

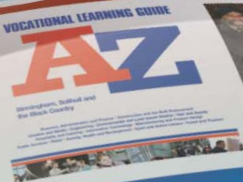
BBS Birmingham
Black Country
& Solihull

LIFELONG LEARNING NETWORK

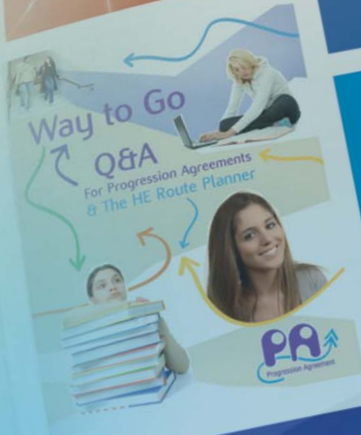
Legacy Report

2006 - 2011





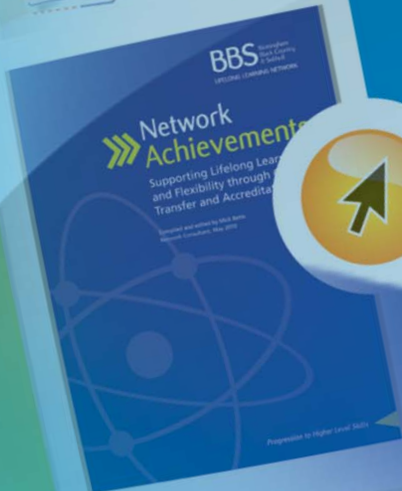
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LIFELONG LEARNING NETWORK



THE LEGACY REPORT

PROGRESSION TO HIGHER LEVEL SKILLS

A GUIDE THROUGH BIRMINGHAM,
BLACK COUNTRY AND SOLIHULL
LIFE LONG LEARNING MILESTONES &
ACHIEVEMENTS



CURRENT ACCOUNT



Legacy Report

2006 TO 2011

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BBS Birmingham
Black Country
& Solihull
LIFELONG LEARNING NETWORK

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Introduction

Welcome to the Birmingham, Black Country & Solihull Lifelong Learning Network Legacy Document.



We have now come to the end of our agreed HEFCE (Higher Education Funding Council for England) funding period and the responsibility now falls to us to handover to our Network partners much of the work which has been undertaken with the Strategic Development Funding since January 2007.



Pictured - Back row: Baden Parkin, Patrick Highton, Kevin Moran.
Front row: Pam Willock, Cheryl Atwood, Liz McPherson and Heatha Gregory.

Over the last four and a half years, the LLN has been through a number of different processes and iterations to both establish the credibility of the Network of colleges and universities with the wider partnership and to achieve our outcomes while, at the same time, adapting to changes in the external environment.

PROGRESSION
FOR OVER 1,500
VOCATIONAL
LEARNERS



WITHIN THIS "LEGACY"
DOCUMENT, YOU WILL FIND
MORE INFORMATION ABOUT
THESE KEY AREAS:

PROGRESSION



INNOVATIVE CURRICULUM
DEVELOPMENT AND CHANGE



INFORMATION, ADVICE, GUIDANCE
FOR LEARNERS AND STUDENT
SUPPORT



STAFF DEVELOPMENT





The structure of the document allows us to illustrate these successes using examples from both our initial four key curriculum and sector areas namely:



- Construction & the Built Environment
- Health, Social Care, Early Years, Education
- Health Science & Medical Technology
- High Technology Engineering

- and also our 2009-11 curriculum and sector areas, which we developed in funded consortia led by key higher education institutions with further education and private training provider membership:-

- Business, Management and Professional Studies
- Hospitality, Tourism, Catering and Leisure
- Creative Technologies, Media, Art & Design
- Environmental Technologies, Regeneration and Sustainable Communities



Initially, the LLN started in 2006 as a network of FE college and university contacts operating on a 'voluntary' basis with a small amount of pump-priming funding, developing a Business Plan guided by a Steering Committee chaired by Professor Ray Linforth - then Deputy Principal of the lead institution University College Birmingham (UCB) – and finally gaining approval for full HEFCE funding in 2007. It's thanks to Ray's vision and support that we have managed not only to build a successful organisation but also to successfully achieve our targets:

- Progression for *over 1500* vocational learners into HE provision across the Network since 2007/08 via our Network-wide Progression agreements, including over 300 supported by LLN 'Additional Student Numbers' (ASNs).
- *Over 10,000* IAG interventions to encourage and support vocational learners into HE, as well as the distribution of *over 30,000* targeted publications including significant work on progression to higher levels with Apprentices and those people considering the Apprenticeship route.
- Over XX completed innovative curriculum development projects for new or modified courses. The majority of these projects including employer involvement, many including Sector Skills Council involvement and a significant number are 'embedded' into the institutions and organisations from which they evolved (more on the detail and examples of these projects later).
- Over XXX staff development events involving nearly XXXX staff, ranging from large conferences to small seminars relating to F/HE progression issues.



OVER 450 STAFF DEVELOPMENT EVENTS INVOLVING NEARLY X0X0 STAFF



PROGRESSION FOR OVER 1500

VOCATIONAL LEARNERS INTO HE
PROVISION VIA OUR NETWORK-WIDE
PROGRESSION AGREEMENTS'



All of this information and selected aspects of the LLN's work will be 'embedded' through the website 'Progression to HE Network', which has been funded for hosting and maintenance purposes for the next 12 months (to July 2012) at www.progressiontohenetwork.org.uk

www.progressiontohenetwork.org.uk

As well as publishing this Legacy document as a reminder and illustration of what we've done over the last four years, we are really keen to leave a practical legacy of our work to be carried into the next 12 months and beyond - a period which is going to be really uncertain for vocational learners - young, older, college-based or in the workplace - who may be considering progression into HE via university or other higher education and skills routes.



Therefore, before we finish in July 2011, we have made sure that all our Progression Agreements signed between universities and further education colleges are up to date and valid in terms of the signatories, the routes and the 'sending' and 'receiving' programmes e.g. terminology such as Edexcel BTEC Extended Diplomas under the new Qualifications and Credit Framework (QCF) and any changes in module/credit value in HE.

Additionally, we have completed a 'Handover Pack' giving the most up-to-date contact details for HE & FE Admissions Tutors and Curriculum Leaders/Tutors for all of our Curriculum/Sector areas. The document also contains all the Information, Advice and Guidance (IAG) contacts in both HE and FE institutions (including Admissions, Student Support/Services and Marketing staff who are aware of the systems and processes around LLN progression agreements, ready for when the LLN Central Team now longer exists. This document will be available as an annex to the Legacy publication and also on a 'pen drive' issued prior to the LLN Central Team finishing in July 2011.

OVER 50
COMPLETED
INNOVATIVE
CURRICULUM
DEVELOPMENT
PROJECTS FOR
NEW OR MODIFIED
COURSES



OVER 12,000 IAG INTERVENTIONS
TO ENCOURAGE AND SUPPORT VOCATIONAL
LEARNERS INTO HE

We sincerely hope that elements of the Network will carry on without the LLN Central Team's input. We know for example that that least two of the Priority Working Groups (PWGs) -the Health Science, Health, Social Care and Early Years and the Environmental Technologies, Regeneration and Sustainable Communities groups, have indicated that they intend to continue meeting and working together after the HEFCE-funded life of the LLN.

In 2010/11, we part-funded posts in some partner HEIs, which enable numbers of learners using progression agreements to identified, monitored and tracked into and through higher education and we hope this practice will continue in institutions to enable them to report on their widening participation (WP) strategies and Access agreements. We also part-funded Progression Agreement Champion posts in a number of FECs which helped promote



progression/agreements, so we hope lessons learned from this will continue. The initiative and drive from these posts are continuing in some of the partner institutions as this document is being written in April 2011.

Also with additional funding from Working Neighbourhoods Funding in Birmingham with the City Council, we've achieved much around the 'part-time' & higher skills agenda for people in employment. If partners can engage private sector employers in continuing to drive this type of initiative, it may be that both Greater Birmingham and the Black Country, the Local Enterprise Partnerships (LEPs) may want to replicate such initiatives using Regional Growth Fund monies in the future.

Additionally, in the Black Country, the Partnership for Learning's FE/HE Advisory Group and Black Country Higher Level Skills Framework continues to help to pilot and



drive different models of FE/HE delivery and progression which will address some of the LLN sustainability issues and also low aspirations and higher skills issues in this sub-region. Some elements of this framework will be showcased at the LLN's Summer Conference on 23rd June in West Bromwich.

The changes to the external environment referred to above are now with us – the outcomes of the Browne Review of higher education, the Coalition Government's response to that in the context of the 2010 Comprehensive Spending Review, public sector funding settlements and a 'Strategy for Growth'. We hope many of our partners in all sectors will continue to survive and thrive in order to champion the cause of progression for vocational learners and widening participation in general; in the meantime we leave you to 'take the baton forward'.



Good luck and many thanks for all your help and support.

Acknowledgements:

In particular, we'd like to thank Professor Ray Linforth, Principal and Chief Executive, University College Birmingham; Professor Paul Simpson, Deputy Principal UCB as, respectively, Chairs of the LLN Steering Committee 2006-09 and 2009-11; and Professor Caroline Gipps, Vice-Chancellor, The University of Wolverhampton and Chair of the LLN's Network Council.

THE DISTRIBUTION OF OVER 30,000 TARGETED PUBLICATIONS



Innovative Curriculum Development

Network members agreed in their Business Plan submitted to HEFCE in 2007, to initiate mechanisms and projects



that would both enable vocational learners to progress more effectively into higher education, and to develop the curriculum in both FE and HE to make progression more 'seamless' and appropriate to vocational learners, where possible, involving employers.

The principal mechanism to deliver the outputs proposed in the Business Plan were the Progression Working Groups (PWGs) Each PWG is chaired by a 'lead institution' and includes Higher Education Institutions (HEIs) and Further Education colleges (FECs), Work-based Training Providers, Sector Skills Councils and Employers.

Progression Working Group	Lead
Construction	University of Wolverhampton
High Technology Engineering	Birmingham City University
Health, Social Care, Early Years and Education	Newman University College
Health Science and Medical Technology	South Birmingham College
	Aston University
	University of Birmingham
	Birmingham Metropole College

A 'lead' LLN Progression Co-ordinator was assigned to each of these PWGs to support the Chair and the operation of the Groups.

For part of the LLN's lifetime, 2 other 'cross-cutting' groups were established to 'knit together' cross-Network themes and they were as follows:

Credit & Progression Working Group	University College Birmingham
IAG & Student Support Working Group	Open University, West Midlands

During the last eighteen months of LLN operation (2009/11) four further curriculum discipline groups were formed:

Consortia	Lead
Business Management and Professional Studies	University of Wolverhampton
Creative, Digital Technologies, Media, Art and Design	Birmingham City University
Environmental Technologies, Regeneration and Sustainable Communities	Aston University
Hospitality, Tourism, Catering and Leisure	University College, Birmingham

The purpose of these Progression Working Groups was to:

- engage all partners e.g. ensuring that FE/HE employer engagement achieved
- contribute to policy and practice in terms of progression via Progression Agreements
- increase the understanding of HE/FE tutors in relation to vocational curriculum and progression
- approve LLN-funded projects, where appropriate
- curriculum development e.g. Sector Skills Council (SSC) involvement ensured that developments were 'fit for purpose' and mirror the national agenda for the sectors
- support the development of employer-led vocational provision in higher level skills

These consortia were 'pump-primed' with a modest amount of LLN central funding and were established to be 'self-managing' on the basis of the experiences we had learned from during 2007-09. Again these included partner HEIs, FECs, Work Based Learning Providers (WBLPs), employers, sector skills councils (SCCs).

Credit & Progression Working Group

This page to be moved before Progression Consortia- what goes in here?

A number of the case studies included in this publication are a direct result of the LLN's Credit and Progression Working Group which ran from 2007 to 2010, chaired by Paul Simpson, Deputy Principal at University College Birmingham.

We have made significant progress on the LLN's credit and progression agenda through devices such as progression agreements and also some aspects of the ambitious 'credit' agenda of the LLN; the Level 4 modular delivery on our Working Neighbourhoods Fund project 'Local Communities, Higher Skills' demonstrates this. Some have not yet been fully realised, partly due to partner institutions' regulatory issues and partly because of the external environment in relation

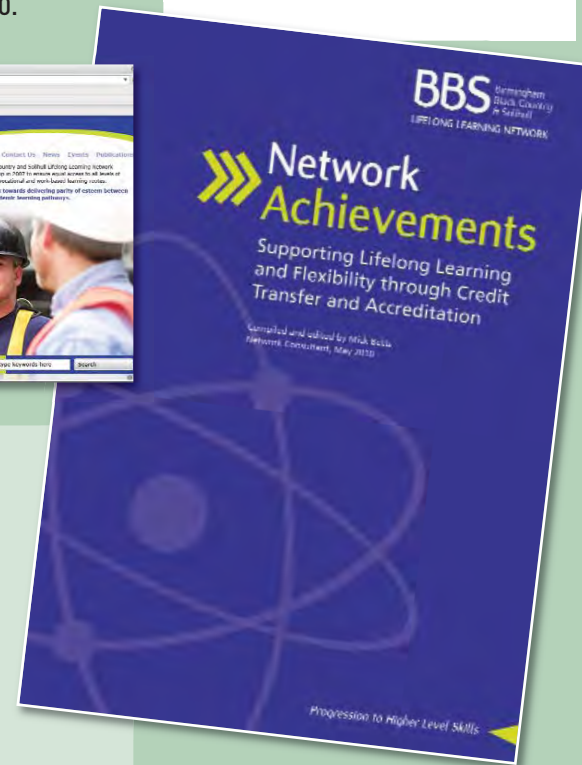
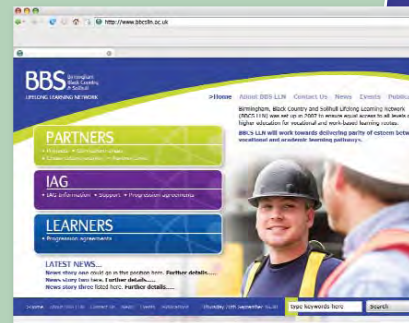
to the incremental developments in the HE sector generally. In terms of the credit agenda, we set ourselves challenging goals and targets in our Business Plan and, although we may not have always achieved those fully, the LLN's 2010 publication **"Network Achievements, Supporting Lifelong Learning and Flexibility through Credit Transfer and Accreditation"**



Pictured: David Robertson, Professor of Public Policy at Liverpool John Moores University, speaking at the Credit Conference in June 2010.

Additionally, this work was celebrated at a successful national conference last June at the National Exhibition Centre led by David Robertson, Professor of Public Policy at Liverpool John Moores University and author of the seminal report

"Choosing to Change".



Available on the LLN's legacy website at <http://www.bbcsln.ac.uk/downloads/other-documentation>

shows that we moved the agenda, the debate and the practice forward, in the Network's institutions, with positive impacts for vocational FE learners and HE students.

Introduction

The Progression Working Groups have developed a wide range of innovative projects working with employers and partners culminating in curriculum development which in F/HE vocational progression terms is “fit for purpose.” This has been extremely effective in providing a range of opportunities for vocational learners within the Network. Dissemination of all projects has been conducted at the Progression Working Groups, national and international conferences, websites, LLN Steering Committee, Network Council and publications.

Construction/Engineering

Access to Post-graduate qualifications in the construction industry through bridging and bite-sized learning



Birmingham City University, partnered with University of Wolverhampton, and sponsored by Birmingham Black Country & Solihull Lifelong Learning Network.

The aim of this project was to facilitate construction practitioners without academic degrees to pursue postgraduate qualifications through credit accumulation. Through tailored 'bite-sized' units and intensive delivery sessions, the participants were able to improve their learning skills and academic confidence and progress to postgraduate study.

To achieve this, the project team in Birmingham City University:

- worked with employers and practitioners within the construction industry to identify appropriate learning outcomes to help the employer with specific business improvement practices and enhance the employees' learning skills and academic confidence;
- mapped the learning outcomes with the existing undergraduate modules, and identified two modules: (Research and communication skills and Management skills and organisation) for a bridging course;
- developed bridging modules at level 5 and modified the teaching and learning strategies to suit the needs of the targeted audience. These required:
 - practical subject content
 - block delivery
 - 'bite-sized' units
 - evening/weekend classes
 - patchwork and coursework assessment
 - individual career counselling
- marketed the course among the construction sector in the West Midlands area, recruited the students and delivered the course;
- obtained feedback from students, and disseminated the results to the industry as well as the wider society through workshops and media release.

In the past two years, 17 construction practitioners have participated in this course and have provided some very positive feedback. After the assessment of their professional experience portfolios, three students have successfully progressed to our Royal Institute of Chartered Surveyors (RICS) accredited MSc Construction Project Management course.

Ian Bell, Project Manager, participant of Bridging course and part-time student in MSc Construction Project Management at Birmingham City University comments:



"I joined the bridging course because I felt my career had stalled and despite my experience I had gone as far as I could without any academic qualifications. The bridging course was ideal for introducing and preparing me for the postgraduate courses. It helped me have an insight into what would be expected on the postgraduate course, and helped me make up my mind that this was an ideal route to go. The course is intense but very stimulating and rewarding."

Ricki Goode, Quantity Surveyor, participant of Bridging course and part-time student in MSc Construction Project Management at Birmingham City University comments:

"I took the bridging course to fulfil my ambition to carry out high-level education. It offered a level that could challenge my experience and gave me a better approach to writing skills, verbal skills and in-depth analysis. Now, I feel more confident at work and my current academic study, and it enables me to progress onto the RICS APC towards a full membership. You have to be a bit assiduous, but the course is comprehensive, fruitful, and enjoyable."



The Project Manager stated: "The LLN's sponsorship was vital to the project as it allows us to allocate sufficient resources for the course development, marketing and delivery".



Contact:

If you would like to know more about this project please contact:

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e-LEARNING

“Developing and delivering a new E-Learning framework for work-focused Foundation Degrees”

University of Wolverhampton in collaboration with Jacobs Engineering Ltd

The rationale behind the project was to provide a new e-learning framework dedicated for work-focused Foundation Degrees which provides the vital infrastructure for both HEIs and potential vocational learners. By implementing the e-learning courses companies and HEIs can reduce costs and time associated with training in the long-term; ensure quality and consistency of training.

For the vocational learner, the online training materials can be accessed, via the Internet, thus

providing a crucial element in promoting vocational, work-based and career-orientated learning. It is important to note that the project aims are in line with School of Engineering and the Built Environments' (SEBE) overall business engagement agenda. The school has been working increasingly towards introducing new ways of working, such as expanding work-based programmes.

SEBE worked closely with Jacobs Engineering Ltd to develop a new Foundation

Degree (FD) in Civil Engineering. The project identified current 'in-company' training schemes and needs in Jacobs. The training needs and learning outcomes from existing in-house training programmes were then validated into credit-bearing work-based and flexible learning modules. The FD has been developed to incorporate blended learning strategies to allow work-based learners to benefit from gaining the degree within a relatively short span of

time. Module delivery on the FD is a blend of online learning, which was used as a pilot for the e-learning framework.



Contact:

If you would like to know more about this project please contact:

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Accreditation of in-company CPD programmes using the Qualification and Credit Framework (QCF) Awarding Organisation accreditation.

Walsall College working in partnership with a range of engineering related companies including Renishaw PLC, Roland Digital, Sandvik, Delcam, Accord Housing, Walsall Housing Group and Marches Energy Agency.



Contacts:

If you would like to know more about this project please contact:

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or

Peter Roberts
proberts@walsallcollege.ac.uk
- Walsall College.

Walsall College, initially in conjunction with several Engineering related companies, worked closely on a pilot project to identify and specify training provision within the companies. The project aimed to trial and test new frameworks and protocols, to analyse existing unaccredited in-company training and develop effective learning outcomes, assessment criteria and delivery mechanisms.

The programmes that were developed are short, nationally recognised and accredited modules of study, delivered largely in the workplace. The college and the companies were able to identify current company training and future needs, as well as the needs of the individual, to create accredited programmes that satisfy individual and company aspirations. The college is approved as an Awarding Organisation known as Accredited Skills for Industry (ASFI). This enabled the project to work more closely with employers.

Key Achievements

Marches Environmental Agency identified that they had a need to formally accredit the training they offered in relation to climate change. Through collaborative working with ASFI they now have fully developed QCF units at a variety of levels, with an opportunity to develop further units in relation to the reduction of both individuals and companies carbon footprint.

Roland Digital

offered in-company training to non experienced and experienced sign makers. Three units were developed to large format digital printing and colour management. A further 7 units were developed including vehicle wrapping, understanding the application of specialist software, training in applying printing techniques in the apparel market and using specialist software for stonemasons.

Accord Housing Group

undertook to raise the awareness of carbon footprint to 600 individual resident householders along with improving the skills and knowledge of 60 of the commissioned fitters undertaking the re-development of their properties through their "RetroFit" programme. Accredited Skills for Industry, in liaison with Walsall College, Marches Energy Agency and the Accord Housing Group created a bespoke programme for the residents around Climate Change. A full suite of units are now available to design engineers which include: Computer Aided Design (CAD) Rapid Prototyping, Manufacturing, Research Techniques, Concept Development and Enterprise.



This enabled the project to work more closely with employers.

Undertook to raise the awareness of carbon footprint to 600 individual resident householders



'Fast Track' Foundation degrees in the workplace

Aston University and Birmingham Metropolitan College



GKN have approved the process and written a report, which permits the adoption of the process worldwide!



Employer feedback into the Birmingham Metropolitan College strongly indicated that employers were reluctant to support learners on Foundation Degree programmes if they take a further three years to complete on top of their Advanced Apprenticeship studies.

Birmingham Metropolitan College and its partners worked closely with engineering employers to develop 'fast-track' Foundation degree programmes in:-

- Manufacturing Engineering
- Mechanical Engineering
- Electronics and Control
- Electrical Installation

The above are delivered largely on a work-based model over an intensive two year period. LLN funding was secured to develop; test and trial mentoring support materials and methodologies to identify best practice support for learners on work-based intensive programmes. The project trialled materials with tutors, assessors and work-based nominees to test the best routes for mentoring support in the workplace. The project supported the ethos of the FD model in that activity responded to the needs of employers.

Outcomes

For the Student:

Gain 2/3rds of a full honours degree without the expense of full-time study - "Learn while you Earn".

Gives recognition for solving genuine problems at work via business critical projects.

Your HNC can count towards the Foundation Degree.

Can convert the FdSc to a full BSc Hons with a further 12-18 months of study in conjunction with Aston University.

Support from employer who demonstrates commitment to their career and education and training.

For Employers:

Now fits the companies' 4 year Advanced Apprentice programmes.

Fast track FDs give you more value for money by working with college's in-company.

Students focus on real company projects and problems.

Higher educated and skilled staff to benefit your business.

Able to demonstrate companies' commitment to the higher apprentice training programme and the development of the workforce.

Should aid recruitment of new staff.

Examples of work-based projects include:

Cadbury – Reduce downtime on the wrapper infeed, due to faulty controllers
Confirm the fault, investigate possible solutions and implement the upgrade.

Result - a significant reduction in downtime costs of →£100,000.

Key Precision Ltd – Transform a failing large diameter turning cell and bring it into profitability.

Result - Cell profitability was increased due to the project by over 37%!

GKN Aerospace – Investigate the production process to remove the need to abrasively clean bus bars after coating operations. The bus bars supply current to the conductive coating on aircraft windshields to affect de-icing.

Result - GKN have approved the process and written a report, which permits the adoption of the process worldwide!

Implications for future funding and development

The case studies featured on the previous page indicates the proactive, responsive and flexible approach to higher level skills in the workplace that Further Education is best suited to support. Suggestions for future support and funding would be to 'free-up' FE to do more of this work. It can often be done more cost effectively and in a more employer responsive way. This has been born out in FE at levels 2 and 3.

Companies are sourced, Training Needs Analyses undertaken, students recruited and on-going support and delivery is provided by FE staff. Much of the HE input is validation only. FE also can better provide the continuity from level 2/3.

A future partnership where HE and FE work together, on a level field and, playing to their strengths, would provide a better service and more cost effective approach.

Some thought should also be given the hidden costs of undertaking the front end engagement with industry that FE colleges undertake e.g. company engagement,

organisational needs analysis and training needs analysis. All of these are unfunded, but are increasingly vital if industry is to demonstrate a return on investment and understand the impact of training on the business.

The case study indicates that getting this stage right is vital to the success of any programme. Changing this outlook will increase the willingness of employers to further fund training in the future.



"FE and HE - playing to their strengths would provide a better service and more cost effective approach."



Contacts:

If you would like to know more about this project please contact:

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Introduction

The following case study demonstrates how a bite sized approach can also be focussed on the design of learning materials to support smaller episodes of learning.

Health Science and Medical Technology




“A Bite-Sized Approach to Medical Technology”



Staffordshire STEM Centre and Business and Education Together

The West Midlands has long held the reputation as a centre of excellence for Engineering and Manufacturing. The region supplies a vast range of high value products for use in all aspects of our modern society. One area of continual growth has been that of Medical Technology where the region has over 50 high value companies manufacturing products for an ever increasing market. Recruitment of staff into the Medical Technology sector is however an increasing problem and the region are at present recruiting highly qualified staff from outside the region. In an attempt to address this need, the Staffordshire STEM Centre in partnership with Business and Education, who together developed a set of flexible, bite-sized learning resources to enable learners to progress from

Level 3 qualifications to Level 4 study using the themes of Medical Technology and Engineering. The learning outcomes will support the national higher skills agenda with CPD for employers.



Students and teachers can use the materials to guide them through a project which expands their knowledge and skills.



Contacts:

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Achievements

Two bite-sized units of study based on Medical Technology themes have been developed.

The first unit of study was based on Sound Technology and its application to hearing difficulties. The work allows students to explore digital technologies and electronics in guided learning based around linking modern digital music technology to the application of electronics in helping with hearing problems. Students and teachers can use the materials to guide them through a project which expands their knowledge and skills in digital electronics and sound amplification. The work is mapped against Diploma Units, provides research links and also identifies career pathways into Medical Technology. The second unit of work is based

around the application of ‘Smart and Modern Materials’ to medical treatments and procedures. A range of new and material applications in the medical field has advanced the treatment methods through the use of products that react to their environment e.g. light and temperature levels.

Outcomes

- Teaching materials and CPD for teachers of the new bite size units of work based around medical technology in line with QCF database provision.
- Pathways into Level 4 study.
- Unit Accreditation through various awarding bodies.
- Addressing the higher skills agenda with CPD for employers.

Hearing Aid Audiology Foundation Degree

Aston University

A further example of innovation arising out of employer engagement is Aston's new Foundation Degree (FD) Programme in Hearing Aid Audiology. The programme was developed in close collaboration with The Hearing Company, a subsidiary of the Scrivens Group, with headquarters in Birmingham. The FD is designed to fit the business needs of employers by developing students' competence to practice through a carefully phased integration of theoretical and practical skills based on accreditation of in-house company training. Private hearing aid dispensers are trained by companies who deliver an established programme that is defined and assessed by the Hearing Aid Council (HAC). The Council also acts as the registration body for practitioners. The HAC was to be abolished in 2009 (effectively 2010) and the regulatory function passed to the Health Professions Council which has developed a revised code of practice for Hearing Aid Audiologists with the Foundation Degree as the entry level qualification.

Aston University's Audiology Unit has worked alongside the Hearing Company, the HAC and NHS to develop the first national Foundation Degree in Hearing Aid Audiology. The programme received formal university approval in March 2007 and was validated by the HAC in August 2007. The new programme enrolled its first students in October 2007 and other cohorts started the programme in March 2008. In addition to becoming qualified Hearing Aid Dispensers, students who successfully complete the FD will be able to progress to the final year of the BSc in Hearing Sciences at Aston University.



The programme is of two years duration and the timetable for delivery involves 2 week periods of block release at Aston. These are interspersed with practical training and experience in the workplace where students are supported by Employer Mentors and on-line academic support from the University. The programme has

been designed so that students who gain 120 credits at level one would be eligible for Assistant Practitioner status within the NHS.

Aston University has developed a new "blended learning" version of the FD featuring DVD and web-based delivery.



The University has developed a new "blended learning" version of the FD featuring DVD and web-based delivery to provide more flexibility in order to meet the different needs of employers and students. Recruitment of FD students is a joint venture between the University and employer. Potential students will have the opportunity to experience various aspects of the profession during a two week "taster" session provided by the employer and an open day at Aston. The programme is particularly



attractive to mature learners who wish to change career. For such students, the ability to "earn while you learn" is an extremely important consideration. The programme is currently available to employees of hearing aid companies (Hidden Hearing and Specsavers have also expressed an interest) and also to employees of the NHS. These developments demonstrate how the Lifelong Learning Network can support and fund quality employer and F/HE partnerships to move forward the higher skills agenda rapidly and flexibly for both the benefit of learners and employers.

Contacts:

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The Associate Dean of Taught Programmes
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Wahid Zaman Admissions tutor

Health, Science, Social Care, Early Years and Education

Accreditation of learning at work - Stroke and Neo-Natal programmes in NHS



Pictured: Progression Agreement signing at the University of Wolverhampton – Stroke and Neo-Natal programme development with Staffordshire/Shropshire LLN

A collaborative project between BBS Lifelong Learning Network and Staffordshire, Stoke on Trent, Shropshire, Telford and Wrekin Lifelong Learning Network, the School of Health at the University of Wolverhampton and healthcare organisations in the West Midlands, Staffordshire and Shropshire.

The School of Health and Wellbeing at the University of Wolverhampton was approached by several healthcare organisations, to recognise academic credit, for current programmes of learning, which they provided:

Staffordshire, Shropshire and Black Country Neonatal Network ran a Neonatal Nursing Foundation programme, which was accessed by nurses from a

variety of Trusts. Completion of the programme enabled nurses to gain employment within all the neonatal units in the network. This programme has been accredited (20 level 6 credits). It will assist those who are at undergraduate level to complete a degree and those who may already be graduates to use the credits towards a selection of related Masters level courses.

The Black Country Cardiovascular Network ran an 'in-house' Stroke Care Competency Course for a variety of staff, from different disciplines. The course was developed to raise the quality of care of patients following a stroke, and ensure consistency of care across disciplines. The programme has been accredited (20 credit modules at level 4).

This project has successfully delivered the accreditation outcomes. A further consequence of the project is that an APL procedure has been drawn up which is easily accessed by partner organisations allowing similar programmes of learning to be awarded academic credit/

endorsement. A progression agreement was also signed by partners allowing the individual to submit the appropriate academic credit gained, toward named awards in the School of Health and Wellbeing*. The academic accreditation/endorsement of these programmes of learning will continue to encourage lifelong learning and widen participation in higher education amongst disparate groups of individuals working within healthcare and contribute significantly to personal and professional development.

- * Foundation Degrees
- * Certificate or Diploma Professional Studies award
- * BSc (Hons) Professional Studies award
- * BSc (Hons) Health Studies



Contacts:

If you would like to know more about this project please contact:

Jane Harvey
University of Wolverhampton
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University College Birmingham, the University of Wolverhampton and Sandwell Metropolitan Borough Council (Early Years and Child Care Unit)

Upskilling of Staff delivering Care to Children with Specific Needs in Relation to Short Breaks

The LLN funded a joint project with University College Birmingham (Early Years), the University of Wolverhampton (School of Education) and Sandwell Metropolitan Borough Council (Early Years), to develop and validate modules enabling early year's practitioners within the workforce to upskill in the area relating to children with specific needs with regard to short breaks. This was a direct result of the Government's "Aiming High for Disabled Children" consultation undertaken with parents by Sandwell MBC, where the lack of appropriately trained and skilled staff was identified.

The modules that have been validated are, 'Behaviour Support (20 credits at level 4) and Autistic Spectrum disorder (20 credits at level 4). They have been delivered to over 85 practitioners so far, many of which are expressing interest in progressing from these short accredited HE programmes onto the Foundation Degrees offered by both institutions offered through the signed progression agreements.



Contacts:

If you would like to know more about this project please contact:

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Karen Clarke
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'Sandwell Early Years and Childcare Unit has developed good working relationships with the HEIs. This has enabled us to address any issues and discuss possible future working.'



Pictured: Progression signing with UCB, UoW and Sandwell Metropolitan Borough Council, 8 November, 2010

Introduction

Businesses rely on the capability, competence and confidence of their staff, especially in recessionary times. With signs that the UK economy may be recovering, how businesses up-skill their workforce will be paramount to sustaining economic growth.

Progression Consortia

Business Management and Professional Studies

University of Wolverhampton Business School – Professional and Vocational Qualifications - Credit Mapping for Progression & Accreditation of Prior Learning



Pictured: Signing of the Business, Management and Professional Studies Agreement with University of Wolverhampton at the premises of GB Training in Birmingham.

With evidence to show that higher skills generate greater profits and efficiency, it is vital that the region's education sector can respond by offering new, professional and vocational routes into and through Higher Education to increase the higher skills of the local workforce.

The Birmingham, Black Country and Solihull LLN sponsored project involved the University of Wolverhampton Business School (UWBS) and University College Birmingham to clarify the credit and admissions entitlements of learners entering HE with professional and vocational qualifications. A realignment of professional qualifications with the Qualifications and Credit Framework, coupled with changes to the UWBS business and management curriculum, prompted the need to re-assess the progression possibilities for learners holding vocational qualifications.

Responding to the needs of the region's economy, the University of Wolverhampton Business School (UWBS) was funded by Birmingham, Black Country and Solihull Lifelong Learning Network to map progression routes for professional and vocational

qualifications into Higher Education. The new progression routes, (endorsed by lead HEIs and Partners), provide clarity, consistency, certainty and transparency for learners with the aspiration to improve their educational standards and marketability in the workplace.

The work has been undertaken in conjunction with University College Birmingham, 12 Further Education Colleges and 5 private training providers. This new partnership has initially mapped the full range of ILM (Institute of Leadership and Management) and CMI (Chartered Management Institute) qualifications plus a wide range additional vocational qualifications (BTEC Extended Diploma, Access to HE Diploma, AAT 3 & 4, NVQ 4 and 5, FdAs, HNDs, Advanced Apprenticeships, 14-19 Advanced Diploma and CIPD to the graduate and post-graduate courses at the University of Wolverhampton Business School and University College Birmingham.

Progression will initially be to University of Wolverhampton Business School and University College Birmingham courses. Dissemination of the outcomes to other Higher Education partners within the Network has also been achieved.



Pictured: Joint signing of the Business, Management and Professional Studies Progression Agreement between University College Birmingham (UCB) with University of Wolverhampton Business School (UWBS) at the LLN's March 2011 Steering Committee meeting. **Back row:** Roger Minett (Birmingham Metropole College), Steve Cheshire, Liz MacPherson and Baden Parkin (BBSLLN). **Front row:** Melvyn Prior (UCB), Paul Simpson (UCB) and Steve Grady University of Wolverhampton.



Contact:

If you would like to know more about this project please contact:

Steve Grady,
University of Wolverhampton
Business School

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Creative, Digital Technologies, Media, Art and Design



Today, the UK's Creative, Digital and Media industries are among the most influential and successful in the world. With growth in Art, Advertising, Animation, Film, Design, Gaming, Digital Media, Fashion, Textiles, Photography and Performing Arts it is vital that we continue to invest in our creative talent, ensuring that, as a region, we can continue to develop fresh talent from within.

As a leading international centre for innovation, research, development and entrepreneurship, the UK is at the forefront of the digital revolution. Its digital media industry is one of the most advanced in the world.

Coordinated by Birmingham City University, a partnership of the pre-eminent training providers in the sector came together to map the provision of education and training in the sector. The work provides clarity, consistency and certainty for vocational learners who wish to progress into higher education. Mapping the provision enables learners to establish their current qualification level and accurately identify the routes and requirements of higher education.



Pictured: Project lead Rebecca Tullener (BCU) at the Progression signing with Luke Millard (BCU), Sara Middleton (BCU), Sharon Barrowclift (South Birmingham College), Kelvin Preece (Walsall College), Paul Kitchen and Kevin Moran (BBSLLN).

Funded by the Lifelong Learning Network, Birmingham City University, working closely with vocational specialists, has established Progression Agreements between the partnerships. This enables learners to clearly identify routes into Higher Education courses and the requirements needed to gain entry. It further connects them to advice and guidance provision available in the partnership that will assist in the transition into Higher Education learning.

The partnership is actively encouraging other providers to join the consortium to produce as comprehensive and detailed mapping of progression opportunities as possible. Additionally, the consortium led by BCU, has involved colleges and their students in a range of information, advice and guidance activities filtered through 'events' such as "Game On: Breaking into the Games Industry"

Open to students of all levels, from any institution, although pitched towards aspiring HE level computing students, this speed networking style event is designed for students to learn about the University's new Gamer Camp programmes and to provide an opportunity for students to network with games industry professionals. Attendees to this event were encouraged to come along to a Gamer Camp Open Day to find out more information and to take part in a taster session. Other examples of IAG activities include the IT & Computing Careers Event at Birmingham Metropolitan College, where BCU staff members were involved in raising aspirations of FE students and awareness of opportunities at Birmingham City University, which included a presentation on Birmingham City University's Gamer Camp programmes.



Contact:

If you would like to know more about this project please contact:

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Telephone 0121 202 4809

Environmental Technologies, Regeneration and Sustainable Communities

The major issues of urban regeneration, low carbon communities, development of environmental technologies, new skills economy and the integration of knowledge and skills in the emerging green economy underpins the development of the new portfolio of learning opportunities

Led by Aston University and partners from the Private, Public and Third Sector the new Lifelong Learning consortium mapped out level partners provision and developed a progression agreement. It is inter and multi-disciplinary and offers progression opportunities for students on a range of level three programmes including science and technology, health and social care, business and Access to Higher Education programmes.

Some module units carry a 5 credit value and others 10 or 20. Credit may be accumulated to gain an award (e.g. Cert HE) or alternatively Aston University provides an institutional recognition of attendance. Students can therefore be able to register for a single module or a number of modules to get an award.

The consortium wishes to attract students from a variety of backgrounds and disciplines. Learning is flexible and part-time. Many modules are supported by virtual learning environments that provide a wide variety of useful and relevant learning material. Many opportunities for inter-professional and transdisciplinary learning is available, enabling students and practitioners to make connections and work more effectively with a wide variety of people such as community workers, planners, architects, engineers and others engaged in regeneration projects.

The consortium aims to empower local communities and community members and motivate learning and development in many different types of community.



Contact:

If you would like to know more about this project please contact:

John Blewitt Aston University –
j.d.blewitt@aston.ac.uk



Pictured: PA signing of the Consortia Sustainability Project,
Back row: Sarah Amster (Aston University), Shelly Campbell (Aston University) and Mike Wilson (City College Birmingham)
Front row: Paul Kitchen (BBSLLN), Dr John Blewitt (Aston University) and Kevin Moran (BBSLLN)

Students can therefore be able to register for a single module or a number of modules to get an award.



Hospitality, Tourism, Catering and Leisure



Pictured: Consortia Hospitality Sport and Leisure progression signing.
Front row: Celia Rowbottom (Birmingham Metropole College), Terry Hartley (UCB) and Jeanette Rowley (Halesowen College).

University College Birmingham (UCB) is a long standing specialist provider of both Further Education (FE) and Higher Education (HE) programmes across the vocational areas (Hospitality, Tourism, Catering and Leisure) and has a deep understanding of FE qualifications and their appropriateness in terms of progression to HE.

UCB offers an established range of undergraduate programmes with some 4000+ students studying at

level 4, 5 and 6, mostly on programmes of a business/vocational nature. The vast majority of these programmes are highly vocational in nature and have a track record of acting as progression routes for level 3 learners. As a result UCB has extensive experience of delivering information, advice and guidance to students progressing to higher education from level 3 programmes. Guidance is delivered through a range of formal support services under the

auspices of UCB Learning and Skills Development Centre, through tutorial sessions and through informal advice offered by experienced staff. UCB is therefore well placed to address the issues when designing progression opportunities. These issues include the diverse nature of the vocational areas, the variation in FE awards offered by different awarding bodies, the changing nature and composition of awards (both FE and HE) and bridging needs brought about by the practical nature of many FE awards in these vocational areas.

The Progression Working Group for Hospitality, Tourism, Catering and Leisure includes representation from FE partners and training providers as appropriate. The purpose of the group was to map out the provision at level three and develop a Progression Agreement.

Progression was promoted to students by visits to providers, through students attending UCB Open Days, short 'master-classes', LLN roadshows etc. UCB worked with student services staff and course tutors in FE partner institutions to promote the agreement.

The establishment of a progression agreement in this area accords with UCB's policy of widening participation and as such the monitoring and up-dating of the agreement remains on-going. This requires a commitment to periodic meetings of partners in the agreement to ensure its currency and to continue updating of the electronic database associated with the agreement.

Evaluation of success is a natural element within review of admissions data and within the evaluation of student admissions, progression and achievement at School level.

In addition, the group also developed a Progression Agreement with the University of Wolverhampton.

At present there is evidence that Enter No.s here.



Contact:

If you would like to know more about this project please contact:

Jerry Hartley University College Birmingham
j.hartley@ucb.ac.uk

UCB has extensive experience of delivering information, advice and guidance to students progressing to higher education from level 3 programmes.



Progression Agreements



Progression Agreements are a key 'device' developed and adopted by LLN partners in order to formalise progression arrangements between Further Education (FE), work-based learning organisations and higher education institutions (HEIs). LLN Progression Co-ordinators and Progression Working Groups were instrumental in developing these to address HEFCE's requirement for:-

- CLARITY
- CONSISTENCY
- COHERENCE IN VOCATIONAL PROGRESSION

What is a Progression Agreement?

A Progression Agreement is an arrangement between Colleges, Universities and work based learning providers which spells out the value of a vocational qualification. This ensures that learners can see how to progress onto a Higher Education programme - such as a Foundation Degree, a Higher National Diploma or a Degree.

Progression Agreements have been developed by the Birmingham, Black Country and Solihull areas between the local Universities and many Colleges in the following six shared subject areas:

- Construction
- Engineering
- Health, Social Care, Early Years and Education
- Health Science and Medical Technology

They join the Universities and Colleges our working hard to develop Progression Agreements in four more shared subject areas. Some of these will be set up by the learners working to enter the Higher Education sector.

The four additional subject areas are:

- Business
- Hospitality, Tourism
- Creative Media
- Sustainable Communities and Environmental Technologies

The Agreements help facilitate the progression of vocational learners into Higher Education by:

- 1 providing clear statements about what you, the vocational learner, need to do to be able to progress onto specific undergraduate programmes or study, including the recognition of prior experience, credits, levels and other qualifications or equivalencies.
- 2 creating open, the one shared learner, to ensure that you receive Further Education study by progressing your learning onto the next stage within HE if this is what you want. It gives you the confidence to know that you are being given the skills and knowledge to continue into and through HE.
- 3 building on existing relationships and contacts between the all organisations involved, this networking opens up opportunities for the vocational learner when institutions are working together.

What is a Progression Agreement (PA)

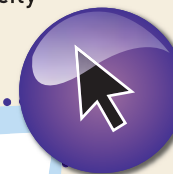
- A PA is an agreement drawn up by the network of colleges, universities, training providers and employers
- It is a formal agreement between institutions which enables learners to progress from one level of study to a higher level of study
- It clarifies the entry requirements and procedures for learners to progress onto and through Higher Education
- Provides a consistency in relation to the HE offer for learners
- Ensures a coherence of pathways for vocational learners into HE



Progression Agreement logo

The LLN developed a Progression Agreement logo very early on in its lifecycle and successfully encouraged partner institutions to include this on their information and publicity material. There are many examples of the use of this and the logo is available on a toolkit at

www.progressiontothenetwork.org.uk





ALMOST 1,500
PROGRESSION AGREEMENTS
ACROSS OUR NETWORK
INCLUDING

The aims of Progression Agreements are:

- To promote the progression of vocational learners from Further Education into and through Higher Education
- To widen participation
- To breakdown barriers for vocational learners applying for HE courses by improving understanding of vocational courses regarding content and assessment
- To provide vocational learners with seamless progression from FE to HE

i) "Network wide" i.e. these identify all the full-time and part-time routes across a curriculum/sector area with a group of colleges, training providers and universities – the majority of LLN progression agreements are of this type

ii) Course-to-course – these are specific FE or work based learning (WBL) course progression routes to particular courses at a university – some examples of these in the LLN are

the agreements we have with the University of Birmingham; between universities and work-based networks or employers such as Birmingham Care Development Agency, Sandwell MBC, NHS Primary Care Trusts, etc)

iii) "Top-up" agreements – where an FE institution runs a Foundation degree and their graduates seek a route into an Honours programme via a university

Signings of Progression Agreements

Just some of the Progression Agreement signings which have taken place within the BBSLLN's lifespan...



University College Birmingham Hospitality PA Signing, May, 2010. - Jerry Hartley



Newman University College Health Social Care & Early Years signing, January, 2010.



University of Birmingham PA Signing, April, 2010. Health and Early Years.



The first Business, Management and Professional Studies PA signing at an Employers' event at Villa Park, Birmingham, October 2009.



Patrick Highton (BBSLLN) and Liz Macpherson (BBSLLN). Front L to R: Alex Kendall, University of Wolverhampton (Left) and Fiona Baker, Crackerjack Training at the University of Wolverhampton Education and Childcare PA Signing, November, 2009.



Mike Hopkins, Principal of South Birmingham College, Health & social Care PA signing ICC, November, 2008



Aston University Combined Studies and Care PA Signing - LLN Steering Committee held at Birmingham Metropolitan College, January, 2010.



Sustainable communities PA signing with Dr Julia King Vice-Chancellor Aston University and Dr John Blewitt Aston University.



Impact of Progression Agreements

(based on HEFCE Monitoring Return 2010)

Sending Qualification	Number of progression agreements -based on receiving qualifications course to course			Total number of progressions agreements – Signed and implemented	Number of learners on implemented P.A.s who have progressed			Other Qualifications	APEL/APL	
	FD	UG	PG		FD	UG	PG			
Access	45	158	0	203	74	373		City & Guilds in Mental Health. Certificate in Counselling Skills Levels 3&4. Diploma in Counselling Skills Theory Levels 3&4 CACHE Diploma. ILM Certificate in Management, Levels 3,4,5&7 CMI Levels 3,4,5 & 7 IMI Light Vehicle Maintenance CIOB Certificate in Site Management.	Institutions that have APL/APEL in their Progression Agreements UCB:- Early Years. Wolverhampton:- Education, Health and Business. BCU:- Health	
Apprenticeships	19	38		57	18					
APEL	11	42	18	71						
BA/BSc			26	26		4				
BTEC L3	131	470		601	110	174				
FD		51		51		135				
HNC		39		39	3	36				
HND		96		96	13	74				
NVQ 3/4/5	149	104		253	162	65				
Other	51	86		137	167	287				
TOTAL	316	1084	44	1463	529	1144	4			

Health & Social Care PA signing ICC, November, 2008.
 L to R: Patrick Highton (BBSLLN), Mike Hopkins Principal, South Birmingham College, Norman Cave, Principal, Bournville College, Ray Linforth, Principal, University College Birmingham, Amarjit Basi, Principal, Walsall College, Keith Bate, Principal, Halesowen College.



Employer Engagement and the Working Neighbourhoods Fund

“Local Communities Higher Skills”



be

The Education Business Link Consortium
for Staffordshire and Stoke on Trent



A successful bid by Birmingham, Black Country and Solihull Lifelong Learning Network (BBSLLN) led to an agreement with Birmingham City Council's "Business Development and Innovation Team" (BCCBDI) to broker the delivery of a range of flexible, modular and 'bite-sized' higher level qualifications for employees in Birmingham's workforce. The project also included a new and innovative approach to placing HE in FE Graduates into business.

To mark the start of this new approach to higher level skills training, the LLN invited Lord Digby Jones to address the local business community at a free breakfast event at Aston Villa on the 25th of November, 2009. In formally launching the project Digby concluded that "Business cannot afford unskilled managers, but it could now afford to train them." Since the launch the project has



moved from strength to strength, with both strands of the project successfully delivered ahead of schedule and to budget demonstrating that there is an obvious demand for this kind of activity. Through our five partner Colleges and two Universities we have been able to offer a real solution for employers by providing access to a wide range of flexible, modular "bite-sized" higher level training and qualifications.

Pictured: Lord Digby Jones talks Higher Skills at the breakfast event in November, 2010.

A short video of the Digby Jones roadshow on WNF can be found on www.youtube.com.





Case Studies

The 2008 downturn in the economic climate during the recession hit businesses hard and almost 60% of beneficiaries on the programme opted to undergo training to improve their Leadership and Management skills. As a result of enrolling on an ILM Level 5 Award course key elements of the course led one entrepreneur, to re think his personal and business goals. On the course he met a like-minded person and fellow Entrepreneur. Steve Wall and Graham Perry are now pooling their knowledge and expertise in a new company venture. "Without both the inspiration of the course opportunity and the exceptional training provided this venture and new founded optimism would not have happened."

Almost 50 students of Newman University College celebrated completion of Chartered Management Institute (CMI) qualifications on 7th September. Yvonne Walford, a CMI student at Newman University College spoke about her experience of the intensive modules:

"Upon recognising a gap in my skills I decided to enrol for the CMI Award. The course was perfect as it gave me the opportunity to study different and flexible modules. It supported me in my current role as a nursery manager"



Pictured: Students at Newman University College

The second strand of the project was to place HE in FE graduates into local businesses. This was a new and innovative "prototype" approach to introduce graduate skills and knowledge into business. In almost every aspect of its work, Project B could be considered successful as there was significant learning for all partners. Graduates and employers who participated found the scheme beneficial and said they would recommend it to others. Disappointingly, due to significant spending cuts imposed by BE-Birmingham the Graduate Placement strand was closed by mutual agreement at the end of September 2010. At that stage, 19 HE-in-FE graduates had been placed in companies. Funding cuts

also saw a reduction in the number of L4+ flexible modules to be delivered.

Despite the cuts in funding the project has engaged with 277 beneficiaries and successfully delivered in excess of 400 higher skills modules. The project called for all outputs to be delivered to a minimum Level 4 standard but encouragingly some 39% have been delivered at Level 5. Employers and beneficiaries alike have all found the project to have been of benefit. There is undoubtedly demand for this type of flexible, bite size training activity, and we are proud to have achieved our success.



ILM students at South Birmingham College.



THE PROJECT HAS ENGAGED WITH 277 BENEFICIARIES AND SUCCESSFULLY DELIVERED IN EXCESS OF 400 HIGHER SKILLS MODULES.

Strand 1 - Flexible Modular Delivery

Uptake on the project was continually ahead of profile and we achieved in excess of the revised target of 370 ahead of the March 31st 2011 closure deadline. Despite the cut in funding the project will have engaged with a combined total of 277 beneficiaries and successfully delivered a total number of 406 higher skills modules.

The changing landscape throughout the project did not make this an easy project to deliver. Although a good working relationship was established with the BCC Project Officer there were a number of instances where BCC attempted to move the “goal posts”. Changes were attempted in what appeared to be with the benefit of hindsight, many after the project had been running for some months.

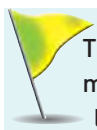
On a positive Note

Outputs Profiled	Total Outputs Achieved to Date	%
370	406	109



Contractually we were obliged to deliver at Level 4. However, of the 406 Outputs 158 (39%) were delivered at Level 5 with three at Level 6. The gender split was relatively well balanced in both the Level 4 and Graduate Advantage strands, as was the ethnicity split. 35% of the outputs were delivered in BCC defined “Super Output Areas” (deprived areas in the City). We also engaged with a small number of notified disability beneficiaries.

We had no specific targets to meet in these areas but the results are added value for BCC as they help to meet their targets in these areas.



There has been a strong demand for Leadership and Management modules. In total some 290 (71%) L & M modules delivered at both levels 4 and 5.

Graduate Advantage Strand – “Project B”

As agreed with BCC this activity strand closed at the end of September 2010.

Measured purely on outputs achieved against original target, Project B could not be called a total success. However, in almost every other aspect of its work, Project B could be considered successful as there was significant learning for all partners. Graduates and employers who participated found the scheme beneficial and said they would recommend it to others.

Graduate Advantage, as agreed, commissioned an independent external project evaluation based on the exit plan agreed between BBS LLN and Graduate Advantage. A copy of the full Project B evaluation report is available on the LLN’s website at www.bbcslln.ac.uk

Evaluation

As part of the LLN contribution to the project we commissioned an independent external evaluation. Findings were presented at the final WNF Working Group meeting held on 12th April 2011. The full report was made available to WG members and wider dissemination will be via the LLN’s legacy websites.

Early Findings of the Evaluation:

PARTNERS

- Generally very well received.
- Complimented their current offer, albeit in different ways.
- Allowed opportunity to deliver programmes where difficulty had been experienced in recruitment.
- Allowed opportunity to take risk.
- Preferred more planning time.

EMPLOYERS

- Positive response.
- Training met expectations.
- Resulted in better decision making.
- Improved utilization of existing as well as new skills.
- Time issues with work based projects – staff and supervisory.

BENEFICIARIES

- Additional skills enable consolidation of position in company.
- Able to do job better.
- Further learning opportunities.
- Prospects for possible promotion.
- Improved self esteem arising from sense of achievement.

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Are your staff at the top of their game?

BBS the business school
Birmingham City University
LIFELONG LEARNING NETWORK

Guide your Business towards enhanced productivity and profitability - Add Value Not Cost. There are a variety of courses available including Leadership and Management, Financial Management and many more...

All courses are run by accredited organizations such as Birmingham Metropolitan College and gain credits towards professional qualifications.





Final Report

WNF Beneficiary Analysis – presented to the LLN Steering Group 24/3/2011

A final project evaluation report has been produced and circulated to SG members and is available on the website - www.bbcsln.ac.uk

Level 4 Flexible Module Strand

Total Beneficiaries	Outputs Profiled	Outputs Actual	Achieved	Male	Female	SOA	BEM
277	370	406	109%	51%	49%	35%	53%
Disability		18 - 25	26 - 35	36 - 45	46 - 55	56 - 65	Average Age
4%		18%	30%	27%	18%	7%	40



Project Closure

Project delivery formally closed as of 31st March, 2011. An agreed closure plan has been implemented and all project funding satisfactorily reconciled.

Graduate Advantage Project B Strand

Total Beneficiaries	Male	Female	SOA	Disability	BEM	Av Age	18 - 25	26 - 35
19/20	42%	58%	17%	0	58%	24	63%	37%

Information, Advice, Guidance and Learner Support via the LLN



Our LLN made the decision to commence IAG activities by working with and within the parameters of our partners in colleges and HEIs IAG and student services functions, along with the wider

partnership with agencies such as Connexions and Next Steps. Initially, we opted not to appoint a specific member of staff to instigate this, however as our activities increased and we began to

develop a 'product' by way of Progression Agreements' we sought to employ an experienced IAG and Learner Support Coordinator to manage the delivery of aims stated within our strategy.

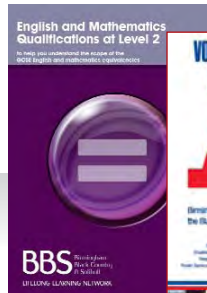
We clearly endeavoured and succeeded to work closely with our college and HE and private training provider partners and included collaborative work with other agencies such as Aimhigher, Union Learn and Fdf. We had messages which we wanted to disseminate

both to learners and FE/HE staff about progression and routes for vocational learners and, unusually for an LLN, we delivered much of this through direct contact with learners – with a result of raising staff awareness and confidence at the same time. This 'stepping

stone' approach gave examples that are now being carried forward and sustained by the HE and FE student support staff. Much of our IAG work has centred around Progression Agreements.



THE HE ROUTE PLANNER WAS DESIGNED AS AN ONLINE PORTAL FOR VOCATIONAL LEARNERS AND THEIR ADVISORS



Staff Development

The LLN held a series of information seminars around the Progression Agreements in December 2008 and January/February 2009 to assist with staff understanding of these new developments. The events, geared towards IAG, curriculum and marketing staff, admissions tutors and schools and colleges liaison officers, gave the opportunity for attendees to

explore the benefits of Progression Agreements for colleges, universities and learners. Additionally, the LLN visited institutions with this programme, to suit the availability of staff – continuing this staff development well into 2010. The comprehensive ground work ensured that there was a firm foundation on which to build upon in the coming months of embedding Progression

Agreements into partner institutions. It was recognised that a reference point was necessary to offer a consistent message – to meet this, the HE Route Planner was designed as an online portal for those studying on a vocational course and their advisors, aiding them to access information concerning progression routes and specific entry requirements

detailed within a Progression Agreement. In addition to over 1,500 staff development briefings, where we concentrated on raising the profile of progression for vocational learners through using Progression Agreements, our LLN also worked in collaboration with outside agencies in facilitating wider staff development opportunities;

- Coordinating and funding attendance for IAG practitioners to attend a one day workshop focussing on supporting the working learner into higher level education - offered by NIACE.

- Coordinating and facilitating IAG practitioners to attend a half day workshop focussing on supporting the working learner in approaching their employer with a view to accessing higher level learning - in collaboration with Foundation Degree Forward.

- Working within Connexions Birmingham staff development programme delivering workshops concerning advising on alternative progression routes for the vocational learner, including part-time options.

- Facilitating staff training sessions for 45 colleagues concerning QCF introduction and 14-19 Diploma structure
- Dissemination and one-to-one briefing sessions to support staff involved with advising the first cohort of 14-19 Diploma students applying to HE.

Progression Agreement Champions - Embedding Progression Agreements in HEIs, FECs and Private Training Providers

Web-based Support for IAG staff within the network



there is also a V6 example using the PA logo inside can this be used? Yes, do we have?

This site was originally designed to host the online 'Toolkit' to support those promoting Progression Agreements to learners. It soon became apparent that this site could be developed into a valuable resource centre – an online space to support IAG staff in many areas of progression for vocational learners. That development has been part focus of the remaining months of the LLN.

www.progressiontoHENetwork.org.uk

"This online space provides us with a good opportunity for collaborative working and information sharing across our institutions, especially aiding practitioners in supporting their vocational learners." - FEC Head of Careers and Café member (Careers Advisors in further Education).

- Online resource to support advisors in the embedding and naturalising of Progression Agreements
- Videos to use with learners – how to use and PA on a UCAS form and how to use the HE Route Planner
- Downloadable PA documentation
- logos for in-house tailoring and use
- E-book library/reference docs
- Good news/share good practice
- resource links
- named contacts across the partnership
- sustainability – 20 individuals have been trained from across the Network to equip them with the skills to update this website, keeping it current and live after the LLN has handed over. It has funding to be hosted until July 2012
- A social media presence via YouTube, Facebook, Twitter and LinkedIn.

Background to the Progression Agreement Champions

The Progression Co-ordinators within the LLN successfully developed Progression Agreements between the HEIs and the FECs in 2007-09 and continued this work; Staff development had been taking place and the HE Route Planner was live. The next phase for the LLN was to assist partners in embedding PAs into their institutions. All student services were engaged, however it was recognised that specific intensive targeting with financial support for selected institutions would help establish process of embedding and supply examples of good practice the rest of the Network could draw from. The BBSLLN funded positions for 5 P.A. Champions within a range of FE colleges which were

representative of both institutions where good practice in progression into HE was already working and other FECs which needed help and support in this area – effectively a support and development network of practitioners within the Network. Typically, the job role of a nominated 'P.A. Champion' was working within the Student Services, Careers and IAG function of an FE college.

"The toolkit did ensure we (IAG practitioners) weren't having to re-invent the wheel – we could draw on and adapt the materials to suit our audience and college".- PA Champion

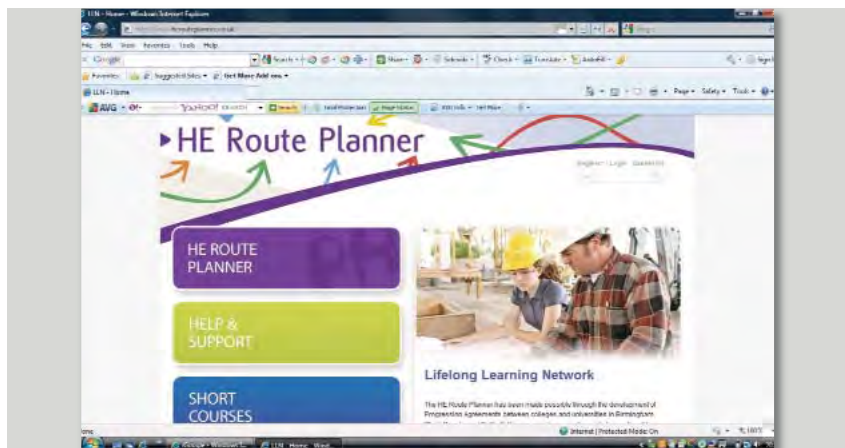
To facilitate continuity of message, a Progression Agreement Champion Toolkit was developed supporting the Champions in their work. Literature, posters, presentations, video clips, and logos were included into the Toolkit for use and adaptation.

The Progression Agreement Champions met regularly to discuss and share their approaches and during these meetings, individuals gained from networking with peers from other institutions.



Approaches used to enhance current practice

- identifying PA linked courses in prospectuses - both online and paper based versions - using LLN PA logo
- presentations to learners and parents/carers 'what is a PA? and how they are used'
- tailored in-house publications
- written into college progression interventions strategy
- definitions and details of the function of PAs on websites/literature being used as a marketing tool
- case study examples
- developed and enhanced links, dialogue and collaboration with HEIs



Date launched

- February 2010

Background

- www.herouteplanner.co.uk

Gives clarity as to what a level 3 vocational learner needs to achieve in order to progress onto their chosen higher education course.

This tool was set up in collaboration with AimHigher West Midlands and was linked directly with the data sets used within the regional prospectus hosted on the AimHigher Learning Pathways System (ALPs) website.

700

Usage

- Average 700 individual visitors per month

Publicity – the HE route planner has been publicised with a wide audience

- To the Network via PWGs and IAG network and staff briefings
- To Learners - by LLN staff, HEI and College Staff via HE fairs, Apprenticeship Roadshows, LLN Roadshows, within 1-21 advice sessions, and group presentations.
- Bookmarks distributed x 6,000

Sustainability

- The HE Route Planner is continuing to be hosted online post LLN up to July 2012

Publications

- To supplement the online resource information our LLN produced printed materials including subject specific progression grids to use with learners.



“Way to Go”

Date

- June 2010

Background

- developed as a leaflet to introduce the variety of vocational learning and more specifically the progression routes from vocational further education – up to higher education – with established Progression Agreements routes attached. This booklet follows a Q&A format.
- **Number produced - 6,000**
- Distribution – via FEC and HEI IAG practitioners across the Network; at HE fairs; Progression Agreement presentations in institutions to staff and with learners; LLN Student Roadshows.

A2Z – Vocational Learning Guide



Background

The A2Z Guide to Vocational Learning is a publication which originated under Aimhigher Birmingham and Solihull. In 2008 the LLN joined to extend and expanded the publication to embrace a wider set of case studies and curriculum areas.

This has been a very successful publication. IAG Advisors across the network have used a total of 10,000 printed copies of this publication with learners, and it has seen two updates within the life span of the LLN – ensuring the information is current and relevant for the readership.

“This is a great cover-all publication for any learner who is a little uncertain of considering courses other than A levels – it’s the one I reach for.”

Schools advisor

The publication illustrates the diversity of progression routes undertaken by using:

- real case studies from local learners all at different stages of their career
- different experiences of learning including adults and young people from vocational routes into careers and higher education
- industry background and current labour market climate for different sectors within the world of work and also features many ‘find out more’ contacts.

Most recent update - July 2010

Online availability - e-book with downloadable files

– availability as an e-book and also as software files which are available to be downloaded and added to any website or internet / intranet
www.progressiontoHENetwork.org.uk

Current Account

Your guide to finances on part-time higher education courses in the West Midlands



Number distributed - 2,000
– across the network by IAG practitioners

Online availability - e-book with downloadable files

– availability as an e-book and also as software files which are available to be downloaded and added to any website or internet / intranet
www.progressiontoHENetwork.org.uk

Date - Jan 2011

Background

Developed in response to the predicted increased numbers of part-time learners wishing to access HE and the void evident in the information they could access regarding funding opportunities.

The Current Account is a signposting guide to finance for those thinking of starting on a part-time HE course. The booklet contains a double page entry from each of the Universities within the Network that offer part-time courses.

The Universities have taken this opportunity to allay any fears and address any issues a prospective part-time learner may have. They have also provided reassuring quotes from current part-time learners.

The final section of Current Account covers the contact details for other providers within the WM region offering HE courses.

“A compact straightforward guide – just what’s needed for this potentially difficult topic.”
Timely too, in this current climate.”



Clarifying GCSE equivalencies for entry into HE

Background

Over the years there has often been heard an underlying concern regarding the statement 'GCSE or equivalent' when mentioning entry requirements into HE. This 'overall' statement offers little information for many of the vocational learners who may have missed taking their GCSE qualifications 'first time round' at school, but who are working towards – or achieved –

other equivalent level two qualifications. Our neighbouring LLN covering Staffordshire, Shropshire, Stoke-on-Trent, Telford and Wrekin undertook a project around this with great success and they kindly agreed for our LLN to replicate elements of the project within our area.

Birmingham City University and University College Birmingham have both benefited from this

intervention with the resulting online and poster tools available to offer clarity and consistency of message for all.

We were also given kind permission to develop the publication 'English and Mathematics Qualifications at Level 2' into an e-book which is now hosted on the progressiontoHENetwork.org.uk site and is being promoted to HE admissions staff across the network.

English and Mathematics Qualifications at Level 2

To help you understand the scope of the GCSE English and mathematics equivalencies



Lifelong Learning Network
Birmingham Black Country & Solihull

BBS Birmingham Black Country & Solihull
LIFELONG LEARNING NETWORK

Aneesah is 19 and is in the first year of her Degree course BA (Hons)

Early Childhood and Education Studies at Birmingham City University.

After leaving school at 16 with GCSE's .Aneesah was ready for her next step. She had researched her options: "I listened to a course outline whilst I was at a college open day with friends – it sounded really different and interesting, so I put in my application form and was accepted."

Aneesah began her further education on a Cache Diploma in Childcare and Education at University College Birmingham. Aneesah speaks of the change from school life to college life:



"I liked the location of the college and because it is not too big, I did get to know everyone and found my way around ok." She explains 'I wanted to gain practical experience alongside my learning.' and says "I benefited from the support offered by College staff onsite – and I also very much appreciated the friendly support offered by the staff during my placements."

This made the whole FE experience welcoming and positive for Aneesah.

During her first year at College, Aneesah's group were given a workshop "I was told about the higher learning opportunities that I could do when I finished the course. I also discovered that it would benefit me in the future if I continued in education and expanded my knowledge, as there are better job opportunities at

graduate level." This prompted Aneesah to think about what was next for her.

During the Higher Education Fair put on by her college, Aneesah met with a member of staff from the Birmingham, Black Country and Solihull Lifelong Learning Network – and subsequently learnt about Progression Agreements between her course and the local Universities. With support from her college Aneesah used her Progression Agreement to apply to Birmingham City University. "knowing there was a Progression Agreement between my courses made me feel like the University understood where I was coming from and they knew that I could cope with their HE degree course. This gave me confidence and I knew exactly what grades/points I needed to achieve to get my place"

Aneesah did very well at level three gaining 240 UCAS points, she secured her place at BCU and began only last

month. "the level of work is much higher but I am coping well with support and listening to exactly what is expected....and I'm doing lots more reading. Budgeting is complicated as I am trying to balance essentials such as books, stationary and food – and still leave some cash for the odd student night out! I know there is budgeting support available at BCU, so I'm sure I'll be ok." To supplement the student loans and also to boost her CV, Aneesah is working part time. "this is ok for me as I am able to fit it alongside my personal studying and set timetable."

University life is living up to Aneesah's expectations "I'm being challenged academically and have so many new friends, freshers week really helped everyone to mingle. I'm really excited about the years to come and look forward to applying what I have learnt, using it to help me become successful in my career.

Apprenticeship Progression

Apprenticeship recognition statement and badge scheme



Apprenticeships
- Good for our Business with Apprenticeships
- Good for our Learners.

BBSLLN have successfully piloted an Apprenticeship Recognition and Badge Scheme with higher education providers across the region. Under the scheme HE providers, including universities, colleges and private training agencies, were asked to adopt a policy statement recognising the Advanced Apprenticeship as an eligible entry qualification and encouraging applications. The

statement also contains a commitment to other positive steps such as ensuring that Advanced Apprenticeships are listed as suitable entry qualifications in course publicity materials.

A second element of the scheme will see participating institutions awarded a badge in recognition of their positive stance on apprentices. The badge, incorporating the

National Apprenticeship Service (NAS) logo, will be the HE providers' equivalent of the NAS badge for employers, replacing the strap line:

Apprenticeships - Good for our Business with Apprenticeships
- Good for our Learners.

NAS plan to introduce the provider badge alongside a new Higher Apprenticeship Fund later this year.

In the meantime the Apprenticeship Recognition Statement scheme has been used successfully as the basis of a regional Apprenticeship Admission Pledge for HE providers in the Sussex Learning Network region and a launch event for the West Midlands Apprenticeship Admission Pledge was held in Birmingham on 17 June, 2011 at The Crowne Plaza Birmingham.

HIGHER APPRENTICESHIP FRAMEWORKS



We have actively supported the development of higher apprenticeship frameworks providing increased opportunities for apprentices to gain higher skills. We worked with Construction Skills Sector Skills Council to promote their Higher Apprenticeship in Construction Site Management with local HE providers and the first cohort of students recently enrolled on the programme at Stourbridge College. We have also contributed to the development of new and revised higher frameworks to comply with a new statutory specification for apprenticeships which came

into force at the beginning of April 2011. Under the new specification practical and technical skills can be taught and assessed separately or through integrated qualifications such as Foundation Degrees and a Higher Apprenticeship programme can now be delivered at either Level 4 or Level 5. We anticipated that many SSCs planning to introduce new higher frameworks might struggle to do so by April 2011 due to the complexity of meeting sector requirements in existing HE qualifications which would need to incorporate national occupational standards.

To provide clarification of the situation for our Network partners, we have disseminated the results of a telephone survey we conducted of all twenty-three Sector Skills Councils (SSCs) which revealed that only two new frameworks would be available from April, with thirteen more planned to be available within the following twelve months. We have contributed to a national working group convened by Construction Skills SSC to design a new Level 5 Higher Apprenticeship framework incorporating a sector endorsed Foundation Degree to be locally validated by HEIs. Similarly we have

contributed to work being conducted by Skills for Health SSC aimed at developing three new higher apprenticeship frameworks incorporating Foundation Degrees. We have also contributed to a consultation by the Council for Administration on generic Higher Apprenticeship frameworks in Business and Leadership and Management at Level 4 and 5 respectively. Throughout all our work on apprenticeship progression we have engaged with and supported apprenticeship provider groups and West Midlands NAS in a range of events and initiatives to promote apprenticeship recruitment and progression.

EMPLOYER FOCUSED UNIT ACCREDITATION AND PROGRESSION PROJECT A

In partnership with the Birmingham, Black Country, and Solihull LLN, Stourbridge College has been leading on a number of projects working with employers to explore ways to address the professional skills gap by testing their willingness to engage and financially support their workforce to progress on to Level 4 (and beyond) qualifications.

One element of these projects was to test:

- Employer interest in supporting their workforce to gain competence at level 4 and above via the new 'Higher Level Apprenticeship' being developed by Construction Skills and supported by the UK government.

The higher level apprenticeship framework comprises:

- A technical certificate e.g. HNC/HNC/FD
- A vocational qualification e.g. the new QCF level 6 programme (equivalent to NVQ L4)
- Competence in Functional Skills (Maths, English and IT)

Interim results (31.03.2011)

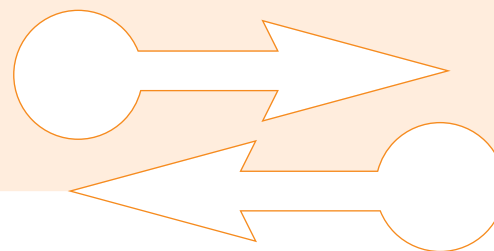
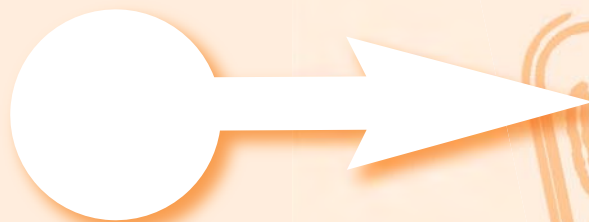
- 22 employers expressed an interest in testing the pilot;
- 20 learners expressed an interest in testing the pilot;
- 13 learners enrolled;
- 3 learners interested but require employer permission for recruitment to take place.
- 4 learners will be enrolled as part of the ongoing recruitment for the HLA programme.

CONCLUSION

Employers require a flexible training mode where the activity takes place either in the working environment using NVQ style of delivery or offer choices to meet business needs. The experience of the project suggests that learning institutions must revise their training delivery modes if they are to engage employers effectively.

THIS REQUIRES:

- Marketing programmes to meet the business needs of companies
- Linking training to occupational competence requirements of the individual;
- An organisational and cultural shift towards providing flexible learning opportunities including more work place delivery, varied delivery methods, flexible start dates, variable course length and bitesize/modular, flexible timetables and locations.



FLEXIBLE LEARNING OPPORTUNITIES

VARIED DELIVERY METHODS

VARIABLE COURSE LENGTH

MORE WORK PLACE DELIVERY

FLEXIBLE START DATES

BITESIZE/MODULAR, FLEXIBLE TIMETABLES AND LOCATIONS.

Alex has worked in the construction industry for 6 years having been self employed and working on general building jobs, house repairs, extensions and landscape gardening.



He studied for an ICA Level 2 construction qualification at Stourbridge Colleges Advanced Technology Centre and decided that, as he'd had such a good experience at college, he'd like to go onto university to take his career a step further. He enrolled on an Advanced Apprenticeship in Brickwork, NVQ Level 3 at the ATC – equivalent to 2 A Levels – which paved the way for him to go onto Higher Education to study construction. Alex said: "The tutors at Stourbridge College have

been great and when I explained my ambition of going to university they told me about the Progression Agreement scheme at the college. I went along to a Birmingham City University Open Day, applied and got an interview and was offered an unconditional place" Alex accepted the offer on his Construction Management and Economics Degree course and continues to be self employed to help fund himself through his degree.

ROADSHOWS



Roadshows were seen as a good way of promoting progression agreements and were built into the LLN's Business Plan, so it was agreed with our partners to organise six events. We worked with the two Aimhigher partnerships in the Birmingham Solihull and the Black Country, who partially funded the events. The first Roadshow, The Big Event and Move On Up! was aimed at learners from across the region and provided advice and guidance on careers in health, social care and early years. Following on from the success of this event, five further Roadshows were delivered to over 3,000 learners:

- Three Health, Social Care, Early Years and Education
- Two Construction and Engineering
- One Business and Professional Management Studies

The Roadshows were aimed at second year, level 3 vocational and Access to HE learners, potential HE students who would be considering applying through UCAS.

Events featured a number of presentations on the background to and benefits of progression agreements with accompanying inputs on the UCAS application process and student finance. During the course of the events, attendees were able to visit partner HE stands and ask questions about courses and programmes.

With the focus on embedding our work and following 2008/09 and 2010's successful events, partners have now received handover documentation and plans are going ahead with at least three universities collaborating together to "take up the baton" from the LLN. and organise future events when the LLN is no longer present.

Evidence from both of the Health, Social Care and Business and Management Working Groups is that this is highly likely.

All of the responses recorded showed high levels of satisfaction from Learners attending both of the events.

Scores were consistently between 72% and 93% (Good/Very Good) with the exception of the Finance Leaflet (66.7%) at the Birmingham Roadshow. 9 out of every 10 attendees felt the roadshow helped them make a more informed choice about going on to study at Higher Education, with over half saying they are now more likely to consider HE than before the event. These have proven a very effective way of communicating the progression agreement message directly to vocation level 3 learners.

25% of the attendees to the roadshows from one training provider used progression agreements to secure their place at a university of their choice.





Health Social Care and Early Years Roadshow, September 2010.



Students at Health Social Care and Early Years Roadshow, October 2010.



A short video of the roadshows on progression agreements can be found on www.youtube.com/progressionagreements.

The Real Apprentice Roadshow



Contact:

For more information about ongoing events in 2011/12, please contact Jo Robb, BCTG, 0121 544 6455

Another key initiative which the LLN has supported over the last 3 years and which have been a great success in previous years is the "The Real Apprentice Roadshow". In Spring 2011 BBC&S LLN again supported these valuable Roadshows at seven venues across the sub region with an information and advice stand. The turnout was consistently high and provided an excellent opportunity to talk about progression with entire families. These events are targeted predominantly towards those who are thinking of leaving school after year 11 (after completion of GCSEs) and we produced a 'Where Next?' booklet specifically for distribution at the Roadshows. The booklet was written with a specific focus on Apprenticeships and Progression Agreements for this age range and serves as a useful way of showing parents/carers and wider family that progression into Higher Education is possible following from an Advanced Apprenticeship. Recognition for funding and

organisation for the continuation of these events should go to Sandwell, Dudley, Wolverhampton, Walsall, Solihull Local Authorities in the Black Country as well as the Birmingham Network, Black Country Training Group (BCTG) and BBC&S LLN for the Birmingham dates. The events were organised by BCTG.

- The Real Apprentice Roadshow ran at:**
- WOLVERHAMPTON FC - THE MOLINEUX ON 8TH MARCH 2011
 - WALSALL FC - BESCOT STADIUM - 10TH MARCH
 - BRIERLEY HILL CIVIC HALL - 15TH MARCH
 - WARWICKSHIRE COUNTY CRICKET GROUND - 31ST MARCH
 - SOLIHULL - THE RENEWAL CENTRE - 6TH APRIL
 - ASTON VILLA FOOTBALL GROUND - 12TH MAY

Apprenticeships - Where next?



Date

March 2010
reprint March 2011

- **Number produced - 2,000**
- **Distribution** – via the “Real Apprenticeship” Roadshows – seven held annually across the Network - via IAG practitioners across the Network.

Background

This guide is primarily aimed towards those year 10/year 11 learners thinking of their next step from GCSE and/or leaving school.

The main focus is to explain the nature and unique features of following an Apprenticeship route – earning whilst learning. This booklet illustrates how it is possible to progress from an Advanced Apprenticeship into and through higher education.



Appendix

LIST OF ALL LLN PARTNER COLLEGES AND TRAINING PROVIDERS WHO HAVE BENEFITED FROM PROGRESSION AGREEMENTS WITH HIGHER EDUCATION INSTITUTIONS

- Birmingham Metropolitan College
- Bournville College
- City College, Birmingham
- City of Wolverhampton College
- Dudley College
- Halesowen College
- Joseph Chamberlain 6th Form College
- Sandwell College
- Solihull College
- South Birmingham College
- Stourbridge College
- Telford College of Arts & Technology
- UCB (FE)
- Walsall College



TRAINING PROVIDERS

- Bastock Firth
- Black Country Cardiovascular Network
- Black Country Training Group
- Crackerjack Training Ltd
- CSCM Learning
- GB Training
- Heart of Birmingham Teaching Primary Care Trust
- Sandwell Metropolitan Borough council
- Staffordshire, Shropshire and the Black Country Neonatal Network
- The Birmingham Care Development Agency
- Walsall Housing Training



HEI'S

- UCB
- UoW
- Etc



ACKNOWLEDGEMENTS

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BBS Birmingham
Black Country
& Solihull

LIFELONG LEARNING NETWORK



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