

Health and Social Care Action Based Task Group (ABTG) Guide

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Section 1 – Background Information

1.1 Introduction

This handbook is designed to help ABTG members in their role. It contains a range of useful information regarding the Skills for Sustainable Communities Lifelong Learning Network (SSCLLN) and the Health and Social Care Action Based Task Group (ABTG).

Welcome to the Health & Social care ABTG from the Sectoral Lead

The ABTG Health & Social Care Group has been meeting together since early January in 2007. Its members include representation from the HE institutions in the Region, FE Colleges, fdf, SDSA, The East Midlands Strategic Health Authority, Loros Hospice, Skills for Care, Aimhigher, Connexions, Open College Network. The group meets bi-monthly to receive updates on the work of the LLN, identify projects, make decisions, and review the ongoing work of the ABTG.

The Sectoral Lead for this group is Dr. Jacqueline Parkes, who is a Principal lecturer (Nurse Research & Consultancy Developments) in the School of Health at the University of Northampton.

She can be contacted by:

E-mail: Jackie.parkes@northampton.ac.uk

Tel: (01604) 892720

Mobile: (07894) 622 482

As Sectoral Lead for the ABTG, Jackie is committed to the ABTG meeting its allocated milestones and targets as outlined under the remit for the Health & Social care Group. She is assisted in this role by the School of Health (TUoN) Curriculum group, who meet monthly to review the ongoing work of the ABTG.

The Curriculum group membership is:-

Donna Bray (PL NVQ & Assistant Practitioners) donna.bray@northampton.ac.uk	[APEL]
Sally Robinson (School Accountant) sally.robinson@northampton.ac.uk	[Finance]
Sue Cluroe (SL-Children's Nursing) Sue.cluroe@northampton.ac.uk	[Children/YP Rep]
Monica Catelinet (SL-NVQ) Monica.catelinet@northampton.ac.uk	[FdA Co-ordinator]
Sue Baker (Northampton College) Sue.baker@northamptoncollege.ac.uk	[Social Care Rep]
Paul Fenton (Bishop Grossteste University) paul.fenton@bishopg.ac.uk	[Chair Children/YP sub- group]

Karen Edwards (Administrative Support) [Admin]
Karen.edwards@northampton.ac.uk

Belinda McKee (LLN Representative)
butmckee@tiscali.com

As the Sectoral Lead for this group, Jackie is committed to the ABTG meeting its allocated milestones and targets as outlined under the remit for the Health & Social care Group. The targets for the Group are summarised in Section 2 of this Guide.

1.2 About the Network

The Network is established to develop and promote opportunities for people with vocational qualifications and/or experience to progress more easily into and through higher education. The Network is a partnership of educational organisations (see Appendix 1 for list of partners) who are working together to streamline access to higher education, and open up routes to graduate and post-graduate levels. The funding for the Network is provided by HEFCE and is over a period of three years.

The Network covers a sub-region of the East Midlands across Leicestershire, Northamptonshire, Lincolnshire and Rutland. It is led by the University of Leicester. The Network is concentrating on four industry sectors in the first instance, selected in line with regional priorities. These are:

- Health and Social Care and Children and Young Peoples Services
- Leadership, Management and Enterprise in:
 - Creative Industries Sector
 - Food and Drink Sector
 - Construction Sector

The Network aims to:

- Put learner needs at the heart of the strategy
- Widen opportunities for the vocational learner, so that we establish the same clarity and coherence for vocational learners as for those from academic routes
- Enable a guaranteed, seamless progression for qualified students on to HE courses within the Network through the establishment of formal progression agreements and credit frameworks
- Expand opportunities for flexible part-time study at HE level, driven by employer and employee requirements
- Build on and work with existing networks and relationships such as NTI, FDF, Aimhigher, Aimhigher Healthcare Strand, Associate College Network (ACN), CULN, LPs, LLNs
- Create a climate for genuine collaboration between institutions and their partners that is sustainable

The Network is managed at a senior level by a Steering Group, who oversee the work of the Project Management Team in co-ordinating the Action Based Task Groups (ABTGs). The ABTGs work to deliver the objectives, hosted by different members of the Network as appropriate.

1.3 Network Management and Delivery



More information regarding the Network and funding available for marketing, IAG and Staff Development can be found in Section Three.

Section 2 - The Health and Social Care ABTG (Including Children's and Young People's Services)

2.1 ABTG Targets

The targets for the ABTG as set out in the Network Development Plan are as follows:

2.1.1 Learner Number targets:

Year 1	150
Year 2	280
Year 3	375

It is anticipated that learner targets would come from a range of existing courses as well as new courses, at various levels across higher education

2.1.2 Curriculum development targets:

Year 1	9 changes identified and actioned 1 bridging course developed 2 Foundation Degrees planned
Year 2	2 Foundation Degrees started, further 2 planned across the Network
Year 3	14 changes identified and actioned 3 bridging courses developed Further 2 Foundation Degrees started.

2.2 The ABTG

In response to the change and growth in the health and social care sector the Network aims to bring an integrated approach to the sector, facilitating the development of multi-professional roles. The ABTG is managed by the University of Northampton. The group meets regularly to receive updates on the work of the Network, identify projects, make decisions, and review the ongoing work of the ABTG.

Membership of the ABTG is open and aims to represent partners, stakeholders and employers across the Network. Membership will involve:

- Attendance of relevant staff at task group meetings
- Participation in the projects that will lead to the achievement of targets
- Providing updates to ABTG meetings on those projects
- Participation in staff development events where appropriate
- Supporting sector leads in the development of innovative projects
- Promoting the work of the ABTG
- Preparing and contributing to articles for newsletters
- Playing an important role in the implementation of national policies at local level
- Identifying the need for potential future projects, events, staff development and IAG projects
- Contribute towards the strategic direction of the ABTG

2.3 Sectoral Lead

The ABTG is led by Jackie Parkes, Principal lecturer (Nurse Research and Consultancy Developments) in the School of Health at the University of Northampton.

Tel: 01604 892 720

E-mail: Jackie.Parkes@northampton.ac.uk

2.4 ABTG meetings

The ABTG meets bi-monthly to receive updates on the work of the Network, identify projects, make decisions, and review the ongoing work of the ABTG. There is a maximum of 5 proposals considered at each ABTG. ABTG meeting agendas are set one week in advance. Minutes are distributed via email to members. Copies can also be obtained from the ABTG member's area on the Network website www.le.ac.uk/ssclln using the following log in and password:

Log in: **ssclln**

Password: **ssc11n**

2.4.1 Project Proposals

To apply for funding from the ABTG a proposal must be submitted on the "Activity Proposal" form which can be downloaded from the resources section of the Network website www.le.ac.uk/ssclln. This should be then sent to the Karen Edwards karen.edwards@northampton.ac.uk

Proposals are looked at by the curriculum group to assess suitability for the ABTG, therefore proposals should be sent to Karen Edwards (karen.edwards@northampton.ac.uk) one week prior to the Curriculum Group (dates are listed in section 2.5). If approved by the Curriculum Group the proposal will be considered at the next available ABTG timeslot.

Once approved by the ABTG agreement letters will be sent out within two weeks. It is the responsibility of the proposer to request a purchase order number from Sally Robinson sally.robinson@northampton.ac.uk which will be used on the invoice raised by your institution.

Regular updates are required by all funded projects at ABTGs. Therefore you will be formally invited to provide progress presentations at future ABTGs.

2.4.2 ABTG Meeting Dates

21st November 2009

23rd January 2009

20th March 2009

22nd May 2009

24th July 2009

2.4.3 ABTG Members

Name	Institution	Email
Adam Barnard	Nottingham Trent University	adam.barnard@ntu.ac.uk
Amanda Brown	Connexions	abrown@connexions-leics.org
Angela House	Bishop Grosseteste University College Lincoln	angela.house@bishopg.ac.uk
Angela O'Sullivan	De Montfort University	aosullivan@dmu.ac.uk
Ann Stanley	Lincoln College	astanley@lincolncollege.ac.uk
Annette Forbes	Skills for Care	annette.forbes@skillsforcare.org.uk
Becky Hunt	South Leicestershire College	rebecca@slcollege.ac.uk
Belinda McKee	SSCLLN	butmckee@tiscali.co.uk
Brenda Jacques	University of Lincoln	bjacques@lincoln.ac.uk
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Chris Durkin	University of Northampton	chris.durkin@northampton.ac.uk
Christine Temple	North Warwickshire & Hinckley College	christine.temple@nwhc.ac.uk
Dianne Panter	Northamptonshire Consortium	dianne.panter@northants.nhs.uk
Donna Bray	University of Northampton	donna.bray@northampton.ac.uk
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Laura Houghton	SSCLLN	ljh31@le.ac.uk
Liz Cocks	SSCLLN	ec135@le.ac.uk
Liz Sear	University of Northampton	elizabeth.sear@northampton.ac.uk
Louise Jones	Loughborough College	louise.jones@loucoll.ac.uk
Malcolm Flaherty	University of Leicester	mtf3@le.ac.uk
Margaret Seiffert	fdf	m.seiffert@fdf.ac.uk
Mike Creasey	Brooksby Melton College	mcreasey@brooksbymelton.ac.uk
Monica Catelinet	University of Northampton	monica.catelinet@northampton.ac.uk
Monica Hingorani	CWDC East Midlands	monica.hingorani@cwdcouncil.org.uk
Nicky Peasnell	University of Northampton	napeasn@bead.northampton.ac.uk
Nigel Horner	University of Lincoln	nhorner@lincoln.ac.uk
Paul Fenton	Bishop Grosseteste University College Lincoln	paul.fenton@bishopg.ac.uk

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Pauline Smith	SDSA	PaulineSmith@sdsa.net
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Pippa Hodgson	Skills for Health	pippa.hodgson@skillsforhealth.org.uk
Richard Davies	De Montfort University	rdavies@dmu.ac.uk
Robert Emery	Tresham Institute	remery@tresham.ac.uk
Rose Robinson	SSCLLN	rer7@le.ac.uk
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Tania Morris	University of Northampton	tania.morris@northampton.ac.uk
Terry Parrish	South Leicestershire College	terry.parrish@slcollege.ac.uk
Tony Priest	University of Leicester	agp6@le.ac.uk
Zoe Crowley	New College Stamford	zcrowley@stamford.ac.uk

2.5 The Curriculum Group

The Curriculum Group meets bi-monthly (alternate months to ABTG) to receive updates about the work of the LLN, plan forthcoming ABTG meetings and review completed proformas for project work. At this meeting the group agree the proposals to be considered by the ABTG.

2.5.1 Curriculum Group Meeting Dates

11th December 2008

12th February 2008

23rd April 2008

18th June 2008

2.5.2 Curriculum Group Members

The Curriculum Group includes the following members:

Name	Email
Donna Bray (PL NVQ and Assistant Practitioners)	donna.bray@northampton.ac.uk
Carol Jarvis (PL Teaching, Learning and Widening Participation)	carol.jarvis@northampton.ac.uk
Sally Robinson (School Accountant)	sally.robinson@northampton.ac.uk
Aileen Dunn (Administrative Support)	aileen.dunn@northampton.ac.uk
Lesley Best (PL Social Work)	Lesley.best@northampton.ac.uk
Belinda McKee (LLN Representative)	butmckee@tiscali.com

2.6 ABTG Projects

Year 1 [2006/7] £100,000							
Project Code	Amount	Title	Description	Project Lead	Institution	Date Approved (ABTG)	Projected Numbers (Yr 1)
HSC1-003 [FdA]	£5,000	FdA Palliative & Supportive Care	This FdA is designed to educate and develop support staff to be able to deliver the care required to enable patients with advanced disease to live and die in their preferred place of care.	Sharon de Caestecker	Loros/UoN	19 th March 2007	10
HSC1-002 [Bridge]	£4, 962.50	APEL/Bridging Module	The APEL module will standardise how prospective students can rate and accredit their experience with the opportunity to map their practice and knowledge against the mandatory occupational standards at Level 3 in Health /Social Care.	Donna Bray	UoN	19 th March 2007	10 (48)
HSC1-001 [Bridge]	£6,500	Tools for Learning	The module lays the foundation for study skills at HE level for mature students returning to study from non-traditional routes into HE.	Angela House	Bishop Grossteste	19 th March 2007	15
HSC1-004 [Change]	£9,000	FdA Drugs & Alcohol Counselling	The funding was allocated to cover the cost of writing distance learning materials and developing an e-learning strategy and blackboard site for two 20 Credit modules of the programme.	Tony Priest	UoL	3 rd May 2007	15
HSC1-005 [Change]	£9,480	FdA Co-ordinator	Currently partner organisations with the LLN are proposing/working on/delivering Foundation Degrees within the region. The appointment of a Co-ordinator will promote a consistent approach to the task of developing Foundation Degrees across the region	Monica Catelinet	UoN	3 rd May 2007	-
HSC1-006 [Change]	£5,750	Mapping the Level 3 Diplomas	This mapping process was undertaken to gather a clear understanding of admissions tutors' opinions on the learning outcomes of the diploma and its acceptability as an entrance requirement for their programmes.	Richard Davies	DMU	12 th July 2007	-

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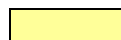


HSC1-007 [Change]	£6,000	Regional Strategy	Develop a regional project to create a more strategic approach to the development of foundation degrees for the children's workforce, by facilitating the process of engaging all key partners and providers together to develop a regional plan.	Peter Chilvers	SDSA	3 rd May 2007	-
Year 2 [2007/8] £200,000							
HSC2-021 [FdA]	£13,925	FdA in Dental Nursing	UoN are currently providing an NVQ Level 3 in Dental Nursing, there are currently no progression routes available locally within the region for vocational students and no access routes for people who are not employed to train and be registered as a dental nurse.	Nicky Peasnell	UoN	4 th April 2008	15
HSC2-026 [FdA]	£10,500	FdA in Lifestyle Management	A gap in educational provision has been identified for progressing a number of health care assistants, care support workers, health trainers, and fitness instructors beyond NVQ Level 3. The FdA will be designed to offer a progression route for workers at level 3 to professional development and to offer a progression route from the Specialist Diploma in Society, Health and Development.	Sue Baker	Northamp'n College/ UoN	23 rd May 2008	10
HSC2-016 [FdA]	£10,219	FdSc. Healthcare Science	The development of this FD will provide a progression route for those employees who have previously reached career plateaus within, for example, Biomedical Assistant roles.	Simon Oldroyd	DMU	23 rd May 2008	?
HSC2-027 [FdA]	£11,254.47	FdA in CAM	Proposal for a scoping project to determine the viability of a Foundation Degree in Complementary and Alternative Medicine (CAM)	Carol Phillips/Nigel Horner	UoN/UoL	16 th Oct 2008	?
HSC2-009 [Bridge]	£10,060	E-Learning Package	The new e learning package is being designed for practitioners working in the child/adolescent primary care or social setting. The intention is that the programme will be accredited at various HE levels in due course.	Tania Morris	UoN/The Changing Minds Centre	18 th Jan 2008	30
HSC2-010	£1,500	NOCN-Level 4 Bridging	OCN East Midlands are seeking to develop the NOCN Level 3 Certificate in Community	Chris Durkin	UoN	18 th Jan 2008	10

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[Bridge]		Programme	Development an Access Diploma that would provide students with a progression route to higher education.				
HSC2-020	£2,000	Preparing to Study Counselling	This is a 10-credit module at HE Level 1 (NVQ level 4) being developed to prepare for study.	Stephen Wheeler	UoL	4 th April 2008	35
[Bridge]							
HSC2-008	£9,973.27	Programme for Assistant Midwives	This project has been designed as a scoping exercise in order to explore the existing local and regional provision of training for support workers within the maternity services.	Sarah Church	UoN	20 th Nov 2008	?
[Change]							
HSC2-011	£15,900	FdA Co-ordinator	Currently partner organisations with the LLN are proposing/working on/delivering Foundation Degrees within the region. The appointment of a Co-ordinator will promote a consistent approach to the task of developing Foundation Degrees across the region	Monica Catelinet	UoN	1 st Feb 2008	-
[Change]							
HSC2-012	£10,000	P G Diploma in Palliative Care	To develop the existing Post Graduate Certificate in Palliative Care into a full Masters Award.	Sharon de Caestecker	Loros/UoL	18 th Jan 08	12
[Change]							
HSC2-013	£9,000	FdA Drugs & Alcohol Counselling	The funding was allocated to cover the cost of writing distance learning materials and developing an e-learning strategy and blackboard site for two 20 Credit modules of the programme.	Tony Priest	UoL	18 th Jan 2008	15
[Change]							
HSC2-014	£5,500	Enhancement Activities	During 2007/8, Regent College. DMU planned and implemented a number of enhancement activities for their students, which has since developed into a formal progression agreement	Kim Pearson	Regent College, Leicester	10 th Oct 2007	-
[Change]							
HSC2-015	£16,666	Project Manager	This post was jointly negotiated and developed to investigate the educational needs of the assistant practitioner workforce across the East Midlands	Ian Clarke	HWD/FDF/H &SC ABTG	Sept 2007	-
[Change]							
HSC2-017	£10,000	FdA in Health & Social Care	Making curriculum amendments to an existing FdSc in Health & Social Care Practice.	Helen Smith	Lincoln PCT	4 th April	40
[Change]							

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HSC2-018 [Change]	£10,000	FdA in Children in Youth Services	Making some curriculum amendments to the FdA in Children in Youth Services, Progression Route to BA(Hons) with Professional Accreditation.	Paul Fenton	Bishop Grosseteste	4 th April 2008	15
HSC2-019 [Change]	£10,500	FdA in Health & Social Care	Making curriculum amendments to an existing FdSc in Health & Social Care Practice.	Monica Catelinet	UoN	4 th April	20
HSC2-022 [Change]	£9,460	DPSI-Health Option	Developing the Diploma in Public Service Interpreting to include a 'health' option delivered by distance learning	Josefine Dolle	UoN	4 th april 2008	50
HSC2-023 [Change]	£9,500	FdA in Managing Voluntary & Community Organisations	The University of Leicester runs an existing FdA in Managing Voluntary and Community Organisations in both Northampton and Leicester. This proposal relates to the new Foundation Degree in Managing Voluntary and Community Organisations by Distance Learning.	Malcolm Flaherty	UoL	4 th April 2008	15
HSC2-024 [Change]	£7,882.34	FdA in Working with YP.	DMU has successfully run an FdA in Working with Young People for a number of years which exceeds its target numbers. They are now looking at the feasibility of delivering the FdA in a range of FE colleges, Including North Warwickshire & Hinckley	Richard Davies	DMU/ NW&H College	15 th April 2008	18
HSC2-025 [Change]	£4,500	FdA in Palliative & Supportive Care	Loros would like to pilot the newly validated FdA in Palliative and Supportive Care in a secondary site in order to move towards an eventual national 'roll out'	Sharon de Caestecker	Loros/UoN	15 th April 2008	10

	Foundation Degree
	Bridging Course
	Change to existing programme

2.7 Case studies

➤ Accreditation of Prior Experiential Learning (APEL)

APEL is based on the principle that people can and do learn throughout their lives in a variety of settings. This includes work, family and home life, community, voluntary or leisure activities and key experiences in life. The skills and knowledge gained in these settings is called experiential learning and often these abilities are equal to learning gained by students following traditional courses.

With support from the Health and Social Care ABTG the University of Northampton has developed an APEL module for people employed in health and social care settings who have experience, have completed in-service and mandatory training but have not been able to access formal accredited assessment.

This module is the equivalent of NVQ Level 3 (two A-Levels). Students on this module are given credit based on their job description and evidence of employment and are required to put together a portfolio of evidence on health and safety, communication and anti-discriminatory practice.

The development of this APEL module has helped remove barriers to progression for potential students and provided employers with a system to have their in-service training formally accredited. Upon completion of the module students will have accredited their statutory training and knowledge and can then go to complete other NVQ units as required and also have a clear progression route to Foundation Degree programmes.

This module has been piloted at the University of Northampton and will now be franchised throughout the region to partner organisations. If you would like to find out more please contact Donna Bray on 01604 893175 or donna.bray@northampton.ac.uk

➤ HE Tutors' Views of the Advanced Diploma

The perceptions, opinions and reflections of Higher Education Admissions Tutors and Programme Leaders about the Advanced Diploma in Society, Health and Development

The Research

This research, conducted on behalf of the Health and Social Care ABTG, consisted of a small exploratory case study using telephone and face to face interviews with an opportunity sample. The sample included admissions tutors and programme leaders working in the Network's partner higher education institutions whose programmes fell broadly within the sectors of health, social care and work with children and young people. The research was concerned primarily with their views on the suitability of the Society, Health and Development Advanced Diploma as an entry requirement to higher education.

The Findings

Perceptions

- Positive comments were more often elicited from those involved in programmes with lower academic entry requirements.
- Positive aspects of the diploma included the application of learning and good preparation for the 'helping professions' through IAG and direct knowledge of chosen area.
- The diploma might offer the kinds of dispositions, skills and knowledge valued in mature students.

Opinions

- Some programmes did not see the diploma as a suitable entry qualification – most notably because of the lack of explicit science.
- Tutors were unclear about academic rigour and types of assessment:
 - Content looked like GNVQ
 - Such students tended to be weaker than A level students
- Breadth of diploma and its relationship to the range of professions in the sector

Reflections

- Reservations
 - Lack of science
 - Not as broad as three independent A levels
- Developing active/independent learners
- Easing progression from FE to HE
- Assessment methods

What next?

- There needs to be further, more detailed, work with Admissions Tutors and Programme Leaders.
- There is a more general question as to the way that tutors conceptualise the domain of level 3 qualifications.
- There needs to be some mapping of the diploma science content to the precise entry requirements of professional programmes.
- Given the variability of responses from different programmes, there needs to be further work on the Information, Advice and Guidance potential diploma students obtain.

To find out more about the research please contact Dr. Richard Davies, Youth and Community Division, De Montfort University, rdavies@dmu.ac.uk

➤ **Exploratory regional seminar - Children's Service Foundation Degrees**

On behalf of the ABTG the School Development Support Agency (SDSA) facilitated a seminar to discuss greater co-ordination in the development of children's service foundation degrees in the East Midlands. This was the first stage in a process commissioned by the ABTG to bring key partners together at an exploratory seminar to investigate potential models that might bring greater co-ordination to the development of foundation degree materials in children's services and identify what interest there might be for collaboration between partners within the East Midlands region.

➤ **De Montfort University and Regent College work together to provide opportunities**

Staff from Regent College and De Montfort University have been working together since October 2007 to develop a course level Progression Agreement between the BTEC National Certificate and Applied 'A' level in Health and Social Care to the BA Hons Health Studies. As part of this agreement De Montfort will guarantee a place for 5 learners who meet the entry requirements and participate in university enhancement activities.

The first of these enhancement activities took place recently with over 50 students from Regent College attending. The students took part in activities designed to give them a taster of studying Health and Social Care at university. This included a lesson in hand washing, looking at salt and sugar contents of every day food and drink and a tour of the Health and Life Sciences Faculty. Feedback from the students was very positive, they felt it gave them a great opportunity to see what studying at University might be like and encouraged to do well in their studies.

Kim Pearson, Head of Social Sciences, Regent College described the day as excellent and received 'lots of positive comments from the students, it gave them a really good idea about the lectures university students would experience'.

The Network is also looking to develop similar agreements in Leadership, Management and Enterprise in Construction, Food and Drink and Creative Industries, to find out more contact us.

2.8 Future Strategy

The growing membership for the Health & Social Care ABTG includes representation from the HE institutions in the region, FE Colleges, fdf, SDSA, The East Midlands Strategic Health Authority, Loros Hospice, Skills for Care, Aimhigher, Connexions, and the Open College Network. As the Sectoral Lead for this group, Jackie is committed to the ABTG meeting its allocated milestones and targets as outlined under the remit for the Health & Social Care group.

The strategy for Year 2, (2007/8) of the ABTG has been to focus on addressing the allocated targets for both the learner numbers, changes to existing curriculum, and the development of new programmes within the budget set for this period. Care has also been taken to ensure that those projects that have been supported reflect the whole region and cover all aspects of the Group's mandate in terms of health, social care, and children and young people's services.

Having accomplished all the required targets for the ABTG by the end of Year 2, the priority for this coming year (2008/9) will be to successfully achieve the allocation of 375 learner numbers. It is also hoped that additional progression agreements will be successfully negotiated and signed across the region. In addition, the aim of this year will be to focus on the consolidation and sustainability of projects and programmes already being supported within the membership, to try to ensure that the work of the group continues beyond its life of three years. The strategy for the

coming year will be to try to involve more FE colleges in the work of the ABTG, as well as broadening out responsibility and greater financial success to the Lincoln-based group of stakeholders within the ABTG. The Sectoral Lead will also be keen to develop a regional strategy for education and training for children and young people's services, and to develop a sub-group to explore and develop educational provision within the social care sector.

Section 3 – The Network

This section contains more detailed information on the Network, activity and useful information regarding access to the funding available centrally.

3.1 The Partnership Forum

This bi-annual event brings together Network partners and stakeholders to update on Network activity and provide opportunities for Networking and project suggestions. These are normally held in May and November, invites are sent to all ABTG members by email.

3.2 Progression Agreements

The Network is continuing to develop Progression Agreements between partner colleges and universities. The prime aim of a Progression Agreement is to promote progression to Higher Education (HE). It is a signed document between education partners which sets out a number of conditions that need to be met in order for applicants to specific HE programmes be given guaranteed places, guaranteed interview or an enhanced offer of a place.

Progression Agreements can be between any of the education partners of Network covering a range of academic levels. However many of the agreements will cover student progression from Further Education (FE) level 3 to level 4 as this is one of the key transition points of students from one institution to another.

A number of stages have been identified that are likely to make up the process of developing a progression agreement once partners at HE and FE level have been identified.

1. Identification of courses/programmes that form a natural progression route for students and agreement on which should be selected.
2. Curriculum matching/mapping to see how courses/programmes selected align.
3. Discussion and agreement on what skills students need to enable them to satisfactorily progress on their HE programme.
4. Confirmation of the details of the progression agreement, stating any information on guaranteed or enhanced offer places and details of enhancement activities to be included.
5. Course/programme level agreement signed.

Once the progression agreement has been signed the liaison contacts from each institution will need to work together to ensure that the details of the agreement are carried out. These details are specific to each agreement, but generally cover the following:

- Planning a range of enhancement activities, making use of the annual planning calendar developed by the Network to help identify dates that are suitable for both parties, and subsequently carrying out agreed activities.
- The feeder institution will be responsible for preparing students for activities and making sure that they have opportunities to reflect back on the experiences that they have had.
- The feeder institution will be responsible for overseeing students UCAS applications and checking that the personal statement refers to the progression agreement and the enhancement activities.
- Both parties will annually review and evaluate the work that has been done.

The Network has funding available to support course teams in developing and carrying out course/programme level agreements at a rate of £150 per day. It is recognised that time is needed for staff teams to meet and look in detail at each other's curriculum and plan and organise enhancement activities. For more information please contact us.

3.3 Staff Development

Central generic Staff Development events are planned on an annual basis by the Project Management Team. This includes a range of events for staff working within our partner institutions and stakeholder groups. If you have any suggestions for events please complete the Staff Development Activity Proposal (centrally funded) form which can be downloaded from the resources section of the Network website, www.le.ac.uk/ssclln.

Each Curriculum ABTG has staff development funds available that can be used for ABTG members. Any applications of this kind made through the Curriculum ABTGs would need to demonstrate their contribution towards specific curriculum developments. If you have a specific staff development need please complete the Staff Development Activity Proposal (ABTG funded) form which can be downloaded from the resources section of the Network website, www.le.ac.uk/ssclln

3.4 The Shadowing Database

The Network has developed an online database which will enable staff exchanges to take place between people working in our partner colleges, universities and stakeholder organisations.

By volunteering an opportunity or booking an exchange participants can:

- Provide opportunities to share expertise with colleagues
- Book exchanges to help in their role
- Identify and share best practice
- Develop good working relationships with staff in other organisations
- Ensure students, through staff awareness and intervention, are better prepared and more informed

These exchanges can be booked online and include a range of generic opportunities such as:

- Teaching and learning techniques
- Course design and content
- Resources and materials
- Methods of assessment
- Marketing and recruitment
- Delivery of Information, Advice and Guidance (IAG)
- Student support

Sector specific exchanges are also available, these will focus on curriculum development and delivery in:

- Construction
- Creative Industries
- Food and Drink
- Health and Social Care

You can register now at www.lnshadowing.org.uk/lnnr/

If you would like us to provide a demonstration at your college or university please contact us

3.5 Information, Advice and Guidance (IAG)

The Networks aims to develop the IAG services for vocational learners. This includes funding research and projects to ensure the right IAG is provided to potential learners in education, at work or in the community. If you have any suggestions for projects please complete the IAG Activity Proposal form which can be downloaded from the resources section of the Network website www.le.ac.uk/ssclln

It is important that consideration is given to the provision of IAG in all curriculum proposals made to the ABTG. Each new course should have a nominated individual to deliver appropriate IAG to prospective students and learners. This individual should complete the IAG Annual Return Form by August 2009 which can be downloaded from the resources section of the Network website www.le.ac.uk/ssclln Funds will be made available through the curriculum ABTGs to these nominated personnel to ensure that the Network receives information on the delivery and volume of advice and guidance provided.

3.6 Marketing Support

New courses, modules or opportunities developed by the ABTGs must be promoted to learners, employers and IAG providers effectively. The Project Development Manager (Communications) can offer advice and financial support to ABTGs in the creation of promotional material, identifying specific target audiences and organising public relations. This will ensure that these opportunities are also promoted via the Networks existing communication channels and activities.

To access this support please complete the Marketing Activity Proposal form which can be downloaded from the resources section of the Network website www.le.ac.uk/ssclln and submit to Laura Houghton ljh31@le.ac.uk

3.7 Network News/Website

The Network newsletter “Network News” is published quarterly and includes a mixture of news, events and features. It is sent out to the following groups:

- Steering Group
- ABTGs
- Network Partners
- Sector Skills Councils
- IAG Providers
- Other Stakeholders

The Network website (www.le.ac.uk/ssclln) provides general information on the Network as well as sections for ABTG members and learners. It has also been developed to include a password protected member’s area for partners which stores meeting minutes, reporting documents and relevant resources. Latest version of Network News can be downloaded from the News and Events section.

To discuss any ideas or suggestions you have for the newsletter or website please contact Laura Houghton, 0116 2525746 or ljh31@le.ac.uk

Appendices

Appendix 1 Network Partners

Bishop Grosseteste University College Lincoln

<http://www.bishopg.ac.uk/>

Brooksby Melton College

<http://www.brooksbymelton.ac.uk/>

De Montfort University

<http://www.dmu.ac.uk/>

Gateway College

<http://www.gateway.ac.uk/>

Grantham College

<http://www.grantham.ac.uk/>

John Leggott College

<http://www.leggott.ac.uk/>

Leicester College

<http://www.leicestercollege.ac.uk/>

Lincoln College

<http://www.lincolncollege.ac.uk/>

Loughborough College

<http://www.loucoll.ac.uk/>

Loughborough University

<http://www.lboro.ac.uk/>

Moulton College

<http://www.moulton.ac.uk/>

New College Stamford

<http://www.stamford.ac.uk/>

Northampton College

<http://www.northamptoncollege.ac.uk/>

North Warwickshire and Hinckley College

<http://www.nwhc.ac.uk/>

Regent College

<http://www.regent-college.ac.uk/>

South Leicestershire College
<http://www.slcollege.ac.uk/>

Stephenson College
<http://www.stephensoncoll.ac.uk/>

The Open University in the East Midlands
<http://www.open.ac.uk/>

Tresham Institute
<http://www.tresham.ac.uk/>

University of Northampton
<http://www.northampton.ac.uk/>

University of Leicester
<http://www.le.ac.uk/>

University of Lincoln
<http://www.lincoln.ac.uk/>

Wyggeston and QE College
<http://www.wqeic.ac.uk/>