



Hampshire & Isle of Wight
Lifelong Learning Network

Retail & Commercial Enterprises and Business & Management Joint Curriculum Group Meeting

21st May 2009

MINUTES

Present:

Alan Gwyer	HI-LLN : Director – Strategic Partnerships (BCOT)
Alexandra Day	Peter Symonds College (ACE)
Evelyn Grant	Portsmouth College
George Aitken	Fareham College
Jon Bramley	HI-LLN : Director – Core Team (SSU)
Karen Hills	Portsmouth College
Nicola Antoni	Totton College
Mike Ridout	HI-LLN : Director – Development & Partnerships
	B&M Curriculum Lead (SCH)
Pauline Rachman	HI-LLN : Development Manager - Retail & Commercial
	Enterprises (BCOT)
Richard Tonge	Portsmouth University
Sarah Cook	HI-LLN : B&M Project Team member (SCH)

1. Apologies:

Chris Dancer	University of Chichester
Christina Veasey	Sparsholt College Hampshire
Elizabeth Porter	Open University
Jan Wise	HI-LLN: Core Team (SSU)
Jane Mossman	Basingstoke College of Technology
Jenny Anderson	Southampton Solent University
Jo Dotor	Basingstoke College of Technology
Marcella Campbell	Southampton Solent University
Pam Virdee	HI-LLN: Core Team (SSU)
Stella McKnight	Winchester University
Steve Corbett	Isle of Wight College

2. Minutes from 11th November 2008 Meeting

Minutes of the last meeting were included in the delegate packs and Mike looked to both Pauline and Sarah for any additional comments. None were made, so proceeded to next point on the agenda.

3. Business & Management Agenda: Future work

Mike opened discussions by saying that key to the work of the LLN is the student and looking towards the final period of the project, future work must be looking at what skills students need to develop to prepare them for transition between FE and HE.

From research, one of the things that is emerging are the obstacles that students face in trying to attain that level of achievement. It is a real challenge for them. Another influential factor is their

method of studying, for example what support is there for those students that study from home? Is there a support network? When preparing students for HE, are there support structures for the parents as well? Any parallel support in place for both students/their parents?

Thoughts from the floor:

Richard Tonge (University of Portsmouth) mentioned that student transition in to HE is an issue that we are looking to actively manage at UoP and some of their recent internal findings in the area of WP indicate that if this particular group of students can make it through their first semester of study, then they are just as likely to succeed as any other. The first semester is the significant hurdle when it comes to transition. Another feature of note from UoP perspective is that of engaging the male at all levels.

George Aitken (Fareham College) gave an example to support this that they had 28 National Diploma students, 15 being female and it was these females that were left at the end of the course as the males were unable to cope with the workload.

Evelyn Grant (Portsmouth College) highlighted that another issue is those students who have to work to support themselves, whilst trying to study. It is a real strain for them, but also agrees that they too have a problem in engaging males. That what is emerging is when disciplines are different, they produce different results.

Richard Tonge also mentioned that findings at UoP with regards to coursework is that males seems to construct a 'pressured' situation for meeting deadlines (in effect almost generating an exam condition, by leaving coursework to be done last minute to meet the deadline). Perhaps this is coping strategy?

General consensus was that male retention is an issue in HE and the question raised was how do we change their mindsets?

Jon Bramley (SSU) also mentioned that the environment, for example an urban environment is an issue and changing mindsets is so current, that it certainly needs to be addressed. Also the "right to fail" mindset, where people are so concerned about the benefit of a learners' first experience.

Evelyn Grant (Portsmouth College) agreed that from an FE perspective they work hard to promote everyone and to make sure that it is only when the time is right for an individual to enter in to HE, what ever stage of their life.

An example was highlighted from a recent AOC event that research has shown that when looking at 25yrs+, the thought of entering HE is still daunting and there are many hurdles stacked against them, whereas in comparison there is a high percentage of 18-20yrs in HE.

4. B&M Agenda: Follow up from conferences attended

Sarah gave a brief update on the UK Transitional conference (UCL) and the Aimhiger Annual Conference recently attended.

Aimhiger Annual Conference: 23rd April 2009, Solent Hotel & Spa, Fareham
The day included welcome from Tony Acland, Director of Aimhiger and keynote speaker Stephen Sheedy, Principal of Queen Mary's College, Basingstoke on the impact of Aimhiger and its achievements. Workshops then followed and I attended two workshops 1) Parental Ambassadors (an initiative from Keele University) and 2) Studentfinance England (a new partnership between DIUS and Student Loans company).

In particular, the Parental Ambassadors was an interesting workshop as the criteria for PAs were

that their children would be the first going to University, so they had no experience/knowledge of what HE will be like and were able to share their thoughts with other parents on the pre-conceptions and actual realisations having seen their children go through HE. The scheme was also set up that the PAs were paid £8.00 per hr when they were booked to go into colleges/schools/events etc and it was proving to be a very rewarding scheme for both the PAs and parents with potential children going to HE.

For more info, contact Deena Sandom WP Aimhigher Manager, Keele University
d.k.sandom@acad.keele.ac.uk

UK National Transition Conference 2009: 24th April 2009, UCL

This truly was a melting pot of national transitional initiatives and was a day where there were nine seminar papers and six workshops to choose from. During the day I attended the following:

Paper 1: Stepping stones 2HE: a model for enhanced student engagement in their first year of study at University

Paper 2: Tutors and Student Transition in HE: Supportive or survivalist?

Paper 3: Embarking on a Learning Journey: Benefits and challenges of a 5 week Transition

Workshop 1: Academic Writing and the FE-HE Transition: Cross-Sector working and UK Education Policy

Workshop 2: Peer Learning in Trinity College, Dublin: Facilitating Transition – Encouraging Life-long Learning

The organisers did say that all papers/workshop presentations would be uploaded on the UCL website, <http://www.ucl.ac.uk/transition/transitionconference> but if you want more information, please contact Dr Marco Angelini (m.angelini@ucl.ac.uk) 020 7679 0489 or Hayley Noakes (h.noakes@ucl.ac.uk) 020 7679 0680

5. B&M Agenda: Update on progress with BAF Diploma Progression Agreements

Sarah gave a brief summary that there are currently only two consortia in Hants&IOW that are intending on delivering the BAF Diploma – the Havant consortia and the IOW 14-19 consortia.

Presently we are working with the IOW 14-19 consortia in setting up progression agreements between the IOW consortia, Chichester University and Southampton Solent University. IOW consortia are also keen in developing PAs with the University of Bournemouth as they are eager to develop PAs with HEIs along the south coast.

At this stage the PAs between IOW/UoC and IOW/SSU were to be presented at the recent consortia meeting to be reviewed and hopefully approved. We will be following up on this.

Richard Tonge also mentioned that at this stage, University of Portsmouth will wait to see what numbers/potential intake and standards this new qualification will deliver, before looking to progress to PA status.

6. Retail & Commercial Enterprises Agenda: Project updates

Pauline reported that the FdA in Management Hair, Beauty & Spa was successfully validated on the 5th May and will be delivered from September 2009. The course will be run as a part-time course between 2-6yrs with the specialist modules being delivered at BCOT and the Management modules at UoW, Basingstoke Campus - Chute House.

Alex Day (Peter Symonds College) mentioned that they deliver the level 3 and wondered if it would be possible to combine the groups for the modules delivered at UoW? Pauline/Alex will discuss.

The Access to Higher Education Diploma – Vocational Engineering is a project working with the Open College Network S.E. Region. It is hoped to validate a programme which entitles existing Advanced Apprentices to APL 30 credits from their specialist pathway to allow 50% credit to an Access to HE Diploma. Validation is scheduled for 17th June.

7. R & C E Agenda: Retail Links – Hampshire Skills Shop

Alan Gwyer handed out a presentation on the NSA Skill Shop in Retail and gave an introduction that it is a network of skills shops (whether it be a physical representation in Retail outlets or a virtual skill shop) and are linked to training providers.

The NSA are currently wanting to negotiate contracts to only allow NVQ training to take place with them in the local areas, in effect trying to get the monogamy of the market and many are trying to stop this from happening.

Alan highlighted this point as colleges really do need to be made aware of what the NSA are trying to do. These skills shops are also based on old CoVEs which is allowing Ambassador Training partnerships, so this may be an opportunity to get involved in the contracts (both national and regional) in the training market.

For information, when looking at the virtual skill shops, the brand name is Retail Links.

To find out more about the NSA Retail Skills shops, please contact the following colleagues:

Jane Mossman (BCOT): jane.mossman@bcot.ac.uk

Pauline Rachman (BCOT): Pauline.rachman@bcot.ac.uk

Alan Gwyer (BCOT): alan.gwyer@bcot.ac.uk

8. Joint Agenda: Follow up from LLN meetings and events

Pauline and Sarah gave an update on the recent joint Cut&Paste Event held at the Rosebowl, Southampton and the HI-LLN IAG Event at the Winchester Hotel, Winchester. Both events were very successful, but in particular the Cut&Paste Event was very interesting as we had two guest speakers that gave presentations that provided both an FE and HE perspective on the mindset/academic skills of learners when making the transition. Our guest speaker from SSU also demonstrated the Turnitin internet tool that is used voluntarily by lecturers to analyze the assignments submitted by the students and helps lecturers to identify individuals that may be trying to 'play the system' in plagiarism.

Richard Tonge also supported the Turnitin tool, but emphasised that at UoP the emphasis was on its use by students an educational tool rather than by academic staff as policing tool.

Mike also agreed that plagiarism is all about changing the mindset of academic writing.

At this point, Mike asked Jon Bramley to provide an update from the HI-LLN core team.

Jon Bramley mentioned that following the recent Strategic Board meeting, one of the points raised is the appetite to maintain the cohort of the HI-LLN after the project ends in November 2009 and the HEIs are being approached to see if they would contribute a sum so there can be a 'sustainability' fund to have an administrator post to hold the HI-LLN CGs together. Jon is hoping that by the third week of June, they will know what funding will be in place for this.

The Board are also keen to see the projects that have been developed by the curriculum groups, to be written in a 'step by step' guide so that the rest of the network could benefit from them, to ensure that they do not become isolated and forgotten, but used as templates for others to use.

9. Joint Agenda: Sustainability

Mike opened discussions by reflecting on the work of the project and the benefits of networking that has achieved results and improved communication between FE and HE. With potentially only one more meeting planned, it was an important opportunity to hear the thoughts of members around the table.

Richard Tonge felt that the benefit from being involved in the group had been the opportunity to meet with colleagues in FE/HE, the networking and also the opportunity to be involved in the specialist events that have been organised by the CG team over the period of the project. It had lead to a better understanding, which can only help provide for 'better transition' and understanding of opportunities.

Alex Day agreed with Richard Tonge and also said that it has been reassuring to hear fellow colleagues from the FE sector with the same issues and being kept in the loop.

Jon Bramley supported these comments by saying that having attended other HI-LLN CG meetings, the conversations have been common across the network.

General consensus from around the table was that members felt that the real benefit of the network has been the opportunity to get together.

10. Core team update

Jon Bramley addressed this in agenda point 8.

11. Any other business

With no other business raised from delegates around the table, Mike closed the meeting by thanking all those who had attended and that we will be hoping to have one/possibly two more meetings before the end of the project (November '09).