticated device capable of converting handwritten notes or forms to electronic versions, would save many hours of re-writing/re-typing notes. If your assessor also has access to a laptop or the smaller Netbook ultra portable computers with a built in webcam, can this be used to gather visual/audio evidence of professional discussion with candidates and employers. One important detail however is that the assessor should always be able to evidence that they have permission to use images of the candidate, a simple enough task but important nonetheless.

In my experience the typical asses-

sor is usually a highly skilled practitioner in their own vocational area who has to produce mountains of paper based evidence to prove that their judgements on competence are justified, which to me implies if not a lack of trust in their professional judgement then certainly the need to over prove that judgement. The use of simple technologies like the inexpensive Busbi or Flip video cameras can dramatically reduce the need for assessors to justify their judgements as IV's and EV's can see and hear for themselves the evidence rather than relying on a form completed sometime after the event.

One more radical way of carrying out assessments is by using Net-Cams some of which are wireless so they can be positioned anywhere in the candidates workplace. The assessor can then view and communicate with the candidate via a headset. The assessor does not have to leave their desk and the candidates safe working procedures can be supervised by the employer. If the assessment is recorded and then labelled the evidence collection is done. Not suitable for all workplaces and not intended to remove the face to face element required by the LSC and reliant on a good internet connection but interesting nevertheless.

Ok so we have done our assessment/observation and we have a stack of audio/video/image based evidence. So how can technology help us here? Well if you are using Windows this has basic video and audio editing tools built in; however, there are a huge number of on-line and open source resources which can be used to both label and modify any evidence. For example, images could be modified using open source programmes like GIMP (<http://www.thegimp-uk.com/uk/>) where it may be necessary to obscure part of the image to protect privacy. Both Busbi and Flip cameras come with a built in video editing programme so it is easy to break up the video clip into smaller segments which perhaps satisfy particularly important elements of the qualification. An alternative might be

[Media Converter](http://www.mediaconverter.org/) <http://www.mediaconverter.org/>. This is a free online file converter which can convert your video file to a number of other formats including: flv, wmv, mp4, avi, psp, mp3, wav, doc, xls, ppt, pdf and many other file types. Why do this? Well converting a 10MB WMV file to MP4 reduces its size by around 60% reducing the storage requirement and making it accessible to a wider range of players.

One particularly useful resource is the website Simple Spark (<http://simplespark.com/catalog/>) which contains around 5,000 links to on-line resources many of which will be useful to assessors in terms of labelling and quantifying audio and video based evidence. E.g. PhotoMajig. (<http://www.photomajig.net/>) This resource can shrink the disk size of an image, alter its dimensions, orientation, and change its format, all useful options which are not detrimental to the image in terms of evidence value. Having been an assessor and worked extensively on workplace based e-learning projects I wish that some of these technologies had been available at the time. However, it is all very well for someone like me to come up with bright ideas about using apparently complicated technologies. Well actually, nothing could be further from the truth. Use of all the resources mentioned is really quite straightforward, ask any provider using them. In addition consistent use will create evidence of much higher quality than possible with the traditional standard forms. This means in effect smaller volumes of evidence are required, which should be good news for candidates as they have to produce less evidence, the assessor because they have less evidence to manage and for the provider because less evidence should translate into improved efficiencies in terms of travel and timely completion rates. If you want to discuss these ideas further you can contact me on 07809 594850

or  
[davidrowe@rsc-south-west.ac.uk](mailto:davidrowe@rsc-south-west.ac.uk)

Happy evidence gathering.

# Torbay and South Devon Employment and Skills Board

## **To raise the skills, aspirations and productivity of the Torbay and South Devon workforce to support the growth of a vibrant and successful local economy**

Established in early 2009 by the Torbay Development Agency (TDA), the Torbay and South Devon Employment and Skills Board (ESB) is an important new initiative which has been set up with a vision to raise the skills, aspirations and productivity of the Torbay and South Devon workforce and to support the growth of a vibrant and successful local economy.

Financially supported by Torbay Council and the Learning and Skills Council (LSC) the ESB is an employer led, employer focussed body designed to help ensure that employers are ideally positioned to guide and influence the skills priorities for the area.

The area of focus for the Board consists of the three areas of Torbay, Teignbridge and the South Hams, a geographical area with a population of over 345,000, a working population of 200,000 and a business base of more than 15,000. This is an area of contrasts not only physically and economically but also because of its mix of both urban and rural character. This geographical area has a number of requirements to success including the desire to build a stronger, more vibrant economy with successful businesses, increased average wages, a higher skilled workforce and increased and sustained employment levels.

The agenda for the ESB is considerable and to be effective the ESB must focus upon a set of priorities which are relevant and upon which it can have an influence. As the ESB matures and develops its focus can widen but for 2009/10 we believe that its focus should be upon the following

three priorities:

- Raise the skills levels, aspirations and capabilities of the current workforce
- Increase the number of economically active people within the workforce by increasing the opportunities for people seeking employment but who are currently workless
- Increase skills levels and opportunities for young people.

The ESB can influence these priorities because they are within the remit of its public sector partners and can encourage joint working and coordinating action as an effective way of addressing these priorities.

A small number of skills projects have been funded for 2009/10 including;

1. Supporting Connexions to deliver the **Torbay Employers Apprenticeship Reward Scheme**, to provide a small financial incentive to local employers who take on an apprentice for the first time or have not engaged an apprentice for a minimum of 2-years.
2. Delivering a series of topical **Best Practise** events in partnership with Beacon South West and Business Link which were designed to advise and support ambitious companies survive and grow in the economic downturn.
3. Supporting the delivery of a series of **'Boost'** events in Torbay addressing challenges in the Retail and Hospitality sectors.
4. Supporting a **Location Model Study** for Torbay, in association with Skillsmart Retail and the LSC, to develop industry information to help small retailers understand their local markets and highlight potential train

ing needs and indicate how the retailers are perceived by their customers.

5. Supporting the delivery of a series of **Creative Thinking Workshops**, with the objective being to explore and develop creative thinking and apply practical techniques for businesses to use everyday.
6. Supporting South Devon College to deliver a variety of **Leadership and Management** courses and programmes to address the shortfall of skill levels and capabilities of the current workforce.

The ESB has a large agenda, but its main role will be to influence the work of its constituent partners, some of whom command significant resources for skills and employment.

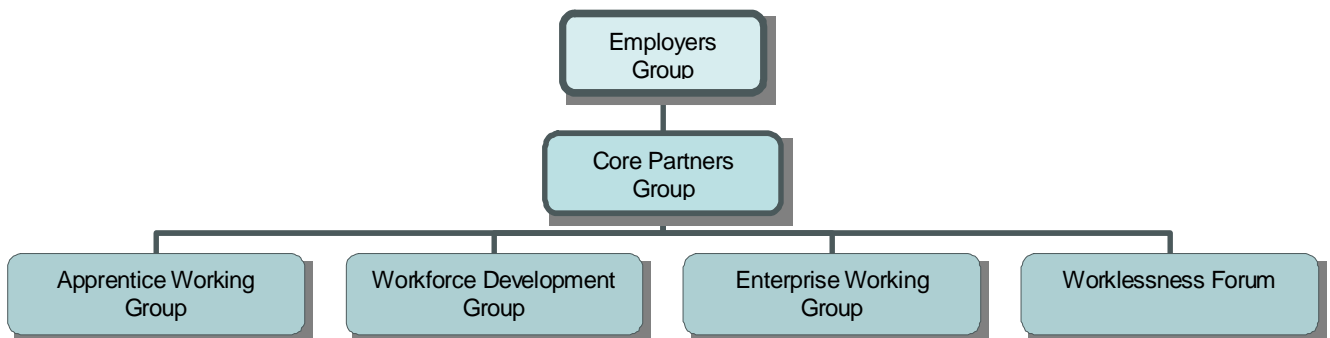
The ESB has been strategically positioned within the Torbay Commissioning Model to ensure that employers guide and influence the skills priorities for the area, and also to act as a focus for co-ordinated activity to optimise the marketing and delivery of relevant services.

The Employment and Skills Board has a working structure (please see diagram) which is made up of an **Employers Group** – comprising of active members of the Board from both private sector and public sector employers, and also Senior Core Partner representation.

A **Core Partners Group** primarily comprising of public sector bodies that are key in funding or delivering skills and labour market services and a number of **working groups** which exist to take forward specific priorities requiring particular focus.

To ensure that the Employment and Skills Board has the credibility to work effectively with all of its stakeholders, we have just secured a private sector Chair who will take up the position and lead forward the Board from January 2010. Continued next page

## Torbay Cont'd



This newly appointed Chair is local businessman and current ESB Board member Gareth Brocklehurst – Owner/ manager of G.A.P. Recruitment in Paignton and Newton Abbot. Gareth will serve for an initial term of 18-months and will receive an honorarium of £4000 for his commitment.

For additional information on the Torbay and South Devon Employment and Skills Board please visit <http://www.torbaydevelopmentagency.co.uk/> or contact Deborah Passmore, Partnership Executive, Torbay Development Agency on 01803 208378 or [deborah.passmore@torbay.gov.uk](mailto:deborah.passmore@torbay.gov.uk)

## General Network Information

In line with National Apprenticeship week. The TPN will be holding its annual Celebrating Success Awards at the Sherwell Centre in Plymouth on Wednesday 3rd February. By bringing the date forward from previous years it is hoped to put forward all the provider's main candidates to the regional awards ceremony later that same month. It is anticipated that other parts of the sub region will also send their nominations forwards. Learners who are put nominated will also see their case studies used to promote apprenticeships across the area.

The DCTPN will be holding a Functional skills event at the Academy of Training in Exeter on Friday 20th November from 12.30 p.m. The event will be aimed at bringing key staff up to speed with the latest changes to be announced in Functional skills, in particular regarding testing. A final decision on which is due out in the next two weeks. The event will then be followed by the first meeting of the Learning South

West's Golden Thread group working on SfL (see article on page 12) It is envisaged that most providers will be sending the same member of staff. If you haven't yet signed up contact [craig@trainingprovider.com](mailto:craig@trainingprovider.com)

There have been a great deal of work going on concerning the machinery of government's changes. In order to keep up to date with local progress key papers have been placed on the DCTPN VLE. Access is for members if there is any problem please contact Paul Richards

[paul.richards@dig-con.biz](mailto:paul.richards@dig-con.biz)

It is intended to demonstrate the updated VLE at the next DCTPN meeting.

There has been a constant trickle of new members of the network suggesting that the tide has turned in the recession though many providers are very stretched

particularly in the 16-19 area. It is hoped that a number of ESF projects may help to support them more in this very hard area. New projects will be e mailed round members.

As the number of new groups are set up to link up with new areas such as Foundation Learning, Functional skills, QCF qualifications it is very difficult keeping track of what is being held where by whom. It would be very helpful if providers could let the network know if they are invited to a new group so that we can place that on the map and make everyone aware of its existence.

Lastly a call for any more members who would like to join our Christmas lunch on Thursday 10th December at the Turtley Corn Mill at Avonwick. Currently numbers are reasonable but could be higher, but they will need to be confirmed in the next fortnight so it would be appreciated if providers could let Craig know if they would like to at-

The South West Lifelong Learning Network (SWLLN) launched its IAG resource **HELP** at their final conference on October 21, 2009. 'HELP' stands for **H**igher **E**ducational **L**earner **P**reparation, and was developed in disk format to facilitate its application and development.

**HELP** resources have been designed for advisors working with students wishing to progress into higher education. While this is not an exhaustive list of learning resources, care has been taken to provide those that are current, accurate and maintained by established, reliable organisations.

**HELP** is the end product of extensive consultation with IAG professionals throughout the South West region. It has undergone trials within a number of educational institutions and organisations (including the Trainer Provider Network) and each has provided valuable feedback on the disk's ease of use and content.

The **HELP** resources disk is divided into four main resource areas covering the IAG topics listed below:

- **Welfare**

**WESTON COLLEGE (Training Provider Case Study)**

.Faster, more efficient and the best way to access high-calibre talent. Just three reasons why Weston College have been so impressed by Apprenticeship vacancies, the online system that matches apprentices with prospective employers. The college has been using the service since it was created – and now they say it's the best way to place apprentices with employers. Lucy Solomon, Employer Liaison Co-ordinator, said: "We generate so much more inter-

Financial Advice  
Carers and dependents Transport  
Disability Support

- **Personal Development**

Motivation and Confidence  
Qualifications, skills and interests  
Communication skills

- **Learning Skills**

Learning styles and strategies  
Learning and thinking skills  
Reading, writing and note taking  
Exam and revision skills  
IT skills for study  
Core Maths and English skills

- **SWLLN Sector-related IAG**

Cultural Services  
Sustainable Construction

Although the final category, 'SWLLN Sector-related IAG' is restricted to the two areas of Cultural Services and Sustainable Construction, these have been designated as growth employment sectors within the South West. Given the development possibilities of the **HELP** resources, individuals and institutions can also build on this list to include more local gaps and opportunities within the employment sector.

est with this system. We get potential apprentices applying from outside our normal catchment area and we have noticed that the calibre of applicants is higher." The college recently placed nine new IT Apprentices with a major local employer the employer was so impressed with the calibre of the new recruits they decided to appoint four more apprentices in Business Administration and Human Resources. In the past the college would advertise Apprenticeship opportunities on its own website

Regarding the issues of development, **HELP** resources

have been designed to enable advisors to:

- Provide quick links to a range of on-line sites for advising from their desk or on the move.
- Create customised lists of resources for students and/or other advisors that can then be printed out or sent via email.
- Further develop or enhance an advisor's own institution's IT Advice system - transferring all or part of the resource as needed.

The system is user-friendly and includes a section for those new to educational advising. More experienced advisors will also find **HELP** a useful tool that allows them to explore the wider possibilities of each on-line site.

The SWLLN is offering this non-copyright resource for free to circulate or customise as you require.

If you would like a copy or copies of the SWLLN **HELP** disk, please contact Craig Marshall at Training Provider Network:  
Telephone: 01752 222533  
craig@trainingprovider.com

and in local libraries and Connections centres.

"Using the National Apprenticeships Service's (NAS) online vacancy system definitely saves us time and is more efficient. We love it – it's simple and delivers results," said Lucy.

In one month the college placed 16 Apprentices – and 80 per cent of those were through Apprenticeship vacancies.

"One candidate from Kent saw a position he wanted – and travelled to Bristol to attend the company assessment. That would not have happened under the old system."

Have you visited our website?

www.training-provider.com

**DCTPN Meetings**  
10.00 – 2.00

8th Jan  
Academy of Training  
Plymouth

April 9th  
Cornwall

July 2nd  
East Devon/  
Exeter

**Functional Skills &**

**The Golden Thread Group Meetings**  
at

**Academy for Training**

**Exeter**

**20th**

**November**

DCTPN Xmas  
Lunch

10th Dec

Turtley Corn Mill

Avonwick

Weston College

Lucy Soloman

Employer Liaison Co-ordinator



Faster, more efficient and the best way to access high-calibre talent.

Just three reasons why Weston College have been so impressed by Apprenticeship vacancies, the online system that matches apprentices with prospective employers.

The college has been using the service since it was created – and now they say it's the best way to place apprentices with employers.

Lucy Solomon, Employer Liaison Co-ordinator, said: "We generate so much more interest with this system. We get potential apprentices applying from outside our normal catchment area and we have noticed that the calibre of applicants is higher."

The college recently placed nine new IT Apprentices with a major local employer the employer was so impressed with the calibre of the new recruits they decided to appoint four more apprentices in Business Administration and Human Resources.

In the past the college would advertise Apprenticeship opportunities on its own website and in local libraries and Connexions centres.

**"Using the National Apprenticeships Service's online vacancy system definitely saves us time and is more efficient. We love it – it's simple and delivers results."**

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"One candidate from Kent saw a position he wanted – and travelled to Bristol to attend the company assessment. That would not have happened under the old system."



## Subject Learning Coaches

### Subject Learning Coach (SLC) Programme

Subject coaching networks Motivation, inspiration and support - join us at one of our free subject coaching networks, designed to support and develop your coaching skills.

#### Benefits of the subject coaching networks

Collaboration at a subject coaching network offers SLCs and ALCs a sense of community. These networks will give you an opportunity to work together, enabling a shared and themed approach to teaching and learning.

Subject coaching networks also give you the chance to 'show and tell', 'listen and learn' and to contextualise different teaching strategies in order to improve the experience for you and your learners.

Our subject coaching networks provide a generic and themed approach that crosses boundaries, shares best practice and explores the pedagogy approaches that are vital to successful teaching and learning.

Attendance at the networks has proved to really enhance the power of collaboration and sharing of good practice. They provide a forum for learning conversations to take place between practitioners who can then disseminate information back into the organisation. In this way the real value of the resources that continue to be developed can be used within varied contexts to suit every learner.

Participation in the subject coaching networks has been designed to contribute to the Institute for Learning (IfL) 30 hour (or pro rata) CPD requirement.

**The exciting new autumn resources will also be**

**disseminated at the networks, including: motivational dialogue to support foundation learning, Gold dust, CPD builder, Inclusive teaching and learning and supporting learner progression.**

**The Network will take place Thursday 12<sup>th</sup> November Bristol Zoo (open to all practitioners, not just SLC's)**

### Subject Learning Coach (SLC) Programme Managers' Engagement and Support Programme (MESP)

Managers' Engagement and Support Programme – supporting managers to successfully sustain continuing professional development through engagement with the Professional Training Programme

The MESP is an integral part of the SLC and the STEM Programmes and offers those with responsibility for improving teaching and learning across their organisation, an opportunity to identify and develop individuals and teams who can embed a culture of transformation to foster excellence and improvement. The events provide managers with a deep understanding of the power of coaching as a catalyst for change. They also provide managers with an opportunity to plan how to embed a sustaining strategy of continuing professional development (CPD) throughout and across their organisation using the components of LSIS Teaching and Learning Programmes.

**The events offer those attending with an opportunity to consider their needs in relation to:**

- improving the quality of teaching and learning for their staff;
- finding out how to best use

the different elements of support available.

- Managers leave the event with the necessary tools to use within their own organisation that will lead to a highly professional and well trained workforce.

**The MESP supports managers to:**

- plan a strategy that will ensure that all staff within their organisation have sufficient support to meet their entitlement to at least 30 hours (or pro rata) of CPD
- encourage all staff to use REFLECT to plan and record their training and development activity
- focus on the wealth of resources available that support the development of highly effective teaching and learning
- understand the underpinning pedagogy and themes that lead to excellence and improvement across the profession.

**The MESP will take place 3<sup>rd</sup> February Bristol Royal Marriott, Bristol**

Further information about the SLC network and Managers Support Programme

Please email: [subjectlearningcoach@nordanglia.com](mailto:subjectlearningcoach@nordanglia.com) or call 0845 602 9154

Or contact

The Southwest Regional Adviser:

[John.francis@nordanglia.com](mailto:John.francis@nordanglia.com)

## NATIONAL TRAINING AWARDS

The National Training Awards are the UK's most prestigious awards for training, they identify and celebrate organisations and individuals that have achieved outstanding business and personal success through investment in training and development. The awards are special because they cover all industries and all sectors and every year over 800 entrants compete for the unique opportunity to have their training judged against the very best in the UK.

Winning an award brings recognition, publicity and gives organisations a competitive edge. For individuals, their careers can be transformed.

Since the Awards began in 1987, over 16,000 individuals and organisations have entered and there have been over 2,000 winners whose achievements are celebrated at Regional Ceremonies all over the UK, with the UK winners

being invited to a dazzling ceremony in London. The Award is supported by the Department for Business, Innovation and Skills and the UK Commission for Employment and Skills.

### Celebrating Success in the South West

Every year there are entrants from the South West and unlimited numbers of winners. In the last two years these have included:

Foxes Academy, Minehead  
Cornwall Marine Network, Falmouth  
The Combined Training Centre (Riviera Lodge), Penryn  
Weston College  
Truro College and Happy Days Nursery

### Entering is easy

To enter contact the Helpline on

0800 0191 475 and register on the database for updates and information, an entry form can be downloaded from the website at [www.nationaltrainingawards.com](http://www.nationaltrainingawards.com) from January 2010. The closing date for this year's competition is 23<sup>rd</sup> April 2010.

A series of free lunchtime information sessions will be held around the south west region in 2010:

25<sup>th</sup> February – Taunton  
2<sup>nd</sup> March – Bournemouth  
10<sup>th</sup> March – Gloucester  
16<sup>th</sup> March – Plymouth  
24<sup>th</sup> March – Bristol

On January 8<sup>th</sup>, Carolyn Hooker, the South West Ambassador Co-ordinator will be coming to speak to the DCTPN about the awards and to answer questions about entering. Carolyn can be reached at: [SouthWestAmbassadors@nationaltrainingawards.com](mailto:SouthWestAmbassadors@nationaltrainingawards.com) and on 01392 681508.

## World Class Skills

WorldSkills is an international skills competition held every two years, where 51 member countries meet and compete in over 40 different vocational skills, including Beauty Therapy, Web Design, Cabinet Making, Floristry and Engineering.

The next WorldSkills will be in London 2011 (biannual). The UK holds a UK Skills competition annually.

The role of the South West Skills Champion (Principal of City College Plymouth – Viv Gillespie ([vgillespie@cityplym.ac.uk](mailto:vgillespie@cityplym.ac.uk))) involves:-

- Promoting the work of UK and WorldSkills.
- Encouraging more young people, employers and Training Providers to get involved

the competitor base.

- Liaising with the other regional WorldSkills Champions to share good practice

Our action for the South West includes:-

-Increasing Regional representation from interested parties – we have a South West group meeting.

-Promoting SW activity through AoC, TPN, LSC etc.

-Developing SW Framework on "how to get involved".

-Developing an area on SW AoC website for regional/local information.

Encouraging 'competition ethos as a way of raising standards

Regional Activity in the South West 2008/09 has included:-

- Colleges and training providers hosting competitions.
- A number of competitors in the UK Calgary Squad at WorldSkills 2009.
- Masterclass programmes being held across the region.
- South West winners in the UK Skills competitions 2008/09.

The 2010 Competitions brochure was published on 5<sup>th</sup> October 2009 and there is an online registration process.

More information is available at [www.ukskills.org.uk](http://www.ukskills.org.uk) and

# THE NEW APPROACH TO ESOL – WHAT IT MEANS FOR PROVIDERS

As training providers will be aware, following the publication of *A New Approach to English for Speakers of Other Languages (ESOL)* earlier this year, a new document, *Implementing the New Approach to ESOL* has now been published.

This explains the operational detail which will support the New Approach.

The Department for Business Innovation and Skills is keen to ensure that ESOL funding is targeted very clearly at those who “form part of the many settled communities in England and migrants who are committed to staying in the UK.” In order to identify these groups the Department is giving local authorities responsibility for identifying, with their partners, the priority groups that exist within their areas and drawing together a plan of action (a *Local Area ESOL Action Plan*) to reach these potential learners.

There is no additional funding to support this work – rather existing funding is expected to be focussed more directly at these key groups so that a co-ordinated approach to funding services and provision is reached within local areas.

Training providers will be expected

to work with local authorities and other partners (e.g. voluntary and community sector) to ensure provision is responsive to the local needs of the identified priority groups.

They will be expected to ensure that the timing of courses and their location meets local need as well as offering roll-on/roll-off provision and short intensive packages if required. Childcare arrangements and other specific requirements of the identified priority groups will also need to be considered.

Providers will also be expected to develop engagement strategies to assist in attracting the priority groups identified and to explore the role of Information Advice and Guidance services in ensuring the potential learners are pointed towards appropriate provision.

To support local partnership working the Department for Business Innovation and Skills has made available a web-based application – *Huddle* – to allow for virtual meetings, sharing of documents and the ability to network and share good practice. Any providers interested in joining the *Huddle* should e-mail their details (name, job title and e-mail contact) to [esol@bis.gsi.gov.uk](mailto:esol@bis.gsi.gov.uk) to receive registration details.

The Learning and Skills Improvement Service (LSIS) will also provide support to providers. Training events are being delivered and support through the Whole Organisation Approach to Skills for Life is available through the Excellence Gateway – [www.excellencegateway.org.uk](http://www.excellencegateway.org.uk).

A number of pilot pathfinders are underway – in the South West Bristol City Council has been involved in developing partnerships and gaining buy-in from a range of departments and groups to form an ESOL Working Group. This group which includes Job Centre Plus, representatives from health services and economic regeneration are working with a number of voluntary organisations to develop an action plan by the end of the year. Other pilots around the country are also underway and more details about them can be found in the *Implementing the New Approach to ESOL* publication from the Department for Business Innovation and Skills (reference number URN09/1210) available as a PDF download or in hard copy from the Department’s website - [www.bis.gov.uk](http://www.bis.gov.uk)  
Liz Kingdom  
Regional Programme Director,  
NIACE

## South Western National Skills Award Winners

The National Training Awards celebrates those who have achieved really outstanding business and personal success through an investment in training. The 2009 UK national winners from the South West were:

Mary White, Exeter, Devon

Pendennis Shipyard, Falmouth, Cornwall

Nu-Heat UK Ltd, Honiton, Devon

The Fire Service College, Moreton-in-Marsh, Gloucestershire

Chipping Manor Dental Practice Ltd, Cirencester, Gloucestershire

ITV News presenter Steve Scott presented each winner with the trophy.

The 5 UK national winners will now be invited to the UK Gala Ceremony at London’s Royal Horticultural Halls on Thursday 10<sup>th</sup> December where they will find out whether or not they have

won the overall Winner of the Year prize for their category. They will be up against winners from across the UK.

The following regional awards were also presented at the ceremony, held at Bristol Marriott Hotel City Centre:

Sue Searle, Exeter, Devon

Ruth Grant, Newquay, Cornwall  
National Mobile Windscreens, Bristol, Avon

Magnox South Limited, Berkeley, Gloucestershire

Land Registry, Weymouth, Dorset

Corinium Care Limited, Stroud, Gloucestershire

Weston College, Western-Super-Mare, Avon

Combined Training Centre (Riviera Lodge), Penryn, Cornwall

Congratulating all winners, Steve Scott said: “This year’s recipients in the South West have set the bench-

mark high. Each and every one of them has proven that in today’s current climate, high quality training is an integral part of both personal and business development. It is great to see such a wide range of winners from our region go forward to the UK Gala Ceremony, it really does put the South West on the map.”

Simon Bartley, Chief Executive of UK Skills which manages the National Training Awards said: “The winners in the South West have demonstrated that training is an investment not a cost and that it can transform companies, careers, and communities. I congratulate them all on what they have achieved.”

Skills Minister Kevin Brennan said: “It is more important than ever that we continue to support and invest in the training of our workforce, helping individuals develop their skills as well helping businesses stay competitive and prepare for the upturn.”

## LLUK Update

### New role as SSC for Career Advice and Guidance workforce:

Lifelong Learning UK (LLUK) has taken responsibility for Career Guidance Specialist employers within its footprint and will lead on supporting the career guidance workforce on a UK wide basis. LLUK will also provide the framework for the development of the workforce that delivers the Adult Advancement and Careers Service in England. The work funded by the UK Commission for Employment and Skills includes a review of relevant National Occupational Standards (NOS), development of occupational and functional maps and an update to the Sector Qualification

Strategy (SQS).

- **Consultation on draft revisions of L&D NOS:** <http://www.lluk.org/3655.htm>  
Key feature is the consultation process on the revised standards: a range of events across UK (but nearest to SW is Reading); Electronic Forum on December 4, supported by LLUK's consultants, and opportunity for self-facilitated consultations, with materials provided, between 16 November and 4 December.  
*Follow the link above for information and booking form to register for any of these options*

**Case Studies from the Catalyst Programme, website:** <http://businessinterchange.catalystprogramme.org/>

[catalystprogramme.org/casestudies](http://catalystprogramme.org/casestudies) <http://passonyourskills.catalystprogramme.org/testimonials>

- <http://makeadifference.catalystprogramme.org/testimonials> (including new from WBL - DCL Worldwide, Stephen Morley)
- **Reminder about LLUK Annual Conference, 8 December**

LLUK are working at building closer links with its work based learning providers. Individual members of staff will be engaged with and 'rock face' deliverers views will be sought.

## The Golden Thread

Are you providing (or would like to provide) training or support in Skills for Life? If so, you will be very aware that delivering literacy, numeracy and language training continues to present challenges to most providers in some way or other, and this is bound to continue as Functional Skills comes in as well. The most common challenges are

- Improving the confidence of non-specialist staff in dealing with literacy / numeracy issues
- Support for trainees on work-based qualifications
- Marketing to employers
- Assessment
- Contextualising literacy and numeracy learning
- Embedding literacy or numeracy learning into other qualifications
- Recruiting specialist staff

In the South West, a new two-

year regional programme called "The Golden Thread" is starting up which is trying to help providers to meet these challenges.

In Devon, Torbay and Plymouth, we are contacting everyone by phone or email to find out which of the above most concern you and how you would like to develop your staff teams to meet these challenges. Then we can offer a locally-based experienced practitioner to have a detailed discussion with you, putting some specific support or training in place. Graham Cook from Bicton College will be leading this, but we are also able to draw on other peer support from providers around Devon.

We will be offering some local events too, in conjunction with the Network and to complement what is available through the Skills for Life Support Programme. You will probably have

seen email invitations to join this Programme which offers a menu of

support and training. The deadline for applications to join has now passed, but we will be working with them to provide the best service possible.

We will be linking up with the Functional Skills Group meeting in Exeter on 20 November at the Academy for Training to showcase some of the staff training that will be available. It is advised that providers do engage with these new changes.

We are also encouraging people to contact Wendy Head on the number below as soon as possible to get the ball rolling, and we look forward to hearing from you.

John Willis – Co-ordinator for Plymouth and Devon  
Contact details  
01647 441050  
Or

e mail  
[devoncpd@btinternet.com](mailto:devoncpd@btinternet.com)

HealthTec is a new health and social care resource and education centre due to open in early 2010, the centre will be based in Plymouth but will serve the south west region as a whole in delivering curriculum based interactive scenarios to young people in authentic health and social care settings. All scenarios will be mapped to the curriculum for 14-19 year olds and the centre will also support interactive learning for KS1, KS2 and KS3 learners and adult learners where appropriate.

Schools and colleges will have the opportunity to book scenarios for a small fee to serve as an introduction, revision or enrichment to the curriculum including GCE/ GSCE/ BTEC Health and Social Care, Science, Forensic Science and Society, Health and Development Diploma amongst others. Facilities at the centre will include an ambulance, an A&E triage area, a hospital ward bed, rehabilitation room and a mock bedsit to allow students to get hands on with real equipment, motivating and enthusing them with their learning and encouraging progression. These facilities and other training rooms at the centre will be available to training providers to book for their own training and teaching.

Accredited units and qualifications from the Qualifications and Credit Framework

(QCF) will be offered to all learners both in mainstream education and those not in education, employment or training (NEET) to provide opportunities in the health and social care and associated sectors. The centre will also support work related learning opportunities for learners who may have difficulty securing work experience in the sector.

As a not-for-profit organisation HealthTec seeks to support local communities and individuals; many young people will not go on to work in the health and social care sector but HealthTec places emphasis on the importance of personal health and wellbeing and educating young people about the effects of the lifestyle choices they make. Linked to this will be the development of scenarios to target regional issues such as teenage pregnancy and substance misuse; the aim will be to educate young learners before they engage in such risk taking behaviour but also to support those who are already experiencing it. In addition, HealthTec will deliver CPD and training and development to employers and employees in the public, private and 3<sup>rd</sup> sectors and will respond to the needs of training providers, care providers and members of the public.

The HealthTec Consortium consists of 13 members including Services for Children and Young People PCC, Devon and Cornwall

Constabulary, Learning Skills Council, National Apprenticeship Service, NHS Plymouth, Plymouth Hospitals NHS Trust, Plymouth Medical and Healthcare Sector Network, Skills for Health, Strategic Health Authority, Tamar Science Park, University of Plymouth, Venus Training and Consultancy and Well UK

If you'd like to find out more about HealthTec in the south west please contact:  
Katherine Kelleher Tel: 07545697282  
Email: kat.kelleher@venustc.co.uk

**HealthTec – The Big Event!**

You're invited to the HealthTec 'Big Event' on Thursday 10<sup>th</sup> December to find out more about HealthTec and how you could benefit from the centre.

The programme will include an introduction to HealthTec; a background to the project from Director of HealthTec and winner of 'The Teaching Awards Distinction' Clive Dalton who will be speaking about the impact HealthTec has had on learners across the mid-lands; the national picture and further details on the south west centre and its members. Delegates will also have the opportunity to get 'hands-on' with equipment and have input to the development of the centre.

The Big Event is being held at the Peninsula Allied Health Centre (PAHC) at Marjons on Thursday 10<sup>th</sup> December 4-6pm.

**AdvAnce to completion**

The AdvAnce Project, funded by Devon and Cornwall Learning and Skills Council (LSC), came to an end in September 2009, having achieved its aims, gathering valuable data on work-based learner and apprenticeship progression to higher education (HE). This has been particularly timely given the government commitment to apprenticeships, the establishment of the National Apprenticeship Service and the recent report of the Skills Commission (2009).

Firstly the AdvAnce steering group would like to thank you for your contribution to this important and ground breaking piece of research.

**Data for 2007/8 and 2008/9**

The AdvAnce project received almost double the returns in 08/09 with over 90% from Advanced Apprentices. The results provide interesting reading...

Private training	07-08	08/09	% change
Higher learning after 6 months	44%	44%	----
Higher learning up to 3 years	71%	79%	+ 8%
<b>College training</b>	07-08	08/09	

Higher learning after 6 months	20%	18%	-2%
Higher learning up to 3 years	28%	32%	+ 4%

**So where do we go from here?**

1. Disseminate findings via national conferences, newsletters and [www.learnandwork.org](http://www.learnandwork.org)

**Highlight the following lessons**

- There is value in collecting progression data, for planning purposes, as well as for inspection visits
- There is a continued need for accessible HE Information Advice and Guidance, particularly for employers, who are important gatekeepers
- Completing AAs generally expect to stay with employers who have supported their training, particularly where there are opportunities for promotion
- There is a need for confidence building activity, positive role models and supported progression pathways for able learners who lack confidence but who could otherwise progress and achieve at

**Kate Poole**

**HE level**

- There is a need for greater awareness of Apprenticeship frameworks amongst HE Admissions staff and for their recognition within the UCAS tariff.
- Current flexible local HE provision is greatly valued by learners; there is a need to extend such flexibility to the 'top up' Honours year.

**1. Future plans**

- In the light of such high aspiration levels the steering group are hoping to
- extend AdvAnce beyond Devon and Cornwall to find out if pattern and level of aspiration is similar in a different, more urban area
  - continue our research into the aspiration of AA in Devon and Cornwall
  - develop the supply side via University of Plymouth- i.e. developing accredited transition support and bridging.
- More information and updates are available on [www.learnandwork.org](http://www.learnandwork.org).

# Skills Accounts

Skills Accounts have now become a reality in the South West. Following an initial roll out in the South East and East Midlands, Skills Accounts became available in the South West as they move towards national coverage. The aim is to provide via "single sign on", a range of services supporting learners aged 19+ with no upper age limit. Sign-up for a Skills Account is optional for learners but those who wish to open an account can do so via [www.direct.gov.uk/skillsaccounts](http://www.direct.gov.uk/skillsaccounts).

By 2015, the government expect Skills Accounts to:

- Become the key mechanism by which adults access learning
- Provide a stepping-stone to sustainable employment and economically valuable qualifications
- Provide a portal which brings together information on all relevant products and services, signposting the learner to choices and the support available
- Be the sole mechanism by which individual adults access their funding entitlement.

Skills Accounts are an on-line personalised service which aims to provide potential learners with information and advice, help them identify skills and will eventually be key to the delivery of the **Adult Advancement and Careers Service**.

Skills accounts include the following:

- A **course finder** of provision in the learner's area

- A **skills and interest assessment tool** to help the learner identify skills they need to move forward in a particular career
- A **qualifications calculator** that shows their current level of learning and helps them plan their next steps
- **Job profiles** outlining a range of potential careers
- A **personal learning record** to allow individuals to add previous learning achievements and keep it up-dated as they undertake further learning
- An **approved learning record** verified by a provider
- A **funding indicator tool** that allows the learner to identify the funding the government may have contributed towards the cost of their learning. It is important to remember that the Skills Account itself does not have a monetary value but it brings together information about the range of funding streams available to support learners. There is no additional funding available as a consequence of a learner opening a Skills Account
- A **learner statement** showing the actual funding the government has contributed towards

# Liz Kingdom

the individuals learning

- A **Skills Action Plan** which is a personal development plan that is created following completion of a **Skills Health Check** with a nextstep adviser (if applicable)

It is intended that by 2015 the Skills Accounts will provide a single sign-on for adults to access information about learning and development opportunities.

So, what do they mean for training providers?

- One of the key aims of Skills Accounts is to enable learners to be more informed. It is hoped that by providing a single point for information that learners will be more likely to take advantage of the adult learning offer
- The Learner Statements are intended to help individuals understand and appreciate the real value of courses and see what is invested in them. This could lead to increased retention as learners can more readily see the value of the learning they are attending
- The introduction of Skills Accounts is being phased in both in terms of geographical regions but also in terms of the full range of services which will eventually be available within the Skills Account. Training providers still have the opportunity to influence thinking and shape the new service as it develops.

Liz Kingdom

## Promoting Apprenticeships

Apprenticeships bring many benefits to both the apprentices themselves and their employers. Whilst those benefits might be obvious to those of us working in the training industry, however, they are not always as apparent to the wider business community and public – which is why we need to continue promote the positive benefits.

The National Apprenticeship Service (NAS) has a small, dedicated marketing and communications team which is supported by external consultancies. Headed by a national Marketing and Communications Director, the 9 regional Marketing and Communications Managers work closely with the central team to ensure activity meets the needs of each region.

Nadine Lee is the South West's regional manager. Based in Bristol, she is responsible for ensuring that consistent messages about the benefits of Apprenticeships are communicated to region-wide audiences in order to drive up employer and learner demand.

To do that effectively, she is keen to work closely with training providers who are well placed to spot case studies. These can be written up by the provider using NAS case study

## Learn Devon

Please join with us to celebrate Devon's wonderful environment, by either running or joining in some of the many free "taster" activities that we are supporting across Devon up to March 2010. Our aim is to show that learning is fun and contributes to the well-being of individuals, and communities as well. The themes are around green issues and conservation, wildlife, local countryside and healthy living. The first ones that will run include gardening, energy-saving, and understanding bees through art!

Peter Harding, Chair of the Devon Community Learning Partnership, which has set up the project with funding from the Government's Learning Transformation Fund, said: 'This is a wonderful opportunity for

templates (email nadine.lee@apprenticeships.gov.uk to get copies) and then sent to Nadine for inclusion on the case study database that is being developed by Sue Bradbury PR – the public relations agency that NAS has contracted regionally to help with the communications task.

To publicise NAS through the media, Nadine is interested in potential news stories. An employer deciding to take on more apprentices, an apprentice winning an award or achieving some other notable success – these could all be turned into press releases which can either be written by the provider or by the NAS PR agency. NAS is always happy to supply a quote for a provider-generated release, so please inform the team of the great work that you are doing.

The 2010 National Apprenticeship Week, which will take place between 1 to 5 February, will form a key part of the Apprenticeship communications calendar. This is a golden opportunity to promote Apprenticeships to a wide audience and Nadine is encouraging providers to be as creative as possible in getting messages across. Nationally and regionally, activities are likely to focus on employers by continue to focus on the

adults wanting to try new things and get back into learning or volunteering. And as part of the project, we want to strengthen the capacity of small community groups to be 'learning hosts' and to network with more established learning providers".

The project will develop a community learning website, hosted by Devon County Council, to support this. It will act as a portal for all sorts of learning opportunities in Devon, advice for community learning groups, tutor skills exchanges, short learning packages and examples of county-wide projects.

Devon Adult and Community Learning is the lead partner in the project. Margaret Davidson, Head of Service, believes it "offers exciting opportuni-

## Nadine Lee

ties to work with communities and provide support to local organisations who are working so hard to bring learning to adults."

benefits to business – both in the public and private sectors. NAS is keen to support providers to work together in local areas on projects and events, so please contact Nadine if you already have plans in place or have some ideas that you would like to discuss.

The regional heats of the National Apprenticeship Awards will take place in May/June 2010 – with winners going forward for the national awards. As well as celebrating individual success, the event is a very good way of showcasing the benefits of Apprenticeships to learners and employers and providers are encouraged to maximise the opportunity with case studies and press releases and encouraging employers and learners to apply.

Nadine would also like to take this opportunity to thank providers following the recent exercise to update profiles on Apprenticeship vacancies. The South West now have 90% providers with an updated profile, which will ensure that the matrix which will be produced for those working in Information, Advice and Guidance will be up-to-date and fit for purpose. Thank you to you all for your efforts in making this happen.

To find out more about promoting Apprenticeships, email nadine.lee@apprenticeships.gov.uk or call 07919 624263.

We have funds (at £200 a time) for 250 activities. We are working with the BBC to plan and promote them. So let us know your ideas. We would especially like to hear from you if you would like to do tree-planting in December as part of the BBC Tree O'Clock project, or adventurous activities linked to Drop Zone which starts in January!

To join us, contact me on 01647 441050 or devoncpd@btinternet.com.

John Willis, Project Manager

## DCTPN membership

Acacia Training	Hazel Lessiter	Hazel.lessiter@acaciatrng.co.uk
Academy for Training & Dev	Dave Badcock	dave@academy4u.co.uk
Academy of Training	Chris Jeffery	chris.jeffery@academyoftraining.co.uk
Accountancy +	Simon Deane	simon@aplustraining.co.uk
Achievement Training	Lorna Livesey	lornalivesey@achievementtraining.com
Bicton College	Alan Johnson	ajohnson@bicton.ac.uk
Business Link	Caroline Murphy	Caroline.murphy@blpeninsula.co.uk
City College WBL	Julie McLean	Julie@cityplym.ac.uk
Cornwall College	Ron Champion	training@cornwall.ac.uk
CRS Inc	Charlie Rowlands-Stewart	Charlie@crsinc.co.uk
DCET Training	David Bassett	david.bassett@dcet.co.uk
Devon Adult & Community	Carole Applebee	Carole.applebee@devon.co.uk
Devon County Council	Gilly Browning	gilly.browning@devon.gov.uk
DMT	Anne-Marie Slattery	amsdmr@firenet.uk.com
ETS	Roz May	roz@etsgroup.co.uk
Exeter College	Sue Phillips	suephillips@exe.coll.ac.uk
Focus Training	Beryl Bailey	beryl@focus4training.co.uk
GHQ Training	Jean Rogers	jean@glenbeigh.co.uk
JHP Training	Maureen Wheeler	Maureen.Wheeler@jhptraining.com
Leading Edge Development	Chris Menlove-Platt	Chris@ledevelopment.co.uk
Learning South West	Tim Boyes-Watson	Tim_boyes-watson@learning-southwest.org.uk
Life Change UK	Trevor Philpott	Trevor.philpott@lifechangeuk.com
Locomotivation	Sarah-Jane Bowley	office@locomotivation.co.uk
Maximus UK	Sue Collard	scollard@maximusuk.co.uk
nextstep	Lou Mason	Lou.Mason@nextstep-cds.org.uk
North Devon College	Sandra Holmes	sholmes@ndevo.ac.uk
North Devon Pathfinder	George Curry	gcurry@path-finder.org.uk
NVQhelp Co	Kevin Smith	Nvqhelp1@btconnect.com
Open Doors Int Language School	Cassie Roberts	Croberts@odils.com
Paignton Sec College	Pippa Garrigan	pippa@paigntonsec.com
PGL Training	Anita Butt	Anita.butt@pgltraining.com
Pluss	Sue Haslett	shaslett@pluss.org.uk
Plymouth Ad Ed	Ian Fleming	Ian.fleming@plymouth.gov.uk
Puffins Training Ltd	Gillian Fawcett	gillianfawcett@puffintraining.com
Rathbones	Terry Henry	Terry.Henry@rathboneuk.org
RMCAT Royal Marines	Richard Jenkins	cterm-rmcat-rcaa@a.dii.mod.uk
ROC	Sean Westlake	sean.westlake@roc-uk.org
Skills for Business (Cornwall C)	John Avis	John.avis@cornwall-acl.ac.uk
St Loyes Foundation	Paula Sudbury	Paula.sudbury@stloyes.ac.uk
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