



Lifelong Learning Networks
National Forum

Staff Development in Information, Advice and Guidance in Lifelong Learning Networks (LLNs)

June 2009

Boundary Partnership project report

Staff Development in Information, Advice and Guidance in Lifelong Learning Networks:
Boundary Partnership Research Project Report May 2009

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EXECUTIVE SUMMARY

This survey into Continuing Professional Development for Information, Advice and Guidance (IAG CPD) with the 30 Lifelong Learning Networks (LLNs) in England took place during the months of March-June 2009. Its primary focus is upon IAG in post-16 learning and beyond, including embedded IAG, but its outcomes have implications for all forms of IAG and thus for those setting national strategies and policies for IAG for all ages in 2009-10 and beyond.

- 25 LLNs responded to the mail questionnaire, an 83% response rate. Seven of these respondents were followed up by telephone interviews to gain further information or clarification on key responses. The consultants reported regularly to the LLN national forum's Project Steering Group, including meeting with the Steering Group in York on two occasions.
- The responses have demonstrated positive evidence of the impact of LLNs in "Establishing appropriate IAG support systems" (the second of the three key processes which constitute the 'mission' of the LLNs).
- Evidence shows the high levels of CPD offerings developed by LLNs on IAG issues - concentrating on two main themes: raising the skill levels of IAG practitioners and Learning Provider staff in IAG practices, and enhancing their knowledge of critical matters such as the changing 'HE Offer' and progression routes through to HE (including majoring upon vocational learning and progression).
- LLNs have clearly had much success in establishing Progression Agreements (PAs) between Further Education Colleges (FECs) and Higher Education Institutions (HEIs). These PAs have brought many benefits for IAG support systems and practices - not least in fostering greater trust and better working relationships between partners for the benefit of learners, in terms of learner achievement and progression.
- The survey gathered timely and valuable views from across the country on major matters to be addressed as the Department for Children, Schools & Families (DCSF) establishes its new IAG strategy for Young People, and as the Department for Business, Innovation & Skills (DBIS) establishes the new Adult Advancement & Careers Service (AACCS).
- Significant responses have also highlighted issues which the Sector Skills Councils (SSCs) - now confirmed as jointly responsible for IAG - must urgently and importantly address as they put together the new initial training and CPD framework for IAG across England. The SSCs involved are Lifelong Learning UK (LLUK) for IAG for adults and the Children's Workforce Development Council (CWDC) for Young People.

The survey report, therefore, makes a number of recommendations to policy makers within Government, and emphasises that - once current LLN funding ceases and there is no 'agency' charged with a responsibility for IAG CPD in a local area - there is a serious risk of IAG CPD becoming little more than a desirable rather than an essential feature nationwide.

1. Introduction

- 1.1 Since 2006 Lifelong Learning Networks (LLNs) have been funded by the Higher Education Funding Council for England (HEFCE). As partnerships of colleges and universities, LLNs (once established) receive approximately three years' worth of HEFCE funding support, and their primary focus is upon progression into and through higher education. They aim to create new learning opportunities, forge agreement across institutions about how qualifications are valued, and enable people to understand how they can progress to and through the higher education system.
- 1.2 Additional HEFCE funding was also awarded to support the establishment of the LLN national practitioner forum. This national forum aims to support the sharing of good practice, ideas and policy developments across the staff employed through LLNs. It also acts as a conduit for HEFCE and other key stakeholder organisations. As part of the forum's work, a number of themed 'work-strands' have been established to bring together colleagues working in particular areas.
- 1.3 This research report covers a special study that arose from discussion within the Information, Advice and Guidance (IAG) work-strand, which meets periodically to explore the current practice across LLNs and the wider policy implications for practitioners. Staff development has been, from the outset, an underpinning feature of the IAG role of LLNs. Hence, an attempt to capture the activity within this area, together with views from LLN members derived from their experiences in respect of IAG matters, is timely - not least for the newly established LLNs in England; but also for the wider practitioner networks across the UK. Spring 2009 is the time when England's policy-makers in DCSF and DBIS are finalising new strategies both for IAG support for young people and for a new 'Adult Advancement & Careers Service' (AACS) for adults.
- 1.4 This report therefore summarises the outcomes of the IAG research project, which was commissioned by the LLN national forum. To set the research in context, each LLN's 'mission' (key processes) has been threefold:
 - Securing curriculum developments to facilitate learner progression
 - Establishing appropriate IAG support systems
 - Establishing robust Progression Agreements between Further Education Colleges and Higher Education Institutions
- 1.5 Every LLN has been given a measure of local flexibility by HEFCE in respect of their chosen model of operation and the mechanisms they utilise and/or establish. LLN local policies have, therefore, developed individually and organically. In effect this has been 'bottom-up' learning for each LLN rather than 'top-down' direction or specification from HEFCE.
- 1.6 Such organic evolution has proven to be a strength when coming to review how the second of the above three key processes (IAG) has been addressed. There is

much rich evidence of practice to learn from. One of the aims of the research was to seek to identify excellence or good practice demonstrated by the LLNs across England, in terms of providing learning agencies with staff development support for IAG for their learners. Equally important was to identify lessons learnt about CPD for IAG through the LLN initiative. Since each LLN receives approximately three years' worth of HEFCE funding, but all were not established at the same point in time, some LLNs have already completed or are coming to the end of that funding period; others have only recently been established. Some have or are seeking additional funding to continue. Hence, the evidence gathered, benefits from those with experience of activity, together with 'almost virgin' views from the latest LLNs to be established.

- 1.7 The LLN national forum sought recommendations for action to enable good work, in supporting the provision of IAG, to be maintained after the current HEFCE funding comes to an end (and some LLNs cease operating). Hence this report is both a reflection of the evidence provided by the respondents, and an analysis of recommendations to England's policy makers for the future.

2. Methodology

- 2.1 The questionnaire was designed with commissioned consultants (The Boundary Partnership - an independent education consultancy) and by a team of colleagues from the national forum's IAG work-strand. The questions sought to review staff needs that had been identified for IAG across the networks, how they had been met, lessons learnt and issues to be addressed for the future. A blank copy of the questionnaire appears as Appendix (i) to this report.
- 2.2 It is important to note that this survey covered the full range of IAG workers - that is, those specialists providing embedded IAG in FE/HE through to specialists employed in external agencies (e.g. Connexions and nextstep), as well as non-specialist staff (whose primary function varied) delivering elements of IAG [see for example section 3.1.2 below].
- 2.3 The questionnaire was emailed to all thirty LLNs in England. Both the mailing of the initial questionnaire and the collection of responses was centrally coordinated by the LLN national forum team, and several late respondents received reminders from the team.
- 2.4 Twenty-five LLNs responded within the timescale requested, and this is summarised in table form as Appendix (ii) to the report.
- 2.5 The responses were forwarded to the consultants for analysis, and seven were selected for telephone follow-up in order to produce this report. All of the respondents provided helpful and thoughtful responses. Several supplied additional material relating to staff development activity they had undertaken (see also 3.2.2 below). Whilst bearing in mind concerns - as reported below in section 3.6.4 - about the shelf-life and maintenance of materials, a resource has been produced as appendix iii to this report as a snapshot guide to 'IAG CPD & RESOURCES' (and in a modified version as an addition to this report it is also available on the national forum's website <http://www.lifelonglearningnetworks.org.uk>).
- 2.6 The seven organisations (just under 30% sample of the returns) which were selected for follow-up telephone calls were chosen as their responses suggested (on paper to have) some of the more potentially useful practices. These practices might have relevance and/or possibilities for application by other organisations going forward, and/or views about the future which needed to be articulated to policy makers.

3. Results and Findings from the questionnaires

3.0 The key responses to the questionnaire are summarised in this section, with a selection of direct quotations, in the same order as questions appeared in the questionnaire. Each section heading below relates to the question area in the questionnaire - thus section 3.1 relates to "Question 1 Needs", section 3.2 to "Question 2 Offers", and so on. Sections 3.6, 3.7 and 3.8 have been marginally varied to enable greater clarity in addressing issues for the future (see in particular 3.6 and 3.7). Quotations are not attributed to the respective LLNs that provided them because this was not previously agreed with respondents, and the report itself is the future source to be cited in any other publication. Suggested examples of good practice reported by the respondents are highlighted in the text in this section of the report; some, therefore, of necessity are identifiable to particular LLNs. Appendix iii also provides direct links to all LLNs responding in respect of IAG CPD resources or events.

3.1 Needs (for staff development in relation to IAG, identified by LLN)

3.1.1 Front-line staff were identified by LLNs as target audiences. Some focused in particular on partner awareness of Progression Agreements between learning providers to encourage non-traditional learners. Elsewhere the national 'Iagworkforce' Training Needs Analysis (developed for the Department for Children, Schools & Families - DCSF - to use with Connexions providers) was fruitfully adapted by one LLN to reflect the needs of local employers and the relevant local labour market of the LLN concerned.

3.1.2 In some other areas, need was identified in face-to-face discussions with managers from partner institutions - importantly stressing the needs of non-IAG specific staff with key IAG roles (personal tutors, teaching staff). For some respondents, from the more recently established LLNs, identifying need was still at the planning stage.

3.1.3 'Mystery Shopping' of how FECs and HEIs responded to members of the public (i.e. enquirers) was effectively used by one well-established LLN (fed back by the LLN to each FEC/HEI in an unthreatening, supportive manner). This is a good practice innovation which might be replicated to good effect elsewhere in the country to inform future CPD action and provision.

3.1.4 Partners, consulted and involved, ranged from academic providers - schools, FE and HE tutors - through to work-based partners (including Train to Gain supervisors and advisers, Union Learning Representatives and Learning Advocates - similar to ULRs but in non-unionised businesses); and to extended network players such as Sector Skills Councils (SSCs). University Admissions Tutors (".....the gatekeepers of HE") were often identified by LLNs as key targets for IAG awareness-raising.

3.1.5 One of the telephone follow-up participants explained an example of how one of the SSC partners had made a direct impact on provision, when there was a

regional training event to support staff helping learners to write personal statements for applications to HE level Health and Social Care courses.

3.1.6 Another respondent counselled caution against assuming partners all had 'need' and pointed out that some "...had excellent practices already", citing matrix Accreditation and OFSTED endorsements as evidence. In such cases, specialist support specific to individual need was considered likely to be most beneficial.

3.1.7 Some LLNs reported having specifically-focussed programmes:

"Subject tutors, as well as specialist IAG and learner support staff were identified as key individuals in supporting learners' progression into HE. We also identified that each college, work-based learning provider or 6th form college had different learner support structures and activities, and there was not a one size fits all approach/response to staff development needs."

3.1.8 Sometimes the focus on FE was simply chronological - arguing that was the logical place to start with limited resources and time available; vocational learners needed to understand what was available, rather than HE needing to attract them. Or, it was held that concentrating upon FECs was the priority - "...not that HE staff had no need". Others used wide-ranging and innovative research into need, such as sponsored action research, gap analysis of level 4 provision, and one LLN used a team of part-time IAG advisers to explore what was required.

3.1.9 For some LLNs accreditation of IAG CPD was high on the agenda from the outset:

"By supporting accredited qualifications we practise what we preach - workforce development agenda for IAG."

3.1.10 Many LLNs focussed on progression to HE and ensuring that HE routes were clear.

"We have found limited understanding across IAG professionals outside HE of the variety and flexibility of the HE offer"

"A range of staff development needs in relation to a manner of things HE related...are apparent amongst...FEC tutors, careers advisers, school colleagues...and adult careers advisers"

3.1.11 One of the telephone follow-up participants stressed that LLNs were required by HEFCE to focus on the 'HE offer' and commented that:

"...from IAG advisers and brokers the knowledge (of the HE offer) is worrying"

3.1.12 Progression Agreements between FECs and HEIs were generally held to be good to help vocational learners understanding of progression opportunities to Higher

Education. However a participant in the telephone follow-up had found that some FEC staff could be under pressure to inform learners about HE offerings at their own institution only - which IAG professionals felt was demonstrably not impartial in respect of aiding learner choice. Another of the respondents indicated there might usefully be strategies for FECs implementing PAs to address such issues of impartiality, which he stressed would require clear support from key managers of FECs. A good practice example from one LLN involved them identifying an issue in their area where budding Sports Scientists could not get into their local degree course without traditional 'A' Levels. Yet graduates from the course could not get jobs as they had no coaching qualifications from their academic route. LLN-facilitated discussions led to work placements for under-graduates and acceptance of vocational entry qualifications.

3.1.13 Another LLN found that *"...new staff (and some existing) [were] unused to preparing learners for HE - [and] often assumed that this wasn't a requirement of a voc. [sic] course"*

3.1.14 Others recognised a need to target audiences both at levels of tertiary education - HE co-ordinators in FE and vocational learning - as well as admissions tutors in HEIs:

"...need for improved understanding of the structure and content of vocational awards amongst HE staff. Up to date information with respect to progression routes for vocational learners for careers guidance staff"

"...general overview, IAG into HE; Student Finance; UCAS application; Flexible HE; Solution Focused interviews; 14-19 Diploma."

3.1.15 Another LLN neatly summarised its dual approach:

"We decided to focus our efforts on FE tutors and HEI admissions tutors. For FE tutors we saw a need for developing their understanding of the admissions processes to HE...For HEI admissions tutors we saw a need for developing and enhancing their understanding of vocational qualifications..."

3.1.16 A participant in the telephone follow-up commented on how experience showed that some HE staff could be *"insular"*. Whilst he had found *"...pockets of good practice"*, he was concerned that there was still a

"...traditional hierarchy in HE recruitment starting with eighteen year olds with 'A' levels."

3.1.17 Some lamented the lack of funding available for student-facing delivery or web-based development, although other evidence in this research has shown that innovative partnership funding across a region can help to plug gaps on occasions. One LLN made the conscious decision *"...early on to be institution-*

facing, rather than learner-facing”, with a view to sustainability and quality assurance.

- 3.1.18 One of the ‘more established’ networks - which has therefore had time to introduce, evaluate and improve practices - explained that after the initial stand-alone introductions to non-traditional routes

“...our focus on ‘embedding’... ‘Pathways’ into a college’s support system has been more effective. ‘Pathways’ is now integral to the menu of learner support activities - it is also part of the learner experience”.

- 3.1.19 Apart from the usual (but nevertheless real and important) problems more rural regions may experience in securing attendance across large geographical distances, few LLNs reported having problems attracting partner involvement. Once the work was up and running, networking and building on established meeting groups worked well for most. **Some cited using champions in certain work sectors to engage more staff into specific programmes.** One reported that securing participants was

“...relatively easy. We...offered them certificates of attendance that can be used towards their 30 hours of CPD required each year.”

- 3.1.20 A point to note, however, is that poor attendance of some teaching staff, particularly in the FE sector due to timetabling constraints, was - according to several responses - an issue which still needs to be addressed.

3.2 Offers

- 3.2.1 **What the research has demonstrated beyond question is that because LLNs have been specifically charged with an IAG development agenda and required to take a lead, much CPD activity - and promotion of NVOs in Advice and Guidance - has happened which otherwise would not have.** As current HEFCE funding for LLNs comes to an end there could well be a major gap in such provision unless the Government charges another body with such responsibility in the future. The respondents to the research repeatedly voiced their view that at national strategic level, Government needs to require that IAG CPD has to be someone’s priority, an essential feature, not simply a desirable add-on or the improvements made by the country’s LLNs will quickly be lost.

- 3.2.2 Responses overall indicated that LLNs have facilitated a huge variety of development events for IAG staff around the country. As indicated in Appendix ii, some responding LLNs listed significant IAG CPD offerings (see 2.5 above for the reference to listing these in the resources snapshot guide produced additionally to this report). Others had not started or were only at the planning stage. CPD/training events have covered both skills for IAG (such as interviewing, network and referral) and knowledge for IAG workers (such as advising on progression routes and options into HE). A repeated concern has

been the need to address head-on the continuing lack of understanding about the value of vocational learning options on the one hand (see 3.1.6 above), and the significantly changed 'HE offer' on the other:

"We have found limited understanding across IAG professionals outside HE of the variety and flexibility of the HE offer".

- 3.2.3 Events have ranged from half-day awareness raising of Progression Agreements or HE finance to full NVQs in Advice and Guidance at levels 2, 3, 4; offered as occasional events through to a fully developed training programme. Some LLNs report subsidising, or fully funding, provider staff attending NVQ programmes in Advice & Guidance; training which the research shows might otherwise not have taken place.
- 3.2.4 Events have included innovative FE/HE shadowing (for staff in partner organisations to learn about each other's provision and practices), 14-19 Diplomas, 'demystifying HE', and industry or sector specific training such as *'What's HE got to do with nextstep?'*. One of the telephone follow-up participants outlined the recognition that personal tutors often gave IAG without recognising it, and the LLN in question had responded by devising *'IAG Lite'* sessions - delivered with LLN partners (e.g. making IAG understandable and delivering 'simple basic techniques' to non-IAG specialists). In some areas provision was tweaked according to attendees' needs and interests. In London there was solid evidence of effective pan-London collaboration on CPD issues. Several other respondents corroborated how sharing across LLN regions was valuable. However, most also confirmed that local differences always need to be respected and provided for.
- 3.2.5 Some CPD offerings have had no identifiable cost attached while others might 'appear' to have clear costs specified. These can vary greatly even within the same LLN. Since, however, it is not clear if costs include core LLN staff time et al, it is not possible to draw meaningful conclusions about the true costs of IAG CPD from this survey. That said, accredited training typically costs more - as in the case of an 'HE Adviser's Certificate' (15 credits at M level, validated by London South Bank University) which, in one LLN, had *"£7,467 funding provided by the LLN but also received funding from elsewhere"*.
- 3.2.6 Some CPD events have been consciously interactive with quizzes and CDs, or workshops to sample tools. Speakers from universities, including students, have been used, as well as local and national specialists in the relevant subject - such as UCAS and a local university Disabilities Officer for training and information about admissions.
- 3.2.7 Some events have been jointly hosted/delivered - such as with Aimhigher, local authorities or the LSC. Some have been specific development events for the NHS or other key sole partner organisations, but the majority have been for the benefit of the wider network across FE, HE and WBL (work-based learning) providers. Others have provided bespoke training for staff such as finance

advisers in college who found that (for them) the NVQ in Advice and Guidance was not sufficiently context-specific.

- 3.2.8 For one LLN, followed up by telephone review, there was provision established in community outreach under the funding of projects for Additional Student Numbers, aiming to whet the appetites of course attendees to progress to fully accredited courses. In the same LLN there is ongoing work with employers to develop specific qualifications - such as level 4 supervisory credits designed to be bespoke for the business of the employer involved.
- 3.2.9 Most LLNs have produced published programmes of CPD offerings; one of the most impressive was a comprehensive "Events Guide" setting out the forthcoming period of activities.

3.3 Staff development resources

- 3.3.1 Similarly to 3.2 above, there was a variety of stages of development of resources amongst respondents. The question for this section of the questionnaire asked about national resources such as Student Finance England or UCAS and most respondents restricted answers to these two examples. One commented (perhaps being rather surprised) about having had to pay for a UCAS representative.
- 3.3.2 Occasionally Sector Skills Councils (SSCs) were cited as an additional national and valuable sources of help (including effective links with fashion and media-related SSCs by The Creative Way LLN). Another LLN used a Funder Finder event and pack.
- 3.3.3 Some networks saw their role as facilitative in this context:

"We have provided information to our practitioner network and encouraged them to take advantage".

- 3.3.4 Whilst nine of the respondents said they did not use national resources, there was an occasional explanation as to why not:

"Where good resources exist, we link to them [on our website]. Where they don't, we produce them. The same online resource is used by learners and practitioners."

"Not yet"

"Not directly, but work through others".

- 3.3.5 There was a limited amount of resource sharing across LLNs (perhaps the notable exception being pan-London evidence of effective collaboration where this added value and was cost-effective: such as the "Apprentices into HE" conference). One of the telephone follow-up participants praised the SWLLN for

sharing resources to help prepare to launch a new IAG service in Adult Learners' Week 2009.

- 3.3.6 The "Shadowing Database" developed by another LLN to promote and effect staff exchanges amongst learning providers and partners was a particularly innovative resource which might be valuably adopted, or adapted, elsewhere.
- 3.3.7 A number of LLNs have invested in web-based information and advice tools (such as "Discover" developed by one LLN) which have evidently improved links between courses and career opportunities, progression for learners and has fostered closer relationships between FECs and HEI partners. Such initiatives might successfully be replicated elsewhere, assuming that funding for such resources can be secured after the end of HEFCE funding of LLNs.
- 3.3.8 Looking ahead, one of the later to be funded LLNs is developing a '*Progression to HE tool-kit*' for IAG staff, including a body of case studies and evidence from the Institute of Education's research into the availability of IAG and impact on post 16 progression. Once this is available, this too could have wider uses nationally in the future.

3.4 Qualifications and Accreditation

- 3.4.1 Over 50% of the respondents (14) reported that there was no accreditation from their IAG staff development opportunities, nor links with occupational standards. For some it was too early, although one network was aware that its local university was looking at a Foundation Degree in IAG. Newman College was reported as having promoted a Foundation Degree in IAG but not yet recruited - and development work at Christ Church Canterbury, London South Bank, Brighton and Truro (validated by the University of Plymouth) were applauded.
- 3.4.2 Six LLNs said there was accreditation of some IAG staff development provision - including NVQs, Open College, OCN Learner Adviser Award, AGCAS modules, and ILM coaching and mentoring. There were examples of validation from the local Connexions service provider or university, and an HEI Masters Level Certificate/credits at M level.
- 3.4.3 One of the telephone follow-up participants stressed that they had sought tenders from matrix Accredited organisations to deliver CPD because this was a trusted and valuable quality standard which demonstrated that potential contractors had clearly grasped some fundamental IAG issues, and thus they were accredited as 'quality organisations' nationally.
- 3.4.4 Comments on whether respondents had further thoughts on accreditation of IAG staff development - included in the questionnaire because of a national review on quality standards being undertaken (at the time of this research) by the Department for Innovation, Universities & Skills - ranged from no response, to there being a lack of interest from partners, to "*possibly*", through to

"It's a good idea but...how meaningful [is] the accreditation of just one aspect of IAG work (e.g. HE preparation) if completed by non-IAG staff? The whole area of IAG suffers from the assumption (even from the Government) that IAG can be delivered with minimal training."

3.4.5 Another thought it was an interesting idea but

"...given the nature of our training this would be potentially difficult to capture".

3.4.6 And another, whilst recognising the current confusion, offered a thought as to the future direction:

"...difficult to see where this is going until the AACCS is up and running and their attitude to HE is clear

3.4.7 One respondent thought that local provision with national recognition would have value:

"It would be great if there was something locally that led to accreditation"

3.4.8 Another urged consideration of who should benefit from accreditation:

"Who really provides information advice and guidance within the learner journey needs to be a focus for CPD development - the subject tutor/personal tutor has more contact with and impact on learners in most of our colleges with visits to careers advisers or Connexions etc sometimes taking place on rare occasions".

3.4.9 A further three were clearly in favour of the idea, demanding more:

"I feel it is important for IAG personnel to 'walk the talk' and progress through accredited courses"

"There needs to be more provision of this sort around the country. IAG practitioners need opportunities to develop post accreditation".

"The absence of a specialist IAG course at level 6 (degree level) is an issue... Experienced practitioners are keen to ensure that both accredited and ad hoc IAG training they have done is recognised within the forthcoming framework".

3.4.10 One LLN is already *"...conducting research into the need for individual module credits at level 5 +"*.

3.4.11 From the research, therefore, this is evidently an issue needing to be addressed for the future - respondents clearly report that accreditation adds credibility

and status. It offers strategic benefits - hence they often seek to engage providers in CPD first, and then aim to 'move them on' towards accreditation.

3.5 Lessons learnt in respect of CPD for IAG

3.5.1 This section looked at what was working well and why, the benefits in IAG staff development, and what was not working so well and why.

3.5.2 Respondents where activity had been completed indicated positive results were achieved when thorough groundwork and preparation had been done, with bespoke provision in response to identified need.

3.5.3 Better working relationships between FE and HE and "...cross-network collaboration" were identified, and positive feedback received:

"There has been increased knowledge and awareness of staff within institutions both in colleges and amongst admissions staff...bridging the information gap for those who influence and inform learners".

3.5.4 Benefits were anticipated for learners receiving IAG from higher skilled staff:

"...wide range of staff attending...Longer term will be for the learner to benefit!"

3.5.5 Positive feedback could be used to influence funders and decision makers:

"We have gathered feedback which has enabled us to demonstrate that we have added value"

3.5.6 London's networks reported they had been able to take advantage of their close proximity and pool resources - the pan-London approach.

3.5.7 Looking ahead, whilst it takes time to be able to demonstrate measures and impact of IAG CPD, several respondents were pleased to see improved communications between FE and HE and wider organisations, not just amongst IAG staff. Some comments were very specific on benefits:

"We can evidence more than 1000 IAG interventions which we are sure had better quality HE focus than before".

"IAG reaching areas where previously there was none - esp. WBL staff and HE knowledge of L3 courses".

"...web-based resources have been developed to be self-sustaining through collaboration between FE/HE in portal development".

3.5.8 Another focussed on identifying where learners receive support and, therefore, who should receive CPD on providing that support:

"The recognition of who provided guidance to learners, within their existing learning experience, whether within a college or work-based learning provider, has been central".

3.5.9 Others were even more succinct about positives and learning points:

"...more joined up working...better informed IAG work"

"IAG and admissions staff are better informed. Level 3 learners have access to personal IAG. Partners have access to funding."

3.5.10 on a less positive note, one LLN response counselled caution, raising concerns about the lack of impartiality in respect of IAG within post-16 learning not just pre-16:

"We have found that IAG within colleges and HEIs can become focussed on recruitment rather than the wider offer."

3.5.11 Poor attendance was cited as a problem for some CPD events - rural areas recognised the time required to cover distances and the pressures on staff time. Even where LLNs had established partnership agreements for staff to be released for training, they were not always able to be fulfilled.

3.5.12 Some FE colleges were quoted as preferring to "receive" training and being reluctant to use resources to develop and run their own staff development - which had been intended as part of the network's strategy to embed its work beyond the life of that particular LLN.

3.5.13 Another LLN seemed as if it felt a victim of its own success; almost concerned to have to repeat successful sessions, as this comment was included in the response to the 'What hasn't worked so well?' section:

"Sessions tend to be oversubscribed so end up having to repeat them. Don't like to increase numbers attending as sessions tend to be interactive and with greater numbers present this would be lost".

3.5.14 Many LLNs stress that securing effective partnership working takes time, thus the initial three year lifespan of LLNs may well prove too short, unless future arrangements ensure these foundations are built upon. And for those LLNs not yet fully established real pain in getting going can be felt in the comment:

"It has just taken ages."

3.5.15 It is suggested, on the basis of this research, that future arrangements for the provision of IAG (for young people and adults alike) will need to include measures of the impact both of CPD offerings and of the IAG processes themselves.

3.6 The Future *{part one: Sharing Resources & Good Practice across LLNs and beyond}*

3.6.1 In part iii of Question 6, the questionnaire asked about sharing good practice (*"We hope to lodge any outlines and materials you can provide in a database for others to use in the future. What views and thoughts do you have on this?"*) The vast majority (18) of responding LLNs were positive about the idea, with comments such as:

"Great, it's important to share best practice"

"Happy" (x3)

"Excellent idea"

"No problem as they are in the public domain anyway"

"Of interest. Producing a number of resources currently"

"Some materials still in production but once they are available no issues to sharing".

3.6.2 Three of the responding LLNs gave no response to this question; four did not want to share. Even among those that did, there were some provisos:

"This is a good idea but be careful not to duplicate".

3.6.3 Some expressed concern regarding ownership:

"Where [we] are the sole owners of the material, and we have permission from our partners, this will not be a problem"

"It is essential to ensure that networks that produce outlines and materials are credited with doing so".

3.6.4 Others referred to the shelf-life and maintenance of materials (see 2.5 above):

"There is a danger that these will get out of date as LLNs come to the end of their funding. I would be interested to know how this would be managed and by whom"

"How do we ensure these are embedded so that once LLNs have finished these will carry on?"

"Any CPD material will have a limited shelf-life".

3.6.5 The issue over pressure of time regarding the future of LLNs featured again:

"Not really relevant to us, due to finishing soon".

3.6.6 Whereas others were still new with little yet to offer:

"We are in a new phase of development".

3.7 The Future *{part two: Sustaining and Embedding Staff Development for IAG after the current HEFCE funding is due to cease}*

3.7.1 Question 6 (part iv) addressed directly the matter of maintaining activity beyond the current HEFCE-funded life of LLNs: *'What issues do you foresee affecting the ability to sustain and embed staff development for IAG after current funding ends?'*

3.7.2 Several respondents felt it was too early to comment as they were only just getting started on Training Needs Analysis in relation to IAG. Others were acutely aware of LLNs' short life (as currently set by HEFCE funding) and expressed serious concerns:

"Without the LLN driving this there is likely to be withdrawal back into the separate silos of activity"

"Who will continue with this important work when we have finished?"

"The uncertainty of the continuation of [LLNs] has prevented further roll out beyond this trial phase."

3.7.3 Some adopted a rather more positive and pragmatic view:

"...if the activity is perceived by the partners as an effective way of delivering IAG to WBLs and Apprentices then it [will] be something that they will resource beyond the current LLN funding cycle."

"This will be [among] the issues that we will be discussing with Managers in partner institutions."

"I have deliberately avoided starting something from LLN alone, and only contributed relatively small amounts of funding because of sustainability concerns. I am trying to facilitate embedding."

3.7.4 And still others had usefully thought about the longer term in the initial planning:

"Our approach to IAG has been to fully integrate our activities and funding into existing IAG networks in order to ensure sustainability after current funding ends. Web portal sustainability [was] assured as the development is part funded by [the local university] with an undertaking given that it will be sustained by the university in conjunction with partners"

3.7.5 Learning from the lessons of how effective many LLNs have been in fostering closer relationships and trust amongst FECs, HEIs - and to a lesser extent (it appears) with WBL providers - several LLNs suggest that a key for the future will be to foster such trust amongst 14-19 Diploma Consortia and to promote transparent impartiality in IAG concerning post-18/19 progression. Partnership Agreements between Diploma Consortia and HEIs might be a potential solution in the future, and there is much good evidence of the success of such PAs between FECs and HEIs to learn from.

3.7.6 That said, another LLN voiced serious concerns about capacity to meet learner needs for IAG amongst the 14-19 age group, especially those already participating in FE:

"Most FEC IAG services report being understaffed and overstretched".

3.7.7 Thus when Local Authorities commission or deliver IAG services within Connexions in their areas, there is clear concern that post-16 learners within FE must not be overlooked in terms of their needs for access to impartial and informed external IAG support for progression. Equally, LLNs have voiced concerns that teachers and tutors without any specific IAG brief or awareness can often - as 'influencers' of learners' decisions and choices - inadvertently undermine the best efforts of expert IAG providers.

3.7.8 Some of the participants in the telephone follow-up calls had useful additional suggestions to make:

"A self-supporting group in a region could meet 2 or 3 times a year to provide good practice ideas. For sustainability it's important they don't get to feel isolated."

"We've done research and we want this to be mainstreamed regardless of who owns it - it sits with the AACCS. We have two [more] years' funding and we want to do what's useful... we need a home that's national".

3.8 Anything else?

3.8.1 This section of the questionnaire (Question 7) aimed to give free rein to capture comments not expressed elsewhere, and respondents were invited to include a 'wish list'. Seven respondents took advantage of this offer and comments included reference to staff development provision when planning network activity. Quotes included:

"A national accredited IAG qualification made up of stand-alone modules, which colleagues can either study on their own or as part of the overarching qualification, would be ideal"

"Pre entry HE IAG for all...Appropriate training for those advising vocational learners progressing to HE"

“AACs with targets around advising potential entrants to HE, with an understanding about how this will contribute to UK plc”.

3.8.2 Some had other practical ideas to suggest:

*“Well developed and accurate [sic] information outlining the economic benefits of HE study to learners **AND EMPLOYERS** [sic]. Can this be linked to SSCs as the info will be industry specific and the audience will only be interested in info that is relevant to their own or intended industry?”*

3.8.3 While others were more whimsical:

“A genuinely universal [sic] adult guidance service that covers all levels up to post grad (Ha! Ha!)”

“More hours in the day to get things done!”

4. Key Priorities for England's Policy Makers to address as part of the overall national strategy for IAG in the Future

4.1 The concluding part to Question 6 of the questionnaire - '*The Future*' - sought views from the LLNs on their suggested key priorities to be addressed to the national policy makers in the two critical Government Departments (DCSF and DBIS), as well as to the SSCs covering principal IAG issues (LLUK and CWDC). Directors of LLNs, and HEFCE itself, will also have views on how to respond to some of the key concerns set out below, which have been raised by the 25 LLNs responding to this survey.

4.2 The basis for this suggested set of key priorities is that it is clear that LLNs have a wealth of detailed knowledge of the learning provision across the country, as well as the IAG systems and strategies which should underpin and 'lubricate' the effective functioning of all forms of learning for the benefit of individuals, communities and employers. That knowledge provides an evidence base, which the respondents to this national survey urge should not be "*lost*". Thus they suggest the following key priorities for urgent and important action.

4.3 Matters of General Principle

4.3.1 Perceptions of IAG and the need for national strategic frameworks

4.3.1.1 Widespread concern remains that the language of IAG itself - including its own label - is confusing and misunderstood by the public and providers.

4.3.1.2 The overall IAG landscape for individuals and for providers of learning is "*...over complicated...and needs rationalisation*".

4.3.1.3 Experience from across the differing LLN localities reinforces the need for "*...national strategic frameworks*" for IAG, as much as for learning itself, to enable implementation strategies to be "*...locally led to meet local need*".

4.3.2 Non-traditional Learners & Vocational Routes

4.3.2.1 Future IAG support services and systems need to be better linked to, and informed by, the labour market with "*...improved linkage to employment opportunities*". Steps need to be taken to ensure that the IAG workforce has both the technical expertise required for effective information, advice and guidance and is knowledgeable about options, routes to learning and work choices, and understands the changing nature of 14-19 learning options, progression opportunities including Diplomas, apprenticeships and other work-based learning, and Higher Education.

4.3.2.2 IAG support for learners from "*...non-traditional routes remains patchy*", and "*...pre-entry (IAG) for all HE learners*" needs to be embedded in support services and systems which demonstrably support "*...vocational qualifications as valid entry to HE*".

4.3.2.3 Concerns persist that in too many instances

"...official materials continue to promote the view that 'A' levels are the only way into HE".

These concerns include the need for national strategic action to ensure that the vocational options and routes available are better and more impartially made accessible and promoted:

"...careers information in relation to some professions housed on the direct.gov.uk site makes no mention of routes to HE from vocational programmes even though a number of Veterinary Schools (for example) now state vocational qualifications as being acceptable for entry".

4.3.2.4 More and better information is required to be universally available to the public on 'part-time learning' options and progression opportunities as part of this strategy, especially within IAG support services and systems for adults within the workplace.

4.3.3 Technology

4.3.3.1 *"The use of technology for IAG is poor"* and for clients and providers alike IAG support *"...needs to be more accessible through [better use of] new technology"*.

4.3.3.2 The Exchanging Course-Related Information (XCRI) project (which began in April 2005) is highly valued by several respondents. It should be built upon:

"It is important that the XRCI CAP is embedded into HEIs and FECs" so "...UCAS and others" (including LAs with their 14-19 prospectuses) must insist upon it. Course information is 'chaotic'. If HEIs are planning to increase work with employers they need to have much clearer course information and easier access to it".

4.3.3.3 Despite the recent improvements and enhancements to making information more readily accessible (including through new technology routes), experience continues to show that an integrated strategic approach to each of the three parts of IAG (information, advice and guidance) within a *"...universal strategy"* is an essential prerequisite of such a new national strategy:

"...without clear information on what is available, and [learning] provision [being] available that is appropriate to the needs of vocational learners and those in the workplace, no amount of advice and guidance can improve progression to higher education. Opportunities need to be clear and coherent so that advisers can offer the [support] that is needed".

4.4 Matters for DCSF and DBIS to consider

4.4.1 Experience demonstrates that in every locality (however these may be drawn up in the future - be it regions, sub-regions or other defined boundaries) in England, there needs to be an organisation which is required to take a lead on CPD for the IAG workforce overall. CPD needs also to be measured in terms of impact on the workforce, and IAG itself needs to demonstrate its effectiveness for learners - their achievement and their progression.

4.4.2 Government, and those leading policy making in all learning providers, should ensure that "...*integrated service plans*" result in IAG support being a "...*integral part of a learner's journey*". Such that, through the integration of IAG within learning, all learners

"...should feel that they are receiving specialist knowledge to empower them in their career objectives"

with IAG providers having detailed specialist skills as well as industry knowledge:

"Progression should be integrated into all aspects of the individualised curriculum."

4.4.3 Success in designing and implementing a new national strategic framework for IAG for all ages needs to learn the lesson from the LLN and Aimhigher initiatives that Government should ensure that there is

"...stronger central strategic alignment to ensure all efforts maximise use of funds and impact [including]...alignment of all initiatives at the HE/FE interface to ensure widening participation is covered [by those leading] policy, funding and social agencies".

4.4.4 Experience shows that "...*pressure for change on institutions and agencies that may be reluctant or culturally reticent*" requires concerted action by all involved in central Government. There need to be explicit "...*PSA targets at institutional level*", together with adjustments to funding regimes which reward actions to "...*match widening participation objectives*", and which "...*encourage greater consistency of collaboration*" between all involved in IAG provision for young people and adults alongside those providing all forms of learning opportunities.

4.4.5 There is strong support for the proposed "...*universal careers service for adults*". DBIS is urged to "...*take account*" of the experiences of LLN projects which could be sustained for the future success of this new service, such as one LLN's

"...development for practitioners [which has had to]focus on demystifying the complexities of vocational HE and addressing the barriers to HE that adult learners experience - many of these will be universal across the country and use of the web would make it simple to share them".

4.4.6 Other experiences show that

"...IAG advisers need to have training on how to give careers advice for adults entering HE, this is a skill area that has been lost".

4.4.7 Thus DBIS needs to include in its IAG strategy a *"...commitment to high quality impartial IAG within the workplace"* otherwise experience shows that it, too, happens in patchy provision.

4.4.8 The Government's future all-age strategy for IAG support services and systems needs to provide effective *"...regulation"* of who can provide publicly-funded IAG and who cannot (*"...some providers offer an excellent service and others don't"*). It will be essential that such 'regulation' affects both those who are 'licensed' to function as an IAG worker, and those organisations which are enabled to secure public funding to deliver IAG services. This will lead to *"...improved recognition"* of the IAG service and its staff and thus their *"...reputation"* and readiness of learners, the general public and employers to make use of and support the services.

4.4.9 On the basis, therefore, of the evidence from this research, it is suggested that policy makers need to ensure that those organisations which deliver the AACCS and other IAG which is publicly-funded in the future are assessed against an appropriate national standard for organisations themselves (such as the **matrix** Standard). As part of that standard, organisations should be required - as is currently the case with the **matrix** Standard - to ensure that staff attain appropriate qualifications for their IAG skills (such as OCN/NVQs/QCG/relevant degree as these become/are available). These matters are of concern for both the embedded IAG services (in FECs, WBL providers and HEIs) as well as for the future freestanding services for young people and adults (Connexions and the new AACCS).

4.4.10 There will need to be an increased emphasis upon the direct inspection by OFSTED of all IAG in the future, to ensure that investment in accredited training and CPD for staff with IAG responsibilities is fulfilled and that service provision for all users in all localities meets increased national standards with consistency.

4.5 Matters for LLUK & CWDC to consider

4.5.1 LLUK and CWDC need urgently to establish, with full support from DCSF and DBIS, a *"...clear qualifications framework"* for those working with IAG for all age groups which *"...takes account of the existing workforce"* for IAG. This framework needs to offer clarity of accreditation of prior experiences and certificated learning in the new national framework which must include *"...up-skilling"* to ensure all IAG workers are knowledgeable and competent in the new and enlarged range of learning options, routes and providers, including the outcome that increased numbers benefit from HE experiences at times and in ways best suited to their needs.

4.5.2 LLUK and CWDC, in their new national framework, need to ensure that

"...qualifications... reflect the different contexts that IAG is delivered in, rather than one qualification... that fits all".

Of particular concern is the need to review the content and learning outcomes from both initial training for IAG and CPD:

"Presently I don't believe the NVQ and post-graduate qualifications are fit for purpose. They don't cater for IAG advisers working in different contexts", and

"The absence of a specialist IAG course at level 6 (first degree level) is a concern".

4.5.3 LLUK and CWDC also need to ensure that the employers of the existing and the future IAG workforce are supported through a longer term ("*10 year plan*") strategy which demands and supports initial qualifications for the workforce and dedicated CPD. This would require that Government "*...invests in high quality training resources nationally*" to support the IAG workforce and its employers. Without specific funding for IAG CPD "*...these important events will not run*" everywhere in the country.

4.5.4 LLUK should also be encouraged to consider how NVQs in Advice and Guidance might most effectively be "*...embedded into Foundation Degrees*".

4.6 Matters for HEFCE to consider

4.6.1 This research, and its resultant report, explored in depth this statement in HEFCE's review document '*Lifelong Learning Networks: Analysis of 2008 monitoring reports*' (paragraph 30):

"LLNs have undertaken IAG training for staff in partner institutions with a view to ensuring that this strand of work becomes embedded and sustainable. From the reports this area of work has been communicated as a key priority".

4.6.2 HEFCE is invited to receive this report, and to consider ways in which in the short to medium term it can bring influence to bear on national policies for IAG, including strategic plans affecting freestanding services for all ages as well as those within institutions.

4.6.3 HEFCE is also invited to consider how in the immediate future it can promote embedding and sustaining the real improvements and innovations to IAG support systems and services which have been stimulated by its investment in IAG in LLNs since 2006. LLNs have functioned successfully in respect of IAG matters at sub-regional level and, through collaborations, at regional levels; there may well be gaps to fill at such levels in the future which HEFCE might strategically seek to address.

4.6.4 In its dialogue directly with DBIS, and with DCSF in respect of the new IAG Strategy for all young people which DCSF is due to launch in the summer of 2009, HEFCE is invited to consider how it can assist in important steps which will need to be taken to achieve coherence for all publicly-funded IAG work - that is HEFCE funded as well as services funded through other public funding streams. There could be opportunities in the immediate and short term, for example, for HEFCE to secure direct representational roles for LLN national forum IAG work-strand colleagues on key national working groups of Government departments and/or on the soon to be established 'Constituency Panel' of LLUK for Career Guidance/IAG.

5. Conclusions

- 5.1 The LLN initiative has made significant progress in meeting the second of the three-fold 'mission' set by HEFCE, in respect of establishing appropriate IAG support systems (see 1.4 above). Evidence gathered through this dedicated research demonstrates the power for good (in respect of promoting and enhancing IAG) which accrues nationally and locally once an agency is specifically charged with taking a lead on IAG CPD matters.
- 5.2 The 'flip side' of this, however, is that once no agency has such a specific and accountable role for IAG CPD (and everything associated with it) in each locality in England, there is widespread concern across the country - as evidenced by this research - that the progress made through LLNs will be lost. The message to policy makers is loud and clear.
- 5.3 Not only have sound programmes of IAG CPD been established and welcomed, but increasingly as LLNs have matured many of these IAG offerings have become recognised and accredited - increasing both the competence and the credibility of the IAG provider. Whilst there is more to be done to make such accreditation more widespread across the country, there is strong evidence of the positive impact of LLNs in establishing and promoting opportunities and schemes for accreditation which should offer some solid foundations for LLUK and CWDC to build upon.
- 5.4 The strength of increased partnership and networking which LLNs have secured, which it is acknowledged take time to establish, especially the increased trust and respect amongst learning providers, needs to be capitalised upon as further changes to learning opportunities and progression pathways develop. The Progression Agreements involving FECs and HEIs, which have been such a force for good in underpinning supportive IAG CPD programmes, offer a model for the future as the increasingly important 14-19 Diploma Consortia increase their offerings in localities and new progression pathways open up for more young people. IAG support systems (including CPD for those offering IAG to learners) for these new pathways would benefit from national strategic direction if a form of PA between Diploma Consortia (which are schools, FECs and WBL providers) were to be established in each locality.
- 5.5 The real concerns voiced by a number of respondents to this research about the potential for, and existence of, partiality in the IAG provided on occasions about pathways through learning (and work), will need to be addressed through national strategic intervention. That there continues to be evidence of 'prejudice' about 'A' levels versus vocational learning, as appropriate progression routes to HE, and lack of understanding of the changed and changing 'HE Offer', means that IAG initial training and CPD must promote not only enhanced IAG skills amongst IAG workers, but also more open knowledge of learning and work pathways and progression.

- 5.6 Respondents report that teachers and tutors (frequently without a specific IAG role, and/or without any IAG training or awareness) evidently have a major impact on many learners' choices of learning and work - including perceptions of HE and HE progression. They voice concerns that such important '*influencers*' of learners' decisions can inadvertently undermine the work of the relatively small number of IAG specialists seeking to present learners with a wider range of options, routes/pathways and providers to consider. Raising the awareness of the impact of such '*influencers*' of learners' decisions is a key issue to address in the future.
- 5.7 There have been a number of valuable resources developed by LLNs, which might well need updating as well as maintaining in the future. LLN funding has frequently been the direct source to support such initiatives. Future arrangements will need to enable IAG initiatives to be supported financially, or positive innovation may well cease.
- 5.8 There is a wealth of expertise within the current LLN national cadre. This needs to be gathered together by England's policy makers, and its rich vein of knowledge and skills enabled to contribute to the new national strategies for IAG for Young People and the new AACCS for adults. At this time of transition to these new strategies, and as LLNs come to the end of their short but influential lives, there is talent to be harnessed. The benefits from directly involving the LLN voice in strategic forums - within DCSF, DBIS, HEFCE and the SSCs (LLUK/CWDC) - would be significant. LLNs have learnt through 'bottom-up' activity rather than 'top-down' specification; partners within LLNs across the country have experiences and expertise which they are clearly ready to offer as England's new all-age IAG strategies are finalised and implemented.

LLN national forum/Boundary Partnership research project March-June, 2009.



**Questionnaire: LLN national forum survey on Staff Development for IAG
February - April 2009**

GENERAL INFORMATION

LLN

Contact

If invited to assist with a telephone follow-up, please give us the name & contact details of an Interviewee

Email

What are the best dates and times during w/c 20 & 27.4.09 for telephone contact?

Telephone

1. Needs

What staff development needs has your LLN identified in relation to IAG?

A brief summary; how was the need identified?

Have you developed any survey instruments you could share e.g. training needs analysis?

Please explain or send with response if you can

Where did you decide to focus your efforts, and why?

Securing Participants

Comments on how easy/difficult it is/was to secure participants to take part in IAG CPD

2. Offers

What staff development opportunities does your LLN offer to people involved with IAG? (This might include conferences, workshops, training days, networking events, courses, mentoring, work-shadowing, self -study materials, grants for accredited training)

Title	Target audience	Length & mode of delivery	Aims	Content	Cost to run, if known	Who delivers? Any partners involved e.g. unionlearn, Aimhigher	Course materials and resources* (please include link or attach documents)
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Add any general comments to amplify your answers

3. Staff development Resources

Have you drawn on any nationally available resources (eg Student Finance England booklets, UCAS consultants)?

4. Fit with national occupational standards and competency frameworks

Does any of your offers lead to accreditation? If so, please give details

Any more thoughts on this? (as this area is currently under review at national level)

5. Lessons learned in respect of CPD for IAG in your LLN

What's working well and why?

Benefits

What benefits have you seen as a result?

Including target user groups: Learner, adviser, partner, stakeholder

What hasn't worked so well and why?

6. The future

Are there other staff development activities for IAG you are planning to run in the future? If so please give us key details.

Are there unmet needs you have identified? What might help you to meet these?

We hope to lodge any outlines and materials you can provide in a database for others to use in the future. What views and thoughts do you have about this?

What issues do you foresee affecting the ability to sustain and embed staff development for IAG after current LLN funding ends?

What would you want communicated as key priorities over the next 2-3 years? Please include key messages you would want to send to principal strategic bodies such as DCSF/DIUS and LLUK.

7. Is there anything else you wish to be considered in respect of future IAG CPD activity?

Wish list?

Thank you for your help in completing this survey.

We plan to follow up a number of respondents by telephone.

If you would prefer NOT to be involved in any follow up, please advise us below by ticking the NO option:

Telephone follow up option

Yes

No

PLEASE RETURN VIA EMAIL BY 17th MARCH 2009 TO:

Kathryn Horsfield contactus@lifelonglearningnetworks.org.uk

If you have any queries, please contact:

Lois Thorn – SWLLN IAG&LS Strand Leader/ National LLN IAG Workstrand convener

l.m.thorn@open.ac.uk

Tel: 0117 929 9641

Appendix (ii) Table of LLN Responses

Network	Questionnaire returned/Tel review
Birmingham, Black Country and Solihull LLN	Yes/Yes
Cheshire and Warrington LLN	No
Coventry and Warwickshire LLN	Yes
Cumbria Higher Learning	Yes/Yes
Greater Manchester LLN	Yes
Greater Merseyside and West Lancashire LLN	No
Hampshire and Isle of Wight LLN	Yes
Herefordshire, Worcestershire and surrounding area LLN	Yes
Higher Futures (Sheffield City Region)	Yes
Higher York	Yes/Yes
Kent and Medway LLN	Yes
Lancashire LLN	Yes
Leap Ahead (Derbyshire & Nottinghamshire)	Yes/Yes
Linking London	Yes
MOVE (The LLN for the East of England)	Yes
National Arts Learning Network	No
North East Higher Skills Network	Yes
Progress South Central (incl. Berkshire)	Yes
Skills for Sustainable Communities(Leics, Nthants,Lincs,Rutland)	Yes
South East London LLN (SELLLN)	Yes/Yes
South London LLN	No
South West LLN	Yes
Staffordshire, Shropshire, Stoke on Trent, Telford & Wrekin LLN	No
Sussex Learning Network	Yes/Yes
The Creative Way (Creative Industries in ELondon/ThamesGateway)	Yes
VetNet	Yes
West London LLN	Yes
West Yorkshire LLN	Yes
Western Vocational LLN (Bath - links to South West)	Yes
Yorkshire & Humber East LLN	Yes/Yes

APPENDIX iii: CPD RESOURCES & EVENTS GUIDE FROM THE IAG SURVEY 2009

Contents:

section 1 = SKILLS

section 2 = KNOWLEDGE

section 3 = OTHER

{NOTES: 1. *This is NOT a fully comprehensive guide to every event held under the LLN banner across the country. Please note that this Guide was completed in May 2009. The shelf-life of the entries may be short, thus the reader is always advised to make direct contact with the LLN concerned as listed under “Contacts & Links”.*

2. *Please also note that although this Guide seeks to identify Resources & Events as primarily ‘skills’ or ‘knowledge’ related, such a distinction will always be arbitrary as many cover both aspects. It is suggested, however, that readers of this guide might usefully review the full contents if seeking inspiration or a source of advice from someone who has tried to put together a resource or an event on a particular topic, skill area, or knowledge-based activity.*

3. *All www links shown are those offered to the researchers by the respective LLN; as such, some are highly specific, others more general. Responses have occasionally been interpreted due to a variety of ways in which LLNs offered data. It is hoped that this Guide provides helpful pointers to readers}*

Section 1. SKILLS

1.1 IAG Skills

1.2 Skills re Progression Agreements

1.3 Other Specific Skills

CPD Resources/Events	Description	Audience	Staff development Resources	LLN	Contacts & Links
<u>1.1 IAG Skills</u>					
<i>1 day workshop to gently improve IAG in schools, covering IAG Essentials (where to look for info, how to conduct neutral 1-2-1s etc)</i>	IAG Essentials One day workshop followed by optional Open College qualification	Secondary School IAG personnel	London South Bank Uni	Cumbria Higher Learning	roxine.beaumont-sempill@cumbria.ac.uk 01228 888867

Advanced Interviewing Techniques	IAG skills in interviewing	All IAG staff	Hands on course with materials	North East Higher Skills LLN	Richard.cuthbert@tees.ac.uk s.morris@tees.ac.uk
Advising into HE	Progression beyond Level 4 for IAG Workers. Focused IAG on HE Progression	Connexions Advisers, FEC personnel, Unionlearn lead for Cumbria (on first run)	London South Bank Uni	Cumbria Higher Learning	roxine.beaumont-sempill@cumbria.ac.uk 01228 88886
Focus on Solutions	To improve practitioners skills in interviewing	IAG practitioners only (one day event)	Specialist tutor	WYLLN	joanne.charlesworth@hud.ac.uk
Foundation Degrees	A free workshop providing skills and materials to help promote foundation degrees to adults and young people in a variety of settings.	Of interest to teachers, lecturers, advisers – anyone providing guidance on HE progression		SSCLLN	www.le.ac.uk/ssclln 0116 252 3693 n@le.ac.uk
HE Advisers' Certificate	HE admissions procedures, careers information, use of online information and advice and one-to-one guidance	The course is targeted at teachers and advisers with a relevant qualification at level 4 who have recently found they are required to advise on progression to HE or expect to in the near future. Equivalent of 15 credits/1 unit at Masters level.	UCAS consultants Sector Skills Councils SPA	South East London (SELLLN) (shared with other London LLNs)	http://prospectus.lsbu.ac.uk/courses/course.php?UCASCode=unknown&CourseID=4832
Fd in IAG	IAG in learning, work and welfare context; information management;	14 module foundation degree validated by University of Plymouth, grounded in		SWLLN	http://www.truro.ac.uk/page.php?pageID=1130

	developmental IAG ;professional practices with agencies; work based learning etc	professional practice and linked to practical skills training, for advisers with level 3 or 4 IAG qualifications			
<i>Learning Advice in Community Settings</i>	The Learner adviser award aims to equip with the skills to provide advice on courses and further learning.	IAG providers in community and adult learning settings	Class based work, presentations Portfolio of work	Progress South Central	Jude Bringley j.brindley@reading.ac.uk 0118 3782339
<i>NVQs in Advice & Guidance</i>	NVQ 2,3 & 4	ULRs, Learning Advocates, Community Learning Champions, Personal Tutors, WBL assessors, Private Trainers	Accredited NVQ Delivered by FECs /Connexions Training Officer Plus Employability Worker from Uni of Cumbria	Cumbria Higher Learning	roxine.beaumont-sempill@cumbria.ac.uk 01228 888867
<i>NVQ Programme in Advice and Guidance</i>	To enable partner Colleges to have 2 members of staff to undertake either the level 3 or 4 NVQ in Advice and Guidance	Representatives from each of the Partner Colleges	External training company which delivers NVQ in A&G	Yorkshire and Humber East LLN	Jane Barker jeb@ycoastco.ac.uk 01723 356284
<i>Training grants for NVQs in Advice and Guidance , AGCAS modules etc</i>	To enable staff to gain accredited IAG qualifications. LLN mentors and provide HE progression awareness adapted to trainees own job	For advisers in LLN partner organisations		SWLLN	www.swlln.ac.uk/684-training-support-funds.php ; l.m.thorn@open.ac.uk 0117 9299641

	role and setting.				
Supporting vocational learners through the application process into HE and Supporting Refugees into HE		IAG staff	UCAS/HEIs/ SSCs	Linking London (shared with other London LLNs)	As.jones@linkinglondon.ac.uk 0203 0738382 www.linkinglondon.ac.uk
Tutoring For Transition – Train The Trainer	Enable Tutors to deliver effective IAG in relation to HE transition	IAG Staff / FE Tutors	Course booklet & CD from Connexions Northumberland	North East Higher Skills Network	Richard Cuthbert Richard.cuthbert@tees.ac.uk 01642 738405 Simon Morris S.morris@tees.ac.uk 01642 738401 (Info available through Connexions Northumberland also)
Your Future – Your courses, your qualifications, your career	Working with Aimhigher – exploring the website to learn about career opportunities and how to pursue them	Relevant for teachers, careers advisers and employment employers		SSCLLN	www.le.ac.uk/ssclln 0116 252 3693 ssclln@le.ac.uk
<u>1.2 Skills re Progression into HE</u>					
Application to Offer: Supporting Students to Progress to Higher Education	To provide tools and techniques to support vocational learners into HE	FE tutors	Student Finance consultants for the event Application to Offer: Supporting Students to Progress to HE	Western Vocational LLN (and Aim Higher)	Presentations can be located on both Aimhigher West & WVLLN's websites

<i>First CW Forum – Intro to our work, development funds, Progression Agreements, website,</i>	Bring other IAG services in our network together, increased awareness of CW and our IAG offer incl Progression Agreements and Development funds	IAG staff	CW staff & UEL	The Creative Way	Matt Ball Sarah Comerford m.ball@uel.ac.uk s.comerford@uel.ac.uk www.creativeway.org.uk
<u>1.3 Other Specific Skills</u>					
<i>NARIC Training</i>	To improve knowledge and utilisation of NARIC	NARIC users only (primarily IAG Practitioners)	Delivered by NARIC tutor Info available from WYLLN	West Yorkshire LLN	Joanne Charlesworth Joanne.Charlesworth@hud.ac.uk 01484 471 107
<i>Supporting Refugees into HE</i>		IAG Staff WP Staff	RAGU (London Met Uni) Information available through website www.linkinglondon.ac.uk	Linking London	As.jones@linkinglondon.ac.uk 0203 0738382 www.linkinglondon.ac.uk

SECTION 2. KNOWLEDGE

2.1 Subject Knowledge

2.2 APEL

2.3 LMI

2.4 HE Progressions and Transitions

2.5 The 14-19 Curriculum

2.6 Student Finance

2.7 Other

CPD Resources/Events	Description	Audience	Staff development Resources	LLN	Contacts & Links
<u>2.1 Subject Knowledge</u>					
<i>Accrediting Company Training Programmes</i>	Working with the Open University and FDF, finding out how to get higher education credit for company training	Employers seeking to provide their workforce with accredited training and skills		SSCLLN (Skills for sustainable communities)	www.le.ac.uk/ssclln 0116 252 3693 ssclln@le.ac.uk
<i>Demystifying HE half day workshop</i>	Overview of HE opportunities, application processes, student funding, personal statements and tutor references	Adult learning advisers, support staff and tutors		SWLLN	helen.evans@cornwall.ac.uk ; www.gradsouthwest.com/heguidance
<i>Foundation Degrees in the Creative Industries</i>	Practical event providing insight into the range and content of foundation degrees	For employers working within this sector		SSCLLN	www.le.ac.uk/ssclln 0116 252 3693 ssclln@le.ac.uk

Foundation degrees in food and drink manufacturing	Practical event providing insight into the range and content of Foundation degrees	For employers working within this sector		SSCLLN	www.le.ac.uk/ssclln 0116 252 3693 ssclln@le.ac.uk
How new developments in education and training can support growth in the creative industries	The aim of this event was to highlight some of the changes in education and give an opportunity for employers and educators to network	Employers and educators	UCAS consultants Sector Skills Councils SPA (in collaboration with Creative Process)	South East London (SELLLN)	http://www.selln.org/events?task=view_detail&agid=24&year=2009&month=02&day=10
<u>2.2 APEL</u>					
APEL (Accreditation of Prior Experiential Learning)	Understanding what APEL is and how it is used	Health & Social care students		SSCLLN	www.le.ac.uk/ssclln 0116 252 3693 ssclln@le.ac.uk
APEL introductory booklet	Hard copy booklets to explain to IAG advisors how APEL can help their clients	Disseminated to IAG advisers in West London Nextstep and FE		West London LLN (shared with other London LLNs)	http://www.westlondonlln.org/apel/661/accreditation-of-prior-learning-use-your-previous-learning-and-or-experience-to-enter-higher-education
APEL workshop	To demystify APEL	Admissions & tutors	consultants for	Western	http://www.swlln.ac.uk/welcome-to-

	and share good practice	both FE & HE	the event	Vocational LLN (and SWLLN)	swlln/staff-development/0809-events-and-workshops/1063-apel-and-accreditation-conference.htm ; www.wvlln.ac.uk
<i>Credit and APEL conference</i>	Poses the question: how ready is your institution to rise to the challenges of 2010; to the threats of enhanced global competitiveness and the opportunities presented by enhanced collaboration?	Managers and Senior Managers with an interest in credit, APEL and quality. Curriculum staff in HEIs and FECs with an interest in credit transfer, LLNs	OU Credit Transfer QCF Accrediting competency based qualifications	Kent & Medway	Remoni Puri r.puri@gre.ac.uk 01634 883 193
<u>2.3 LMI</u>					
<i>Labour Market information briefings</i>	Labour market and vocational sector information, plus a set of materials on the 14-19 diplomas	HEI staff, FEC staff, Connexions	LMI leaflets and materials	Leap Ahead – the LLN for Derbyshire & Nottingham	Mike Braund m.braund@derby.ac.uk
<i>Skills for Health & Skillset</i>	Joint LMI event	Nextstep advisers		MOVE: The LLN for the East of England	Trish.judson@move.ac.uk
<i>Skillfast – Careers in Fashion</i>	Increase awareness of full range of	IAG Staff	Consultants from SSC Skillfast.	The Creative Way	Matt Ball Sarah Comerford m.ball@uel.ac.uk

	options in fashion. Improve knowledge of LMI and sources of information				s.comerford@uel.ac.uk www.creativeway.org.uk
<i>Skillset- LMI and Communication Media</i>	Improve use of LMI in relation to sector. How to use LMI effectively. Increase knowledge and awareness of some media industries and Skillset	IAG / Subject Staff	Skillset consultant Industry practitioners	The Creative Way	Matt Ball Sarah Comerford m.ball@uel.ac.uk s.comerford@uel.ac.uk www.creativeway.org.uk
<i>Suffolk INSET Day- focus upon Creative & Cultural Industries</i>	One day LMI	Careers Teachers and Connexions advisers		MOVE: The LLN for the East of England	Trish.judson@move.ac.uk
<i>The role of SSCs relating to IAG</i>		IAG staff	Skills for Health SSC Information available through website www.linkington.ac.uk	Linking London	As.jones@linkinglondon.ac.uk 0203 0738382 www.linkinglondon.ac.uk
<u>2.4 HE PROGRESSIONS and TRANSITIONS</u>					

Advanced Apprentices into HE		Admissions staff / IAG staff	HE/FE staff Information available through website www.linkingtondon.ac.uk	Linking London	As.jones@linkinglondon.ac.uk 0203 0738382 www.linkinglondon.ac.uk
Changing Routes to Higher Education	Network and information opportunities for IAG staff	IAG staff	Student panel Presentations and workshops	Progress South Central	Jude Bringley j.brindley@reading.ac.uk 0118 3782339
Diploma learners into HE		Admissions staff / IAG staff	UCAS/HEIs Information available through website www.linkingtondon.ac.uk	Linking London	As.jones@linkinglondon.ac.uk 0203 0738382 www.linkinglondon.ac.uk
Diplomas and Higher Education Progression and Curriculum	Aimed at establishing a strong foundation for Diploma activity in the region	Consortia, local advisers, HE & FE subject tutors, admissions tutors,	Student Finance consultants for the event Application to Offer: Supporting Students to Progress to Higher Education	Western Vocational LLN (and Aim Higher)	Presentations can be located on both Aimhigher West & WVLLN's websites
FE/HE work shadowing	Knowledge transfer between HE and FE	FE/HE	University of Worcester	Hereford & Worcester	r.parker@worc.ac.uk 01905 855477

Getting into HE	To enable participants to update their knowledge on entry to HE particularly with vocational and mature learners in mind	Representatives from each of the Partners and the wider Learner Support Community in the YHELLN area	UCAS Consultant And local student finance coordinator	Yorkshire and Humber East LLN	Jane Barker jeb@ycoastco.ac.uk 01723 356284
Getting to Grips with HE	To enhance knowledge and skills to enable Connexions Somerset advisers, teachers and other colleagues to provide more effective support and guidance to potential applicants to higher education	Anyone working with Young People looking to progress into Higher Education	Getting In Getting On (UCAS)	SWLLN	treborbrown@hotmail.com ; mchant@hotmail.com
HE in Herefordshire conference	To increase understanding of HE opportunities, funding and support	Students and advisers	No	Hereford & Worcester	r.parker@worc.ac.uk 01905 855477
Higher Designs	Increased awareness of Design choices in HE. New developments in art/design application/study and practice Increased awareness of CW and our IAG offer	IAG staff, Subject staff, students	Industry practitioners	The Creative Way	Matt Ball Sarah Comerford m.ball@uel.ac.uk s.comerford@uel.ac.uk www.creativeway.org.uk

Higher Education - The Changing Landscape	Enhance awareness and understanding of key aspects of guidance around progression into HE	IAG Practitioners, Student Support Services Staff, Train to Gain Brokers	Info available through WYLLN	West Yorkshire LLN	Joanne Charlesworth Joanne.Charlesworth@hud.ac.uk 01484 471 107
IAG Conference	Raising awareness of new developments in HE	Nextstep, College Advisers, Community Organisations	Aimhigher	Hampshire & Isle of Wight	jon.bramley@solent.ac.uk 02380319642
Progressing Vocational learners into HE		Admissions staff / IAG staff	UCAS/HEIs SSCs	Linking London (shared with other London LLNs)	As.jones@linkinglondon.ac.uk 0203 0738382 www.linkinglondon.ac.uk
Progressing the vocational Learner: Advancing the apprentice in to HE	Information on progressing the Diploma students into HE	IAG and Admissions staff		West London LLN (shared with other London LLNs)	http://www.westlondonln.org/events/673/advancing-the-apprentice-into-he
Progressing the vocational Learner: Nursing, midwifery and social work	Information on progressing the Diploma students into HE	IAG and Admissions staff		West London LLN (shared with other London LLNs)	http://www.westlondonln.org/events/469/nursing
Progressing the vocational learner: Nursing, Midwifery and Social Work conference	To help vocational learners apply and progress to full and part-time HE courses	FE IAG practitioners, FE tutors delivering health – related courses at level 3, IAG and careers service providers,	UCAS consultants Sector Skills Councils SPA	South East London (SELLLN) (shared with other London LLNs)	http://www.westlondonln.org/events/469/nursing

		community and voluntary sector advisory staff, advisers in the workplace, including ULRs			
Regional Admissions	Raising awareness of best practice in IAG	HE/ FE tutors and advisers	Keynote external speaker.	Hereford & Worcester (with regional LLNs)	r.parker@worc.ac.uk 01905 855477
Supporting vocational learners Progressing into HE	One day	Connexions advisers, HE admissions FE CAs,		MOVE: The LLN for the East of England	Trish.judson@move.ac.uk
Progression to HE training programme	An overview of the different routes through which adult learners can access HE (comprehensive = 12 different training sessions)	For anyone with clients considering progressing into Higher Education (aim = to up-skill and build IAG capacity re HE progression)	Student Finance England and UCAS CPD Unit	Higher York	www.higheryork.org/events.info@higheryork.org
What is Progression Agreement and what/why do I need to know?	What is a PA? Who's involved? What does it mean to learners?	Awareness session for Admissions, Marketing & Tutors, Reception/ Telephonists etc (half day)	Student Case studies, reps from HE & FE	BBSC	Dewi Cooke d.cooke@ucb.ac.uk
Vocational HE guidance	Widening understanding of the HE offer, particularly	Connexions + college and HEI staff	n/a	Leap Ahead – the LLN for Derbyshire &	Mike Braund m.braund@derby.ac.uk

	in relation to vocational and part time HE			Nottingham	
<u>2.6 The 14-19 Curriculum</u>					
14-19 Diplomas in West Yorkshire	Raise awareness and understanding of the 14-19 Diplomas and the sub-regional activity	Head Teachers, Directors of Children and Young People's Services, 14-19 Consortia, Local Authority, Representatives, Pro-Vice Chancellors, Principals, Deans, Deputy Principals, Heads of Department/Faculty, Programme Managers, Admissions Tutors, IAG Managers, Student Support Services	Presentations by WYLLN & Partners Info available through WYLLN	West Yorkshire LLN	Joanne Charlesworth Joanne.Charlesworth@hud.ac.uk 01484 471 107
14-19 developments	To share information about the 14-19 educational landscape especially in reference to Diploma	Trainee teachers	WVLLN & Local Authority Adviser	Western Vocational LLN	See SCITT website
14-19 Diploma Campaign	To increase understanding about the 14 to 19 diplomas	FE/HE	Regional LLNs and Aim Higher	Hereford & Worcester	r.parker@worc.ac.uk 01905 855477
Progressing the	To find out the latest	HE Admissions staff	UCAS	South East	http://www.westlondonlln.org/events/6

vocational learner: 14-19 Diploma into HE conference	on 14-19 Diplomas	School and FE staff working on the 14-19 Diplomas 14-19 Diploma consortia members IAG providers FE and HE curriculum staff.	consultants Sector Skills Councils SPA	London (SELLLN) (shared with other London LLNs)	37/14-19-diplomas-into-higher-education
Progressing the vocational Learner:14 - 19 diploma	Information on progressing the Diploma students into HE	IAG and Admissions staff		West London LLN (shared with other London LLNs)	http://www.westlondonlln.org/events/637/14-19-diplomas-into-higher-education
Workshops on 'exploding the myth of the 14 to 19 diplomas'	To increase understanding about the 14 to 19 diplomas	FE/HE		Hereford & Worcester	r.parker@worc.ac.uk 01905 855477
<u>2.7 Student Finance</u>					
HE Finance – providing IAG for learners	IAG, Student Services and Higher Education Managers	To inform practitioners about Student Finance England and resources they have produced for IAG practitioners	CWLLN, Aimhigher and Student Finance England	Coventry & Warwickshire LLN	Literature can be found on the Student Finance England Practitioners web site Anmoal Thethi a.thethi@coventry.ac.uk 02476 792289
Student Finance Event	Raise awareness of student finance	IAG Workers	Student Finance England literature, UCAS information, Student Finance Consultant	North East Higher Skills Network	Richard Cuthbert Richard.cuthbert@tees.ac.uk 01642 738405 Simon Morris S.morris@tees.ac.uk 01642 738401

<u>2.8 Other</u>					
<i>Careers Guidance issues and updates</i>	The aim of the workshop was to provide an update on current issues in Careers Education and Guidance and promote progression routes into Higher Education programmes	School career advisers		West London LLN	http://www.westlondonlln.org/events/328/careers-guidance-issues-and-updates
<i>CPD Workshops with Connexions</i>	Advisers informed about PAs and Learner support activities	Connexions careers advisers		Hereford & Worcester	r.parker@worc.ac.uk 01905 855477
<i>CW Conference</i>	Create debate around progression and partnership working. Disseminate best practice and projects undertaken by the partnership. Raise awareness of CW work	IAG Staff, Subject staff, Directors, other LLNs	Industry practitioners	The Creative Way	Matt Ball Sarah Comerford m.ball@uel.ac.uk s.comerford@uel.ac.uk www.creativeway.org.uk
<i>Lean Manufacturing & Business Improvement</i>	An insight into how to improve quality, cost and speed in business	For Managing Directors & Supervisors		SSCLLN	www.le.ac.uk/ssclln 0116 252 3693 ssclln@le.ac.uk

Media Habits & Preferences of L3 Vocational Learners	To inform practitioners about efficient ways of designing and delivering IAG / marketing material to level 3 vocational learners	IAG, Student Services, Higher Education and Marketing Managers		CWLLN	www.cwlln.org
Next Step Training event	IAG for pathways to HE	Nextstep IAG advisers		West London LLN	http://www.westlondonlln.org/events/416/progression-in-to-higher-education
Partnership Forum	Provides an update and insight into Lifelong Learning Network developments and activity			SSCLLN	www.le.ac.uk/ssclln 0116 252 3693 ssclln@le.ac.uk
Providing effective E-Guidance		IAG staff	OU	Linking London	As.jones@linkinglondon.ac.uk 0203 0738382 www.linkinglondon.ac.uk

Section 3. OTHER EVENTS/RESOURCES

CPD Resources/Events	Description	Audience	Staff development Resources	LLN	Contacts & Links
Adviser Pack	Easy reference guide to HE with FAQs that advisers can refer to when asked about HE	Nextstep, College Advisers, Community Organisations	Aimhigher	Hampshire and Isle of Wight	jon.bramley@solent.ac.uk 02380319642

Disability Adviser Network	For partners and other professionals in the YHELLN area to meet and create a forum that can provide support and expertise to each other by meeting 2x per week and also via confidential portal	Representatives from each of the Partners and the wider Learner Support Community in the YHELLN area		Yorkshire and Humber East LLN	Jane Barker jeb@ycoastco.ac.uk 01723 356284
Foundation Degree Directory	Hard copy information on Foundation Degrees. To help IAG advisors understating on FDs	IAG providers		West London LLN	http://www.westlondonlln.org/index.php?s=fd-directory
Regional conferences and workshops	To stimulate discussions around progression and to update on new opportunities	Network partners	Lantra, Aim Higher	VET NET LLN	www.vetnet.co.uk Sarah Field 01908 363446 sfield@vetnetlln.ac.uk
Resources for Employability	To enable participants to explore the range and depth of resources used by a large HEI	Representatives from each of the Partners and the wider Learner Support Community in the YHELLN area	University of Hull	Yorkshire and Humber East LLN	Jane Barker jeb@ycoastco.ac.uk 01723 356284
LAWIS training (Learning opportunities)	A demonstration to publicise the website	IAG staff within institutions and 3 rd party IAG agencies		Kent & Medway	Remoni Puri r.puri@gre.ac.uk 01634 883 193

Learner Support/IAG Network	For partners and other professionals in the YHELLN area to meet and particularly consider Progression, International students and Disabilities	Representatives from each of the Partners and the wider Learner Support Community in the YHELLN area	University of Hull	Yorkshire and Humber East LLN	Jane Barker jeb@ycoastco.ac.uk 01723 356284
Memory sticks with a presentation on Foundation Degrees	To help IAG advisors understating on FDs	IAG advisers and tutors in FE Colleges		West London LLN	www.westlondonlln.org
Mentoring, Buddying, Befriending	For partners and other professionals in the YHELLN area to have an input on exploring what is mentoring and creating safe mentoring programme for their mentees, including offering supervision if they are in a managerial position	Representatives from each of the Partners and the wider Learner Support Community in the YHELLN area	Specialist Consultant	Yorkshire and Humber East LLN	Jane Barker jeb@ycoastco.ac.uk 01723 356284
National conferences	To stimulate discussions around progression and to update on new opportunities	Network partners	LLN	VET NET LLN	www.vetnet.co.uk Sarah Field 01908 363446 sfield@vetnetlln.ac.uk

<p>Survey:</p> <p><i>The London Information, Advice and Guidance Workforce: Preparing for the Changes Ahead Through Continuing Professional Development</i></p>	<p>This surveyed practitioners and employers to establish which IAG qualifications are being obtained and explore what is needed to meet the higher level skills needs of IAG practitioners in the many settings in which IAG is delivered.</p>	<p>IAG practitioners and employers</p>		<p>West London LLN</p>	<p>http://www.westlondonlln.org/iag/671/the-london-information-advice-and-guidance-workforce-preparing-for-the-changes-ahead-through-continuing-professional-development</p>
<p><i>Student Learner Support Entitlement Statement</i></p>	<p>To produce a statement that all the partners agreed to which could be used to inform the student</p>	<p>Representatives from each of the Partners</p>		<p>Yorkshire and Humber East LLN</p>	<p>Jane Barker jeb@ycoastco.ac.uk 01723 356284</p>
<p><i>Shortcuts to Great Resources</i></p>	<p>To alert all advisers of what is out there in terms of resources</p>	<p>For all those advising others into HE</p>	<p>CD</p>	<p>Western Vocational LLN</p>	<p>CD available – Elaine Fisher e.fisher@bath.ac.uk 01225 388582</p>
<p><i>Sharing Good Practice</i></p>	<p>IAG Advisers</p>	<p>Briefing on strategies and different projects, plus available materials</p>		<p>Leap Ahead – the LLN for Derbyshire & Nottingham</p>	<p>Mike Braund m.braund@derby.ac.uk</p>

Tutor visits	To explore issues around the progression of national diploma students to UG provision in the region from an FE and HE perspective To develop personal contacts between HE admissions tutors/academics and level 3 tutors in regional FE colleges	FE tutors	WVLLN progression coordinators, HE tutors, admissions and registry staff	Western Vocational LLN	Elaine Fisher e.fisher@bath.ac.uk 01225 388582
Vocational Qualifications: IAG and Progression to Higher Education	The aim of the workshop was to discuss issues surrounding adult IAG and progression routes into Higher Education.	IAG staff for FE and WBL Providers	Student Finance England	West London LLN	http://www.westlondonlln.org/events/200/vocational-qualifications-iag-and-progression-to-higher-education
West London IAG Steering Partnership	To look at the quality and delivery of IAG in West London	IAG providers in West London HE, FE Guidance companies etc.	Student Finance England	West London LLN	Karen Bernstein Karen.bernstein@westlondonlln.org 02082312425

SOURCE:

The LLN National Forum Research into CPD for IAG in LLNs, June 2009 undertaken for the national forum by The Boundary Partnership

Acknowledgements

The members of the LLN national forum IAG work-strand who comprised the Project Steering Group were:

- Nicola Bedford, Higher York
- Joanne Charlesworth, West Yorkshire Lifelong Learning Network
- Claire Newhouse, LLN National Forum
- Lois Thorn, South West Lifelong Learning Network

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