

*sussex*  
learningnetwork

# Second Year Review

2006–2007



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## Foreword

In October 2006 I launched, on behalf of the Board of Sussex Learning Network (SLN), our Delivery Plan 2006-08. A year later I am happy to report on the significant progress we have made towards achieving the objectives set out in that plan. This review is intended both as a report to HEFCE who fund the SLN and the many local organisations and individuals who comprise this influential and innovative partnership. Indeed, all of the SLN activity from strategy to delivery is driven by partnership working and the extent of engagement across Sussex has grown significantly in the past year. You will find this one theme running throughout the review.

I also hope that it will be of interest to other Lifelong Learning Networks (LLNs) across England with whom we share a common purpose. During this year we have begun to build stronger links with the other three LLNs in the South East and are conducting peer evaluation with the networks based in Kent and York.

The review has been prepared by our core team and curriculum leads. I am grateful to them all for their continued contribution to the work of the SLN. The document closely follows the structure and sequence of the delivery plan ([www.sussexlearningnetwork.org.uk/delivery-plan](http://www.sussexlearningnetwork.org.uk/delivery-plan)).

The Board, whilst continuing to monitor progress towards achieving the agreed targets in the plan, has also been responsive to new demands and challenges. The SLN has taken on additional work in engineering and construction; supported a programme of practitioner research; begun to assess the implications of the 14-19 diplomas for vocational learning, and established a team of IAG officers to promote our work with providers, employers and intermediaries. In addition, our student network team continues to make its own voice heard.

None of the above should mask the fact that the SLN faces considerable challenges in delivering on all its objectives. The review highlights some of the areas of greatest difficulty. More often than not these are associated with the complexities that surround local and regional developments in vocational learning and employer engagement.

Limited copies of this review are being printed. We will make accessible the full document and its appendices on our website ([www.sussexlearningnetwork.org.uk/second-year-review](http://www.sussexlearningnetwork.org.uk/second-year-review)). This will enable you or your colleagues to download matters of specific interest.

The year ahead is an important one for the SLN. The Board will be making decisions about its longer term sustainability in the light of the plans to implement the Leitch Review and the outcome of the Comprehensive Spending Review. We will report on this to our annual conference on the 25<sup>th</sup> and 26<sup>th</sup> June 2008.

In the meantime, can I thank you for your continued support for the SLN.

**Professor Julian Crampton**  
Chair, Sussex Learning Network Board,  
*October 2007*

## **0 Introduction**

### **The Sussex Learning Network (0.2)**

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#### **The Board**

The newly constituted SLN Board held its first meeting in October 2006 and has provided strategic direction throughout the year. It has kept its membership under review and made a number of changes to strengthen its ability to respond to new developments.

For example, Connexions partnerships were brought into the newly established children's trusts, and funding for these channelled via local authorities. To reflect this change and to foster closer working relationships, the three local authorities, East Sussex County Council, West Sussex County Council, and Brighton & Hove City Council have been invited to join the Board. They will represent the Connexions and 14-19 agenda, as well as the councils' roles in economic development and as major employers in Sussex.

As part of a review of the SLN with Richard Blackwell, the HEFCE Regional Consultant, held in April 2007, it was agreed that he would join the Board as an observer. This is seen as particularly helpful in linking local developments with changes taking place both regionally and nationally.

In addition to quarterly meetings, members of the SLN Board have participated in the SLN annual conference, staff development events and curriculum presentations during 2006-07.

#### **The organisation of the Sussex Learning Network**

The capacity of the SLN to deliver its planned activity has been kept under review and as a result both the core team and curriculum teams have been strengthened during the course of the past year. There are now forty staff employed on a range of mainly part time contracts supporting the work of the SLN curriculum team across HE and FE institutions in Sussex. Together they constitute a major commitment to improving the learning infrastructure which the SLN is pledged to deliver.

## 1 Developing the learning network

### Collaborative planning (1.1)

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In addition to enhancing the capacity of the curriculum team the SLN has concentrated on establishing a network of cross institutional working groups to embed its work into the mainstream planning activity of the partners.

A working group made up of the heads of planning for each of the institutions in receipt of additional student numbers (ASNs) via the SLN has met to discuss and agree ASN allocation for each year, looking at provision and curriculum developments across institutions in Sussex. This group will continue to meet, providing a forum for the discussion not only of ASNs available via the SLN, but of wider and longer term curriculum plans.

The allocation of a total of 999 ASNs (2006-09) to institutions and courses within the SLN's priority curriculum areas has been agreed, via the planning working group. The process has raised some interesting issues which the SLN will have to consider over the next year, around the capacity of institutions and the availability of ASNs to meet high demand in some areas; the capacity of institutions to deal with increased cohorts of foundation degree students when they come to 'top-up' to honours level, and recruitment to new courses where the recruitment and validation cycles are running in tandem.

The relationship between FE and HE is seen as key to the eventual success of the SLN. In recognition of the need to proactively foster these relationships the SLN has established an HE in FE group, bringing together the HE co-ordinators in each of the FE institutions within the network. This has been welcomed by FE colleagues and provides a forum for discussion of shared issues and facilitates information sharing and joint planning of curriculum developments.

At a strategic level the SLN has also become an Associate member of FE Sussex which provides an opportunity for dialogue with college principals.

A full listing of SLN network groups and their membership can be seen in Appendix 3.

### Our website (1.2)

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We have dealt with the challenge of the broad range of audiences that the SLN website seeks to address by providing separate portals and URLs for learners, practitioners and employers. The initial launch in November 2006 served to establish the SLN brand and ensure the site was an effective vehicle for dissemination and promotion of our core activities.

In April 2007 the IAG team produced Learning opportunities which is a major new resource for learners and advisers to promote and support vocational learning. An integral part of this section is the Foundation Degrees in Sussex site produced by Paul Mitchell of SCTP with the support of Aimhigher Sussex. It is also has links to the Student Network site which has been developed by student consultants as part of the student engagement strategy. In November 2007 the final part will be added to Learning opportunities which focuses on sector specific information, incorporating the SLN progression agreements explained for both learners and those advising them.

The development of the practitioner network has initially focused on the needs of the staff working for, or in collaboration with the SLN. Our next phase of development will include integrating teaching and learning materials through our e-learning project.

The employer zone will be the final section of the website to launch in October 2007. This is intended to integrate the businesses services offered by both HE and FE institutions in Sussex.

One area that has been added is on research and information. This incorporates up to date information on socio-economic trends in Sussex and includes a repository of recent research projects undertaken that have a bearing on vocational learning. It is also home to the SLN Research Forum that links the twenty two funded research projects being undertaken over the next year.

Key to the success of the SLN site is the extent to which it is used by other agencies and is seen to add value to other new developments. We have therefore invested time and effort in making links with the new schools and colleges prospectus being produced by the local authorities and the LSC and exploring how it can be used to support a range of brokers, including Train to Gain.

### Communication about the SLN (1.3)

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Our communication strategy has been to use our website as the public face of the SLN. As a networked organisation we have built up and maintained centrally a database of institutional contacts and allowed the curriculum teams to develop their own networks of practitioner and employer contacts.

The front page of the site is updated with local and national news weekly. In addition we have produced five practitioner-focused electronic newsletters in the last year that are intended to promote vocational learning and provide a link to the website.

The Board decision to endorse a policy of open communication means all the papers and resources developed by the SLN are available to be viewed and copied. We are now beginning to collect data to try and assess the impact of this communication. Thus far we have established the following:-

- We have identified 55 key communication contacts within all our partner institutions – who channel communication through their internal mechanisms

- We have a mailing list of over 1000 contacts within Sussex interested in our work
- We've had over 700 registrations at SLN centrally organised conferences and events over the last year.
- We have had an average of 490 visitors to our site per day in the last 3 months with usage peaking at nearly 1000 visitors per day during the height of our marketing campaign.

## Employer engagement (1.4)

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There has been a substantial increase in employer engagement activity in Sussex over the past two years.

In FE, the Action4 Business network of colleges has grown to seven and the number of CoVEs increased. In addition, the level of brokerage of activity has increased enormously through HEIF and other funding streams. For example, the University of Brighton has fifteen Business Development Managers of its own. More recently, Train to Gain brokers have been appointed and the Sector Skills Councils have also increased their presence. This has made the picture far more complex, and this is unlikely to get any simpler as HESE, SEEDA, fdf and HEFCE itself are all continuing to encourage and fund further projects aimed at testing different approaches to and components of employer engagement.

In this climate the SLN Board reviewed its approach to employer engagement in April 2007. It endorsed a strategy that focuses on a range of activities during the current year and 2007/08.

A process of “drawing activity together” has been undertaken during the current year. This has involved:

- ensuring that the employer voice is fully engaged in the curriculum development work that forms the core of the SLN endeavour and which underpins delivery of the funded growth
- strengthening the employer voice on the Board via the membership of Sussex Enterprise and the Sussex Skills for Productivity Alliance
- engaging employers directly in the work of the seven curriculum teams.
- providing information and advice that is directed towards the needs of employers and those advising them
- liaising with the TUC in the South East, Unionlearn and individual unions about the role which they and their representatives can play in promoting progression
- establishing a separate strand of activity to reflect the needs of the community and voluntary sector
- bringing employers and educational practitioners together in a range of staff development activities
- building a network of HE/FE practitioners who are working on employer engagement

These developments over time will provide the basis for a coherent approach to employer facing course delivery across Sussex.

The SLN in its next phase of development in 2007-08 intends to build on this work in the following ways:

- providing a workable plan for the future of brokerage that will link together all those delivering direct to employers with a clear picture of what higher education can and does offer in Sussex. This work is being undertaken with funding from LSC Sussex between May and October 2007 and will form part of the sustainability plan for the SLN
- developing a link with the main HE/FE providers around the cross-cutting theme of leadership and management in the workplace. Work is planned to develop an integrated approach to CPD for employers and employees using this theme as a way of working across entire organisations and sectors. This is being undertaken under the auspices of the Sussex Skills for Productivity Alliance and funding is being sought from SEEDA. This work is expected to be undertaken by the end of November 2007
- working on a range of projects that engage directly with employers about their demand for higher education. These include a study of graduate recruitment and retention in the West Sussex Coastal strip; projects in engineering (Hastings); fashion design (Northbrook); and digital media (Brighton), key economic sectors
- sponsoring a study by the Collaborative Training Centre at the University of Brighton to test the feasibility of a work-based top-up to an honours degree
- investigating, through its e-learning team, the uses which can be made of blended learning in developing accessible work-based delivery
- investigating with the Sussex HEIs how the work of the SLN and of individual institutions can be further extended and made more coherent, in the context of HEFCE's recent invitation to seek SDF funding to develop employer engagement.

## Student engagement (1.5)

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Part of the remit given to LLNs is to reflect learner needs and aspirations. In the SLN this has been taken to mean supporting the creation of a community of learners who can develop their own perspective on vocational learning.

2006-07 represented a pilot phase for the SLN student engagement work. A core group of student consultants were engaged to establish a web presence for other vocational learners. The website was launched in May 2007 ([www.studentnetworksussex.org.uk](http://www.studentnetworksussex.org.uk)). As a result of lessons learned during the pilot phase, a draft project plan has been produced for 2007-08. This plan will guide the maintenance, growth and sustainability of the site during this year and beyond.

A key aim of the project has been to provide developmental opportunities for the student team, and they are encouraged to reflect their progress. Some are writing blogs linked to the site. Four members of the Student Network team gave a presentation at the SLN June conference, "Student Reflections on Work Experience", which was well-received, with one delegate describing it as "the best conference workshop I have been to all year". The event served to establish links between the Student Network and a wider range of projects, such as the Learning opportunities website and the work of the SLN curriculum teams. In the year ahead the team is to plan and run its own conference which will focus on employability.

The SLN continues to recognise student achievement in a formal way as a sponsor an award at the Spring Awards celebration organised by FE Sussex. This year the SLN award was for foundation degree learner of the year and it was won by Katie Roberts a student from Northbrook College Sussex.

### **Links with other Lifelong Learning Networks (1.6)**

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The SLN has continued to play a full role in support of the national LLN network. The number of fully funded networks now number 29 and SLN staff have continued to respond to individual enquiries from a number of newly established networks and their staff. The director has been a member of the National Forum Steering Committee from the outset and SLN staff led a number of the workshops at the first annual conference in November 2006.

Four LLNs are now operational in the South East. They meet quarterly and are beginning to identify areas for joint working. These include IAG; work based learning and liaison at a regional level with SEEDA and Sector Skills Councils. The SLN is paired with Kent and Medway LLN and Higher York for the purposes of the peer review that is being conducted during 2007-08.

SLN staff have made a number of regional and national conference presentations that focus on disseminating our work on IAG, progression and employer engagement. These have included events organised by Aimhigher in the South East; HESE; Neil Stewart Associates; Unionlearn and other LLNs.

## **2 Supporting vocational learning**

### **Mapping provision (2.1)**

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Mapping of Level 4+ courses (and some Level 3) within our curriculum areas was used to inform the IAG team and to support our work on developing progression agreements. Gathering cross-institution course data from HE organisations is an essential task that no other organisation undertakes from a Sussex perspective.

Mapping was completed by December 2006 in each of the SLN's priority curriculum areas. In addition, mapping was carried out in the areas of Engineering and Construction, highlighted as additional local priority areas with potential for the development of a progression agreement.

An access database for curriculum course data has been created to enable curriculum teams to more easily maintain and update the data on a regular basis. Curriculum teams are currently working towards refreshing and updating the data for the new academic year 2007/08.

Our adoption of the Foundation Degrees in Sussex site, developed with the support of Aimhigher Sussex, has meant we have been able to provide essential access to pan-Sussex information on higher level (FD and HNC/D) vocational courses in Sussex.

### **Progression and credit framework (2.2)**

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Partners in the Sussex Learning Network have signed up to the Sussex Vocational Progression Accord, signifying their commitment to working together to support the progression of vocational learners in Sussex into and through higher education. Development of this overarching accord and the individual curriculum specific agreements that will sit beneath it has been driven by the curriculum leads, and a progression working group representative of all the providers of higher education in Sussex, along with others, such as the Learning and Skills Council, with an interest in progression.

A management group has now been set up to take forward the Sussex Vocational Progression Accord. The group will meet quarterly, with representation from all institutions delivering higher education in Sussex. The group will oversee the implementation of the accord and individual agreements, managing updates to the content and ensuring that institutions continue to deliver the guarantees to learners.

Our target was to have four progression agreements in place by July 2007, and five agreements were signed off by the SLN Board on 19 July. Curriculum leads will continue to develop progression agreements during the next year, addressing routes where progression is problematic, and formalising routes in areas where progression works well. It is anticipated that progression agreements will be developed in construction and engineering in addition to those emerging from the seven sectors which the SLN has prioritised. This is important as evidence that the SLN progression model can be outside the curriculum team. The SLN IAG team is working with curriculum leads to run a series of workshops informing staff within the relevant institutions about the agreements, to support with their implementation. The IAG team is also supporting with the development of an online tool that will put across the content of the progression agreements clearly, and enable learners and advisers to search the guarantees that are offered.

We have committed to investigating the feasibility of developing a common framework for foundation degrees. Building on an initial study into institutions' use of credit locally, which reported in December 2006, we have commissioned SEEC to carry out a further study, looking at the usefulness and practicalities involved in developing such a framework. The study will look in particular at the use of credit to support progression from the workplace into higher education. Next steps will depend on the outcomes of this study, due to report in October 2007, as well as national developments currently underway.

### **Staff development (2.3)**

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The considerable investment in staff development as a means of building an understanding and support for the work of the SLN has paid off in the past year. Major conferences on foundation degrees, e-learning and our ambitious annual two day programme that featured seven separate conferences have served to establish the SLN as a focus for practitioners and all those with an interest in vocational learning. These

conferences are not simply to be seen as one off events but a means of building sustainable programmes of work that will continue in the future.

To address our concerns about the lack of formal research in relation to vocational learning, and to enable us to find out more about the needs of practitioners and students in Sussex, we are sponsoring 22 small pieces of research relating to vocational learning at HE level. This is being undertaken by practitioners in FE and HE institutions. It will be completed in June 2008 and the findings will be presented at our annual conference.

The Practitioner Network area of the SLN website contains a range of information and resources relating to e-learning, foundation degrees, IAG, curriculum developments and progression. The e-learning team are adding to this discipline-based links to resources, case studies relating to e-learning practice in Sussex and progress reports on action research projects. Whilst much of the content is already there, the Practitioner Network will be formally launched in November 2007. In addition to the Practitioner Network, an area of our website relates to research at the SLN. This will also be launched in the autumn and those interested will be able to access summaries of the research being undertaken in Sussex and contact details of the researchers.

Towards the end of 2006 we mapped the provision of staff development opportunities for practitioners in the post compulsory sector in relation to their teaching practice. The research was made available on our website as a “snapshot in time” of existing opportunities in Sussex prior to the publication and development of the new ITT standards which apply from September 2007.

We also sponsored the production of a needs analysis in relation to the provision of a part-time postgraduate programme, with a flexible work-based learning approach, to meet the continuing professional development needs of those who support learning and development in a range of settings. This research has also been published on our website.

## **Marketing and student recruitment (2.4)**

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During 2006/07 we have produced a range of promotional materials, establishing the Sussex Learning Network brand. During August 2006 we ran a series of advertisements to promote foundation degrees and opportunities to study in Sussex. In 2007 we put together a larger scale marketing campaign, with the dual purpose of promoting a general awareness of vocational HE and supporting recruitment to SLN supported courses and programmes of study. The campaign has run throughout the summer, involving outdoor adverts on buses and in bus shelters, as well as leaflet drops at venues across Sussex, and has resulted in a three-fold increase of users of the Foundation Degrees in Sussex website, through which learners can access information and apply for courses locally.

The campaign has been jointly planned by marketers within each of the SLN’s partner institutions, who form a working group to look at the joint promotion of courses. During 2007/08 the group will continue to meet and will begin to look at issues relating to longer term joint working and the joint promotion of their wider offers.

In assessing the feasibility of an online and paper prospectus for vocational learning in Sussex, we have been particularly aware of the importance of maintaining such a resource and the need for up to date information. This has led us to favour an online approach, which offers advantages in terms of flexibility of updating as well as ongoing cost implications. We have supported the development of a searchable online database of foundation degrees, [www.foundation-degrees-in-Sussex.com](http://www.foundation-degrees-in-Sussex.com), which allows potential learners to search by subject, course title or location, and to view details via the provider's own website. We are also working with the local authorities on the development of an online prospectus for NQF levels 1-3, and considering the feasibility of expanding this to include higher level learning opportunities.

We have secured a total of 999 additional student numbers (ASNs) to allocate during the period 2006/07 – 2008/09. 164 of these were filled in 2006/07, and the remaining 835 have been allocated to courses and institutions via the collaborative planning working group; 581 of these to be filled in 2007/08, and 254 in 2008/09. Some of the issues raised during the process of allocating these ASNs are referred to under 1.1 above.

### **Information, advice and guidance (2.5)**

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The SLN has developed information advice and guidance to support the promotion of vocational learning in general and foundation degrees in particular. It is also focusing on promoting progression opportunities in the priority sectors.

Having mapped bridging provision across Sussex, we have produced an online and paper resource which outlines part-time, full-time and work-based opportunities for those thinking about HE. These include the Open University's Openings programme and Access courses.

The Learning opportunities section of the SLN website includes an innovatory feature which enables learners to compile their personal pack of resources with advice on what to do next. From November 2007 users will also be able to email questions to the IAG team. This has been timed to link with the IAG team's outward facing work to raise awareness of our resources and the launch of subject specific advice and the online progression tool.

The SLN IAG team of seven part-time staff is offering a range of options to promote these new resources to individual institutions and organisations during 2007/8. This will include presentations at workplaces, to employers' organisations, trades unions and a range of IAG agencies. These will be delivered in a variety of ways from face-to-face sessions to the provision of an online guide around our resources supported by an online adviser pack.

## Widening participation and student support (2.6)

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The main focus of activity in this area has been to establish effective working relationships with the new team in Aimhigher Sussex. This is designed to promote a joint approach to targeting support for both institutions and individuals. The SLN director is a member of the Aimhigher Sussex Area Steering Group and Liz Allen, Aimhigher director, is a member of the SLN Curriculum Team. We have held a joint meeting of staff and identified a range of joint activities which include the following:-

- Jointly produced IAG materials for younger learners and their parents/carers.
- An integrated team to promote activity to FE colleges in Sussex.
- Continued work on joint web development to promote vocational HE.
- Closer alignment of our work on student engagement, mentors and ambassadors.
- Jointly planned support for events such as the Skills Festival.
- Joint staff development events for practitioners on the 14-19 agenda.

The SLN is continuing through its work on curriculum development, progression and IAG to target part-time adult learners in work or the community.

## 3 Creating opportunities to learn

Support for curriculum review and development across seven sectors have provided the driving force for growth of SLN activity over the past year. The individual reports which follow demonstrate the scale, scope and diversity of the work being undertaken. These have all been reviewed at the end of the year and plans agreed for 2007-08. It has become apparent that a number of overarching themes are emerging from the curriculum stands that will inform work in the year ahead. These include the following:-

- The need to support quality enhancement for foundation degrees. The SLN will continue to develop the foundation degree symposium as a regular forum for practitioners across Sussex. The work of the SLN has identified a number of areas where improvement is necessary if the opportunities to learn are to reach new audiences.
- Learning at and through work has been given fresh impetus by the Leitch Review. Four of the curriculum strands are taking part in a project to develop work based top-ups to honours degrees. This project being managed by the Centre for Collaborative Training at the University of Brighton will give a real insight into the issues raised in supporting different models of delivery across the curriculum.

- Models for developing progression are now the subject of shared discussion across the curriculum strands and a basis has been established for sharing good practice. This will need to be sustained if the agreements are to have a marked impact across all the partners.
- The emphasis on flexibility in delivery has given rise to a need to look at the existing curriculum to assess the extent to which individual modules developed in vocational qualifications, like foundation degrees, have a wider use as a stand alone or transferable resources. The SLN will support this by mapping the extent of this modularity in 2007-08.

All of the above will underpin the work of the curriculum strands.

## Arts and New Media (3.1)

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### i) Overview

The 2006-07 year has been a productive one, establishing the structure and model of the curriculum area and the priority areas of activity for 2007-08. An early change in project management created initial delays, but this has not hampered developments and the new model provides a team of subject specialist consultants overseen by a project manager.

Due to the diversity of subject specialisms under the umbrella of Arts and New Media, we divided the curriculum area into three subject groupings:

- Art and Design
- New Media
- Performing Arts

During 2006-07, we have been working with 5 consultants representing the University of Brighton, University of Chichester, Brighton Music Network, City College Brighton and Hove and Northbrook College, giving representation from further and higher education and some employer engagement. This has been an effective grouping, developing a large network of employers and practitioners, and the team has proved itself to be an effective catalyst to elicit collaborative working amongst the institutions, employers and the sector skills councils. We have worked on the development of three progression agreements, and held a successful conference providing practitioners, employers and students in arts and new media with the opportunity to network and exchange information and ideas about the development and access to vocational higher education.

As we move into 2007/08 we have a slightly different team of 4 consultants who share an enthusiasm for the opportunities that the coming year affords us:-

- Further development of progression agreements
- Continued and increased employer engagement and networking with the Sectors Skills Councils
- Collaborative working with other Curriculum areas on a work-based honours programme
- Research and development of a work related degree module
- Collaborative working with the IAG Team to promote the progression agreements and provide clear information to prospective learners
- Collaborative working with Aimhigher relating to the 14-19 age group
- Identification and planning of staff development opportunities including the annual conference in June 2008

## ii) Art and Design

The primary focus of this subject area has been developing progression agreements between University of Brighton, University Centre Hastings and Hastings College. These focus on opportunities to 'top up' FdAs offered by Hastings College with the BA (Hons) Fine Art Painting and BA (Hons) Fine Art Printing at the University of Brighton, and the BA (Hons) Art and Design Top Up at Hastings College. The agreements will be further developed to include other institutions, aiming to create a pan Sussex progression path.

The SLN Conference workshop led by the Art and Design consultant was entitled 'Is Creativity Important?' and encouraged employers, practitioners and learners to explore the 'notion' of creativity and its value in the workplace. The session provoked some lively discussion and valuable input towards the further development of learning opportunities.

## iii) New Media

Employment research data reveals the dominance of small businesses across the entire range of audio-visual sectors (TV, film, multimedia, photo-based, games). With 13,800 AV companies operating in the South East (Office National Statistics) the average number of employees per enterprise is fewer than five people. This sparked debate at our conference about the enterprise skills required by those seeking work in the industry, as well as the difficulty of finding work placements in so many small businesses. One of our industry speakers was Dominic Minns, Creative Director at Plug-in Media which employs just three people. The other, Thomas Bidaux, is Director of Product Development at the online games business NCsoft Europe, which has grown from four staff to over 120 people in less than three years.

With a substantial mix of media enterprises in the Brighton 'hub', a particular challenge for FE and HE outside this area of Sussex is finding employers in their local area to engage with. A response has been to identify specialist sectors with a national presence. One example is film and video archives, and our work in this area has led to an introductory event at the Imperial War Museum archive. We hope that the exchange between tutors, students and employers will create more work experience opportunities and a greater understanding of the employers' needs. One long-term aim is to identify the work skills required in handling film and video in this particular sector through an industry consultation on their future skills strategy.

To support progression and links between FE and HE, the University of Chichester has begun a process of identifying where shared benefits can be found among teaching teams, and developing INSET and CPD events that can offer schools and colleges screenwriting and production skills. Using the SLN database as a resource we are contacting individual media teaching staff. We hope this will develop substantial partnerships that will provide stimulating activities as well as an enhancement to the curriculum. Identifying the benefits to busy teaching staff is essential. These benefits include an exchange of information about their curricula and how progression can offer something new to learners. In this highly competitive area, co-operation and a better focus of activity will bring improved results for staff, students and employers in relation to employer engagement and work experience.

#### iv) Performing Arts

We have built many productive relationships with key personnel in music and theatre, focussing initially on progression agreements between Northbrook College Sussex, our lead institution, and other institutions delivering music and theatre courses in the South. The first progression agreement to be established and signed was for progression from the BIMM Foundation Degree in Music Production to Northbrook's BA Music top up. Staff development projects included presentations to BIMM students on the Foundation Degree to give them ideas about the work experience opportunities in the area, talks to 6<sup>th</sup> form colleges' staff on foundation degrees, and presentations to industry at conferences. The successful 'Making it in the Creative Industries' conference provided opportunities to involve employers and introduce music industry people to music educators.

#### a) Progression

So far we have developed a specific progression agreement in music performance between the Brighton Institute of Modern Music Foundation Degree and Northbrook College Sussex's Music and Theatre Department BA(Hons). Agreements between a series of identified courses and institutions are planned for 2007-08, with the first of these currently in draft stage. They include:

- Sussex Downs to Northbrook College and City College
- City College to Brighton and Sussex universities
- City College to Northbrook College
- City College to Chichester University and Chichester College
- Chichester College to Chichester University and Northbrook College
- Blatchington Mill to Chichester University and Northbrook College
- Northbrook College to Chichester University [Level 6 to 7]

#### b) Employer engagement

Through our close working with Brighton Music Network, we have access to the key employers within the local music industry. However, it is important to point out that the largest employer in the music industry in Brighton is Skint records, employing a staff of only 10. Although there

are opportunities for unpaid work experience within Sussex (most of which are in Brighton), for paid work, many students will either have to look to London, or consider moving into another area of the Creative Industries.

Industry theatre and dance links have proved strong, with small companies such as The Nightingale Theatre and major employers such as Glyndbourne Opera and Chichester Festival Theatre engaged with input into curriculum development of new foundation degrees and developing work placements. The Arts Council and Brighton and Hove City Council have also assisted course development through consultancy, providing regional support and a wider perspective.

#### **v) The next steps**

- Continue to promote and enable progression agreements
- Work with the IAG team to write accessible copy for the SLN website
- Deliver a conference in June 2008 and identify further staff development opportunities, possibly including schools/college curriculum symposium.
- Continue to engage employers and Sector Skills Councils
- Engage local employers in the development of relevant curriculum materials, the provision work experience, and advice and guidance in the promotion of new areas of engagement.
- Develop the links and relationships that the team have established with other key providers within Sussex.
- Assist in the development and promotion of new FDs for recruitment in September 2008.
- Investigate the feasibility of a generic Professional Studies Unit to be delivered cross curriculum.
- Participate in the development of a work-based Level 6 Creative Arts Top-Up BA.

#### **Biosciences (3.2)**

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##### **i) New team members**

Over the summer break we welcomed two new members of staff to the Bioscience curriculum team. Lucy Chilvers joins the team as a full time administrator and Catherine Waller as a full time academic. Both Lucy and Catherine took up their posts early in September 2007 and will be working on a number of different SLN projects within the bioscience area during the coming year.

##### **ii) Course development**

The team has set itself an ambitious and challenging programme of work for the coming year. Planned course and curricular developments for 2007–08 include

- Foundation Diplomas in Equine Sports Coaching, Countryside Management, Wine Production and Garden Design. The Foundation Diploma is a recently developed University of Brighton qualification consisting of 120 credits spread across levels 4 and 5, typically 60 at each level. It has been specifically developed to meet the needs of employers looking for an HNC equivalent. The FdDip has the advantage of allowing students to rapidly incorporate level 5 studies into their programme to study, and in a full-time mode can be completed in a year.
- Master of Research (MRes) Biosciences. This course will provide an alternative progression route for those completing a BSc in the biosciences. In addition to theory based modules, the plan is to incorporate a number of new vocational M level (level 7) modules that relate to various applied bioscience themes including Wine and Equine Studies. The new course will provide a much needed progression route for students from the existing BSc Viticulture and Oenology and BSc Equine Sports Performance to post-graduate level study and professional updating.
- A particularly exciting opportunity, which arose from meetings and much discussion over the summer, is the plan to offer a new subject theme of environmental biology within the combined honours BA offered at University Centre Hastings. Members of the Bioscience Curriculum Team will be developing three new courses all based at UCH: BA (Hons) Education and Environmental Biology; BA (Hons) Media and Environmental Biology and BA (Hons) Environmental Biology and Sociology. In addition to offering new and novel programmes of study, these will also significantly expand geographical access to level 4, 5 & 6 bioscience provision into the east of the county.

### iii) Teaching and learning resources

As practicing teachers we all know that an excellent and diverse range of both generic and subject specific study support materials exist – somewhere. But if we are honest, few of us are fully aware of exactly what is available. During the next year the Bioscience team plans to map the existing study support materials available for undergraduate science students and produce a guidance document relating to the findings.

The team is actively involved in the e-learning group and hopes to work with the group this year to produce some subject specific on line learning material. Work is also underway to develop ‘blended learning’ and distance learning versions of modules in key areas of the biosciences at all levels (3 – 6). These will greatly increase the accessibility of study to part-time and geographically isolated students.

### iv) Research projects, conferences and events

The Bioscience curriculum area is directly involved in four SLN funded projects and a proposal has been submitted for a presentation at the NIACE conference later this year based on two of these. Both Steve Waite and Becky Taylor will be leading sessions at the University of Brighton Partner College Event on October 19<sup>th</sup>.

In addition, a number of workshops and summer schools are planned on range of topics linked to learning and teaching in the biosciences.

## Community Practice (3.3)

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### i) Curriculum review and development

#### a) Mapping

Three maps which indicate gaps and the range of provision across Sussex have been produced. The maps outline providers of non accredited provision as well as provision at levels 2 and 3, and highlight a wide range of courses available at levels 1, 2 and 3. There are gaps in provision and funding was raised as a clear barrier in the supply of courses. Training offered by the Voluntary and Community Sector is affected by insecure funding and the maps reveal a concentration of providers and provision on the coastal strip and in Brighton, and a lack of providers in the north and west of the county.

#### b) HE validation of community and voluntary training

At the request of a voluntary organisation, we are exploring the possibility of learning delivered by the voluntary and community sector being validated by a university. This work throws up many issues central to the work of the SLN and learning emerging will usefully inform future work.

Our work with the sector has highlighted that cost, duration and location of courses are often major barriers to taking up higher education. To this end, we are exploring the potential of offering individual modules from existing undergraduate courses (see Research).

#### c) English Standards Board recognition of the Foundation Degree in Community Development

We have been preparing an application to the English Standards Board for the endorsement of the *vocational element* of the Foundation Degree in Community Development. Employers were keen to see the vocational element of the FD in Community Development endorsed. The process has included detailed mapping of the Foundation Degree against the national occupational standards, and a range of staff development initiatives. We submitted the application to the English Standards Board at the end of July and expect a range of inspection visits over the next couple of months.

#### d) New programmes

The Centre for Continuing Education of the University of Sussex has developed two progression options within the field, a new part-time BA in Cultures and Communities, and an undergraduate Certificate in Continuing Education, where students can consolidate 'baskets' of credit gained in 'stand-alone' courses to achieve an HE certificate.

## ii) Progression

To date, the focus of our work on progression agreements has been on 'top ups' to foundation degrees. As well as working with the established FdAs, we are also supporting relevant developing courses, for example an FdA in Voluntary Sector Organisation Management at Northbrook College. Our aim is to ensure such courses are encouraged to consider progression routes as an integral part of their development, possibly informing the content as a result. We are keen to ensure that students have as much choice as possible about what, where and how they can study.

We are now turning our attention to what can usefully be achieved to support access *into* foundation degrees. Our mapping work highlighted a wide range of courses that people could potentially take at levels 1, 2 and 3, and we are now beginning the complex task of identifying which of these it is most appropriate to approach with a view to progression agreements.

## iii) Research

The strand has commissioned three pieces of research to inform its work:

### a) 'The Learner Journey'

The results confirmed that learners within our strand do not follow a traditional route, partly due to the fact that the majority are mature students, bringing with them a wealth of experience etc and a huge variety of levels and types of prior education. We are working closely with the local Learning and Skills Council and other partners to take forward this work.

### b) Existing HE level courses

We have commissioned research to identify courses which could be offered as stand alone courses to members of the voluntary and community sector. (See plans for 2007-08 below)

### c) Employer engagement

The third piece of research engages with employers and seeks to assess the effectiveness of current training in the strand, its impact in the workplace and any unmet training needs. (See plans for 2007-08 below)

#### iv) Employer engagement and raising awareness of provision

##### a) 'Building Communities Conference', June 2007

The conference attracted over fifty participants from a range of sectors and offered the opportunity for discussion and sharing of experiences. Two national speakers, Mark Ravenhall, Associate Director (Regions) NIACE, and Alison Gilchrist, Director of Practice Development, Community Development Foundation, spoke of national developments in the field. Our local speaker, Thea Allison from the Brighton Community Partnership, shared experiences and gave practical examples of employer engagement in the community and voluntary sector.

Much of the feedback from the workshops concentrated on difficulties of funding, and the low profile of community development as a profession. Reaction to the conference was overwhelmingly positive, and future events are planned. (See plans for 2007-08 below).

##### b) Area based seminars

Our first seminar for learners and employers was held in Crawley in June. Issues were raised around finance by learners who were keen to study but did not have the means to do so. Discussions with the manager of Newhaven's 10-year Regeneration Master Plan at the Community Development Association in Newhaven have given rise to a seminar to discuss learning and training needs in the Newhaven/Seaford areas. We are hoping to combine this with a review of current provision, and to invite in a number of year 11 students from local secondary schools. This will enable us to highlight community practice as a possible career area and to explore progression into our FdAs with partner colleges.

#### v) Plans for 2007-08

##### a) Postgraduate study

In response to gaps identified by the mapping, both Brighton and Sussex universities are undertaking a review of their postgraduate courses, with a view to developing the Postgraduate Diploma in Voluntary Sector Skills/MBA (UoB), and a new MA in Community Development (UoS).

##### b) Focus on pre-HE

We will continue to focus on provision which provides progression into HE courses. However, lack of funding continues to be a barrier to the development of provision at level 3. CCE will pilot a 'Ways into Community Development Work' course which aims to provide preparation for and progression into foundation degrees.

### c) HE accreditation of existing courses

We will continue discussions with partners in the community and voluntary sector with a view to providing HE accreditation where appropriate and possible.

### d) Research

UoB will report on the research undertaken to identify the availability of courses that could be offered as 'stand-alone' modules with the voluntary sector, and promote these appropriately.

UoS will report on the research undertaken with employers early in 2008. This might involve development of an Employers' Handbook of training and staff development. CCE is reviewing courses offered as part of the Certificate in Managing Voluntary and Community Organisations, to align them with the needs of employers and the Voluntary and Community sector.

### e) Area based seminars

Action for Communities (A4C) is a NIACE and WSCC led project, with the aim of building on existing networks and improving progression from informal to formal provision. Six Action for Communities cluster group meetings will be held across West Sussex over the next six weeks. We plan to represent the SLN Community Practice strand at these cluster group meetings to explore common goals and objectives, before going ahead with any further Area Based Seminars in West Sussex. An area based seminar is also planned for Newhaven later in the autumn.

We will be exploring with our advisory group ideas raised at our Building Communities conference, which included a networking event, and work on the learner voice.

### f) Conference

Our final conference in June 2008 will have a strong learner element

## Computing and e-learning (3.4)

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### i) Computing update

In 2007-08, the computing strand is focusing on the development of a progression agreement, building on the mapping of provision that has been carried out. The Open University is leading on these developments, and focusing initially on an agreement that facilitates entry to HE at institutions across Sussex for those learners studying for or holding one of the many industry qualifications that exist within the sector. This

work will involve mapping qualifications against the National Qualifications Framework (NQF), and investigating any opportunities for the accreditation of prior learning (APL) and credit transfer. The aim is for the progression agreement to be in place by March 2008.

## ii) e-Learning summary of achievement 2006-07

### a) Web presence

[http://conclave.open.ac.uk/SLN-Wiki/index.php/Main\\_Page](http://conclave.open.ac.uk/SLN-Wiki/index.php/Main_Page)

The e-learning Project now has a strong web profile including a wiki, blog, news updates and direct links to the SLN Zone within OpenLearn.

### b) SLN zone within OpenLearn

<http://labspace.open.ac.uk/course/view.php?id=3027>

The establishment of a dedicated zone within OpenLearn for Sussex practitioners has been an exciting development of the e-learning Project. Not only will practitioners be able to access a broad range of both generic and curriculum-specific learning materials from the SLN Zone in OpenLearn, but they will be able to 'mix', author and discuss these within the LabSpace forum. Members of the OpenLearn team have already presented a number of workshops within Sussex – at the e-learning Conference, in the Creativity Zone at the University of Sussex and at an Advisory Group meeting – introducing the OpenLearn materials and such innovative online technologies as Flash Meetings and Compendium.

### c) Mapping

[http://conclave.open.ac.uk/SLN-Wiki/index.php/Map\\_of\\_e-learning](http://conclave.open.ac.uk/SLN-Wiki/index.php/Map_of_e-learning)

The ways in which productive examples of e-learning within Sussex can be collected, 'mapped', disseminated and discussed has been a significant challenge in our first year. The interactive engagement of regional partners is critical if such a map is to have flexible and practical value. In this respect the expertise of the Advisory Group has been invaluable and the map we are currently developing will enable practitioners to access and post information relating to events, ideas and technologies within three arenas of e-learning: blogs and wikis; virtual learning environments (VLEs), and social networking.

### d) Practitioner enquiry

The engagement of practitioners has been a key objective of the project. Where possible, opportunities have been taken to encourage collaborative practitioner enquiry through small-scale action research projects. Those underway include:

- **Communications project – Second Life.**

[http://conclave.open.ac.uk/sln-wiki/index.php/SLN\\_e-learning\\_-\\_Communication\\_Project](http://conclave.open.ac.uk/sln-wiki/index.php/SLN_e-learning_-_Communication_Project)

This cross-curricular project is led by Liz Thackray of the e-learning project team and seeks to explore pedagogical possibilities within a virtual setting.

- **Online Action Learning Sets.**

[http://conclave.open.ac.uk/sln-wiki/index.php/Action\\_learning\\_sets](http://conclave.open.ac.uk/sln-wiki/index.php/Action_learning_sets)

This project, led jointly by Jenny Lynden of the e-learning project team and Chris Taylor, Curriculum Lead in Health and Social Care, provides online collaborative opportunities for foundation degree tutors in Social Care.

- **Online Number Skills.**

[http://conclave.open.ac.uk/sln-wiki/index.php/Number\\_skills](http://conclave.open.ac.uk/sln-wiki/index.php/Number_skills)

This collaborative project is led by Jenny Lynden of the e-learning Project Team and Patrick Saintas, Principal Lecturer in Health and Social Care, the University of Brighton.

- **Writing Skills Project.**

<http://labspace.open.ac.uk/course/view.php?id=3230>

Led by Robert Catt of the e-learning project team, this project will provide a space within the SLN Zone of OpenLearn where practitioners can explore, discuss and contribute resources for writing skills.

## e) Research

The e-learning Project provides 'cutting-edge' opportunities for applied research within a rapidly developing area of academic interest. Conference papers have been presented at:

- Curriculum, Teaching and Student Support Conference, Open University, 1<sup>st</sup> & 2<sup>nd</sup> May 2007;
- Open University Staff Development Conference, 12<sup>th</sup> May 2007;

Papers are in preparation for presentation at:

- Centre for Learning and Teaching Research Conference, University of Brighton, 19<sup>th</sup> October 2007;
- OpenLearn Conference, Open University 30<sup>th</sup> October, 2007.

e-learning Project team members are also attending related conferences, including Cambridge International Conference on Open and Distance Learning, 25<sup>th</sup> September, 2007, where they are able to make contributions and to draw attention to the progress of this SLN initiative.

#### f) e-Learning Project Advisory Group

The Advisory Group will meet for the fourth time at the beginning of October, 2007. Established in December 2006, this group brings to our work these productive features:

- **Representation.** Each of the curriculum strands and partner education institutions is represented within the Advisory Group. The next meeting will respond to requests for e-learning solutions to conceptual problems in curriculum development. This meeting will be jointly planned with the University of Sussex InQbate team, and will take place in the 'Creativity Zone'.
- **Engagement.** There is formidable expertise within the group which now operates as a defined community of practice to engage powerfully and critically with the work of the project. Strategies and initiatives can be 'aired' and 'fine-tuned' within this professional forum, and members of the group are able to share features of e-learning practice and disseminate ideas more broadly within their institutions.
- **Topic-focus.** A key benefit of the Advisory Group meetings is that concentrated attention can be given to a specific e-learning technology. The meetings have, in turn, given attention to 'Second Life', the Open University 'OpenLearn' initiative, 'mapping' and 'threshold concepts' in learning.
- **Location.** Advisory Group meetings take place within a variety of regional locations giving members an opportunity to visit other institutions.

#### g) e-Learning Project Conference

The e-Learning Project Conference held in May 2007 was attended by 120 participants. The conference included colleagues from educational institutions within Sussex, local businesses, members of other Lifelong Learning Networks and freelancers. The conference combined keynote speakers – John Naughton, Professor for the Public Understanding of Technology at The Open University and Dr Judith Good, Lecturer in Informatics, University of Sussex – and a varied staff development programme of interactive workshops.

#### iii) Challenges 2007-08

The following challenges will be addressed during the second year of the e-learning project:

##### a) Broader engagement

Much of the lively participation within the project has been from 'on-side' practitioners and we must now seek to engage with those 'hard to reach' and to work directly with employers and vocational learners in a range of settings. The project team is meeting this challenge through dedicated skills workshops. Such a workshop has already been presented to the Travel and Tourism Curriculum strand with a focus on virtual

learning environments. A similar workshop is planned for practitioners in Community Practice. Further workshops are in preparation to introduce a broader range of colleagues to the OpenLearn SLN Zone. The October workshop in the Creativity Zone at the University of Sussex invites a broad range of colleagues to look for e-learning solutions to specific pedagogical difficulties. It is also expected that the action research projects and the exploration of writing skills resources will provide opportunities for more engagement with a variety of vocational learners.

#### b) Mapping examples of e-learning practice

We will continue to encourage a broad range of practitioners to engage with and add to the online map of practice with useful and dynamic examples. It is essential that the project team continues to make explicit the potential of e-learning technologies as well as identifying and creating opportunities for sharing and investigating practice. The workshop planned for 2<sup>nd</sup> October provides an example of a forum within which regional colleagues will be able both to explore mapping work in progress, and to contribute examples of practice.

### Health and Social Care (3.5)

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#### i) Foundation Degree in Health and Social Care

During the year 2006/07 the University of Brighton has worked with the Open University, Chichester University, Northbrook College, Sussex Downs College and Chichester College to develop opportunities for staff in health and social care to undertake a foundation degree or modules from the degree framework. The main developments are:

- a) Work with Northbrook College over the year resulted in the successful validation for delivery of the Foundation Degree Health & Social Care (FD H&SC) at Northbrook starting this autumn. Workshops have been held with staff on the content and delivery of a range of modules and this is continuing through the on line staff development project. Northbrook plans to develop a specialist level 2 course to meet training needs in West Sussex.
- b) As part of this validation the University has appointed Ivan Birch to be Programme Leader for the FD H&SC. His role is to continue its development and ensure that all new courses fit within the overall framework. This will facilitate future developments and enable students to access a wide range of modules. This appointment will ensure the development of the credit framework required to enable students to transfer between different courses within the overall SLN development.
- c) In the Faculty of Health and Social Science, work has been undertaken on the development of a health route through the foundation degree designed to meet the needs of the new Assistant Practitioner Role in the NHS. This included visits to other areas that already have such courses, and involvement in the development of a framework for training in the NHS. The Faculty Management Group have considered initial proposals for a development starting in February 2008 but have now agreed to commission two new routes with a

focus on the needs of nursing and the other health professions. These courses will form part of the developing framework for the FD H&SC. Work will continue on developing the progression agreements for students to access professional training such as social work from these courses.

- d) After the successful delivery to two cohorts of students at University Centre Hastings the Faculty of Health and Social Science has proposed to postpone further delivery of the course at Hastings, partly because of a lack of take up this year but also to enable the University to work with Hastings College to widen access to the course. The college are keen to develop a progression route for students with BTEC and other health and social care qualifications to progress to a foundation degree. Development work will be undertaken over the coming year to determine whether the course can be adapted to take such students and also provide access to work in health and social care. This development will relate closely to the new Associate Practitioner courses, as they will share modules and progression routes. It also relates closely to work being undertaken to widen the range of people entering social care and improve retention. This could be a highly significant development for the SLN.
- e) The Health and Social Care Team have continued working with employers and other organisations to develop opportunities for staff in social care to access higher education. This is still hampered by a lack of formal recognition of the foundation degree by Skills for Care, the body setting requirements for training. However the successful conference held in June and continuing work on a number of levels is proving successful in putting the case for recognition and inclusion in the emerging training agenda for social care. A series of meetings are planned for the coming year together with attendance at local and national conferences. Government policy to develop a New Type of Worker (NToW) and the associated Skills for Care Project also highlights the need for improved training for staff involved in specialist support and intermediate care for people in the community. There is an opportunity to provide course which combine health and social care, a long term goal in the sector.
- f) The team are also working to develop the marketing and use of individual modules by staff in social care. The new Commissioning Strategy for People with Learning Disability has set a target of training 100 staff in Person Centred Approaches. This provides an excellent opportunity to help develop a new module that will meet the training requirements but also carry university credits. This will be a major objective in 2007/08 and an approach has already been made to the commissioner and Learning Disability Staff Development Group in East Sussex. The team are also involved in discussions with West Sussex Social services and the Partnership Trust about use of modules for staff development across Sussex.
- g) Work has also been undertaken with Central Sussex College to explore the possible role of the foundation degree in Mid Sussex. Central Sussex are planning to expand their range of courses in health and social care for 16-18 year olds and are also interested in progression to the foundation degree. This work will continue in 2007/8.
- h) Work continues with the college and university in Chichester to help develop progression routes and include these establishments in the credit exchange framework.

- i) Work continues then on widening entry, diversifying routes through and progression from the Foundation Degree in Health and Social Care. The climate within the sector is changing if but slowly but the logic of including foundation degrees to offer a progression route through social care to management and professional training is very strong. In addition, the commitment of Skills for Care to registration of staff and continuing professional development adds to the argument for links with higher education.

## ii) Post Qualifying Framework for Social Care

Over the academic year 2006/07 the Universities of Brighton, Chichester and Sussex engaged in the redevelopment of all post qualifying social work courses, in line with the revised General Social Care Council Post Qualifying Framework for Social Work (GSCC 2005). The new framework has three levels (Specialist, Higher Specialist and Advanced) and all Higher Education Institutions (HEIs) have developed Specialist courses. In addition, the University of Brighton has courses at Higher Specialist and Advanced Level approved. The Universities of Chichester and Sussex have further developments planned for 2007/8. As a result, progression through all stages of the new post qualifying framework is already available at the University of Brighton in respect of social work and leadership and management, adult services and mental health services. Opportunities at the higher levels of the framework will be available for child care workers and associated leadership and management roles at the other HEIs in due course. It is a notable success that all these courses have been successfully validated by the HEIs, approved by GSCC and endorsed by Skills for Care, the Sector Skills Council.

It has been a particular achievement that the three HEIs successfully developed courses within a common credit framework to facilitate social work practitioners being able to take courses and modules at different institutions. This credit framework is also congruent with that developed at HEIs in Surrey and many of the London HEIs.

The development was undertaken in the context of a close collaboration between the HEIs, the three local authorities in Sussex, users of services and carers. At the same time as the HEIs have undertaken this development and are now beginning to deliver the courses, employers of social workers have undertaken initial work to link achievement of the new qualifications to pay and progression in the workplace. This work is continuing as part of workforce strategies.

## iii) Challenges for the year ahead

The time frame for the development of the new Post Qualifying Social Work courses has been extremely short. As a consequence work to brief social workers on the new framework must continue. Employer colleagues are also continuing their work on linking pay and progression to courses, particularly at the higher level. Both these issues will have an interaction with recruitment in the short term.

While formal supervision and mentoring has been established in PQ child care and mental health courses for some time, there is a deficit of available supervisors in adult services. This will be addressed by specific briefing and preparation sessions under the auspices of the SLN. However, work also needs to be undertaken with all supervisors, to ensure they are properly prepared for the requirements of the new framework. A further task is to develop the skills of supervisors working with people undertaking Higher Specialist and advanced courses.

Finally, the recent amendments to the Mental Health Act have broadened out the statutory duties of social workers to include other mental health professionals. This will mean that the post qualifying mental health courses at University of Brighton will have to be revised to meet the new statutory requirements for training. Details of this and timescales are awaited from GSCC at the end of September.

#### iv) e-Learning Project

We have collaborated with members of the SLN e-learning project team at the Open University to develop an innovative staff development opportunity. This staff development project aims to provide a framework to support staff at colleges and HEIs delivering foundation degrees in Health and Social Care to develop the necessary knowledge and skills to deliver the FdSc, including the modeling of deeper approaches to learning, involving the use of a range of on-line tools, peer collaboration and action learning. The project would involve a full evaluation of participants' experience of action learning through a debriefing session. It is planned to recruit participants during the next couple of months in order for the action learning set to commence in January 2008.

### Sport and Leisure (3.6)

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#### i) Overview

2006-2007 has been a productive year for the Sport and Leisure Curriculum Team and we have made steady progress towards the goals set out in the Delivery Plan. The development of new curriculum has moved forward, progression agreements have been established and signed, opportunities for staff development have been organised and delivered and, perhaps most importantly, the Sussex Learning Network is being increasingly recognised as an important 'influencer' with a potentially significant role to play in the development of the sporting workforce in Sussex. As we move into 2007-2008 our goals remain unchanged but in addition we will focus more resources on employer engagement, so creating more opportunities for those in work to benefit from the experience of HE. In 2007-2008 we will therefore:

- Market and promote new foundation degrees for recruitment in September 2008.
- Promote progression agreements and oversee the development of the agreements through the SVPA management group.
- Produce IAG materials specific to sport and leisure.
- Report on the aspirations of vocational learners surveyed in FE.
- Migrate mapping data onto an Access database.
- Develop our links with local employers and work with them to design and develop learning programmes that meet the needs of their employees and which can offer certification at the appropriate level of attainment.
- Develop the links and relationships that we have established with other key providers within Sussex.

These are challenging targets which will help to create a sustainable change in the culture of HE as it responds to meet the needs of vocational learners within the sport and leisure sector in Sussex.

## **ii) 2006-07 – the year in detail**

### **a) Curriculum development**

During 2006-07 we have been able to define and develop the structure of two new foundation degrees. This has involved close co-operation with employers in the health and fitness industry and local authorities who are providing the work-based learning opportunities for students on the proposed Community Sports Coaching Foundation Degree. The curriculum for the Health Promotion and Personal Training Foundation Degree was greatly influenced by an employers' workshop held in April at the Goodwood Hotel, and such workshops demonstrate the importance of involving employers at the very outset of curriculum development.

### **b) Progression**

We have been successful in developing both a generic progression agreement and a specific progression agreement in Sports Therapy between the University of Chichester and Chichester College. In both cases the development of the agreements has involved discussions with colleagues across institutions and departments. An action plan to put into practice the Sports Therapy agreement between the University of Chichester and Chichester College has been agreed for 2007-08, whilst on the 6<sup>th</sup> September we organised and hosted a workshop for admissions tutors and admissions staff to promote the generic agreement. As a consequence the University of Brighton and the University of Chichester have each drawn-up an action plan to promote and develop the agreement within their own institutions.

### **c) Staff development**

Our main staff development activity this year has been the conference held at the University of Brighton in June. A total of 25 delegates attended the conference which resulted in an excellent discussion on the challenges and opportunities that lay ahead as the sporting workforce in Sussex prepares for the Olympics in 2012. Alongside our employers' workshop and the workshop for admissions tutors, the conference represented a good opportunity to promote our work and our aims and objectives.

### **d) Employer engagement**

We have made steady progress in developing links with local employers. The development of the Foundation Degree in Health Promotion and Personal Training has proved a useful mechanism through which local employers can be engaged and made to feel part of the learning network. However, the process of involving employers in our work is undoubtedly influenced by the perceptions and knowledge of employers themselves. Cutting through the minefield of qualifications, providers and government policy is a challenge we have to confront if we are to seriously create a sustainable process of change within employers and integrate them as an essential part of the network.

### iii) Summary

A significant amount of progress has been achieved in the past year, certainly progress that can be built on in this coming year. Our main challenges will be to establish the new programmes of study; promote the progression agreement and see this being used by learners to access HE, and to increase our links with local employers.

### Travel, Tourism and Retail (3.7)

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#### i) Curriculum development activities:

The following course programmes have been developed and validated to date:

- FdA Food and Culinary Arts with City College Brighton & Hove (CCBH), Brighton and Sussex Downs College (SDC), Eastbourne. A college-based pathway for this course has been validated. A further work-based pathway has not been validated for September 2007 start, but will be considered for 2008 giving both institutions time to engage further with industry over the delivery of this programme and to gain the experience of the college based delivery of this course which is a new direction for both institutions.
- FdA Retail Enterprise with Sussex Downs College (SDC), Eastbourne. Both the college-based and work-based pathways for this course have been validated.
- MA Culinary Arts to be delivered at the School of Service Management (SSM), University of Brighton. This course is designed over three pathways to attract professionals in the culinary arts who wish to professionally develop themselves, entrepreneurs who wish to explore and develop a food concept, graduates who wish pursue a career in food and culinary arts management, and for those who wish to pursue an interest in gastronomy and the culinary arts.

#### ii) Employer engagement:

Employer engagement during 2007-08 has included:

- a) Consultation with specific panels of employers in the sector on the development needs, curriculum design, marketing and delivery for the specific vocational undergraduate and postgraduate level programmes identified above:
  - o Conor Hickman, Operations Executive Scholarest (Compass Group)
  - o Peter Smale, Manager, (Jones Bootmaker Eastbourne)
  - o Bill Plumridge, Manager, (Arndale Centre, Eastbourne)

- o Emmit Turner (Eastbourne based, independent specialist food retailer)
  - o Semone Pierre Bonner – Chef Proprietor (Sky Catering, Brighton)
  - o Jade Gandey – Marketing, Restaurant and Events PR consultant (Rageous Media, Brighton)
  - o Rick Stein, celebrity chef and proprietor of Stein’s Seafood Restaurant
  - o Chrissie Robilliard – Consultant to the Institute of Nutrition
  - o Lulu Grimes, Features editor of BBC ‘Olive’ Journal
  - o Ben McKellar, Chef/proprietor of Gingerman Restaurants, Brighton
  - o Grand Hotel, Brighton - De Vere Hotels Group
  - o Grand Hotel, Eastbourne - Elite Hotels Group
  - o Old Ship Hotel, Brighton - Paramount Group
- b) Consultation with employers via Skillsmart’s Rosie Spooner, the manager for the regional retail Centre for Vocational Excellence (CoVE). This has allowed for the collection of curriculum development feedback from a more widespread cross section of retail enterprises in the county, with the retail CoVE acting as an information broker.

### iii) Progression agreements:

An employer progression agreement has been negotiated with The Old Ship Hotel, Brighton for their employees who have successfully completed a 2 year training programme in professional food production at the hotel for entry to the FdA Food and Culinary Arts. This agreement will be formally approved by the University of Brighton during 2007 - 2008.

### iv) Research activities:

The following research activities have been undertaken:

- a) Initial mapping exercise of all curriculum and training provision in travel, tourism, hospitality and retail provision across Sussex. This map is currently being updated.
- b) An extensive research project (match funded by Aimhigher Sussex) designed to obtain feedback from key stakeholder student groups in Sussex about their likely choices of study for the future. The primary goal of this research is to gain an improved understanding of students’ decision-making, and trends in subject interest and other key factors affecting their higher education choices. Feedback from this research will be used to inform higher education providers in Sussex on the design development and marketing of appropriate and responsive provision with a specific focus on gaining insights into learner progression direct from employment onto HE programmes.
- c) Research and development of a range of on-line resources to support the retail, food and culinary arts curriculum provision at CCBH, SDC and SSM.

## v) Planned activities 2007-08:

The following activities have been agreed for the coming year:

- a) Curriculum development and validation of a BA (Hons) Food and Culinary Arts – a final year top-up award to be delivered at SSM to commence delivery in September 2009 when students following FdA awards at CCBH and Sussex Downs College graduate.
- b) Curriculum development and validation of BA (Hons) Hospitality Management and BA (Hons) Events Management – 2-year work-based, level 6 top-up awards to be jointly delivered with CCBH commencing September 2008.
- c) Curriculum development and validation of Access courses to enable potential students entry to a range of FdA awards in the curriculum area across Sussex
- d) Validation of a partnership progression agreement with the Old Ship Hotel, Brighton for employees who have successfully completed their 2 year apprenticeship in Professional Cookery for direct entry to the FdA Food and Culinary Arts.
- e) Validation of partnership progression agreements with a number of further education providers across Sussex for students who have successfully completed either NVQ level 3 qualifications or equivalent for direct entry to the FdA awards in the curriculum area.
- f) Investigate the current CPD focus of Masters awards at SSM. Recommend an alternative and more flexible curriculum structure, overview of content and possible delivery modes for current and new Masters awards in the curriculum area.
- g) Continued support for the FE colleges running the new FdA awards and in particular the work -based route during 2007-08.

## 4 Budget and resources

### Income / Budget (4.1-2)

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The SLN has continued to manage its finances in line with the overall budget plan attached to the Two Year Plan. A detailed financial report for 2006-07 is shown in Appendix 1. The SLN expenditure is now on track following an underspend in the previous year. Agreement has been reached with HEFCE regarding the level of the contributions in kind (£387,000) and we continue to record these. Currently the total contribution in kind made by SLN partners stands at £245,718. The SLN was subject to internal audit by the University of Brighton towards the end of the financial year and received a favourable report with no changes being recommended to its financial controls.

## **i) Income**

In addition to its core funding, contribution from Aimhigher Sussex and HEFCE Strategic Development fund, the SLN has bid for additional funds during 2006-07:

£30,000 – awarded by LSC Sussex:

This is funding a study into Planning for Sustainability, which is being undertaken by Papworth Consulting Limited, throughout 2006-07 and 2007-08.

£22,000 – awarded by West Sussex Coastal Federation

This has funded a study of graduate retention in West Sussex, carried out by Step Ahead Research. The study was completed in July 2007.

## **ii) Additional Student Numbers**

The SLN has served as the conduit for funding relating to additional student numbers created as a result of its curriculum development activity with partners. A summary of the distribution of total teaching funds for ASNs by partner is as follows:

University of Brighton: £90,013.63

University of Chichester: £100,232.50

University of Sussex: £319,525.45

Northbrook College Sussex: £90,725.90

## **iii) Expenditure**

The SLN budget for 2006-07 was £1,444,683 (the composition of this funding is described in the SLN Delivery Plan for 2006-07). Taking into account carried forward funding (£4550 conference income, and £10,000 curriculum funding) the budget as per the plan increased to £1,459,233.

Budget reports have been provided throughout the year to the SLN Board; this has enabled the Board to be confident that overall budget spend is close to the anticipated profile, although some reprofiling has taken place in budget lines for individual activity strands.

The end of year figures provided by the Finance Department of the SLN lead institution, University of Brighton, are interim and may be subject to further year end adjustments before being approved by the University of Brighton Board of Governors. Currently the SLN is anticipating an underspend of £9016, which will be carried forward to meet new demands for funding in 2007-08. A further £29,000 (which represents joint SLN / Aimhigher funding) has been allocated to joint activity, and will be ringfenced from the remaining underspend. No further underspend

from 2006-07 is anticipated. Appendix 1 shows interim figures for year end expenditure across the profile of activity, as outlined in the Delivery Plan. A final report for 2006-07 will follow once all adjustments are complete.

## 5 Monitoring and evaluation

### Measuring our success (5.1) and evaluation and student tracking (5.2)

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We have agreed a reporting mechanism with the SLN Board, and throughout 2006/07 we have produced regular reports tracking progress towards targets and spend against our delivery plan.

In 2006/07 we followed HEFCE's 'model 2' of ASN allocation. This essentially meant that the ASNs allocated to institutions via the SLN were 'owned' by the SLN rather than the individual institutions, and were therefore recorded and reported via the SLN's lead institution, the University of Brighton. A system of flagging these students for reporting purposes was devised, and is now being rolled out to other institutions, who will 'own' the ASNs as the SLN moves to 'model 1' for 2007/08. The process of tracking these students raises some interesting questions around the definition of the 'SLN student'. For our purposes, we will track the progress of students filling SLN ASN places (and there is an additional complexity in identifying which students should be 'flagged' as SLN where these are not the only places on the course), and those coming via SLN progression agreements. There will also be a number of students who will come to higher education at least in part as a result of the SLN's activities around curriculum development and information, advice and guidance, who will be less easily identified and tracked.

We will commission a qualitative study of the groups of students outlined above during the academic year 2007/08.

### Research and dissemination (5.3)

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In the past year the SLN has put in place a range of activities that together will be the basis for the research and dissemination activity in 2007-08.

The SLN Board has approved a two year study by Professor Bill Jones from NIACE to explore perceptions of change. This study will provide a significant resource for a number of stakeholders to write about their experience of the SLN. In addition the SLN has established a forum for practitioner research on vocational higher education. Eighteen small scale projects have been funded that will report in June 2008. The successful foundation degree symposium held in April 2007 will be continued throughout next year with a series of seminars and conferences aimed at improving our understanding, development and delivery of foundation degrees across Sussex. The SLN is also sponsoring work on

the student experience which will take place later in 2007. Given the changed remit of Foundation Degree Forward it has not been possible to jointly fund this particular aspect of our work. The SLN and Step Ahead have conducted a review of graduate retention for the West Sussex Coastal AIF. The SLN has also created a forum for those working on data gathering and analysis to meet and exchange ideas and information. This group involves the local authorities, the LSC at both regional and local level, independent agencies like Local Futures and Step Ahead.

In addition, the information gained from the interim evaluation being conducted by CHERI at the Open University and the peer review will all be used to support a publication towards the end of 2008.

## **6 Sustainability and future development (6.0)**

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The SLN is now in the final year of its initial funding period, and it is timely to be considering its future shape and funding.

The SLN Board has established a sub-group, with a remit to look at options for sustainability and present these to the Board for consideration in November 2007. The group will be looking at proposals around two areas of the SLN's work: firstly the curriculum and curriculum development, and secondly the areas of work that sit alongside and support this, including progression; information, advice and guidance, and brokerage.

The initial stage of the work on sustainability has been to commission a study examining the demand for a service that delivers the second area of work outlined above. This has been funded jointly with the LSC, and is due to report in November to inform the Board's decision on future models. Whilst wishing to take advantage of future sources of funding that may become available, the SLN Board is clear that the focus of the SLN should continue to be driven by local need and priorities.

## Authors

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This review is the result of the significant input of staff across Sussex working to deliver the aims set out in the Sussex Learning Network's delivery plan. As well as members of the SLN Board, and the SLN Core Team, staff based at institutions across Sussex, and employed to lead on the developments in the various curriculum areas, have contributed to the review as detailed below.

### Creating opportunities to learn

#### Arts & New Media

Paul Anderson; Lisa Holloway; Nick Gardner; Linda Randall

#### Biosciences

Becky Taylor; Steve Waite

#### Community Practice

Dee MacDonald; Linda Townsend

#### Computing & e-learning

Robert Catt; Nigel Gibson; Jenny Lynden; Linda Robson; Liz Thackray

#### Health & Social Care

Peter Frost; Chris Taylor; Julia Stroud

#### Sport & Leisure

Tanya Goosen; Alex Twitchen

#### Travel, Tourism & Retail

Peter Odgers; Conor Sheehan

**Appendix 1: Budget**



Who's responsible	Budget (£)	Targets	Description of activity	2006/07	year end 2006-07 (interim)	variance
<b>Developing the Learning Network</b>						
<b>Collaborative planning</b>						
SLN Deputy Director	6000	1. To establish the SLN as a vehicle for joint planning between its FE and HE partners	consultant	6000	0	6000
		<b>total</b>		6000		<b>6000</b>
<b>Our website</b>						
SLN Information Officer	28200	1. A website with a professional and high quality content and design that embodies the SLN branding	web development	14100	10339.5	3760.5
			hosting	600	329	271
			templates	2400	6698	-4298
			editing	2500	1400	1100
			video	7000	0	7000
		<b>total</b>		26600	<b>18766.5</b>	<b>7833.5</b>
SLN Information Officer	0	2. Use the website as an effective tool to communicate the work of the SLN to students, potential students, employers,				
SLN Information Officer	See sections on marketing	3. Support areas of SLN activity such as marketing and information, advice and guidance through the provision of				
<b>Communication about the SLN</b>						
SLN Information Officer; SLN Staff Development Officer	27500	1.To increase the public visibility and recognition of the SLN across Sussex	conference	10000	16208	-6208
			conference 05/06 income	4550		4550
			additional conference			0
			newsletter	5000	0	5000
		<b>total</b>		19550		0
					<b>16208</b>	<b>3342</b>
<b>Employer engagement</b>						
SLN Director	0	1. Establish effective means of engaging and communicating with employers	journalism		1807	-1807
SLN Information Officer	See sections on website	2. Provide meaningful support and opportunities relating to higher education for employers.	journalism		1890	-1890
SLN Co-ordinator	0	3. Explore how the existing brokerage network in Sussex can promote learning opportunities in higher education.				
SLN Director	0	4. Assist in the development of a SE forum for agencies working to engage employers				
		<b>total</b>			<b>3697</b>	<b>-3697</b>
<b>Student engagement</b>						
SLN Co-ordinator	30000	1. Establish effective means of engaging and communicating with students	payment for media work	9000	7945.46	1054.54
			marketing	6000	1739	4261
			conference			
SLN Staff Development Officer	See sections on IAG and	2. Build on current good practice in Personal Development Planning (PDP)				
		<b>total</b>		15000	<b>9684.46</b>	<b>5315.54</b>
<b>Links with other Lifelong Learning Networks</b>						
SLN Director	0	1. Play a full role in the Lifelong Learning Practitioners Forum				

Who's responsible	Budget (£)	Targets	Description of activity	2006/07	year end 2006-07 (interim)	variance
SLN Director	0	2. Help establish a regular dialogue between the four LLNs in the South East				
		<b>total Developing the Learning Network</b>		<b>67150</b>	<b>48355.96</b>	<b>18794.04</b>
<b>Supporting vocational learning</b>						
<b>Mapping provision</b>						
SLN Information Officer	7000	1. A comprehensive map of National Qualification Framework (NQF) level 4-8 course provision within Sussex for: * the	mapping database	5000	0	5000
			mapping support	2000	0	2000
					0	0
		<b>total</b>		<b>7000</b>	<b>0</b>	<b>7000</b>
<b>Progression &amp; credit framework</b>						
SLN Deputy Director	20000	1. A range of progression agreements supporting vocational learners	materials design & production	7500		7500
			printing	1500		1500
			consultants x 2	5000	2368.5	2631.5
SLN Deputy Director	20000	2. A credit framework to support vocational progression endorsed and implemented across Sussex	materials design & production	7500		7500
			printing	1500		1500
			consultants x 2	5000	5000	0
		<b>total</b>		<b>28000</b>	<b>7368.5</b>	<b>20631.5</b>
<b>Staff development</b>						
SLN Staff Development Officer	12000	1. Programme of staff development events available to all involved in vocational learning across Sussex	consultancy fees	6000	6102	-102
						0
SLN Staff Development Officer	10000	2. Discipline based networks of staff in colleges and HEIs working together to develop and share good practice	virtual meeting environment - elearning event	5000	5097	-97
						0
SLN Staff Development Officer	94000	3 .Initial and continuing professional development opportunities for vocational learning practitioners at undergraduate and postgraduate level	programme of events	25000	6561	18439
				10000		10000
			programme of admissions tutors events	12000	0	12000
		<b>total</b>		<b>58000</b>	<b>17760</b>	<b>40240</b>
<b>Marketing &amp; student recruitment</b>						
SLN Deputy Director	27300	1. Raised awareness of SLN activities and active involvement of all identified key partners	2 year plan	7300	10168	-2868
			PR events - SLN launch / other	5000	2466	2534
			market research project	10000	17625	-7625
			spring awards sponsorship	2500	2500	0
SLN Deputy Director	55200	2. Take up of 725 additional student places supporting SLN curriculum developments	recruitment campaign 06/07	17000	28737	-11737
			recruitment campaign 07/08	20000	26066	-6066
			materials - health & social care	2200	1980	220
			materials - other curriculum related	10000	4288	5712
			launch event - PG Cert e-learning	1000	713	287
			marketing leaflets			0
			additional publicity			0
		<b>total</b>		<b>75000</b>	<b>94543</b>	<b>-19543</b>
<b>Information, advice &amp; guidance</b>						
SLN Staff Development	244300	1. Resources relating to vocational learning provision at HE	IAG staff	99600	101169	-1569

Who's responsible	Budget (£)	Targets	Description of activity	2006/07	year end 2006-07 (interim)	variance
Officer		level across Sussex for use by students, employers and information, advice and guidance (IAG) practitioners	piloting personalised service	4000	0	4000
			production of resources	25000	31912	-6912
			publicity and distribution of materials		0	0
		<b>total</b>		<b>128600</b>	<b>133081</b>	<b>-4481</b>
<b>Widening participation &amp; student support</b>						
SLN Director	0	1. A linked programme of work for 2006-08 will be agreed with Aimhigher, leading to a more coherent approach to progression for vocational learners in schools and colleges.				
		<b>total Supporting vocational learning</b>		<b>296600</b>	<b>252752.5</b>	<b>43847.5</b>
<b>Creating opportunities to learn</b>						
<b>Arts &amp; Creative Media</b>						
Curriculum Lead, Arts & Creative Media	122426	1. Identify the range of music related provision and the opportunities to roll out provision to areas where it is currently lacking	curriculum development	59356	59356	0
			conference places and events	1142	1113	29
			office stationery	715	0	715
Curriculum Lead, Arts & Creative Media		2. Support for the newly introduced Foundation Degrees in music at the University of Chichester and BIMM, and the performance related Foundation degrees at Northbrook College Sussex				0
		<b>total</b>		<b>61213</b>	<b>60469</b>	<b>744</b>
<b>Biosciences</b>						
Curriculum Lead, Biosciences	165714	1. Develop and deliver new collaborative Biosciences Foundation Degrees accessible to students at a range of institutions	curriculum development	83000	83000	0
			conference places and events	1142	1113	29
			office stationery	715	0	715
Curriculum Lead, Biosciences		2. Develop a range of modular based CPD opportunities from levels 4 to 7				0
		<b>total</b>		<b>84857</b>	<b>84113</b>	<b>744</b>
<b>Community Practice</b>						
Curriculum Lead, Community Practice	126794	1. Increased range of courses that are delivered in complementary ways by July 2008	curriculum development	61540	61540	0
			conference places and events	1142	1113	29
			office stationery	715	0	715
Curriculum Lead, Community Practice		2. Increased number of learners progressing into and within the community practice area in Sussex by July 2008				
Curriculum Lead, Community Practice		3. Raised awareness within Sussex of UK national and regional policy and the range of education and training in this curriculum area by July 2008				
		<b>total</b>		<b>63397</b>	<b>62653</b>	<b>744</b>
<b>Computing &amp; e-learning</b>						
Curriculum Lead, Computing & e-learning	161340	1. A comprehensive map of the range and diversity of e-learning in Sussex by July 2008	curriculum development	72410	77030	-4620
			conference places and events	1142	1113	29
						0

Who's responsible	Budget (£)	Targets	Description of activity	2006/07	year end 2006-07 (interim)	variance
			office stationery	715	0	715
Curriculum Lead, Computing & e-learning		2. Development and evaluation of a series of action research projects to contribute to the development of e-learning in				0
					0	0
		<b>total</b>		<b>74267</b>	<b>78143</b>	<b>-3876</b>
<b>Health &amp; Social Care</b>						
Curriculum Lead, Health & Social Care	107500	1. Deliver the Foundation Degree in Health and Social Care at a wide range of FE locations across Sussex	curriculum development	51893	58943	-7050
			conference places and events	1142	1113	29
			office stationery	715	0	715
Curriculum Lead, Health & Social Care		2. Common academic and credit framework across the delivery partners which allows maximum flexibility for learners				0
Curriculum Lead, Health & Social Care		3. Mapped and developed progression routes for foundation graduates into professional and non-professional degrees at			0	0
Curriculum Lead, Health & Social Care		4. Develop enhanced possibilities for credit transfer between FE and HE providers of Foundation Degrees across Sussex				0
Curriculum Lead, Health & Social Care		5. Liaise with local statutory employers in the health and social care sector to ensure continued relevance of the programme to employer and learner needs				
Curriculum Lead, Health & Social Care		6. Develop a common academic and credit framework across a range of HEIs providing post qualifying social work training under the revised GSCC post qualifying framework				
Curriculum Lead, Health & Social Care		7. Match provision from foundation to post qualifying level with local employer needs as represented by a range of				
		<b>total</b>		<b>53750</b>	<b>60056</b>	<b>-6306</b>
<b>Sport &amp; Leisure</b>						
Curriculum Lead, Sport & Leisure	130938	1. Established programmes of study within the Sport and Leisure sector within Sussex which meet both the needs of vocational learners, employers and other organisations responsible for delivering sport and leisure opportunities.	curriculum development	62148	62148	0
			conference places and events	1142	1113	29
			office stationery	715	0	715
Curriculum Lead, Sport & Leisure		2. Comprehensive mapping of current Sport and Leisure provision within the HE sector across Sussex.				0
Curriculum Lead, Sport & Leisure		3. A portfolio of progression accords between the HE sector and the FE Sector to include where appropriate the network of Specialist Sports Colleges.				
		<b>total</b>		<b>64005</b>	<b>63261</b>	<b>744</b>
<b>Travel, Tourism &amp; Retail</b>						
Curriculum Lead, Travel, Tourism & Retail	124488	1. Develop the existing Sussex provision in tourism, retail and hospitality education from Access (level 3) to Masters (level 7)	curriculum development	70388	70388	0
			conference places	1142	1113	29
			events			0
			office stationery	714	0	714
						0
Curriculum Lead, Travel, Tourism & Retail		2. Progression routes from level 3 to the suite of higher education programmes in Sussex				0

Who's responsible	Budget (£)	Targets	Description of activity	2006/07	year end 2006-07 (interim)	variance
Curriculum Lead, Travel, Tourism & Retail		3. Develop new curriculum initiatives, and consolidate access and progression routes to existing and new provision.				0
		<b>total</b>		<b>72244</b>	<b>71501</b>	<b>743</b>
		<b>allocation for engineering and construction</b>			<b>0</b>	
		<b>total Creating Opportunities to learn</b>		<b>473733</b>	<b>480196</b>	<b>-6463</b>
<b>Budget &amp; resources</b>						
SLN Co-ordinator	0	1. account accurately for income and expenditure of the SLN )				
SLN Co-ordinator	0	2. make regular, accurate reports internally (to the SLN Board) and externally (to funders) within agreed timescales				
SLN Co-ordinator	0	3. Maintain and adhere to budgets ensuring that available funding is spent within the funding period				
<b>Monitoring and evaluation</b>						
<b>Measuring our success</b>						
SLN Director	0	1. Establish suitable and effective methods of tracking progress for each area of the SLN's work, via targets and milestones				
SLN Deputy Director	0	2. Establish a suitable method and timescale for reporting against targets and milestones				
SLN Deputy Director	0	3. Adhere to reporting schedules throughout the life of the plan				
SLN Deputy Director	0	4. Address issues of requiring action highlighted via reporting process and to revisit any subsequent milestones in advance of the next reporting deadline				
<b>Evaluation &amp; student tracking</b>						
SLN Director	8750	1. Engage a consultant to carry out an initial evaluation of the SLN	evaluation and follow up work	8750	10000	-1250
SLN Director	18750	2. Produce and disseminate detailed evaluation report of the SLN by July 2008	evaluation and dissemination events			0
SLN Deputy Director	0	3. Establish a mechanism for the collection and flagging of student data				0
SLN Deputy Director	0	4. Report to the SLN Board on successes in recruiting to SLN student numbers and progress of SLN students on a 6-monthly basis (ongoing)				0
SLN Deputy Director	40000	5. Gather qualitative data via a detailed study of individual SLN students over the period 2006-08 (to be commissioned by November 2006)	longitudinal study of students and practitioner research	20000	52100	-32100
		<b>total</b>		<b>28750</b>	<b>62100</b>	<b>-33350</b>
<b>Research &amp; dissemination</b>						
SLN Director	0	1. Produce an article that re-visits the debates in the book 'The Tertiary Moment' and, in particular, the chapter written by Professor Sir David Watson				
SLN Director	2000	2. Publish the action research undertaken by the SLN e-learning project	e-learning project launch	2000	0	2000
SLN Director	10000	3. Explore a proposal to write a book involving contributions from the SLN curriculum team and the SLN Board	publication of SLN book	0		

Who's responsible	Budget (£)	Targets	Description of activity	2006/07	year end 2006-07 (interim)	variance
SLN Director	0	4. Work with Foundation Degree Forward to produce research on the student experience and progression				
		<b>total</b>		<b>2000</b>	<b>0</b>	<b>2000</b>
		<b>total Monitoring and Evaluation</b>		<b>30750</b>	<b>62100</b>	<b>-31350</b>
<b>Sustainability and future development</b>						
SLN Deputy Director	6000	1. Sustain the long term positive impact of the SLN beyond the period of initial funding	consultancy fees	0		
<b>Infrastructure</b>						
			core staff & costs	331000	324148	6852
		<b>total infrastructure</b>	<b>total</b>			0
			overheads	200000	200000	0
		<b>total</b>		<b>531000</b>	<b>524148</b>	<b>6852</b>
<b>Contingency</b>						
		allocated to cover new post		13000	13149	-149
		Work based learning		30000	30000	0
						0
		JISC bid		822	822	0
		health and social care -additional funds				0
		FD in Sussex website			9694	-9694
		contingency budgeted		<b>60000</b>	<b>53665</b>	<b>6335</b>
<b>TOTALS</b>		<b>TOTAL ACROSS BUDGET*</b>		<b>1459233</b>	<b>1421217.46</b>	<b>38015.54</b>
		*(original budget includes additional £4550 conf income carried forward from 2006-7, plus 10K curriculum funds carried forward)				
		<b>Additional items funded from underspend</b>				
		Aimhigher funding		0	29000	-29000
						0
						0
		<b>GRAND TOTAL</b>		<b>1459233</b>	<b>1450217.46</b>	<b>9015.54</b>

**Appendix 2: Target table**



Targets and milestones	Dates	Traffic light	Update on progress in 2006/07	Changes to target / milestones for 2007/08 and measures of success
<b>Developing the Learning Network</b>				
<b>A Collaborative planning</b>				
<b>A1. To establish the SLN as a vehicle for joint planning between its FE and HE partners</b>				
A1.1 A mechanism for joint planning of additional student numbers between institutions established and in operation	Dec-06	Green	Joint planning working group established across SLN institutions.	Measure: membership of planning group
A1.2 A collaborative planning mechanism looking to establish a strategic planning forum with key SLN partners	Mar-07	Green	Joint planning working group established as above. Forum of HE co-ordinators in FE established. Focus 2007/08 will be on sustainability of the joint planning function, looking at developing provision as well as allocation of student numbers.	Measure: membership of SLN Board, planning group and HE in FE co-ordinators group
<b>B Our website</b>				
<b>B1. A website with a professional and high quality content and design that embodies the SLN branding, and is an effective tool to communicate the work of the SLN</b>				
B1.1 Launch with start-up content	Oct-06	Green	Website 'soft launched' October 2006 with ongoing development of sections and addition of content.	Measure: completion of site by October 2007
B1.2 Staged launch of individual sections	Up to April 2007	Orange	Staged launches ongoing but some sections delayed to allow for development of sufficient content: Learning Opportunities and Student Network launched July 2007; other sections to be launched during 2007/08.	Launch of remaining sections of site planned during 2007/08.
B1.3 Evaluation to review effectiveness of individual sections	Throughout 2007	Green	Internal evaluation of website is ongoing.	Measure: usage of overall site and individual sections: Learning Opportunities; Practitioner Network; Employer Zone; Student Network; FD in Sussex site. Positive user feedback on site.
B1.4 Scheduled maintenance plan in place	Apr-07	Orange	Maintenance of the site in its initial stages has been on an ad hoc basis, and a scheduled maintenance plan will be in place by October 2007, supporting work towards sustainability.	Maintenance plan in place by October 2007.
B1.5 Report to SLN Board on the success of the website	Oct-07	Green	Regular progress reports to the SLN Board have included updates on the website, and a substantial report will be made in October 2007.	Measure: usage and feedback on website as above
B1.6 Report to SLN Board on the success of the website over two year period	Jul-08	Green	This report will bring together the findings of the ongoing evaluation of the site.	Measure: usage and feedback on website as above
<b>B2. Support areas of SLN activity such as marketing and information, advice and guidance through the provision of online resources</b>				
B2.1 Generic and subject specific IAG resources	Apr-07	Orange	Generic IAG resources produced by the target date; subject specific resources will be developed in autumn 2007, allowing time for significant input from curriculum leads as well as the SLN IAG team.	Subject specific resources to be developed autumn 2007. Measure: usage and feedback on website from learners and practitioners as above

B2.2 Online prospectus of HE vocational learning opportunities	Apr-07		The SLN has invested in the development of www.foundation-degrees-in-sussex.com, an online database of foundation degrees, HNDs and HNCs in Sussex. The SLN is also working with the local authorities in Sussex as they develop their online prospectus of learning opportunities, initially up to level 3.	Measure: usage and feedback on website as above
<b>C Communication about the SLN</b>				
<b>C1. To increase the public visibility and recognition of the SLN across Sussex</b>				
C1.1 An SLN electronic newsletter relevant to learners, employers, practitioners, and other interested partners every two months.	From Nov-06		An electronic newsletter has been produced but there is more work to be done to develop regular and relevant communications with employers.	Measure: electronic survey of newsletter readers
C1.2 Mechanisms for learners, employers and practitioners to contribute to the SLN newsletter	Nov-06			Focus now on student network and newsletter, and contributions to practitioner and employer sections of website
C1.3 SLN represented at events each year relating to each of the key audiences: learners, employers and practitioners in Sussex	2007-08		Members of the SLN core team and curriculum team have exhibited and presented at a range of events in 2006/07 aimed at these key audiences including conferences, careers fairs and exhibitions.	Measure: list of events attended to be itemised in end of 2007/08 review
<b>D Employer engagement</b>				
<b>D1. Establish effective means of engaging and communicating with employers</b>				
D1.1 Joint employer engagement strategy developed with the five HE partner institutions.	Apr-07		The business-facing activity of HEIs is built into the Employer Zone section of the SLN website. The SLN is discussing with the University of Brighton links to its employer engagement activity.	Measure: usage and feedback on website as above
D1.2 Participate in a range of employer facing activities and evaluate their effectiveness.	From April 2007		The IAG team has focused initially on practitioner and learner facing activities, with a series of workplace events now in development.	Measure: list of events attended to be itemised in end of 2007/08 review
<b>D2. Provide meaningful support and opportunities relating to higher education for employers.</b>				
D2.1 SLN website as one stop shop offering advice and information to employers	From April 2007		Target delayed but due to launch October 2007	Measure: usage and feedback on website as above
D2.2 New materials (produced through our IAG team) targeted at employers and businesses	Apr-07		Target delayed but due to launch October 2007	Measure: circulation and usage of IAG materials
<b>D3. Explore how the existing brokerage network in Sussex can promote learning opportunities in higher education.</b>				
D3.1 Participation, as part of the Sussex Skills Strategy Group, in the review of brokerage.	2006-07		This has been superseded by the SLN's own commissioned consultancy on brokerage which will report in November 2007. SLN strategy has been aligned to SSPA strategy.	Measure: brokerage review linked to sustainability strategy
<b>D4. Assist in the development of a SE forum for agencies working to engage employers</b>				
D4.1 Contribute to the proposal for a forum and identify resource to be allocated	Nov-06		This has not been implemented but the SLN is seeking to establish a link with other employer engagement networks and fora, including People Net, HUB 100 and Sussex Enterprise. This is being taken up with the other South East LLNs.	Measure: SLN an integral part of regional fora established by HESE and SEEDA

## E Student engagement

### E1. Establish effective means of engaging and communicating with students

E1.1 Inclusion of student voices in the student engagement strategy	Dec-06		This target is now met with the recruitment of a team of students who are leading on this strategy. The target was delayed to April 2007 to allow for the Student Network team to be recruited and trained.	Measure: list of student team members 06/07 and 07/08 to be included in end of 2007/08 review.
E1.2 Establishment of the student voice on the SLN website, including a vocational learners' newsletter	Mar-07		This target is now met with the establishment of the Student Network on the SLN website, but was delayed to May 2007 to allow for the Student Network team to be recruited and trained.	Measure: number of case studies included on site; number of articles written by students. 2 newsletters to be produced; website articles to be refreshed bi-monthly.
E1.3 Implementation of the student engagement strategy and report on developments	Jul-07		Work to implement the student engagement strategy is being led by the Student Network team, and is ongoing. The report will be available on the website and forms part of the SLN second year review produced in September 2007.	Report on developments by September 2007.
E1.4 An annual Sussex wide event for vocational learners as part of the SLN staff development programme	Jul-07 & Jul-08		Involvement of the Student Network in the SLN annual conference via a student-led workshop has met the need for an event such as this in 2007. An event specifically for vocational learners is planned for 2008.	Measure: 1 event to be held; target of 60 attendees.

### E2. Build on current good practice in Personal Development Planning (PDP)

E2.1 A report on current good practice in PDP	Mar-07		A student consultant will be producing a report on current PDP practice in Sussex. One of the difficulties identified in sharing good practice is that institutions' resources are published electronically on individual password protected VLEs which are only open to current students and staff.	Measure: report produced and circulated to institutions.
E2.1 PDP pilot	2007-08 academic year		Individual action plans have been built into the IAG tool developed. A JISC project bid was unsuccessful, but a pilot within an individual curriculum area is being looked at for 2007-08.	Measure: usage of action plans in Learning Opportunities

## F Links with other Lifelong Learning Networks

### F1. Play a full role in the Lifelong Learning Practitioners Forum

F1.1 Identify colleagues in other LLNs with whom core staff can begin to exchange good practice	Nov-06		Core team staff have had several individual meetings with relevant counterparts in other LLNs, particularly those in the South East. Team members have participated in national fora.	Measure: completion of peer review with York and Kent LLNs; contributions to LLN national conference
F1.2 Links between SLN individual curriculum leads and those working in the same sectors in other LLNs. These to be reflected in presentations to the SLN annual conference and subsequent publications.	Apr-07		Links have been made between the SLN Arts & New Media strand and the National Arts Learning Network (NALN), and between the SLN Biosciences strand and VetNet, the LLN leading on veterinary and related disciplines. SLN curriculum leads have made contact where relevant with their counterparts in other LLNs, particularly those in the South East, to discuss and develop approaches to shared issues, notably progression.	Measure: link established for each curriculum lead with relevant colleagues.

**F2. Help establish a regular dialogue between the four LLNs in the South East**

F2.1 Four regular meetings with South East LLNs identifying areas for joint working.	January 2007 – August 2008		Meetings are ongoing on a quarterly basis with a rotating host LLN, providing a useful forum for discussion. Areas identified so far for collaboration or sharing of approaches taken include progression, credit and IAG.	<b>Measure: increase in collaborative initiatives at regional level.</b>
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## Supporting vocational learning

### A Mapping provision

#### A1. A comprehensive map of National Qualification Framework (NQF) level 4-8 course provision within Sussex

A1.1 Identify core mapping data	Aug-06		This target was met.	
A1.2 Map of all areas	Dec-06		Mapping was completed by December 2006 in each of the SLN's priority curriculum areas. In addition, mapping was carried out in the area of Engineering and Construction, highlighted as an additional priority locally and with potential for a progression agreement.	Mapping data to be updated and maintained during 2007/08. Potential ongoing uses of mapping data to be explored by curriculum leads in each curriculum area.

### B Progression & credit framework

#### B1. A range of progression agreements supporting vocational learners

B1.1 A working group involving key partners established to explore issues of progression and credit	September 2006		Cross-partner working group established September 2006. Management group established July 2007 to provide sustainability of agreements.	<b>Measure: membership of working group and management group.</b>
B1.2 At least one progression agreement in place	Dec-06		Target delayed - overarching accord (Sussex Vocational Progression Accord) developed and agreed April 2007	<b>Measure: see 1.3 below</b>
B1.3 At least three further progression agreements in place	Jul-07		Five progression agreements in place across four curriculum areas July 2007	<b>Measure: 4 events to be held for practitioners; usage of progression tool on website to be monitored as above; usage of progression agreements to be monitored - specific targets to be built into work of management group 2008/09.</b>

#### B2. A credit framework to support vocational progression endorsed and implemented across Sussex

B2.1 A report of the current operability of credit between institutions, and an analysis of what would be required to develop a comprehensive Sussex-wide credit framework for foundation degrees	Dec-06		Initial study completed December 2006. Further study commissioned from SEEC to examine feasibility of development of common credit framework, July 2007.	
B2.2 A common foundation degree framework including credits, progression and work-relatedness	Dec-07		Development will depend on outcome of feasibility study (above).	Module database for FDs to be established mid 2007/08.

### C Staff development

#### C1. Programme of staff development events available to all involved in vocational learning across Sussex

C1.1 Staff development working group with membership drawn from our key partners	Nov-06		A single group was not appropriate; instead individual meetings have been held with the SLN's key partners to discuss staff development needs and to plan a programme of events to address these. This has included a foundation degree symposium, bringing together practitioners from across Sussex to discuss a range of issues relating to the development and delivery of foundation degrees.	<b>Measure: relevant staff development contacts established and influencing programmes</b>
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C1.2 Needs analysis to identify priorities	Dec-06		<p>We sponsored the production of a needs analysis in relation to the provision of a part-time postgraduate programme, with a flexible work-based learning approach, to meet the continuing professional development needs of those who support learning and development in a range of settings. This research has also been published on our website.</p> <p>To address our concerns about the lack of formal research in relation to vocational learning, and to enable us to find out more about the needs of practitioners and students in Sussex, we are sponsoring 22 small pieces of research relating to vocational learning at HE level. This is being undertaken by practitioners in FE and HE institutions. It will be completed in June 2008 and the findings will be presented at our annual conference.</p>	
<b>C2. Discipline based networks of staff in colleges and HEIs working together to develop and share good practice</b>				
C2.1 Virtual meeting environment for educational practitioners involved in vocational learning at HE level	Mar-07		<p>The SLN e-learning project offers the opportunity to engage in online discussion via a virtual network of practitioners. Feedback from practitioners consulted on the establishment of a wider online forum suggested that the majority would prefer the opportunity for face to face discussion, and a programme of events to meet this need is underway. Development has focused on web based resources rather than a virtual meeting environment.</p>	Measure: usage of practitioner section of website.
C2.2 Online teaching and learning resources to support vocational teaching practitioners, initially aimed at those delivering level 4	Apr-07		<p>The Practitioner Network area of the SLN website contains a range of information and resources relating to e-learning, foundations degrees, IAG, curriculum developments and progression. The e-learning team are adding to this discipline based links to resources, case studies relating to e-learning practice in Sussex and progress reports on action research projects. Whilst much of the content is already there, the Practitioner Network will be formally launched in November 2007. In addition to the Practitioner Network, an area of our website relates to research at the SLN. This will also be launched in the Autumn and those interested will be able to access summaries of the research being undertaken in Sussex and contact details of the researchers.</p>	Measure: see 'Creating opportunities to learn' section D.
<b>C3. Initial and continuing professional development opportunities for vocational learning practitioners at undergraduate and postgraduate level</b>				
C3.1 Sussex-wide map of courses and qualifications for teaching at HE level	Dec-06		<p>Towards the end of 2006 we mapped the provision of staff development opportunities for practitioners in the post compulsory sector in relation to their teaching practice. The research was made available on our website as a "snapshot in time" of existing opportunities in Sussex prior to the publication and development of the new ITT standards which apply from September 2007.</p>	Possible modules to support HE teaching to be reviewed in light of changes to national qualifications.

C3.2 Online programme of events and courses offered at partner institutions across Sussex	Jan-07		SLN events are promoted in the events section of the SLN website, and additional events run by partner institutions are publicised on the SLN's news pages. The SLN IAG team will be working on a programme of events with individual institutions during 2007/08.	Measure: number of events run; number attending SLN events - target 600 in 2007/08.
C3.3 SLN annual conference	June 2007 and 2008		A successful conference consisting of seven separate events over two days, and involving all the curriculum leads as well as the SLN core team in the planning, was held in June 2007. The event attracted over 400 delegates and received positive feedback.	Measure: number attending SLN conference - target 240.
<b>D Marketing &amp; student recruitment</b>				
<b>D1. Raised awareness of SLN activities and active involvement of all identified key partners</b>				
D1.1 SLN brand established and marketing materials produced	Sep-06		Initial brand and associated designs established; marketing materials relating to SLN and activities produced throughout 2006/07	Measure: SLN products widely used by learners and practitioners
D1.2 Working group involving key partners established to explore issues relating to marketing	Sep-06		Cross institutional working group established September 2006	Measure: membership of marketing group.
D1.3 Advertising campaign designed and run	Aug-06 and Jul-07		Campaigns designed and run August 2006 and June 2007	Measure: usage of FD in Sussex site; follow up of enquirers via FD in Sussex site; recruitment to publicised courses
D1.4 Assess the feasibility of an online and paper prospectus for vocational learning in Sussex	Jan-07		Online prospectus of foundation degrees delivered via Foundation Degrees in Sussex website. Links ongoing with developing Local Area Prospectus in 2007/08.	
<b>D2. Take up of 725 additional student places supporting SLN curriculum developments</b>				
D2.1 520 additional student numbers for 2007/08 agreed across institutions and courses	Jan-07		164 additional student places filled for 2006/07; 41 carried forward into 2007/08	Measure: monitor number; profile and retention rates of SLN students
D2.2 205 additional student places taken up for 2006/07	Jul-07		561 additional student numbers (520 + 41 carried forward) agreed across institutions and courses by December 2006.	Measure: monitor number; profile and retention rates of SLN students
<b>E Information, advice &amp; guidance</b>				
<b>E1. Resources relating to vocational learning provision at HE level across Sussex for use by students, employers and information, advice and guidance (IAG) practitioners</b>				
E1.1 IAG working group	Nov-06		A group with representation from IAG agencies in Sussex was brought together in November 2006. This has proved a useful forum for discussion during a period of significant change within the IAG sector, and the group has provided feedback on materials produced by the IAG team.	Measure: membership of IAG group.
E1.2 Map of subject specific and generic IAG provision	Dec-06		The mapping exercise was completed by December 2006, identifying the gaps to be addressed by the SLN.	Measure: see 1.3 below

E1.3 Online generic and subject specific IAG resources available	From April 2007		Generic IAG resources, in 14 categories, have been available in print and online formats from April 2007. An adviser pack with information on the SLN's resources and other useful links has also been developed and is available on the SLN site. Development of the subject specific IAG resources is delayed until autumn 2007, to ensure best fit between these and the online progression agreements tool, and to allow for significant input from the curriculum leads in developing the resources.	Subject specific IAG to be online from autumn 2007 <b>Measure: number of leaflets distributed; number of action packs downloaded</b>
E1.4 Paper and online prospectus for vocational learning in Sussex	Apr-07		Due to the importance of the accuracy of such a resource, it was decided that this should be published in an online format only, to allow for frequent updates. The SLN has invested in the development of www.foundation-degrees-in-sussex.com, an online database of foundation degrees, HNDs and HNCs in Sussex. The SLN is also working with the local authorities in Sussex as they develop their online prospectus of learning opportunities, initially up to level 3.	<b>Measure: usage of FD in Sussex site; follow up of enquirers via FD in Sussex site.</b>
E1.5 Pilot bridging provision for vocational learners	Apr-07		Having mapped bridging provision across Sussex, we have produced an online and paper resource which outlines part-time, full-time and work-based opportunities. These include the Open University's Openings programme and Access courses. We will be monitoring Openings enrolments in Sussex.	<b>Measure: recruitment to bridging programmes increased</b>
E1.6 Pilot of personalised advisory service	Jul-07		The Learning Opportunities section of the SLN website includes an innovatory feature which enables learners to compile their personal pack of resources with advice on what to do next. From November 2007 users will also be able to email questions to the IAG team. This has been timed to link with the IAG team's outward facing work to raise awareness of our resources and the launch subject specific advice and the online progression tool.	<b>Measure: usage of question resource; number of action packs downloaded; rigorous qualitative follow up of students and practitioners by IAG team.</b>
E1.7 Staff development opportunities for IAG staff	Throughout 2007		A programme of staff development events, led by the SLN IAG team, is underway working with IAG staff identified through IAG agencies and through the FE and HE institutions locally. This will continue into 2007/08 and will ensure that staff are aware of and able to use the SLN's paper based and online resources. The SLN IAG team are offering a range of options to individual institutions and organisations during 2007/8. These range from face-to-face sessions to the provision of an online guide around our resources supported by an online adviser pack.	<b>Measure: number of events run. Target - 30.</b>

F Widening participation & student support

F1. A linked programme of work for 2006-08 will be agreed with Aimhigher, leading to a more coherent approach to progression for vocational learners in schools and colleges.

	Dec-06		A linked programme of work with Aimhigher is underway, and includes jointly resourced mapping and progression work in the additional area of Engineering & Construction; joint funding for <a href="http://www.foundation-degrees-in-sussex.com">www.foundation-degrees-in-sussex.com</a> , and potential joint working around the engagement of vocational learners via the Student Network.	Progression agreement in Engineering & Construction by March 2008. <b>Measure: usage of FD in Sussex website.</b>
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## Creating opportunities to learn

### A Arts & New Media

#### A1. Identify, develop and deliver new provision for the 3 key areas, considering progression opportunities and geographical accessibility

A1.1 Establish a curriculum group relevant to the 3 key subject groupings	Nov-06		An initial curriculum meeting was held at Northbrook College in October 2006 comprising of the major stakeholders in Sussex, which redefined the three core areas of Art & Design, Performing Arts and AV & New Media. Consultants have been appointed, employed by partner organisations, to lead the work in each area.	
A1.2 Map existing countywide FE and HE provision, identifying areas of weakness and blocks to learner progression	Dec-06		Information relating to all relevant courses has been collated, resulting in a database of 600 courses. The database allows for customised searching of progression possibilities in 55 different subject areas within Arts and New Media. This will be a key tool to enable the consultants to identify areas of weakness and blocks to learner progression.	Database to be refreshed to incorporate new / changed provision by December 2007.
A1.3 Identify gaps in provision and the potential for developing flexible and innovative learning modes	Feb-07		247 ASNs within Arts and New Media will be rolled out across Sussex in 2007/08. Potential for further progression-based development has been identified across all three areas within the curriculum strand. The next stage of work will explore flexible and innovative learning modes, including identifying ways in which e-learning can be used as a tool to facilitate curriculum development.	51 ASNs in Arts and New Media to be filled by September 2008
A1.4 Negotiate a range of progression accords, appropriate to the key subject groupings, between schools, sixth form colleges, further education colleges and higher education institutions	Mar-08		Progression agreements are in development in Fine Art, looking initially at progression from foundation degree to level 6 of the honours degree at the University of Brighton, and in Performing Arts where agreements between several providers have been established in Music.	

#### A2. Increase the number of learners engaged in HE provision across all 3 key subject groupings by July 2008

A2.1 Identify key subject specialists to develop and validate new programmes	Feb-07		Five consultants have been appointed with specific expertise in the fields of: Art & Design, Performing Arts, and AV & New Media.	Work in the Art & Design field to be reviewed (following changes in staffing) by October 2007.
A2.2 Liaise with Sector Skills Councils and employers to ensure relevance of developments to employer and learner needs	Apr-07		Contact has been made with Creative and Cultural Skills, Skillset, Skillfast and Creative Partnerships. The consultants working in this curriculum area have a large network of contacts in relevant local industry, and a large proportion of those attending the Arts & New Media conference were employers or training providers.	This work is ongoing.
A2.3 Introduce at least one new foundation degree programme	Sep-07		Northbrook College has introduced foundation degrees in Make-up & Hair for Theatre and Media and Street, Festival & Site Specific Arts; the University of Brighton has introduced a foundation degree in Illustration.	

A2.4 Introduce further new programmes	Sep-08		Ongoing discussions led by the consultants with employers, sector skills councils and other partners will identify demand for new programmes.	
<b>A3. Consolidate development activity across subject areas</b>				
A3.1 Revisit provision mapping and revise progression routes	Dec-07		The focus in 2006/07 has been on existing provision and developing FE to HE progression. The focus for 2007/08 will be to maintain the database of provision and use this to identify opportunities to develop flexible and innovative learning modes to improve progression.	
A3.2 Publicise the new opportunities developed to learners and key stakeholders	Mar-08		Publicity is through events including the annual conference and events focusing on progression to be led by the consultants. The consultants will also work with the SLN IAG team to develop materials that explain and promote the progression agreements via the web and on paper.	
<b>B Biosciences</b>				
<b>B1. Develop and deliver new collaborative Biosciences foundation degrees accessible to students at a range of institutions</b>				
B1.1 Map of existing regional FE and HE provision with areas of weakness and blocks to student access and progression identified.	Feb-07		A map of provision was identified by February 2007.	
B1.2 Common framework for course development, validation, management and quality assurance supported by a memorandum of co-operations and agreement between collaborating institutions.	May-07		Agreements are in place for courses currently in development. Framework approval has been obtained for a new award of Foundation Diploma – this allows students to take a combination of Level 1 and Level 2 modules (120 Credits, 60 at Level 2). The award has been developed to meet the needs of employers.	
B1.3 Appropriate new integrated programmes of study designed and prepared for validation.	Jul-07		FdSc Bioscience developed and successfully validated May 2007. FdSc Veterinary Nursing developed, following discussions with the professional body validation has been delayed until the next academic year, allowing recruitment in September 2008.	FdSc Veterinary Nursing to be validated by September 2008
<b>B2. Develop a range of modular based CPD opportunities from levels 4 to 7</b>				
B2.1 Assessment of potential demands and markets for subject specific and generic CPD provision.	Mar-07		A range of suitable modules have been identified for CPD and will be piloted in 2007/08 to gauge demand. A marketing leaflet promoting these has been disseminated widely.	Generic MRes Bioscience to be validated by September 2008 along with a portfolio of CPD modules based at University of Brighton, Plumpton College and linked with CCE, University of Sussex.

## C Community Practice

### C1. Increased range of courses that are delivered in complementary ways by July 2008

C1.1 Existing relevant skills training offered across Sussex.	2007/8		Mapping has been undertaken and is ongoing to maintain database. The production of interactive maps to convey this information is being explored. Research has been commissioned to explore the effectiveness of current training with employers. Research has been completed into 'learner journeys' to increase understanding of routes taken and issues faced by learners. LSC and NIACE have been successfully engaged, at a national level, in discussions around funding for level 3 provision and individual learner accounts.	
C1.2 Gaps/duplication in provision at all levels addressed by new courses or multi-leveilling or rationalisation of existing courses.	2007/8		Where gaps are identified, curriculum leads are encouraging providers to explore the potential for delivery in additional geographic areas. Examples of this include the clustering of provision along the coastal strip, and the need for flexible level 3 courses to feed into foundation degrees in this strand, particularly in Littlehampton.	
C1.3 Feasibility study for developing new modules in community learning, and rolling out the existing Foundation Degree in Community Development across a wider geographic spread.	Mar-07		Research has been commissioned to provide a comprehensive overview of modules at levels 4 and 5, within a range of institutions, with a view to offering an HE cert in Community Practice and Sustainable Development. The Foundation Degree in Community Development will be offered again in Brighton and Hastings in 07/08.	
C1.4 Potential for flexible and innovative modes of delivery explored and the commencement of at least one pilot.	Sep-07		Links with the e-learning strand have highlighted staff development issues. The potential development of an HE cert in Community Practice and Sustainable Development would allow learners to accumulate credits over time towards an award. Research is also ongoing into independent modules from other institutions that could be advertised as additional training for the voluntary sector. The strand is also exploring new technologies that could support communication between tutors based across Sussex delivering the Foundation Degree in Community Development.	HE Cert in Community Practice and Sustainable Development in place by September 2008. Exploration of new technologies to support tutors - ongoing.

### C2. Increased number of learners progressing into and within the community practice area in Sussex by July 2008

C2.1 A range of benchmarks ensuring that APL/APEL can be successfully offered across and between different types of provision.	Sep-07		Five institutions offering HE provision have been approached on this issue and work is continuing to ascertain current use and potential future use of AP(E)L.	Continue work towards benchmarks for AP(E)L in 2007/08.
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C2.2 At least one progression agreement between specific courses.	Sep-07		A progression agreement is being taken forward, in the initial stage involving 5 institutions 12 individual pathways between courses. At this stage, these pathways are related to 'top up' opportunities for Foundation Degree learners. Work on progression agreements <i>into</i> Foundation degrees will in part be dependent upon the outcome of discussions with funders in relation to support for level 3 provision.	
<b>C3. Raised awareness within Sussex of UK national and regional policy and the range of education and training in this curriculum area by July 2008</b>				
C3.1 Endorsement of the Foundation Degree in Community Development by the England Standards Board for Community Development Work Training and Qualification.	Sep-07		Submissions have been made and this is on track for endorsement.	
C3.2 Cross-Sussex conference for learners, employers and education providers.	2006-08		A successful and well attended conference was held on 20 <sup>th</sup> June 2007 as part of the SLN's annual conference programme.	
C3.3 Three area based seminars.	2006-08		Stakeholder events in Littlehampton and Newhaven/Seaford will facilitate the sharing of information on existing provision and identifying further need. Some needs analysis has already been undertaken in Crawley. Potential progression agreements with the University of Surrey at Guildford are being explored, as well as follow up advice events in the Crawley area.	
<b>D Computing &amp; e-learning</b>				
<b>D1. A comprehensive map of the range and diversity of e-learning in Sussex by July 2008</b>				
D1.1 Map of HE provision in e-learning	Dec-06		Data has been collected through interviews with learning technologists in each of the partner HE institutions. These have identified demand for approaches and tools for mapping, and the e-learning team has developed and trialled a series of mapping tools.	
D1.2 Map of FE provision in e-learning	Jul-07		Data collection from FE is underway.	
D1.3 Maintenance and updating of mapping data	Jul-08		The mapping tools will enable data to be captured and described in a detailed form which can be effectively managed, maintained and updated. As a web-based forum it is expected that self-maintenance and updating of the map will be possible.	

## D2. Development and evaluation of a series of action research projects to contribute to the development of e-learning in Sussex

D2.1 Establishing action research projects	Jan-07		This target was delayed but action research projects have now been established looking at Second Life, a cross-curricular project exploring pedagogical possibilities within a virtual setting; online action learning sets for foundation degree tutors in Social Care, and an online number skills project. A further action research project is planned with a focus on online support for students' academic literacy practices. Broader practitioner enquiry has been generated, in the main, through the work of the Advisory Group, the eLearning Conference, 9 <sup>th</sup> May 2007, and through partnership with the Open University Knowledge Media Institute. There has been consequent and significant interest in and uptake of OpenLearn resources such as Flash Meeting and Compendium.	
D2.2 Action research projects concluded and evaluated	Jun-08		This is on track.	

## D3. Staff development opportunities for staff in e-learning

D3.1 Staff development conference	By Jul-07		A successful conference was held on 9 May 2007, and was attended by 120 participants.	
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## E Health & Social Care

### E1. Deliver the Foundation Degree in Health and Social Care at a wide range of FE locations across Sussex

E1.1 Agreement with at least 2 of the following colleges on the delivery of the Foundation Degree in Health & Social Care: * Sussex Downs College * Northbrook College Sussex * Central Sussex College * Chichester College	Sep-07		Agreement has been reached with Northbrook College Sussex to deliver the foundation degree from Sept 2007. The foundation degree was additionally planned to be delivered in Sussex Downs College by the University of Brighton staff team in 2007, with college staff taking over delivery in Sept 2008. However staffing issues within the University are likely to make this impossible.	Work towards delivery of FD Health & Social Care at Central Sussex College by September 2008.
E1.2 60 additional students on the Foundation Degree in Health & Social Care	Sep-07		15 students are expected to register at Northbrook College Sussex. Due to a combination of under recruitment and staffing issues, this target will not be met.	Development of new pathway on the Foundation Degree Health & Social Care, focused on the NHS, planned with a start date of February 2008.

### E2. Common academic and credit framework across the delivery partners which allows maximum flexibility for learners

	Sep-07		Delivery of the University of Brighton foundation degree through different colleges will be within the same framework with an overall programme co-ordinator. Learners will be able to take modules from other locations and also progress to the second year of the programme at other sites. Agreements on APL are in place with the OU and are being developed with Chichester College and the University of Chichester.	
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<b>E3. Mapped and developed progression routes for foundation graduates into professional and non-professional degrees at the Universities in Sussex</b>				
E3.1 Map of progression routes into the Foundation Degree in Health & Social Care	Sep-07		The route into the Foundation Degree in Health & Social Care has been mapped for social care. Routes for other pathways are still being explored	
E3.2 Agreement on progression from the Foundation Degree in Health & Social Care to at least two of the following: * A Management qualification in Health and Social Care * A Professional qualification e.g. Social Work * A Health and Social Care Degree	Sep-08		Progression from the Health & Social Care Foundation Degree year 1 has been agreed for entry to Sussex/Brighton BA Social Work. Progression to other professions is still under discussion at the University. Progression to a Health and Social care degree has been agreed. A management qualification as a top up to the FD is being developed for 2008.	
<b>E4. Develop enhanced possibilities for credit transfer between FE and HE providers of foundation degrees across Sussex</b>				
E4.1 Reach agreement with the OU on credit transfer in relation to the Foundation Degree in Health & Social Care	Sep-07		Agreement has been reached with the OU	
<b>E5. Liaise with local statutory employers in the health and social care sector to ensure continued relevance of the programme to employer and learner needs</b>				
	Ongoing		Liaison with employers is ongoing, including membership of the employers sub committee on training. Progress is limited by Skills for Care's reluctance to accept the FD as part of the agreed training framework.	The main target for 2007/08 is to influence Skills for Care and encourage inclusion of the FD as part of the social care training framework
<b>E6. Develop a common academic and credit framework across a range of HEIs providing post qualifying social work training under the revised GSCC post qualifying framework</b>				
	Sep-08		A common credit rating framework has been agreed between University of Chichester, University of Sussex and University of Brighton. All new PQ courses will be developed and validated in line with this. Courses have now received GSCC approval.	
<b>E7. Match provision from foundation to post qualifying level with local employer needs as represented by a range of employers and bodies.</b>				
E7.1 Social care staff able to access single modules for CPD	Sep-07		PQ Social Work single modules will be available from Sept 2007. Briefing sessions for local employers have been arranged for the summer to disseminate information about this.	
E7.2 Increased range of specialist modules at level 2 of the Foundation Degree (NQF level 5)	Sep-07		This may be achieved through the planned development of a new NHS-based route for the FD Health & Social Care. It is unlikely within the existing social care-based route.	
<b>F Sport &amp; Leisure</b>				
<b>F1. Establish programmes of study that meet the needs of vocational learners, employers and other organisations responsible for delivering sport and leisure opportunities</b>				
F1.1 Two Certificates in Education that meet the progression needs of level 3 students	Sep-07 & Sep 08		The Certificate in Golf Coaching and Management Studies is in place for entry 2007. As part of foundation degree developments options to study for a Certificate in HE will be developed. Two FDs will begin in September 2008, with the intention that by September 2009 the curriculum offer will be accessible in a distance learning, work-based format that enables students to qualify at both certificate and diploma level.	

F1.2 Two staff development opportunities as agreed by the curriculum group	Aug-08		A conference was held on 20 June as part of the SLN annual conference programme, and a workshop on progression is planned for 6 September 2007.	A brokerage service between the University of Chichester and West Sussex employers to be piloted in 2007/08, trialling a 'quick response' model to employers' needs, via the provision of credit-bearing HE level short courses. Further staff development opportunities to be explored in 2007/08 in response to new work on employers' needs.
F1.3 Three new foundation degrees targeted at areas where there is a recognised shortfall of skilled employees	Sep-08		A FD in Adventure Education is now running and two new FD programmes in Community Sports Coaching and Health Promotion and Personal Training are in the planning stage for delivery in September 2008.	Delivery of FD in Community Sports Coaching to be explored with Brighton Sixth Form Colleges in 2007/08.
<b>F2. Comprehensive mapping of current Sport and Leisure provision within the HE sector across Sussex.</b>				
F2.1 Survey of vocational learners' aspirations with regard to the progression from FE/School to HE	Apr-07		This is ongoing and will be completed by September 2007. The emerging message appears to be that students with vocational qualifications feel that these are not acceptable for admission on to HE courses.	Final report will be produced by the end of September 2007.
<b>F3. A portfolio of progression accords between the HE sector and the FE Sector to include where appropriate the network of Specialist Sports Colleges.</b>				
F3.1 Learners and advisors throughout Sussex are aware of our suite of progression accords	Aug-08		A progression agreement has been developed in Sports Therapy between the University of Chichester and Chichester College. A more wide ranging agreement in Sport & Leisure has also been developed and draws in a range of providers. An event on 6 September will promote this internally within institutions, and curriculum leads are working with the SLN IAG team to develop resources aimed at learners and advisers.	
<b>G Travel, Tourism &amp; Retail</b>				
<b>G1. Develop the existing Sussex provision in tourism, retail and hospitality education from Access (level 3) to Masters (level 7)</b>				
G1.1 Foundation Degree in Retail Management	Sep-07		This was validated on 12 <sup>th</sup> July 2007 and the first cohort will begin in September 2007 at Sussex Downs College, Eastbourne	
G1.2 Foundation Degree in Culinary Arts by September 2007	Sep-07		This was validated on 12 <sup>th</sup> July 2007 and the first cohorts will begin in September 2007 at Sussex Downs College, Eastbourne and City College, Brighton and Hove	
G1.3 MA in Culinary Arts by September 2007	Sep-07		This was validated on 26 <sup>th</sup> June 2007, and the first cohort will begin in September 2007 at University of Brighton, School of Service Management, Eastbourne Campus.	
G1.5 Enhanced access course provision in Food and Culinary Arts (level 3) and Retail and Tourism Business	Sep-08		Access provision was discussed at the Travel, Tourism & Retail conference on 30 June 2007, and will be explored in detail in 2007/08.	

**G2. Progression routes from level 3 to the suite of higher education programmes in Sussex**

G2.1 Progression agreements between schools, sixth form colleges, further education and higher education providers	Sep-07 & Sep 08		Progression agreements will be explored in 2007/08, focusing on progression from the workplace into higher education. An initial agreement is in discussion between the Old Ship Hotel, Brighton and the University of Brighton.	
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**G3. Develop new curriculum initiatives, and consolidate access and progression routes to existing and new provision.**

G3.1 Validation timeframe and development plan in place for appropriate top- up degree/s for FD Culinary Arts	Aug-08		Course development team being formed within School of Service Management to validate the top-up BA (Hons) in Food and Culinary Arts Management, for entry September 2008. Initial discussions with Hastings College.	
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**Budget & resources**

1. Account accurately for income and expenditure of the SLN	Ongoing		On track	
2. Make regular, accurate reports internally (to the SLN Board) and externally (to funders) within agreed timescales	Ongoing		On track	
3. Maintain and adhere to budgets ensuring that available funding is spent within the funding period	By July 2008		On track	

Monitoring and evaluation				
Measuring our success				
1. Establish suitable and effective methods of tracking progress for each area of the SLN's work, via targets and milestones	Oct-06		Suitable process of tracking and reporting against plan developed October 2006.	Completed
2. Establish a suitable method and timescale for reporting against targets and milestones	Oct-06		Suitable method and timescale of reporting against plan to SLN Board and HEFCE established October 2006.	Completed
3. Adhere to reporting schedules throughout the life of the plan	Ongoing		Reporting is on track (quarterly reporting to SLN Board; annual reporting to HEFCE).	Completed
4. Address issues requiring action highlighted via reporting process and revisit any subsequent milestones in advance of the next reporting deadline	Ongoing		Issues addressed within SLN team and with Board on ongoing basis.	
Evaluation & student tracking				
1. Engage a consultant to carry out an initial evaluation of the SLN	Nov-06		A consultant was engaged by November 2006 through NIACE, and work on the evaluation of the SLN is ongoing. This will roll into the overall evaluation, to be produced post August 2008.	Revised focus for study to be agreed for completion August 2008.
2. Establish a mechanism for the collection and flagging of student data	Nov-06		Mechanism established with University of Brighton for 2006/07 data. University of Brighton have worked on this with contacts in partner institutions; mechanism to be rolled out by partners from 2007/08.	<b>Measure: data on SLN students available from all partner institutions</b>
3. Review and confirm priority curriculum areas	Jul-07		Target delayed to enable the review of curriculum areas to form part of the exercise in planning for sustainability. SLN Information Officer to present data relating to sectors to the Sustainability Group for consideration in November 2007.	Priority curriculum areas to be reviewed November 2007 as part of sustainability plan.
4. Produce and disseminate detailed evaluation report of the SLN by July 2008	Jul-08		This target will be delayed until post August 2008, to allow for an evaluation that covers the full period of initial funding, up to 31 July 2008.	Detailed evaluation report to be produced and disseminated by autumn 2008.
5. Gather qualitative data via a detailed study of individual SLN students over the period 2006-08	Commission Nov-06 Complete Jul-08		Target delayed due to large number of studies approaching same student groups within limited timescale. Study to be commissioned by November 2007 and completed by July 2008.	<b>Measure: report completed and disseminated by July 2008</b>
6. Report to the SLN Board on successes in recruiting to SLN student numbers and progress of SLN students on a 6-monthly basis	Ongoing		Reports made to Board on ongoing basis.	
Research & dissemination				
1. Explore a proposal to write a book involving contributions from the SLN curriculum team and the SLN Board	2006-7		Initial discussions have taken place within the SLN curriculum team, involving SLN curriculum leads and members of the core team. A book is planned to be published following the end of the SLN's initial funding period (31 July 2008).	Book to be completed by autumn 2008. 22 funded practitioner research projects to be completed by June 2008.

2. Produce an article that re-visits the debates in the book 'The Tertiary Moment' and, in particular, the chapter written by Professor Sir David Watson	Dec-07		This target will be addressed through the SLN book which is planned to be completed by autumn 2008.	
3. Work with Foundation Degree Forward to produce research on the student experience and progression	Jul-08		Following initial exploration, the work with foundation degree forward is no longer planned. This target will be met instead via the range of small research projects funded by the SLN and led by partner institutions, many of which examine the student experience, and the detailed study of SLN students mentioned under 'evaluation & student tracking' above.	Range of research projects including some focusing on the student experience to be published by July 2008.
4. Publish the action research undertaken by the SLN e-learning project	Nov-08		The e-learning project is currently evaluating an existing e-learning package for students in health & social care, and examining the educational potential of the 3D virtual world, Second Life.	

**Sustainability and future development****Sustain the long term positive impact of the SLN beyond the period of initial funding**

1. Establish SLN sustainability plan	Aug-07		Target delayed - options to be presented to SLN Board November 2007.	
2. Processes to maintain any SLN branded resources (e.g. website) post 31 July 2010	Jan-08		Study commissioned June 2007 to explore options for sustainability.	
3. Funding for continuation of infrastructure to 31 July 2010	Jan-08		Study commissioned June 2007 to explore options for sustainability.	
4. Integrated progression agreements into partner organisations' delivery, and identified lead organisations	Jul-08		Management group established to integrate and deliver progression agreements on ongoing basis.	
5. Partner organisations committed to operating joint credit framework to support progression	Jul-08		Development of joint credit framework to be reviewed following recommendations in SEEC report (commissioned July 2007)	Database of FD modules to be established mid 2007/08.

**Appendix 3: Membership of SLN network groups**



## Appendix 3: Membership of SLN network groups

### 1. SLN Curriculum Team

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#### Core team

Chris Baker	Director	University of Brighton
Rebecca Duffy	Network Manager	University of Brighton
Sarah Hardman	Deputy Director	University of Brighton
Maureen Haywood	Staff Development Officer	University of Brighton
Moira Monk	Staff Development Assistant	University of Brighton
Peter Rainger	Information Officer	University of Brighton
Adam Stewart	Administrative Assistant	University of Brighton

#### Arts & New Media

Paul Anderson	Consultant, Audio Visual & New Media	University of Chichester
Clare Chandler	Consultant, Art & Design	University of Brighton
Nick Gardner	Consultant, Performing Arts	Northbrook College
Lisa Holloway	Consultant, Music	Brighton Music Network
Linda Randall	Curriculum Planning & Development Manager	Northbrook College

#### Biosciences

Lucy Chilvers	Administrative Assistant	University of Brighton
Becky Taylor	Curriculum Lead	Plumpton College
Steve Waite	Senior Curriculum Advisor	University of Brighton
Catherine Waller	Lecturer	University of Brighton

## Community Practice

Amanda Kingston	Administrator	University of Sussex
Dee MacDonald	Curriculum Lead	University of Brighton
Linda Townsend	Curriculum Lead	University of Sussex

## Computing and e-learning

Robert Catt	Project Director	The Open University in the South East
Nigel Gibson	Consultant, e-Learning	The Open University in the South East
Jenny Lynden	Project Researcher	The Open University in the South East
Linda Robson	Consultant, Computing	The Open University in the South East
Liz Thackray	Consultant, e-Learning	The Open University in the South East

## Health & Social Care

Peter Frost	Curriculum Lead	University of Brighton
Julia Stroud	Curriculum Lead	University of Brighton
Chris Taylor	Curriculum Lead	University of Brighton

## Sport & Leisure

Tanya Goosen	Curriculum Team Co-ordinator	Chichester College
Adam Hobbs	Curriculum Developer	University of Chichester
John Kelly	Curriculum Developer	University of Chichester
Sheila Ridley	Employer Liaison Officer	University of Chichester
Alex Twitchen	Curriculum Team Co-ordinator	University of Chichester

## Travel, Tourism & Retail

Julie Evans	Administrator	University of Brighton
Peter Odgers	SLN Project Co-ordinator	University of Brighton
Conor Sheehan	Curriculum Lead	University of Brighton

## Information, Advice & Guidance

Maggie Allgrove	Information, Advice and Guidance Officer	The Open University in the South East
Andrea Dumbrell	Information, Advice and Guidance Officer	The Open University in the South East
Joy Lankester	Information, Advice and Guidance Officer	The Open University in the South East / InterChange
Andrea Purvis	Information, Advice and Guidance Officer	The Open University in the South East
Maureen Stenning	Information, Advice and Guidance Officer	The Open University in the South East
Liz Thackray	Information, Advice and Guidance Officer	The Open University in the South East
Lynne Varney	Information, Advice and Guidance Officer	The Open University in the South East / Sussex Careers

## Other curriculum team members

Liz Allen	Aimhigher
Hazel Haywood	Learning and Skills Council
Sylvia King	Specialist Schools and Academies Trust
Lisë Loftus	SLN Feasibility Study Coordinator
Jan Mulreany	Open College Network South East

A number of the curriculum areas have established their own networks, details of which can be found on the SLN website at [www.sussexlearningnetwork.org.uk/about-us/who-we-are](http://www.sussexlearningnetwork.org.uk/about-us/who-we-are)

## 2. Engineering & Construction group

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Masoud Ahary	Central Sussex College
Graham Allsop	Hastings College
Philip Ashton	University of Brighton
Martin Bates	Hastings College
Keith Brister	Hastings College
Genia Duff-Cooper	Construction Skills
Dal Koshal	University of Brighton
Graham Peters	City College Brighton & Hove
Bernard Potter	University of Brighton
Tony Reynard	University of Chichester
Michael Shute	Central Sussex College
Geoff Sperling	Northbrook College Sussex
Lynne Varney	The Open University in the South East / Sussex Careers

## 3. FD Sports Coaching group

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Steve Foden	Worthing College
James Gordon	The College of Richard Collyer
Tarquin Grossman	Brighton, Hove and Sussex VI Form College (BHASVIC)
Simon Hinks	Varndean College
David Saunderson	The College of Richard Collyer
Alex Twitchen	Sussex Learning Network

#### 4. HE in FE group

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Gerard Allsop	Hastings College
Mary Barrett	Sussex Downs College
Petra Billings	Plumpton College
Gerry Griffin	Chichester University
Simon Ives	Northbrook College Sussex
Maureen Kilminster	Central Sussex College
Steve Robinson	City College Brighton & Hove
Colin Whitaker	Chichester College

#### 5. Information, advice & guidance advisory group

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Liz Allen	Aimhigher Sussex
Adam Chugg	Sussex Careers
Phillip Finlinson	Sussex Careers
Caroline Kerr	The Open University in the South East
Christa Lindner	Sussex Careers
Ivan Shutak	VT Careers
Ian Tawse	The Open University in the South East
Philip Ward	Brighton & Hove City Council

## 6. Marketing group

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Andrew Aloof	Hastings College
Karen Arnold	University of Chichester
Petra Billings	Plumpton College
Shan Dexter	Plumpton College
Neal Edwards	City College Brighton & Hove
Susan Lightfoot	University of Brighton
Liz Long	Northbrook College Sussex
Rachel Miller	University of Sussex
Shirley Prince	Sussex Downs College
Sarah Radley	Central Sussex College
Gill Robins	Hastings College
Sarah Stannard	Chichester College
Ian Tawse	The Open University
Andrew Williamson	Sussex Downs College

## 7. Planning group

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Elizabeth Maddison	University of Brighton
Louise Nadal	University of Sussex
Simon Ives	Northbrook College Sussex
Tanya Izzard	University of Brighton
Vince Trump	University of Chichester

## 8. Research & information group

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Kim Bloxham	East Sussex County Council
Melanie Butcher	Sussex Learning & Skills Council
Bryan Butterworth	East Sussex County Council
Tim Carpenter	East Sussex County Council
Peggy Causer	Office of National Statistics
Sue Cooper	West Sussex County Council
Ron Crank	West Sussex County Council
Rob Dawson	Brighton & Hove City Council
Philip Eadie	South East England Intelligence Network
Simon Ewing	Brighton & Hove City Council
Chris Fieldsend	Consultant
Jan Jackson	Sussex Learning & Skills Council
Martha Lewis	Sussex Learning & Skills Council
Eleanor Mooney	Brighton & Hove Economic Partnership
Rachael Papworth	Consultant
Emma Pollard	Institute of Employment Studies
Jonathan Pratt	Consultant
Debbie Smith	University of Brighton
Katie Thomas	East Sussex County Council
Paul Treadgold	East Sussex County Council
Caroline Wood	West Sussex Economic Partnership

## 9. Student Network team

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Christine Hollywood	University of Sussex
Claire Johnson	University of Brighton (City College Brighton & Hove)
Joe Mansfield	University of Brighton (Eastbourne)
Alex McLoughlin	Central Sussex College
Stephen Rose	University of Brighton (University Centre Hastings)
Modestos Siotos	University of Brighton
Alex Webb	University of Brighton (Eastbourne)
Amanda Williams	University of Sussex
Olga Zavadska	Northbrook College Sussex

## 10. Sustainability group

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Mark Froud	Sussex Enterprise
David House	University of Brighton
David Percival	Northbrook College Sussex
David Smith	Learning and Skills Council
Caroline Wood	West Sussex Economic Partnership
Joanne Wright	University of Sussex

## 11. SVPA management group

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Gerard Allsop	Hastings College
Mary Barrett	Sussex Downs College
Petra Billings	Plumpton College
Rob Evans	University of Sussex
Gerry Griffith	Chichester College
Simon Ives	Northbrook College Sussex
Tanya Izzard	University of Brighton
Jackie Johnston	6th Form Colleges
Maureen Kilminster	Central Sussex College
Steve Robinson	City College Brighton & Hove
Vicki Smith	The Open University
Natalie Warren	University of Chichester

# Something for everyone at [www.sussexlearningnetwork.org.uk](http://www.sussexlearningnetwork.org.uk) . . .

## Learning opportunities



Deciding what to study, returning to study, or changing career can be confusing. There are so many different qualifications and different ways of studying. Learning opportunities has been set up to help learners and their advisers to find their way through the options.

[www.sussexlearningnetwork.org.uk/learning](http://www.sussexlearningnetwork.org.uk/learning)

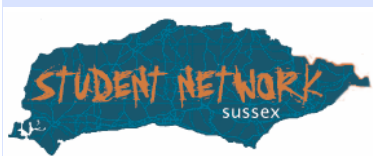
## Employer zone



The Employer zone provides information on what higher education can offer employers, and includes case studies and a series of factsheets, as well as information on leadership and management programmes locally, and access to the wider network of support offered to businesses across Sussex.

[www.sussexlearningnetwork.org.uk/employer-zone](http://www.sussexlearningnetwork.org.uk/employer-zone)

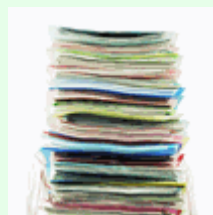
## Student network



Student Network Sussex is aimed at vocational students already studying in Sussex, or people considering taking a vocational course. You'll find news and views from students, information about courses, and links to helpful websites.

[www.studentnetworksussex.org.uk](http://www.studentnetworksussex.org.uk)

## Research zone



The Research zone includes details of the current research projects funded by the SLN, as well as a repository of completed research reports and publications from the SLN; facts, figures and statistics, and labour market information and publications from the wider network.

[www.sussexlearningnetwork.org.uk/research-zone](http://www.sussexlearningnetwork.org.uk/research-zone)

## Practitioner network



The Practitioner network is open to all those with an interest in the development of vocational higher education. You'll find a range of resources that cover curriculum development, information, advice and guidance, and work-based learning. Find out about upcoming events and link with likeminded practitioners.

[www.sussexlearningnetwork.org.uk/practitioner-network](http://www.sussexlearningnetwork.org.uk/practitioner-network)

## Facts, figures and statistics



This section of the Research zone provides easy access to data that will be of use to the range of organisations working with the SLN, as well as to consultants, local businesses, academics and members of the public. It includes information on local skills and qualifications, the socio-economy and demographics in Sussex.

[www.sussexlearningnetwork.org.uk/facts](http://www.sussexlearningnetwork.org.uk/facts)

**Additional or large print copies:**

This document can be downloaded in pdf format from  
[www.sussexlearningnetwork.org.uk/second-year-review](http://www.sussexlearningnetwork.org.uk/second-year-review)

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