West London Lifelong Learning Network Projects
West London Lifelong Learning Network Statistics

<table>
<thead>
<tr>
<th>Category</th>
<th>Count/Details</th>
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<tbody>
<tr>
<td>Network academic partners</td>
<td>14</td>
</tr>
<tr>
<td>Sector Skills Councils and professional bodies engaged</td>
<td>16 Sector Skills Councils and professional bodies engaged</td>
</tr>
<tr>
<td>New Foundation Degrees funded and supported</td>
<td>19 new Foundation Degrees funded and supported</td>
</tr>
<tr>
<td>Learners recruited onto re-formatted undergraduate programmes</td>
<td>74 learners recruited onto re-formatted undergraduate programmes</td>
</tr>
<tr>
<td>Students recruited onto Foundation Degrees</td>
<td>Over 200 students recruited onto our Foundation Degrees</td>
</tr>
<tr>
<td>Learners accessed additional e-Learning support</td>
<td>498 learners accessed additional e-Learning support</td>
</tr>
<tr>
<td>Learners benefited from Level 4 learner support provision</td>
<td>1,175 learners benefited from our Level 4 learner support provision</td>
</tr>
<tr>
<td>Partner institution staff and employers undertook CPD activities</td>
<td>Over 2,200 partner institution staff and employers undertook our CPD activities</td>
</tr>
<tr>
<td>Learners received materials, focused IAG advice and attended events</td>
<td>Over 3,600 learners received materials, focused IAG advice and attended events</td>
</tr>
<tr>
<td>Visitors visited our website</td>
<td>Over 170,000 people visited our website</td>
</tr>
<tr>
<td>New Foundation Degrees funded and supported</td>
<td>Over 19 new Foundation Degrees funded and supported</td>
</tr>
<tr>
<td>Additional funding allocated to partners through ASNs</td>
<td>Over £1,000,000 worth of additional funding allocated to our partners through more than 275 Additional Student Numbers (ASNs) worth approximately £5,000 each</td>
</tr>
<tr>
<td>Learners recruited onto re-formatted undergraduate programmes</td>
<td>74 learners recruited onto re-formatted undergraduate programmes</td>
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The 30 Lifelong Learning Networks (LLNs) created across England were the brainchild of Howard (now Sir Howard) Newby, Chief Executive of the Higher Education Funding Council for England (HEFCE) for five years from 2001. His vision was to:

- Tackle the disparity between academic and vocational learner applications to Higher Education (HE)
- Address the different participation rates between social classes, some minority ethnic groups and disabled people
- Increase the number of work-based learners entering HE.

£106,000,000 of Strategic Development Funding was provided to establish and operate the LLNs, and this remains a record amount for a single HEFCE initiative.

LLNs are partnerships of regional, or sub-regional, Higher and Further Education (FE) providers and other interested stakeholders such as Learning and Skills Councils, Aimhigher and employers.

What is the LLN role?

Operating from agreed, target driven, business plans LLNs work with their Network Partners to identify and remove barriers to vocational learner progression by:

- Providing impartial information, advice and guidance around progression opportunities and routes
- Assisting HE admissions staff to better understand the vocational qualifications structure, and appreciate the skills and contribution vocational learners make to University life
- Creating Progression Agreements to clarify HE entry requirements for vocational learners.

LLNs created frameworks and agreements between FE and HE to enable progression and help partners create more places for vocational learners by providing targeted Additional Student Numbers (ASN) funding.

Working through employment specific sector groups the development and delivery of new provision was initiated and funded. Curriculum matching which addressed the particular needs of vocational learners was supported and, where necessary, pre- and post-admission bridging courses were developed to help the transition from FE to HE.

Projects which addressed specific problems, such as HE study skills, Mathematics and the use of e-Learning were commissioned and delivered.

The requirements of students with learning difficulties or those from challenging backgrounds became a focus as LLNs matured and understood the full extent and nature of the barriers to HE entry which exist for some groups.
How has the West London Lifelong Learning Network (WL LLN) performed in delivering Newby’s vision?

A series of very favourable HEFCE monitoring reports, a leading role in developing and delivering Pan London and National projects and the achievement of our business plan objectives suggest we have done well.

This booklet describes a number of our projects and initiatives since our formation in 2006. All of our work has been important but our particular success in tackling some of the inherent problems learners have with Mathematics and our programmes to increase the number of students with learning difficulties entering HE deserve wider national recognition and take-up. Our contribution to the expansion of the range of Foundation Degrees in the Long Term Conditions area of Health is outstanding.

LLNs were conceived as partnerships and West London is particularly fortunate in the skills, dedication and consistency of our Network Board partner representatives. Andrew Ward, the founding Chair of the WL LLN, set the tone establishing the good relationships which still exist. Following on from Andrew, Paul Phillips (our current Chair) has been highly supportive, accessible and full of good advice. I would like to record my thanks to all of our Board members and the organisations they represent.

Thames Valley University is, and will continue to be, our host organisation. They have looked after us and provided the finance, HR and technical support for us to operate as an integrated part of the University. I would also like to thank the HEFCE teams in London and Bristol – we have had excellent support and understandable guidance to develop and deliver the WL LLN initiative.

Finally I would like to thank the WL LLN staff team. Every member has made a massive contribution to the success of the Network and there are many learners in HE today that would not be there had it not been for their work. The team is proud of what we have achieved and our Network Partners have unanimously agreed to support a Phase II WL LLN with continuing partnership and financial support.

Phase II of the WL LLN will be very different from its predecessor with fewer staff and less money to support projects. Our work will focus on embedding and sustaining many of the projects described in this publication. We will provide our partners with time, expertise and access to Pan London and National resources to ensure proper development and support for vocational learners – in that respect little will change!

Graeme Hall
Executive Director
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Workforce Design and Development

The Pan London LLN Health Collaboration

London’s health economy is a major sector. It:

- Employs over 249,500 people, accounting for 6.1% of all regional employment
- Increased by 33% between 1998 and 2008
- Employs approximately 14.8% of England’s total healthcare workforce, providing services to London’s 7.5 million residents as well as UK patients and overseas visitors
- Has a world-class reputation for healthcare delivery and research and development
- Has a highly qualified workforce (59% at NVQ Level 4 or above) - higher than the national average.

However, London’s health service still needs growth and change making it necessary to design, plan and build a capable workforce.

In 2007, we took the lead in establishing the Pan London LLN Health Collaboration to pool West London LLN and other London LLNs’ resources to avoid duplication of effort and help develop the workforce. The Collaboration successfully made a bid to become a national Skills for Health HE Demonstration Site and developed 7 work-based learning projects to identify specific needs for London’s healthcare workforce. These projects enabled employers to design competence-based learning programmes with Universities and other stakeholders. The Collaboration attracted additional funds and resources from the Department of Health, NHS London, HEI partners and NHS trusts.

We delivered pilot learning units to:

- Target NHS service priority areas articulated in Lord Darzi’s report Healthcare for London. A Framework for Action
- Incorporate National Occupational Standards
- Enable learning progression
- Strengthen employer commitment and engagement with the health skills agenda
- Address local workforce development issues in the healthcare sector.
The projects included:

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<tr>
<th>Project Partners</th>
<th>Project/Service Area</th>
<th>Learning Programme</th>
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<tbody>
<tr>
<td>Ealing PCT NHS Trust and London Metropolitan University</td>
<td>Mental Health – Up Skill Project</td>
<td>CPD Module</td>
</tr>
<tr>
<td>Offender Health (Dept. of Health), Thames Valley University and Coventry University</td>
<td>Mental Health – Dual Diagnosis in Secure Offender Environments</td>
<td>CPD Module (20 credits accredited at Level 4 and 5)</td>
</tr>
<tr>
<td>Wandsworth PCT NHS Trust and Kingston University</td>
<td>Long Term Conditions – Development of Learning Modules for Assistant Practitioners</td>
<td>Foundation Degree in Long Term Conditions</td>
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<tr>
<td>Queen Elizabeth Hospital NHS Trust and King’s College</td>
<td>Acute Care – Programme to Develop Leadership and Innovation in Nursing and Midwifery Workforce</td>
<td>CPD Module</td>
</tr>
<tr>
<td>Whittington Hospital NHS Trust and Middlesex University</td>
<td>Planned Care – Developing Staff Potential</td>
<td>CPD Module</td>
</tr>
<tr>
<td>South London and Maudsley NHS Foundation Trust, Oxleas NHS Foundation Trust and London South Bank University</td>
<td>Mental Health – Supporting Progression in the Mental Health Sector</td>
<td>CPD Module</td>
</tr>
<tr>
<td>Hillingdon Hospital NHS Trust, Unison and Thames Valley University</td>
<td>Long Term Conditions – Developing Band 4 Roles</td>
<td>Foundation Degree in Long Term Conditions</td>
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Critical Impact Factors

1. **Recognition at national level.** This funded development is recognised by the Higher Education Academy and Skills for Health as innovative national practice, and is cited as a case study to aid workforce development.

2. **Influencing the commissioning process.** The two Foundation Degree programmes are supported by London’s Strategic Health Authority (NHS London) and have funded backfill costs for staff to undertake the courses. We are exploring ways to influence future commissioning of all projects.

3. **Brokering local partnerships.** The Collaboration helped health employers engage with Universities, establish governance protocols and rally project support. We also provided project management advice, support and resources.
Foundation Degrees combine academic and work-based learning so the learner is equipped with the skills and knowledge relevant to their employment.

They are suitable for those new to their chosen career, for those wanting to make a career change, or for those already experienced in their chosen field.

Foundation Degrees attract students from a wide range of backgrounds. In comparison to Bachelor Degree programmes (e.g. BA Hons, BEng Hons, BSc Hons) they successfully draw more learners from areas with low participation in Higher Education.

There are currently 99,760 students on 3,044 Foundation Degrees (2009-10 programme). There are a further 875 Foundation Degrees in development (source: fdf).

We funded the development of the Foundation Degrees listed below with over £100,000:

1. Foundation Degree in Long Term Conditions at Kingston University
2. Foundation Degree in Health Care and Social Work at Ealing, Hammersmith & West London College
3. Foundation Degree in Horticulture at Capel Manor College
4. Foundation Degree in IT Support at Kingston University
5. Foundation Degree in Salon and Spa Management at Uxbridge College
6. Foundation Degree in Logistics at Thames Valley University
7. Foundation Degree in Business Start Up at Thames Valley University
8. Foundation Degree in Retail Operations and People Management at Thames Valley University
9. Foundation Degree in Managing Volunteers at Thames Valley University
10. Foundation Degree in Third (Voluntary) Sector Management at Thames Valley University
11. Foundation Degree in Substance Use and Misuse at Thames Valley University
12. Foundation Degree in Front of House Management at Ealing, Hammersmith & West London College
13. Foundation Degree in Hospitality Management at Ealing, Hammersmith & West London College
14. Foundation Degree in Hospital Play Specialists at Stanmore College
15. Foundation Degree in Biomedical Sciences at University of Westminster.
And **supported** the further development of:

1. Foundation Degree in Garden Design in Practice at Capel Manor College
2. Foundation Degree in Applied Science at Harrow College
3. Foundation Degree in Working with Children and Young People at Stanmore College
4. Foundation Degree in Long Term Conditions at Hillingdon Hospital Trust and Thames Valley University

To date 209 new **vocational learners** have been recruited onto the above courses (correct January 2010).
Widening Learner Choice

Mutually Beneficial Partnerships

We created the *West London IAG Steering Partnership* consisting of the IAG providers in our region irrespective of the guidance delivered. It includes IAG managers from partner Universities and Colleges as well as representatives from *Adult and Community Learning, employers, nextstep and guidance companies*. We shared expertise in research, development and delivery of IAG in the west London area, focusing on current and prospective vocational learners progressing into and through Higher Education and training. It provided a source of expert knowledge on IAG issues for the *WL LLN* and a conduit to share progression information.

The partnership met each term to hear guest speakers, share practice and provide IAG updates. These activities have built and improved links between the members; for example the *BAA* representative invited members to have a stand at their careers event and *Ealing, Hammersmith & West London College* connected with *Hammersmith Hospital*. The partnership hosted a mini conference in October 2009 that explored the 14-19 reforms and the results of IAG research undertaken in west London.

Apprenticeship Progression to Higher Education

We funded and developed a new progression route for apprentices into Higher Education. *Skills for Successful Higher Education* is a Level 4, 10 credit module that prepares apprentices for Higher Education and builds their confidence. *Thames Valley University* is producing and validating the module which will be delivered by our partner Colleges. The *Apprenticeship Completion Certificate*, in conjunction with the module, will provide a progression route for apprentices to enter Higher Education.

To promote apprenticeship progression to Higher Education and the module, we produced the *Apprentice to Master: Progression to Higher Education Qualifications* guide and distributed it to former apprentices. A former apprentice who completed her Foundation Degree in Business and Professional Administration from *West Thames College* and is starting her Top-up to a full Honours Degree at *Kingston University*, said “If you are determined to achieve and are able to tackle hurdles and barriers this is something worth doing. You will be expected to work hard but having a recognised HE qualification will be something to be proud of.”
Where to Start?

We organised 6 IAG events in west London libraries, in partnership with nextstep West London, Hounslow Adult and Community Education and College of North West London. The events were part of our Re-entry to Education: Where to Start campaign. 111 booklets were disseminated and 24 guidance interviews took place.

Promoting New Opportunities

We presented New Opportunities for Progression into Higher Education to 84 Personal Advisors from 5 Connexions Services. Furthermore, two presentations were delivered to 11 Train to Gain Skills Brokers to promote vocational entry to Higher Education. Specialised training has continued to 7 nextstep advisors and Connexions staff.

Change is Good!

Anecdotal evidence from IAG practitioners indicated a need for up skilling and higher level qualifications for IAG staff to deliver Higher Education entry guidance. 72 practitioners and 11 employers responded to our IAG survey. Our resulting report London Information, Advice and Guidance Workforce: Preparing for the Changes Ahead Through Continuing Professional Development is widely disseminated.

Schools and Careers Workshops

We organised two workshops on Careers Guidance: Issues and Updates for IAG advisors from WBL and ESF providers (27 attendees), and school careers advisors, partnered by the Learning and Skills Council (17 attendees). Workshops provided IAG advisors embedded in non-IAG organisations with updates on vocational entry to Higher Education.

Thames Valley University APEL Seminars

Our APEL seminar, Re-engineering a Curriculum to Fit Employers Needs, was arranged for Thames Valley University to look at their APEL system, student experience and the way forward. It was so successful a second seminar was organised. 42 staff attended in total. We are now seeking to replicate this seminar in other institutions.

One-stop Foundation Degree Resource

We created a unique and comprehensive guide to all Foundation Degrees offered by our partners. 183 West London Foundation Degree Directories were distributed to advisors of which 52 were distributed to school careers advisors in partnership with Learning and Skills Council. 175 people registered for updates. The directory is available in print and on our website www.westlondonlln.org.
Progression

Science Careers

Successful completers of the Access to Science programme can now progress to a BSc at Royal Holloway, University of London (RHUL) after they reviewed the science provision at Ealing Hammersmith & West London College. Subject choices are Biochemistry; Biology; Biology with Psychology; Biomedical Sciences; Ecology & Environment; Geology with Biology; Medical Biochemistry; Molecular Biology and Zoology.

Employability for Creative Industries

London College of Music at Thames Valley University will accept 14-19 Diploma and BTEC Diploma students. We brokered new agreements to enable progression for students at Ealing, Hammersmith & West London College; Southwark College; Uxbridge College; Richmond-Upon-Thames College; Esher College and Farnborough College. Their choices are BA in Music Technology; Music Technology & Popular Music Performance; Music Technology with Video or Radio and Broadcasting; with World Music; Music Performance/Composition and Music Technology Specialist.

Green Skills

We funded 2 new Foundation Degrees at Capel Manor College broadening Access to Land Based Studies. After completing the FdSc Horticulture or FdSc Garden Design, the FdSc progression to Level 6 is at Birkbeck, University of London. We are currently negotiating other exit points to ensure wider learner choice.
Skills Workshops for HE Transition

50 vocational learners were supported with a week long series of academic skills workshops, to help their transition to HE. We specifically targeted Brunel University students entering Health Science, Social Care, Engineering and Design. The programme was tailored so maths examples etc were contextualised with various study areas. The learners were from our FE College partners and all had qualifications other than A Levels.

Computer Science

A high level of attainment on the Advanced IT Diploma from Ealing, Hammersmith & West London College, including a pass on the tailored version of the unit delivered by Royal Holloway, University of London’s (RHUL) ‘Programming Java for Lego Robots’, will entitle learners to apply for a new progression route to the BSc Computer Science at RHUL.

The Ideal Business Student!

14-19 Advanced Diploma in Business Administration and Finance learners in our local consortia of schools and Colleges have direct contact with business professionals from the BBC, Coca-Cola, RBS, Disney, BAA, Carillion, IBM, L’Oreal and other high profile businesses. We are sending a strong message to Universities that the learning content will make them the ‘learner of choice’ for progression to Business, Law, Finance and Accounting programmes.

Induction Aids Transition

Kingston University’s 3 day Bridging Module was so successful, it was sustained for the 3rd year running and is now a core requirement. Between 2007-09, 188 new learners progressed from HNDs and Foundation Degrees to a Bachelors Level 6, with 5 learners successfully completing their Masters from the 2007 intake. High levels of attendance were coupled with improved behaviour and capability. There were also changes in learners’ understanding and expectations of workloads, and a range of assessment techniques at Level 6.
Confronting Learning Barriers

Looked after children have poor experiences of education and a low level of achievement compared to the average 7, 11, 14 and 16 year old with few progressing to Higher Education. In 2008, only 14% of children in care achieved 5 A*-C grade GCSEs – the level increasingly seen as the basic threshold for employability (Improving the Educational Attainment of Children in Care, DCSF 2009). This compares unfavourably with 65% of all children.

We funded Changing Futures, a 3 day blended learning programme to explore and challenge barriers to learning and progression for care leavers at the University of Westminster. The programme is delivered through two face-to-face sessions and one online session. The whole programme is supported by an interactive online environment developed specifically for the learners.

The programme also incorporates a mentoring scheme. All mentors are current Higher Education students with experience of residential and/or foster care homes. The mentors are positive role models and give young people the opportunity to share experiences and gain a real insight into Higher Education and future possibilities.

Equality and Diversity

Inclusive Practice

We funded the Level 7 Inclusive Learning Programme module at the University of Westminster to support the development of teachers’ skills in creating and delivering an ‘inclusive practice’ style in the classroom to better identify and support students with learning difficulties. This style of teaching ensures that staff are able to recognise the characteristics of students with learning differences and develop appropriate strategies to support them.
London Higher Level Vocational Learner of the Year 2009

Jackie Fitzwater won the London Higher Level Vocational Learner of the Year 2009 award, which we sponsored, at the London Regional Adult Learners’ Week 2009 Awards, winning £200 of vouchers to spend on course texts. She undertook the Foundation Degree in Early Years Care and Education at West Thames College (run in collaboration with Kingston University) as she wanted to better help and support the children she looks after as a nursery nurse, increasing her confidence and understanding. Jackie has been accepted by Kingston University to study for a BA Honours in Early Years and is contemplating a teaching career. She is a shining example that age is irrelevant when it comes to furthering your education and represents what lifelong learning is about: improving your skills and developing as a worker to achieve better results.

Engineering & Technology Lifelong Learning Award

We presented the first Engineering & Technology Lifelong Learning Award to College of North West London part-time student Elizabeth Jones in 2007. After completing the Advanced Professional Certificate in Construction (Level 3) she progressed to the HNC in Construction (Level 4). Elizabeth then completed a Foundation Degree in Building Surveying (Level 5) and moved to Level 6 at the University of Westminster. She currently works for a Housing Trust and aspires to go into project management. The Award raises awareness of and embeds the concept of Lifelong Learning after Level 3 qualifications, encouraging progression to Level 4 Higher Education.
Good Practice for HE in FECs

The West London Higher Education in Further Education Group is a unique collaboration between 6 FE Colleges in west London delivering HE courses.

In contrast to traditional HE in FE partnerships, the west London group is not based around a validating University: Colleges work with multiple HE partners and the collaborative work is driven by the Colleges’ interest in sharing good practice in the delivery of HE in FE. We manage and fund activities.

The Group demonstrated their commitment to collaboration while successfully participating on a HEFCE pilot and created a west London wide HE in FE strategy. It prepared Colleges for the submission of their College specific HE strategies to HEFCE and the HE in FE partnership work has also been used as evidence in the recent integrated quality and enhancement reviews (IQER).

The Group successfully initiated CPD programmes for FE staff delivering HE to enhance the HE provision at the Colleges. Topics addressed in the workshops (4 were delivered between July 2008 and June 2009) included the Learner Voice, Curriculum Development in HE, and Assessment in HE.

We will continue to support the Group’s work in Phase II of the WL LLN and the CPD work will continue with special emphasis on scholarly activity.
Increasing APEL Availability

APEL can be a costly and time consuming process. However, Derby University has created an online tool to automate aspects of the process and improve efficiency. We are working with our partner institutions to develop this tool further and integrate it into their systems – making APEL more accessible to learners across west London.

Up Skilling Staff

Working with York St John University, we are creating a Grad Cert and PG Cert in Developing Practice in the Recognition of Prior Learning (RPL) for University staff to gain a qualification to aid them in assisting learners through the RPL process. This will be delivered via blended learning.

National APEL Lead

We organised and facilitated the National LLN APEL work strand with other regional LLNs interested in APEL and Credit. It provided the opportunity to discuss APEL as a tool for increasing entry to Higher Education, barriers, issues and practice in each LLN area. Another topic was APEL as a tool for employer engagement and progression to Higher Education which provided information on current research and different practices to utilise APEL methodology to work with employers. The minutes are on the National LLN website www.lifelonglearningnetworks.org.uk.
Improving the Transition to Higher Education

The National Audit Office report Staying the course: The retention of students in Higher Education (2007) identified 26 inter-related reasons for withdrawal from Higher Education courses. 8 of these fell into the two categories of “Lack of Preparedness” and “Lack of Integration”.

Our e-Transition and e-Portfolio project uses e-Learning to enhance the transition experience into Higher Education for students with non-traditional qualifications. Brunel University worked with our College partners to ensure learners had an e-Learning experience before and after entry into a Higher Education institution. They also implemented a model of support for student engagement with e-Portfolio creation throughout the learners first year at University.

Since the project started in 2008, over 400 learners have been involved (accurate at January 2009). Throughout the project, the e-Team at Brunel University has constantly been evaluating these support mechanisms and comparing the success rates with traditional face-to-face provision, in relation to student experience and achievement.

The participating staff became more aware of the needs and characteristics of transitional and non-traditional qualification students in particular, as well as first year students in general. This led to suggestions that the student resources developed for the project should be available to all fresher students.
Improving Opportunities

The *Health Sciences Tutorial* course enables students without sufficient science qualifications to be considered for entry to the BSc Complementary Therapies at the *University of Westminster*. The materials were previously only available via postal/paper correspondence, which were converted for Blackboard making it more accessible, interactive and student-centred.
A lack of maths knowledge and understanding is a significant problem for vocational learners, affecting their confidence and ability to progress their education and/or working life. We developed *Maths Intervention* projects to provide maths learning support in an informal setting to demystify maths and increase learners’ confidence and understanding.

**New Approaches to Teaching Calculus**

*Slow & Easy Maths at Uxbridge College* is innovative new teaching, with tutors acting as learning facilitators and the programme can be repeated in any school, College or University.

We provided snacks and refreshments to create an informal setting (2 sessions x 2.5 hours) sending a strong signal that the teaching here was not ‘more of the same’.

Connections were made between concepts and the constructive use of Maths in society, environment and at work. We built learner confidence with concepts and mathematical language, using an active learning approach. Working in pairs and groups, those that finished early helped others with problem solving.

We used 4 sets of ‘matching cards’ involving $\theta$, $\tan \theta$, line graphs with gradients and differentiation. Learners explored memorable examples such as time/distance; acceleration/velocity; changes to depth of sea/river; production volume; min/max capacity of materials etc.

These learners now lead in the class with greater confidence and are recognised as ‘Maths PALs’ due to their peer assisted learning role. Most have become experts in the topic. The teaching method has been transferred to Levels 1, 2 and 3 and HND Levels 4 and 5. Learners have alleviated their fear of failing Maths, becoming ‘maths advocates’.

This project was presented at the *Universities Association for Lifelong Learning (UALL)* annual conference in 2010.

**Retention – Engineering**

Seven students were failing their Engineering Foundation Degree and had exhausted all mechanisms to remain at *Kingston University*. All were technically proficient at engineering, but could not pass the maths components.

Our *Summer Maths Programme*, held over 4 weeks, finished with careers counselling and a special Exam Board. We achieved a 100% success rate, with all learners moving to Level 5. Its success was due to the high commitment of students and having a patient, empathetic maths tutor.

From this group, 6 have progressed to Level 6 with 3 students completing BEng (Hons); 1 completed BEng (non-Hons) and 2 students are currently in the final year of the BEng (non-Hons).

These individuals are more employable and will contribute to deficiencies in the skills area as Engineering Technicians. Their further career prospects as Incorporated Engineers and Chartered Engineers are sound, as there is a high need for more skilled engineers and their confidence levels are much higher. Their social and communication skills have improved to identify and take responsibility for their further learning needs, and seek the help needed to continue their professional development and lifelong learning.

This project was presented at the *UALL* annual conference in 2010.
23 students benefited from our first Maths Café at Brunel University. Now sustained without our funding, the second Maths Café assisted 325 students. Key success factors included an informal café layout; provision of free snacks and drinks; high visibility; 2 learner centric tutors on hand for one-to-one sessions; the distribution of MathCentre handouts; and a separate study area for peer assisted learning. As 62% of attendees requested help with calculus in 2008, we worked on new approaches to teaching this subject. This project was presented at the UALL annual conference in 2010.

Our Dawn + Twilight Maths sessions at the College of North West London proved popular with 12 engineers. The 1-2-1 sessions enabled work-based learners and part-time students to drop in on the way to work or home. The work is being sustained through the provision of new Maths materials to support these cohorts.

Our Diagnostic Testing for Southall & West London College’s Maths Café and Bridging Classes supported 54 students that had been out of education for some time or had weak numeracy skills. BTEC Applied Science and BTEC Information Technology students also benefited, resulting in a number of students passing re-take exams, enabling progression.

Kingston University’s Maths Café continues. 37 students benefited from 30 minute 1-2-1s and a further 16 received extra curricular help. Topics included functions; Balesian Logs; Algebraic Calculations; Physics; Raphson Method; Mechanical Applications; Beta Function; Partial Fractions applied to Integration; Trigonometric Identities and Mathematics for Engineering.

Changing the Maths Culture

Our No More Passing the Buck conference at Brunel University emphasised that teaching maths is the responsibility of the whole institution: from management to subject specialist coaches and embracing all tutors. Our interactive workshops introduced innovative techniques for teaching Maths in Biology, Economics, Engineering, and IT. It is essential to dispel the perceived culture of “I was never any good at Maths”.

No Fear of Maths!

West Thames College’s Maths Café for nursing and science helped remove the fear of learning maths. 40 vocational students attended for significant confidence boosting activities. Results showed higher confidence and reduced anxiety about progression to Level 4. An Access in Nursing student, Level 3, from West Thames College, said: “I’m starting my course in September 2009 and needed a confidence boost in Maths. I’m not scared anymore.”

Statistical Confidence

Thames Valley University’s Key Statistical Skill ‘surgeries’, held over a number of weeks, helped 119 Psychology students. Pre- to post-improvement in confidence was measured. A pre-confidence rating of 4.05 (on a 10-point scale), to a post confidence rating of 7.54 indicated the high statistical significance; F(1, 113) = 361.25, p<.001. Its success was due to highly engaging and patient tutors. This project was presented at the UALL annual conference in 2010.

Enabling Progression

Maths Sustained
To assist the proper development and uptake of the Diploma we supported a number of events and institutions.

14-19 Diplomas = 3 A Levels

Equivalent to 3 A Levels, Diplomas are delivered through a broader curriculum, with an extended personal project at all stages (Introductory Level 1; Intermediate Level 2; Advanced Diploma Level 3). Practical skills development such as thinking skills, personal learning skills and functional skills are embedded throughout. They consist of:

- Principle learning (50%)
- Generic learning (20%)
- Specialist learning (30%).

Learning is ‘applied’ in the context of the subject discipline (e.g. Engineering; Hospitality; IT; Health etc). Additional Specialist Learning (ASL) may consist of optional units; additional Maths; A Level subjects; specialisation subjects, or a choice of complementary subjects.

HE Collaboration: Additional and Specialist Learning

The University of Westminster has been working with Uxbridge College and Leyton Sixth Form to evaluate the Extended Project Qualification (EPQ) which is part of the 14-19 Diploma framework delivery. The EPQ is a stand alone accredited qualification with 120 guided learning hours, equivalent to 0.5 of an A Level.

It aims to review the independent and self-directed learning skills which form part of the qualification, plus the different project types candidates can choose to undertake such as a Performance, Dissertation or Artefact. We have been involved in the consultation process of the assessment, moderation and EPQ delivery methods for this HE Collaboration. Best practice will be identified, and it is envisaged that a CPD package will be developed.
HE Collaboration: 14-19 Advanced IT Diploma

We engaged Royal Holloway, University of London (RHUL) to provide input to the new Diploma. This was to ensure that HE was involved in the assessment and delivery of the Diploma. In addition, we felt it essential that students on this route had an entry point into HE, and specifically, to Computer Science at RHUL. Tutors at Ealing, Hammersmith & West London College and RHUL co-designed the programme, based around robotics. Students from the College attended RHUL for a day, taking part in a very competitive session, to see who could manipulate the robots through a series of computer-designed routes. Tutors from RHUL are also providing induction sessions at the College, as well as new opportunities for students to qualify for a ‘Royal Holloway Prize’, upon graduation from their course.

Teacher Training Workshops: IT Diploma

This CPD course was attended by all College partners in our Network. Level 3 Advanced Diploma IT tutors focused on a problem-solving methodology for teaching programming skills to undergraduates. This is an important area of learning, as significant numbers of students drop out due to a poor grasp of programming techniques. The course was delivered over 2 weekends at the University of Westminster, Harrow Campus. It included programming language’s syntax and semantics, data structures and algorithms. Tutors worked through a series of problems of increasing complexity and discovered different ways of solving them. Outputs included tutor and student workbooks to aid delivery in practice. These tools can be freely shared with local schools and other IT consortia.

Employer Engagement: 14-19 BAF Diploma

Progression to HE and employer engagement have been key requisites for the Business Administration & Finance (BAF) Diploma. Students within the Ealing & Hammersmith, and Hammersmith & Fulham consortia should be highly sought after by HE institutions as they will have developed key business knowledge. They now have access to business mentors, and around 40 employers are also engaging in various other activities, as a result of our sponsored breakfast event at Hammersmith & West London College in February 2009. Our thanks to Ealing, and Hammersmith & Fulham Education Business Partnerships for their ongoing work with these businesses.

Employer groups include:

BBC; Fulham Football Club; Chelsea Football Club; Notting Hill Housing Trust; Quadrion Services; L'Oreal; Blue Arrow Catering; Royal Bank of Scotland; St George PLC; LloydsTSB; Debt Doctors Foundation UK; Morgan Hunt Recruitment; Lyric Hammersmith; Disney; Jury’s Inn Hotel; Lovell’s Partnerships; Career Academies UK; Active Planet; Natwest; Global Action Plan; Royal Lancaster Hotel; Britannia Building Society; London Borough of Ealing; Ramada Encore; Tesco; Focus Training; Preedy Glass; Carillion; HSBC; BAA; London Underground; Mouchel; McDonald’s; Sainsbury’s; JR Jones, Solicitors; Thorse Park; Navigant Consulting; British Airways and IBM.

e-Skills and the IT Diploma

The West London and South London LLNs were awarded £20,000 additional HEFCE funding to identify and develop best practice examples of HE involvement in the delivery of 14-19 IT Diplomas. This led to working toward sharing good practice in other Diploma lines of learning.
Pan London LLN Initiatives

Pan London Lifelong Learning Network IAG Conferences

Four of the 5 London LLNs (Linking, South, South East and West) organised 5 IAG events with a total of 538 delegates attending. We worked together and shared resources to deliver Pan London IAG conferences for a greater impact and to reach more people.

After the first successful Admissions into HE conference, the Pan London LLN IAG Group identified several topics for future events. The theme was Progressing the Vocational Learner into Higher Education and covered:

- Diploma Learners into Higher Education
- Apprentices into Higher Education
- Adults into Higher Education
- One Year On Diploma Learners into Higher Education.

The conferences enabled IAG, admissions and other HE/FE staff to network and discuss issues relevant to them, increased awareness of the LLNs and our mission to a wider audience. All conferences received positive feedback.
Team Work!

The London LLNs created a Pan London LLN IAG Group with IAG representatives from each LLN to share good practice and information. This led to collaborative conferences and workshops and acted as a representative group to external organisations such as UCAS, SPA, unionlearn, NAEGA and ICG. We developed a Pan London LLN brand, obtained external support for our IAG conferences, held regular meetings with unionlearn and negotiated a joint stand at their conference, delivered presentations to Train to Gain Skills Brokers, and were involved in the UCAS part-time pilot study.

Nursing, Midwifery and Social Care

The Pan London LLN conference Nursing, Midwifery and Social Care: Progressing the Vocational Learner attracted 53 delegates. This was a unique conference as it specifically focused on one sector promoting applications and progression to Higher Education, targeting IAG practitioners and Further Education tutors delivering Level 3 health related courses.

Joint APEL Seminar

The West and South East London LLNs and South East of England Credit Consortium (SEEC) collaborated to deliver the APEL and Employer Engagement workshops. It covered recognising and owning experiential learning; discussion on accreditation of CPD activities in the health sector; and in-company accreditation. 50 delegates attended.

APL Information and Advice

APL is considered a valuable tool for adult learners’ to enter Higher Education. The London LLNs produced the Accreditation of Prior Learning (APL) guide to explain how APL works in Higher Education and how prospective students can apply for it. It was distributed throughout London and is available on our website www.westlondonlln.org.