

WYLLN would like to thank all of the contributors of the Knowledge Bank

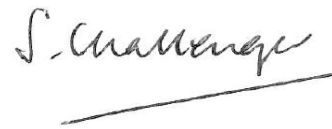


Knowledge Bank

A Summary of Resources and Products Developed by the
West Yorkshire Lifelong Learning Network 2007-2011

Since WYLLN was formed in 2007, the funding HEFCE provided has helped to develop a range of resources that have contributed to improving the progression of vocational and work-based learners into and through Higher Education. From the beginning we have worked on the principle that, although funding was provided to individual institutions to carry out the developments, the results of those developments would be freely available to partners across the partnership.

Over the last four years, through our funded activity, we have supported nearly 11,000 learners, over 5,500 learners have progressed and we have created 33 new courses mainly foundation degrees. As we come to the end of our HEFCE funding, it will not be possible to support further developments; however, we hope this Knowledge Bank will represent a legacy to partners of all the good work that has been achieved and will allow them tap into that knowledge in order to continue to support the progression of vocational and work-based learners.

Steve Challenger
Executive Director
West Yorkshire Lifelong Learning Network

Banking the Knowledge of WYLLN

A great deal of knowledge has been accumulated through the projects and activities undertaken throughout West Yorkshire using WYLLN funding.

It was vital that the richness of knowledge was easily accessible and stored in one place so that others can benefit from what WYLLN has learnt and continue the positive work which WYLLN has started.

In response to this, WYLLN created this Knowledge Bank, a full account of resources developed using funding from WYLLN.

How to use the Knowledge Bank

For ease of use, projects are listed in alphabetical order within each sector in the Contents on page 4. There are also columns on the right hand side to show what kind of activity the project involves: Curriculum Development; Progression; Information, Advice and Guidance (IAG); or Learning Resources.

The table on page 8 consists of the full list of projects, again in alphabetical order within sectors with a short summary of what the project involves. If you are interested in finding out more, there are contact details and/or links in the 'Further Details' column.

Sectors within the Knowledge Bank:

- AEMFC – Advanced Engineering, including Food Manufacturing and Related Industrial Chemistry
- Business – Business Services including the Finance Sector, Logistics and Retail
- CBE – Construction and the Built Environment
- CMSA – Culture, Media, Sports and the Arts; Leisure, Hospitality and Tourism
- Digital – Digital Industries including Creative Digital, ICT and Print
- HSCEY – Health, Social Care and Early Years
- LMIE – Leadership, Management, Innovation and Enterprise
- WYLLN Projects – Projects led by the Central WYLLN Team

As well as the projects listed within this Knowledge Bank, 156 Progression Agreements have also been developed to date between institutions, employers and training providers across West Yorkshire. The aim is to support progression of work-based and vocational learners into and through higher education. Individual Progression Agreements are not listed in this Knowledge Bank but can be accessed at http://www.wylln.ac.uk/Progression_Agreements

We hope you find the Knowledge Bank useful.

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	Curriculum Development	Progression	IAG	Learning Resources
AEMFC				
08 FdSc Applied Science	✍			
08 FdSc/BEng Electrical and Electronic Engineering	✍			
08 FdSc Casting Technology	✍			
08 FdSc Curriculum Development of eLearning Materials	✍			✍
10 FdSc Distance Learning Student Support Materials	✍			✍
10 FdSc Engineering Technology (Mechanical Strand)	✍			
10 FdSc Packaging	✍			
10 FdSc Powder Technology	✍			
12 MSc Engineering Management	✍			
12 MSc Industrial Blended-Learning Development	✍			✍
12 MSc Mechanical Engineering Design	✍			
Business				
14 Curriculum Materials to Support the FdA in Retail	✍			✍
14 Development of a framework for Leadership & Management Fd's Using The Generic Framework	✍			
14 Electronic Curriculum Materials to Support the 4 Fd's Using The Generic Framework	✍			✍
16 Generic Fd Framework – 4 Fd's developed	✍			
16 Student Study Skills Pack to Support Students in the Transition from Level 3 to Level 4	✍			✍
16 Top up Degrees to Support Progression from 4 Fd's Using the Generic Framework	✍			
CBE				
18 Case Studies on engaging with construction related business employers				✍
18 Domestic Buildings – production of on-site videos				✍
18 Environmental Modules – new undergraduate modules	✍			
20 FdA 3D Architectural Interior Design	✍			
20 FdA Facilities Management	✍			
20 FdSc Architectural Technology	✍			
22 FdSc Construction Studies	✍			
22 FdSc Sustainable Construction	✍			
24 HNC Civil Engineering	✍			✍
24 HNC Construction	✍			

	Curriculum Development	Progression	IAG	Learning Resources
CBE continued				
24 HND Building Services Engineering	✍			
26 HND Construction	✍			
26 Leadership & Management modules for Construction	✍			
26 Professional Institutions Booklet		✍	✍	
26 Progression agreement for Level 1 to Level 2 Construction Craft/Building Services		✍		
28 Progression agreement for Level 2 to Level 3 – Construction Technician route		✍		
28 Progression agreement for Level 3 NVQ to HE bridging course Specialist/ Subsidiary Diploma		✍		
30 Research Report and Online Course: Renewable Energy Awareness Modules for SMEs in the Construction Sector	✍			✍
30 West Yorkshire Construction and the Built Environment HE Prospectus for 14-19 year olds		✍	✍	
CMSA				
32 '6x6': A Sustainable Model of Peer to Peer Business Development within the Creative Sector	✍			
32 Art and Design Level 4 Progression Modules	✍	✍		
32 BA Digital Photography Top Up	✍			
34 Creative Organisations Case Studies	✍			✍
34 Creative Pathways	✍			
34 Curriculum Development Marketing Mapping Exercise in Sport	✍			✍
36 Entrepreneurial Curriculum Development	✍			✍
36 FdA Ceramics	✍			
36 FdA Commercial Photography	✍			
38 Fire/Smoke and Evacuation training at KLM's Training facilities in Amsterdam Schiphol	✍			
38 Masters in Sport Curriculum Development	✍			
38 Research on Festivals, Events Education, Training & CPD	✍			
38 Transforming Skills – Training and development programmes for museum staff and volunteers	✍			
40 West Yorkshire Dance Leadership Project	✍			

	Curriculum Development	Progression	IAG	Learning Resources
Digital				
42	Assigning Level and Credit to Vendor Skills	✍		
42	Business Innovation Project	✍		
44	Digital Enterprise Modules	✍		
44	Digital Work-Based Learning (WBL) Modules	✍		
46	FdA Computer Networking	✍		
46	FdA Web Design	✍		
46	FdSc Advanced Professional Technologies (APT)	✍		
48	Inspiring Women – Creativity, Computing and Entrepreneurship	✍		✍
50	Staff Placements project	✍		✍
50	Video Learning Objects project			✍
HSCEY				
52	Advocacy Module (L4)	✍		
52	Bridging Modules to support progression from L3 to L4 into Health, Social Care or Early Years courses	✍	✍	
52	Building a Flexible Framework for Learning and Development in Health and Social Care			✍
52	Consultation For Certificate In Reablement Support			✍
54	FdA Working with Children, Young People and Families	✍		
54	Online Mentoring for masters students in Health and Social Care	✍		
54	Professional Skills Module	✍		
54	Report on Progression Agreements for HSC Apprenticeships into HE professional training		✍	
54	Work-Based Learning Modules for the FdAs in Health and Social Care	✍		

	Curriculum Development	Progression	IAG	Learning Resources
LMIE				
56	CMS Consultancy – HE accreditation of In-company training	✍		
56	Community Development and Leadership	✍		
56	FdA Leadership & Management for Children's Care/Social Care	✍		
58	FdA Social Enterprise Leadership	✍		
58	First at Work	✍		
58	ILM Progression Agreement Project		✍	
60	Modelling Progression Agreements with SMEs	✍	✍	
60	QCF and the FHEQ: Enabling Learners to Develop Pathways between the Two Frameworks		✍	
WYLLN projects				
62	AVACCC Project – Adding Value and Currency to Community Courses		✍	
62	East Leeds Catholic Schools Project		✍	
62	Illuminate			✍
64	Get into Gear: Gender Equality Action Research	✍		✍
64	Green Vision: Skills	✍		✍
64	HE Progress Now e-portfolio	✍		
66	Higher Level Skills Coordinators		✍	
66	IAGnow		✍	
68	Progression from the 14-19 Advanced Diploma to HE Research Project		✍	
68	Promoting the Progression of Advanced Apprenticeships into HE through West Yorkshire Learning Providers (WYLP)		✍	
70	Skills West Yorkshire CPD/Short course website			✍
70	Trans:it	✍		✍
72	Virtual Maths	✍		✍
72	Xcri-CAP		✍	

AEMFC

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
FdSc Applied Science	<p>The development of an FdSc Applied Science to provide a progression route into Higher Education for students at Bradford College and from local schools who are currently studying Science A Levels including A Level Applied Science. The degree will also be of interest to employers and technical staff working in a variety of areas including: Laboratory technicians, quality or process control, or waste recycling companies to improve their scientific knowledge and develop their practical skills.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Programme Specification • Module Descriptors • Outline Content for 6 modules 	June 2010	Bradford College (Lead) Leeds Metropolitan University YCF IOM3	Pat Donovan Programme Leader Bradford College p.donovan@bradfordcollege.ac.uk
FdSc/BEng Electrical and Electronic Engineering	<p>This FdSc/BEng development involved employers so as to ensure that the top up award supports the needs of new graduates in industry and that the FdSc is embedded with industry related content. The courses were designed to produce graduates who will meet the accreditation requirements of the Institution of Engineering and Technology, subject to the completion of matching studies. The work also acted as a basis to establish a partnership between Park Lane College and Leeds College of Technology so as to enable delivery of an FE-based BEng Electrical and Electronic Engineering programme for the first time in Leeds (prior to subsequent Leeds City College formation).</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Programme Specification • Module Descriptors 	January 2009	Formerly Leeds College of Technology and Park Lane College – now Leeds City College (Lead) Leeds Metropolitan University	K. Lawson Head of Transport and Engineering Leeds City College k.lawson@leedscitycollege.ac.uk
FdSc Casting Technology	<p>The purpose of this development was to deliver a new Foundation Degree to support curriculum development and employer engagement requirements for the Casting Industry. This new qualification was developed in partnership with Institute of Cast Metals Engineers (ICME), through its Education and Training Committee. This qualification is the only Higher Education award in the UK designed and developed for the Casting Industry aimed at the employer and part-time student populations. This is also the first HE qualification in Casting developed built around true Employer Engagement. The Foundation Degree will support the Casting Industry in West and South Yorkshire, but will focus on regional and national requirements within the UK. Its delivery platform was built around Flexible, Distance, and eLearning, embracing blended learning.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Programme Specification • Module Descriptors • Outline Content for 8 new modules 	September 2009	Bradford College (Lead) Leeds Metropolitan University ICME CMF Fdf Semta	Richard Brown Head of Metallurgy and Materials Bradford College rsa.brown@bradfordcollege.ac.uk
FdSc Curriculum Development of e-Learning Materials	<p>This curriculum development was used to support the development of two further 15 credit distance learning modules to support the FdSc in Casting Technology. This work built upon the three eLearning/blended learning modules which were developed through previous curriculum development funding. The two modules formed, PDP – Bridging Metallurgy and Casting Technology 2, were developed around the learning outcomes at Levels 4 and 5, respectively. The development of these modules was founded on the success of the existing team/experience and forms a highly relevant Industry qualification.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Module Descriptors • Outline Content for 2 new modules 	April 2010	Bradford College (Lead) Leeds Metropolitan University ICME CMF Fdf Semta	Richard Brown Head of Metallurgy and Materials Bradford College rsa.brown@bradfordcollege.ac.uk

AEMFC

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
FdSc Distance Learning Student Support Materials	<p>In response to increased student demand for flexible learning, the School of Engineering, Design & Technology (SoEDT) at the University of Bradford recently added a distance learning option to its long established Foundation Degree in Engineering Technology (FDET). If such a programme is to be successful in meeting the needs of this new and expanding market, good quality communication is essential. This is seen as a priority in ensuring that distance learning students receive the best possible information and guidance throughout their learning experience. Through this development SoEDT modified existing assessment methods and reviewed its module specifications to provide student-friendly on-line information. Five key areas were identified for development inclusive of introductory processes, a student focussed learning framework, embedding of core modules, PDP guidance and design of a comprehensive student handbook.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Introductory processes on information and guidance • Student focussed learning framework • Core modules embedded into a bespoke learning programme • Guide to Personal and Professional Development • Comprehensive student handbook 	April 2010	University of Bradford (Lead) Wakefield College	Eric Morgan Foundation Degree Director University of Bradford e.morgan@bradford.ac.uk
FdSc Engineering Technology (Mechanical Strand)	<p>The purpose of this FdSc development is to develop a 'Mechanical Strand', to add to the University of Bradford's current Foundation Degree in Engineering Technology. This is in response to the identified student/employer needs of partner FE College in Wakefield to support career progression opportunities for students coming from a Mechanical background.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • 2 module descriptors • Outline content for 2 new modules 	January 2009	University of Bradford (Lead) Wakefield College	Eric Morgan Foundation Degree Director University of Bradford e.morgan@bradford.ac.uk
FdSc Packaging	<p>This new Foundation Degree was developed to support curriculum and employer engagement requirements for the PIABC (the Packaging and Training Division) of the Institute of Materials, Minerals and Mining (IOM3). This work was timely in that the course could be delivered for a 2010 start and be sustainable as West Yorkshire holds a reasonable depth of further local enterprises operating in this industrial segment. The development work provided dedicated academic resource to facilitate employer engagement, to produce high quality validation documents and specialised learning materials, which would respond to recognised Sector needs.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Programme Specification • Module Descriptors • Outline content for 8 new modules 	June 2010 (awaiting validation)	Bradford College (Lead) IOM3 Cogent Improve	Richard Brown Head of Metallurgy and Materials Bradford College rsa.brown@bradfordcollege.ac.uk
FdSc Powder Technology	<p>This new FdSc Powder Technology was developed to deliver a new qualification to support employer engagement requirements in the Powders Industry. It has been developed in partnership with the Institute of Materials, Minerals and Mining (IOM3), Powder Matrix (part of Materials Knowledge transfer Network). The Foundation Degree focuses on regional and national requirements within the UK. Delivery is built around Flexible, Distance, Taught class, e-learning and Blended learning.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Programme Specification • Module Descriptors • Outline content for 8 new modules 	June 2010	Bradford College (Lead) Leeds Metropolitan University IOM3 Cogent ProSkills Semta	Richard Brown Head of Metallurgy and Materials Bradford College rsa.brown@bradfordcollege.ac.uk

AEMFC

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
MSc Engineering Management	<p>This MSc course is designed to provide graduate engineers with the engineering management knowledge and skills to allow them to pursue and develop careers in management positions within engineering and other commercial sectors. This course includes a substantial project that allows budding industrialists to develop their own particular interests within the broad areas of engineering and engineering management.</p> <p>The design of this course has been driven by a range of local employers, to better equip their existing and prospective employees with industry relevant design skills pertinent to the enterprise's industrial development.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Programme Specification • Module Descriptors • Outline content for 4 new/revised modules 	December 2009	University of Huddersfield (Lead) IMechE	<p>John Baron Subject Leader Mechanical and Automotive Engineering University of Huddersfield</p> <p>j.k.baron@hud.ac.uk</p>
MSc Industrial Blended-Learning Development	<p>The University of Huddersfield's School of Computing and Engineering has recently been engaged with a local Advanced Engineering and Manufacturing enterprise on a feasibility study and development of a new Masters Level engineering programme. This curriculum development is current and a key element of this new collaborative provision is now envisaged as the creation of new e-learning materials, academic supervision processes and assessment strategies, which would support the work-based project module element of the programme. The purpose of this development was to create a new employer-led work-based project module and an e-enabled existing module to support this new course.</p> <p>Resources which have been generated include</p> <ul style="list-style-type: none"> • Module Descriptors • Outline content for 2 new modules 	April 2010	University of Huddersfield (Lead) IMechE	<p>S.M. Barrans Subject Area Leader Mechanical and Automotive Engineering University of Huddersfield</p> <p>s.m.barrans@hud.ac.uk</p>
MSc Mechanical Engineering Design	<p>This MSc course is designed to extend the knowledge, skills and ability of Bachelor degree graduates in engineering, technology and applied sciences to the level required for senior positions in industry and for Chartered Engineer status. This course is delivered with particular emphasis to applications in Engineering Design. This additional education is described as Further Learning by Engineering Council UK (ECUK) and the engineering Institutions.</p> <p>Engineering industry in the UK has expressed a wish through ECUK to have engineers educated to Masters level if they are to become professional engineers. This position is reflected within the Institution of Mechanical Engineers requirements for full membership. The design of this course has been driven by a range of local employers, to better equip their existing and prospective employees with industry relevant design skills pertinent to the enterprise's industrial development.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Programme Specification • Module Descriptors • Outline content for 3 new/revised modules 	June 2010	University of Huddersfield (Lead) IMechE	<p>John Baron Subject Leader Mechanical and Automotive Engineering University of Huddersfield</p> <p>j.k.baron@hud.ac.uk</p>

BUSINESS

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
Curriculum Materials to Support the FdA in Retail <i>jointly developed with LMIE Sector Group</i>	<p>The development of curriculum materials to support the delivery of the FdA in Retail developed through the WYLLN Business Services Sector Group. The materials developed will support a range of learning methods including classroom based, distance learning and e-learning approaches. The materials include a variety of types of learning materials e.g. case studies, worked examples, powerpoint slides, online training material, discussion material etc.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Module handbook and exemplar teaching materials for Retail organisations module (level 4) • Module handbook and exemplar teaching materials for Innovation and Creativity in a Retail Environment module (level 4) • Module handbook and exemplar teaching materials for Retail Skills module (level 4) • Module handbook and exemplar teaching materials for Retail Knowledge module (level 4) • Level 5 modules to be confirmed. 	June 2010	Wakefield College (Lead) Calderdale College Leeds City College (Park Lane Campus)	Michael Cuthbert Wakefield College m.cuthbert@wakefield.ac.uk
Development of a framework for Leadership & Management Fd's <i>jointly developed with LMIE Sector Group</i>	<p>A framework for Leadership and Management awards which can be applied to a range of curriculum areas.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Curriculum mapping and matching results • Generic module specifications. 	June 2010	Wakefield College (Lead) Leeds City College (Park Lane Campus) University of Bradford Leeds Trinity University College	Michael Cuthbert Wakefield College m.cuthbert@wakefield.ac.uk
Electronic Curriculum Materials to Support the 4 Fd's Using the Generic Framework	<p>The development of electronic materials to support the delivery of the foundation degrees to a range of employers with a clear sector focus.</p> <p>The electronic materials will support the Personal and Professional Development modules (PPD) which are common to all 4 foundation degrees developed, and will enable a range of flexible learning methods to be adopted to deliver to different learners including those in the workplace.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Electronic learning resources for the PPD 1 and PPD 2 • Modules descriptors for PPD 1 and PPD 2 	July 2010	Leeds City College (Park Lane Campus) (Lead) Wakefield College Bradford College Reach Further	Janet Faulkner Leeds City College janet.faulkner@leedscitycollege.ac.uk PPD 1 skills audit hosted by Reach Further at http://skillsaudit.walkerlabs.co.uk/tutors PPD 2 skills audit and learning style questionnaire with development plan which allows communication between tutor and student hosted by Reach Further at http://studyskillshelper.co.uk

BUSINESS

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
Generic Fd Framework	<p>The aim of the framework is to allow providers to design awards quickly and have the flexibility to meet the needs of different employers and employees.</p> <p>The framework has been designed to accommodate the requirements of the different sector groups as set out in the foundation degree frameworks produced by the Sector Skills Councils.</p> <p>The first four awards designed using this framework are:</p> <ul style="list-style-type: none"> • The Foundation Degree in Business • The Foundation Degree in Financial Services • The Foundation Degree in Logistics • The Foundation Degree in Retail <p>Resources which have been generated include (for each of the 4 FD awards):</p> <ul style="list-style-type: none"> • Module Descriptors for: <ul style="list-style-type: none"> - PPD 1,2,3 & 4 - ALWP 1,2,3 & 4 - Business Organisations - Business Skills 1 & 2 - Business Knowledge 1 & 2 - Innovation and Creativity in a Business Environment 1 & 2 - Leading & Managing 	May 2008	Leeds City College (Park Lane Campus) (Lead) Wakefield College Bradford College University of Huddersfield Fdf	Janet Faulkner Leeds City College janet.faulkner@leedscitycollege.ac.uk
Student Study Skills Pack to Support Students in the Transition from Level 3 to Level 4	<p>Development of a study skills pack which can be customised to meet the needs of specific curriculum areas. The pack can be delivered as part of a summer school arrangement or could be used to develop study skills within the PPD 1 module.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Student Study Skills Pack includes the following <ul style="list-style-type: none"> - Aims; - Unit 1. Concepts of FDs, being an autonomous learner and research skills - Unit 2. Vocational & transferable skills - Unit 3. IT skills and the uses of ICT - Unit 4. Focus on teamwork - Unit 5. Focus on Finance - Unit 6. Pulls together previous units and gets students thinking about employability 	December 2009	Leeds City College (Park Lane Campus)	Janet Faulkner Leeds City College janet.faulkner@leedscitycollege.ac.uk
Top up Degrees to Support Progression from 4 Foundation Degrees Using the Generic Framework	<p>A set of 4 top up degrees to allow progression from the foundation degrees using the generic framework developed within the Business Sector:</p> <ul style="list-style-type: none"> • BA (Hons) Business • BA (Hons) Retail • BA (Hons) Financial Services • BA (Hons) Logistics <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Validation Top Up documentation • The following module documents are available for each of the four foundation degree awards: <ul style="list-style-type: none"> - PPD 5 - Research Methods - Dissertation/Work Based project - Strategic management - Skills for Strategic Management - Operating in a Global Environment 	June 2009	Leeds City College (Park Lane Campus) (Lead) Wakefield College Fdf	Janet Faulkner Leeds City College janet.faulkner@leedscitycollege.ac.uk

CBE

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
Case Studies on engaging with construction related business employers	<p>Case Studies on engaging with construction related business employers in supporting their business development needs.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Four case studies based on the following employers: <ol style="list-style-type: none"> 1) Company Name: PEC Building & Shopfitting Location: Bradford Type of Business: Building and Shopfitting 2) Company Name: Colleys Location: Leeds Type of Business: Valuation and Surveying 3) Company Name: Lovell and Accent Foundation Location: Leeds and Bradford Type of Business: Lovell: General Housing Accent Foundation: Housing Management 4) Company Name: Southdale Homes Location: Halifax & Darlington Type of Business: General Housing 	May 2011	Leeds College of Building	Christine Byrne Leeds College of Building cbyrne@lcb.ac.uk
Domestic Buildings – production of onsite videos	<p>The production of on-site videos as learning resources for teaching domestic building.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Domestic building videos on <ul style="list-style-type: none"> - Sandy conduction - Existing services - Construction Roads - Pre-stressed flooring beams - Blocks and blockwork - Bricks and Brickwork - Cavity Closers - Expansion Joints - Cavity Tray and Weep Holes - Cavity Insulation - Combined lintel - Internal Partitions - Inner leaf - Loading onto scaffolding 	March 2011	Leeds College of Building	Brian Duffy Higher Education and Construction Management Faculty Manager Leeds College of Building bduffy@lcb.ac.uk
Environmental Modules – new undergraduate modules	<p>The design of elective Environmental modules named 'Building Stock – upgrade and refurbishment' and 'Construction materials' for existing Foundation Degrees (FDs). These modules can be offered across Construction related FDs to support students' particular employment knowledge requirements or personal knowledge development for the future.</p>	June 2010	Leeds College of Building	Brian Duffy Higher Education and Construction Management Faculty Manager Leeds College of Building bduffy@lcb.ac.uk

CBE

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
FdA 3D Architectural Interior Design	<p>The developed resources enable students to identify and confirm a specialist career path within the Creative and Media industry. Through personal development and planning individuals will research and experience the role of the design professional within this field.</p> <p>Specialist modules have been developed to provide high level skills of critical thinking and reflection in the context of the industry and will give opportunities for in depth and independent study.</p> <p>Relevant IT expertise is embedded into the curriculum along with enterprise and employability skills.</p> <p>The aim of the course is to produce skilled and flexible designers who will be ready to take their place in this rapidly changing and diverse industry.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Schemes of Work • Module handbooks • Lesson Plans 	June 2010	Calderdale College	Andrew Scanlan Calderdale College 01422 357357 andrewsc@calderdale.ac.uk
FdA Facilities Management – new modules	<p>Foundation Degree in Facilities Management – Personal and Professional Skills Level 1 module – online learning</p> <p>Professional development skills are important to all students studying a management course. We need to make sure students are better informed and well able to relate and communicate effectively and possess good interpersonal skills with their colleagues, clients and in public relations delivery to give a level of service acceptable at a professional level.</p> <p>Foundation Degree in Facilities Management – Project Management module – online learning</p> <p>Project Management for Facilities Management staff is of paramount importance for managing already built buildings, to maintain their infrastructure and on-going repairs for maintenance projects during the life of a building.</p> <p>The resources are designed to help students who cannot attend college/university for regular timetabled teaching sessions. The course delivery content is designed to be accessible online for students to study at their own pace of learning and current job role commitments.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Facilities Management Foundation degree module • Personal and Professional Skills Level 1 – on line learning • Induction section • Assignments x 3 • Reading list • Scheme of work • Progress tracking documents • Lesson Content 	June 2010	Leeds College of Building	Nigel Chilvers Leeds College of Building nchivers@lcb.ac.uk Hazel Mills Leeds College of Building hmills@lcb.ac.uk
FdSc Architectural Technology	<p>The developed Architectural Technology resources enable students to identify and confirm the specialist career path within the Construction industry. Specialist modules have been developed to provide high level skills to support the architectural design and development needs of local companies.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Module specifications • Module handbooks • Module synopses • Learning support materials 	June 2010	Calderdale College	Andrew Scanlan Calderdale College 01422 357357 andrewsc@calderdale.ac.uk

CBE

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
FdSc Construction Studies	<p>The development of the Planning Application form was to include evidence of the market demand, the strategic description of the proposed course and module titles and credit point ratings for each module.</p> <p>The qualification will support students' future employability, meet the needs of the individual business/organisation, and plug the gap within industry of professional tradespersons having progressed from Vocational Education through to Higher Education.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Strategic Planning Application form • Construction programme of delivery • Scheme of work for Construction Technology 1 – Surveying and Site Investigation 	June 2010	Kirklees College	<p>Gary Roper HE Scheme Leader Kirklees College</p> <p>gkroper@kirkleescollege.ac.uk</p>
FdSc Sustainable Construction	<p>The development of 3 modules as part of the FdSc in Sustainable Construction:</p> <p>Environmental Site Management</p> <p>A construction site presents a particular challenge with respect to making the manufacturing process more efficient. Increasing waste disposal costs will eat into the relatively small profit margins. This module will help the learner to construct with minimal environmental impact and develop on-site integrated waste management services. In addition research was undertaken in new innovative developments and best practice.</p> <p>Green Facilities Management</p> <p>This module allows learners to gain an awareness of the environmental impact of operations within the Sustainable Construction Facilities Management area. It considers sustainability procedures that can be applied in areas such as procurement, energy, waste and water to promote best practice within the industry.</p> <p>Renewable Energy Systems and Developments</p> <p>Renewable energy technologies have a major role to play in the world's energy future mainly due to the earth's limited supplies of fossil fuels – such as oil, gas and coal. Also in addition to help lessen the effects of global warming. Renewable energy research has been increasingly important since the Kyoto Protocol has been signed and renewable energy industries have been growing at a rapidly pace in recent years with a steady annual growth rate. This unit is concerned with integrating the knowledge and understanding of the different areas of renewable energy products and systems.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Module Descriptors • Schemes of work • Lesson Plans • Reading lists • Presentations 	June 2010	<p>Leeds College of Building (Lead)</p> <p>Bradford College</p> <p>Leeds City College – Technology Campus</p>	<p>Michael Heath Leeds College of Building</p> <p>mheath@lcb.ac.uk</p> <p>Alan Dawson Leeds College of Building</p> <p>adawson@lcb.ac.uk</p> <p>Nigel Chilvers Leeds College of Building</p> <p>nchilvers@lcb.ac.uk</p>

CBE

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
HNC Civil Engineering	<p>Civil engineering is a professional engineering discipline that covers a number of disciplines such as highways engineering, structural engineering and geotechnical engineering; for monitoring the behaviour of earth materials, site conditions, earthworks and foundation construction that can cover services such as water, electricity and gas. Civil engineering also deals with the design, construction and maintenance of the physical and naturally built environment, including structures such as roads, bridges, canals, dams and buildings.</p> <p>These course materials have been developed to help support the different modules of knowledge and skills required across the different modules in the HNC Civil Engineering course. The resources will help to address the limited Civil Engineering content available for delivering teaching, learning and skills and knowledge applied in assessments at HE level.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Module descriptors • Assignment materials • Tutor support materials 	June 2010	Leeds College of Building (Lead) Wakefield College	<p>Barry Falconer, Group Project bfalconer@lcb.ac.uk</p> <p>Tracy Gorry, Health Safety and Welfare tgorry@lcb.ac.uk</p> <p>Patrick Murray, Design Principles and Applications pmurray@lcb.ac.uk</p> <p>Chris Sedgwick, Analytical Methods csedgwick@lcb.ac.uk</p> <p>Chris Wales, Site Surveying Procedures cwales@lcb.ac.uk</p> <p>Michael White, Science and Materials mwhite@lcb.ac.uk</p>
HNC Construction	<p>The Higher Nation Certificate consists of a number of units relating to construction study, unit titles include: Construction Technology, Analytical Methods, Health and Safety, Management Principles, Science and materials, Geology and Soil Mechanics.</p> <p>The knowledge relating to requirements for these areas of study cover a large area of understanding including the law of contract.</p> <p>The resources will help to address the limited teaching and learning content available for delivering teaching, learning, skills and knowledge requirements to work successfully in the construction industry.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Module Descriptors • Assignment materials • Tutor support materials 	June 2010	Wakefield College	<p>Suzanne Black Wakefield College s.black@wakefield.ac.uk</p>
HND Building Services Engineering	<p>Building Services Engineering is a professional engineering discipline that covers a number disciplines such as air conditioning, thermofluids and Acoustic criteria, electricity and lighting, and power supplies to buildings. The building services engineering discipline also covers sustaining the environment for the future and the management of projects.</p> <p>These course materials have been developed to help support the different modules of knowledge and skills required across the different modules in the HND Building Services Engineering course. The resources will help to address the limited Building Services content available for delivering teaching, learning and skills, and knowledge applied in assessments at HE level.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Module descriptors • Assignment materials • Schemes of Work • Lesson plans • Teaching resources 	June 2010	Leeds College of Building	<p>Patrick Murray, Design Principles and Applications pmurray@lcb.ac.uk</p> <p>Michael White, Science and Materials mwhite@lcb.ac.uk</p> <p>Rachel Homer, Analytical Methods rhomer@lcb.ac.uk</p> <p>Brian White, Energy Utilisation and Efficiency bwhite@lcb.ac.uk</p> <p>Mohammed Habeeb, Management Principles and Application mhabeeb@lcb.ac.uk</p>

CBE

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
HND Construction	<p>The Higher National Diploma consists of a number of units relating to construction study at an advanced level, some units cover Analytical Methods, Health, Safety and Welfare, Management Principles and Application, Science and Materials and Contractual Procedures.</p> <p>The knowledge relating to requirements for these areas of study cover a large area of understanding including the law of contract.</p> <p>The resources will help to address the limited teaching and learning content available for delivering teaching, learning, skills and knowledge requirements to work successfully in the construction industry.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Module descriptors • Module guides • Lesson plans • Schemes of work • Research plans • Assignment materials • Teaching materials 	June 2010	Leeds College of Building	<p>Sarah Sunderland, Contractual Procedures ssunderland@lcb.ac.uk</p> <p>Tracy Gorey, Health and Safety and Welfare tgorey@lcb.ac.uk</p> <p>Michael White, Science and Materials mwhite@lcb.ac.uk</p> <p>Rachel Homer, Analytical Methods rhomer@lcb.ac.uk</p> <p>Mohammed Habeeb, Management Principles and Application mhabeeb@lcb.ac.uk</p>
Leadership & Management modules for Construction <i>jointly developed with LMIE Sector Group</i>	<p>This unit provides the learner with an introduction to the principles and application of Management as they relate to the technical and professional disciplines of Construction, Civil Engineering or Building Services Engineering.</p> <p>Learners will gain an understanding of management principles and their relevance to the processes of design, construction and maintenance of the built environment. They will also learn how these principles may be applied to the management of construction, civil engineering or building services engineering installation activity through the application of recognised management techniques.</p>	June 2010	Leeds College of Building	<p>Brian Duffy Higher Education and Construction Management Faculty Manager Leeds College of Building bduffy@lcb.ac.uk</p>
Professional Institutions Booklet	<p>A printed Professional Institutions booklet consisting of 46 pages using the WYLLN logo and design. The booklet contains an introduction to each of the organisations, the different types of membership available, their products and services and contact details consisting of direct links to their website and email address. The booklet is also available in e-format as a pdf file.</p>	November 2010	<p>Leeds College of Building (Lead) 22 Construction & the Built Environment Professional Institutions</p>	<p>Brian Duffy Higher Education and Construction Management Faculty Manager Leeds College of Building bduffy@lcb.ac.uk http://www.wylln.ac.uk/DocsAndMedia/LCB%20brochure%20(2).pdf</p>
Progression agreement for Level 1 to Level 2 Construction Craft/ Building Services	<p>Level 1 to Level 2 Progression Agreement developed to inform 14-16 year old students, parents/guardians and teachers of the progression from Level 1 BTEC in Construction to the possible further progression in construction related careers when leaving school at age 16. The Progression Agreement also includes for students who have studied GCSEs and not studied construction to give them the opportunity to progress into construction craft or Building services related careers.</p>	November 2010	Leeds College of Building (Lead)	<p>Christine Byrne Leeds College of Building cbyrne@lcb.ac.uk http://www.wylln.ac.uk/Progression_Agreements</p>

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Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
Progression agreement for Level 2 to Level 3 – Construction Technician route	<p>Level 2 to Level 3 Progression Agreement developed to inform 14-16 year old students, parents/guardians and teachers of the progression from Level 2 BTEC in Construction to the possible further progression in construction related careers when leaving school at age 16. The Progression Agreement also includes for students who have studied GCSEs and not studied construction to give them the opportunity to progress into construction technician careers in Construction, Building services Engineering and Civil Engineering.</p> <p>From Course(s)/Programme(s) title: Edexcel Level 2 Higher Diploma in Construction and the Built Environment, BTEC Level 2 BTEC Diploma or Study of GCSEs (4 GCSEs at grade C or above including Maths, Science and English).</p> <p>To Course(s)/Programme(s) title: Edexcel Construction and the Built Environment</p> <p>Courses BTEC Level 3 Extended Diploma in Construction BTEC Level 3 Extended Diploma in Civil Engineering BTEC Level 3 Extended Diploma in Building Services Engineering</p> <p>Gained employment in the industry with day release BTEC Level 3 Diploma in Construction BTEC Level 3 Diploma in Civil Engineering BTEC Level 3 Diploma in Building Services Engineering</p> <p>Edexcel Level 3 Advanced Diploma in Construction and the Built Environment</p>	April 2011	Leeds College of Building (Lead)	<p>Christine Byrne Leeds College of Building cbyrne@lcb.ac.uk http://www.wylln.ac.uk/Progression_Agreements</p>
Progression agreement for Level 3 NVQ to HE bridging course Specialist/ Subsidiary Diploma	<p>Level 3 NVQ Advanced Craft or Building Services Apprenticeship Progression Agreement developed to inform construction apprentices, parents/ guardians and teachers, of the progression from NVQ Level 3 Advanced Apprenticeship in Construction to further progression to the bridging course BTEC Level 3 Specialist Diploma in Construction, that will give the students the knowledge, theory, research and report writing skills to help them progress to a Higher Education Level 4 course after completing their apprenticeship.</p> <p>From Course(s)/Programme(s) title: Level 3 NVQ Advanced Apprenticeship in Construction and the Built Environment Technical or Craft options or Level 3 NVQ Advanced Apprenticeship in Building Services.</p> <p>To Course(s)/Programme(s) title: BTEC Level 3 Specialist/Subsidiary Diploma in Construction and the Built Environment BTEC Level 3 Specialist/Subsidiary Diploma in Construction and the Built Environment with Building Services pathway BTEC Level 3 Specialist/Subsidiary Diploma in Construction and the Built Environment with Civil Engineering pathway</p>	April 2011	Leeds College of Building (Lead)	<p>Christine Byrne Leeds College of Building cbyrne@lcb.ac.uk http://www.wylln.ac.uk/Progression_Agreements</p>

CBE

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
Research Report and Online Course: Renewable Energy Awareness Modules for SMEs in the Construction Sector	<p>This project engaged with SMEs in fact finding their Management Development and Leadership training needs within the CBE Sector focusing on the mechanisms to develop their higher level skills to add value to their business. The CBE Sector Group engaged with CBE Sector SMEs on their business and leadership development needs to decide on a suitable management module to support their needs.</p> <p>Approaches were developed to establish materials suitable for on-line HLS delivery from existing developed resources. Part of the project utilised sections of the Trans:it project to support transition into higher education.</p> <p>Pilot delivery of a management module was implemented to a small number of SMEs and research was undertaken into the benefits of on-line delivery and SMEs evaluation to find out added value achieved.</p>	May 2011	Leeds College of Building (Lead) ConstructionSkills SummitSkills Institute of Civil Engineers Leeds Metropolitan University WYLLN Leadership and Management Sector	Brian Duffy Higher Education and Construction Management Faculty Manager Leeds College of Building bduffy@lcb.ac.uk
West Yorkshire Construction and the Built Environment HE Prospectus for 14-19 year olds	<p>Construction and the Built Environment Prospectus for Higher Education West Yorkshire titled 'Get in to Construction'.</p> <p>The prospectus contains the following titles:</p> <ul style="list-style-type: none"> • What are construction qualifications? • Your guide to developing your career • Your qualification guide • What do I need to get on? • UCAS Points Table • Case Studies • West Yorkshire Providers' Courses Offered • Your learning pathways • Your local Universities and Colleges – get in touch • Keeping your options open • Level 3 Construction courses offered across West Yorkshire • Alphabetical list of courses offered across West Yorkshire • Yorkshire people who have their mark on Construction and the Built Environment <p>This prospectus is available in e-format as a pdf.</p>	May 2011	Leeds College of Building (Lead)	Christine Byrne Leeds College of Building cbyrne@lcb.ac.uk http://www.wylln.ac.uk/DocsAndMedia/WestYorshirecbeProspectus.pdf

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'6x6': A Sustainable Model of Peer to Peer Business Development within the Creative Sector	<p>The aim of this project was to equip a group of established leaders from within the creative sector with the skills, knowledge and understanding to enable them each to establish and sustain a peer to peer learning set.</p> <p>This project targeted Chief Executives/Directors/Managers in established Arts Organisations across the West Yorkshire region to establish sustainable peer to peer business development with a view to enabling participants to lead their own peer to peer programmes. This will be achieved within an Action Learning Set framework.</p> <p>Resources which have been generated include a toolkit containing :</p> <ul style="list-style-type: none"> • ALS Issue Sheet • ALS Chatham House Rule • ALS Commitment Statement • ALS Design • ALS Process Model • ALS Questions – Mercedes Model • ALS Registration Form • ALS Template Agenda & Notes • ALS Workbook 	June 2011	Leeds Metropolitan University (Lead) Northern Leadership Academy Wakefield College The Watershed	Julia Calver Head of Cultural & Creative Industries Leeds Metropolitan University 0113 812 1709 j.calver@leedsmet.ac.uk
Art and Design Level 4 Progression Modules	<p>This project aimed to develop two distinct level 4 progression modules which would contribute to the 14-19 Diploma. These specific modules would prepare the learner for progression into the full range of Art, Design or Architecture courses (28 in total). The modules would run alongside the extended project aiming to allow the learner to develop advanced digital and technology awareness, engage with specific design thinking and processes, introduce design and research methodologies and produce design related outcomes.</p> <p>In addition the project sought to engage with FE staff and student learners through specific workshops.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Two Level 4 Modules developed and validated by the School of Art, Design and Architecture at the University of Huddersfield: <ul style="list-style-type: none"> - Creative Practice - Design and Production • Poster outlining the modules 	June 2009	University of Huddersfield (Lead) Campus Calderdale Kirklees College Calderdale College	Diane Ayre University of Huddersfield School of Art Design and Architecture 01484 473807 or 01484 472940 d.f.ayre@hud.ac.uk
BA Digital Photography Top Up <i>jointly developed with Digital Sector Group</i>	<p>Kirklees College has worked together with a range of employers and the British Institute of Professional Photographers (BIPP) to develop a new work-related photography qualification, designed to help existing photographers and budding freelancers develop the skills they need to succeed in this competitive industry.</p> <p>Students who successfully complete the FD in Commercial Photography will be able to move on this new BA in Digital Photography at Kirklees College, thanks to a Progression Agreement developed by WYLLN. The top-up course focuses specifically on digital editing and manipulation techniques and contemporary business practice for professional photographers. The course aims to raise the game of young photographers to get them thinking and operating at professional level. Students can also complete their portfolio and application for membership of the BIPP whilst completing the course.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Module specifications • Course outline 	June 2010	Kirklees College (Lead) Caleb Group and Carteblanche Photography British Institute of Professional Photographers (BIPP)	http://www.kirkleescollege.ac.uk/course/CS10

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Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
Creative Organisations Case Studies	<p>A new postgraduate degree at Leeds Metropolitan University is giving creative practitioners from across all arts disciplines the opportunity to explore creative enterprise in depth at the same time as improving their leadership skills, self-confidence and business acumen and all based on their own practice. The MA in Creative Enterprise is a flexible programme which draws on the breadth of expertise within the Faculty of Arts & Society at Leeds Met. It is the first interdisciplinary course of its kind to be provided by the university and, unlike similar provision at other universities, is led by practitioners from a range of disciplines, including visual arts, film, media, community and performance arts.</p> <p>To support this dynamic course, real up to date case studies were developed depicting innovative and enterprising creative organisations. These were West Yorkshire Playhouse; Festival Republic; Heads Together; AXIS; Priestman Goode and East Street Arts.</p> <p>Each case study includes an outline of the organisation; company structure; how they develop and implement the creative process.</p> <p>Each student is invited to add their own creative business to the case study bank, creating an archive of creative businesses as well as contributing to the learning objects for future learners.</p>	June 2009	Leeds Metropolitan University (Lead) West Yorkshire Playhouse Festival Republic AXIS East Street Arts Heads Together Priestman Goode	Rebekka Kill Senior Lecturer Creativity Enterprise & Engagement r.kill@leedsmet.ac.uk
Creative Pathways	<p>Creative Pathways is a project funded by WYLLN to support Creative Bradford, an arts led organisation, to develop a programme to help students studying arts and media subjects at degree and masters level, with the transition from student to freelance practitioner by equipping them with the skills they need for careers in the creative industries.</p> <p>Over the two years, the programme has evolved from artist and practitioner talks representing the breadth of careers available within the creative industries to more practical sessions on topics such as Portfolio Development and Using the Internet to Promote Yourself. In addition the partnership grew to include the University of Bradford.</p> <p>Over 400 people have attended the sessions since September 2009 and feedback has been overwhelmingly positive.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Report: FABRIC EVALUATION FOR WYLLN – First Stage, Year 2 (2009-2010) • Presentations: <ol style="list-style-type: none"> 1. Introduction to Intellectual Property by Jane Lambert, Barrister 2. Presentation and Pitching Skills by Christine Pyke 3. Seeing the wood for the trees, a practical approach to making yourself stand out from the crowd by Lisa Baxter 4. Being Self Employed by RUSSELL SMITH TAX + ACCOUNTANCY SERVICES FOR ARTISTS 	June 2010	Creative Bradford (Lead) Bradford College University of Bradford and individual creative practitioners	http://www.creativebradford.co.uk/
Curriculum Development Marketing Mapping Exercise in Sport	<p>The WYLLN Curriculum Development Marketing Mapping Exercise in Sport looked at educational provision across West Yorkshire and identified a need to develop Masters Degrees across a range of Higher Education Institutions. This would give more progression opportunities from both new graduates and for experienced sports employers. The Department of Sport, Health, Leisure & Nutrition (SHLN) at Leeds Trinity were funded by WYLLN to carry out a market research project that engaged with a range of sports employers to help guide the developments of a new Masters in the area of Sport.</p> <p>The research assessed the interest and preferences in studying for a Masters in a sports related discipline amongst current employees within the sporting sector. A questionnaire was formulated and the online facility SurveyMonkey was utilised to distribute and analyse the data</p> <p>From the findings Leeds Trinity planned to develop an MA Management in Sport Development to start January 2011.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Recommendations for a new MA course. 	January 2010	Leeds Trinity University College	Julie Brunton Leeds Trinity University College j.brunton@leedstrinity.ac.uk

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Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
Entrepreneurial Curriculum Development	<p>An investigation by Tim Deignan, Independent Education Consultant into the creative enterprise curriculum, how it is delivered and what are the main issues and concerns. A total of 32 staff took part in the research which used 'Q Methodology', a research technique used extensively in psychology and other social sciences to investigate and model the subjectivity, or different viewpoints, on a given topic.</p> <p>The investigation resulted in a report which summarises the research process and identifies a number of recommendations. The report is entitled 'Entrepreneurial Skills Development for Arts and Media Students in West Yorkshire Colleges and Universities'.</p> <p>Tim Deignan's project complemented another piece of research commissioned by WYLLN with the Cultural Industries Development Agency (CIDA) to investigate the behaviours required to be a successful creative entrepreneur.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Report: Entrepreneurial Skills Development for Arts & Media Students in West Yorkshire Colleges and Universities: Dr. Tim Deignan 2010 • Report: What makes a Creative Entrepreneur? – Conversations in the Sector: CIDA 2009 	March 2010	Leeds Metropolitan University (Lead) University of Bradford University of Huddersfield Wakefield College Leeds City College CIDA individual creative entrepreneurs	http://www.wylln.ac.uk/DocsAndMedia/Culture/Deignan_WYLLN_Final_Report%20_3_.pdf http://www.wylln.ac.uk/DocsAndMedia/Culture/FINAL%20REPORT%20What%20Makes%20a%20Creative%20Entrepreneur%20_2_.pdf
FdA Ceramics	<p>This new Foundation Degree in Ceramics at Kirklees College, validated by Leeds Metropolitan University is helping to fill a gap in the provision of training in ceramics in the Yorkshire and Humber region and beyond. Following research and development funded by WYLLN, an absence of training programmes were identified for individuals aiming for a career in the ceramics industry.</p> <p>To support the programme the ceramics team at Kirklees College developed a collaboration with Gallery North to launch Ceramics North in May 2010 at the Red Brick Mill, Batley. Students benefited from this exciting new enterprise initiative, gaining invaluable experience in marketing, promoting and exhibiting their work.</p> <p>The ceramics industry currently comprises around 590 businesses nationwide and employs more than 12,000 people. Between 10 and 15 students are expected to join the Foundation Degree when it begins in September 2010 at Batley School of Art & Design.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Ceramics Programme Specification • Ceramics Module Specification • Progression Agreements in negotiation 	June 2010	Kirklees College (Lead) Leeds Metropolitan University Gallery North Arts Council England Crafts Council	http://www.kirkleescollege.ac.uk/course/CS09&livesearch=ceramics
FdA Commercial Photography <i>jointly developed with Digital Sector Group</i>	<p>Wakefield College has worked together with a range of employers and the British Institute of Professional Photographers (BIPP) to develop a new work-related photography qualification, designed to help existing photographers and budding freelancers develop the skills they need to succeed in this competitive industry.</p> <p>Wakefield College's Foundation Degree in Commercial Photography combines learning with the photographic and professional and commercial skills needed by freelance photographers. It was developed in conjunction with employers, including the Caleb Group and Carteblanche Photography, and involves preparation for becoming a member of the BIPP.</p> <p>The Foundation Degree has been specifically planned and built so that it is very different to any other commercial photography programme in the UK. Each of the four modules has had an industry specialist providing the input and all the assignments are based on a current or past piece of work for a real client.</p> <p>Students who successfully complete the Foundation Degree will be able to move on to the new BA Digital Photography at Kirklees College, thanks to a Progression Agreement developed by WYLLN.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Module specifications • Course outline 	June 2009	Wakefield College (Lead) Caleb Group and Carteblanche Photography British Institute of Professional Photographers (BIPP)	http://www.wakefield.ac.uk/studywithus/leaflet.asp?ID=58619

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Fire/Smoke and Evacuation training at KLM's Training facilities in Amsterdam Schiphol	<p>Following extensive negotiations with KLM, Leeds City College was given permission to use the first class training facilities at Schiphol which are normally reserved for airline use only. As part of this agreement, tutors were required to undertake one full day's training on the equipment in order to be allowed to carry out the students' training themselves. One of the aims was therefore to provide CPD for the tutors in terms of the latest training techniques so that the students could benefit as much as possible from such sophisticated training equipment. The objectives of the training were, firstly, to meet the Skills Assessments for the VRQ course, secondly to provide knowledge towards the BTEC Level 3 national qualification and thirdly to present a WBL opportunity for Level 4 students.</p> <p>KLM was satisfied that all the training had been carried out to their exacting Health and Safety standards and has invited the College back to use the facilities next year. This is a relationship which the College wishes to strengthen in the future.</p>	June 2009	<p>Leeds City College (Park Lane Campus) (Lead)</p> <p>Leeds Metropolitan University</p> <p>KLM Royal Dutch Airlines</p>	<p>Chris Bedford Leeds City College</p> <p>christine.bedford@leedscitycollege.ac.uk</p>
Masters in Sport Curriculum Development	<p>From the findings from the WYLLN Curriculum Development Marketing Mapping Exercise in Sport Leeds Trinity developed MA Management in Sport Development to start January 2011. The findings suggested that employers in the field of sport development (using the term as an umbrella title to encompass a range of sports professionals that work to develop sport) would be more interested in an MA where it helps to develop them as people, giving them knowledge in Management rather than extending their knowledge in sport development alone.</p>	January 2011	Leeds Trinity University College	<p>Julie Brunton Leeds Trinity University College</p> <p>j.brunton@leedstrinity.ac.uk</p>
Research on Festivals, Events Education, Training & CPD	<p>A major piece of research into the course, training & continuing professional development (cpd) provision currently available in Yorkshire in the fast growing events and festivals management sector.</p> <p>The 'Festivals and Events Audit of CPD, Education and Training in Yorkshire and Humber' involved the production of a report to identify progression routes for event and festival practitioners and potential practitioners across the region. The research aimed to review the provision and availability of training for the events and festival sector as well as identifying skills gaps and examining the expectations of organisations employing personnel on a paid and unpaid basis. The work was undertaken by the UK Centre for Events Management based at Leeds Metropolitan University using data from the Yorkshire Festivals Network – funded by the Arts Council – and the Yorkshire Events Network, as well as detailed consultation with industry to identify the sector's educational needs and requirements.</p>	June 2010	<p>Leeds Metropolitan University (Lead)</p> <p>Yorkshire Festivals Network</p> <p>Yorkshire Events Network</p>	<p>Leila Jancovich Leeds Metropolitan University</p> <p>L.jancovich@leedsmet.ac.uk</p>
Transforming Skills – Training and development programmes for museum staff and volunteers	<p>The University of Leeds worked with the city's museums, galleries and heritage sites on a project aimed at updating and improving training and development programmes for museum staff and volunteers.</p> <p>Participants were invited from all nine of the museums, galleries and heritage sites which constitute Leeds City Museums and Galleries, as well as the Thackray Medical Museum and Harewood House Trust to attend focus groups, interviews and networking events.</p> <p>In addition, a review of existing CPD provision was undertaken and a related survey of the changing employment opportunities in the sector over the past decade.</p> <p>The project has allowed the University of Leeds to redevelop the existing module 'Museum, Object, Practice' to incorporate new material based on the information and suggestions emerging from the surveys and focus groups.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> Final Report entitled: Transforming Skills: professional development for museum staff and volunteers in a university context. 	June 2010	<p>University of Leeds (Lead)</p> <p>Museums and Galleries across Leeds</p>	<p>Dr Mark Westgarth University of Leeds</p> <p>www.leeds.ac.uk</p>

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<p>West Yorkshire Dance Leadership Project</p>	<p>The West Yorkshire Dance Leadership Project focuses on the field of community and applied dance practice. Research suggests that dance graduates, while developing a high level of specialised skills in their chosen art form, often lack the broader range of leadership and facilitation skills needed to support and develop careers as freelance practitioners working across a range of dance contexts. Additionally, current research identifies a lack of discernible career progression routes for practising community dance artists already working within the industry.</p> <p>The project was set up to identify a range of graduate and continuing professional development work-based learning opportunities available in the region and, through doing so, provide opportunities for career progression into and within this sector of the dance industry.</p> <p>The Dance Training Accreditation Partnership (DTAP), has commissioned Youth Dance England to develop a Level 6 qualification which will provide a new professional accreditation framework for community dance leaders and freelance dance practitioners working in the community. At present the qualification is at the testing phase, and Yorkshire Dance has been commissioned by DTAP to pilot one of the four proposed modules, assessing an individual's teaching skills through class observation and portfolio evidence.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Report • contribution to module • model for dance apprenticeship 	<p>June 2010</p>	<p>University of Leeds (Lead) Yorkshire Dance</p>	<p>Vicky Hunter University of Leeds v.m.hunter@leeds.ac.uk</p>

Digital

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
Assigning Level and Credit to Vendor Skills	<p>The original aim of the project was to assign level and credit to some of the most common Vendor skills in the digital industries, and to assist those institutions within West Yorkshire who offer them to integrate these programmes into their overall curriculum offering. It also sought to engage with a number of employers to consider accrediting in-house training programmes and map these to existing FE/HE curriculum for the consideration of APL and progression opportunities.</p> <p>For several reasons the original aims of the project were both changed and reduced during the course of the project. As a result the project focused on mapping Vendor Skills qualifications across West Yorkshire, to academic qualifications in two institutions – Leeds Metropolitan University and Leeds City College.</p> <p>The resulting spreadsheet shows the module and award titles at each NQF level from 3-7, where aspects of the various Vendor Skills qualifications are included. This can be used as a basis for APL and highlighting progression opportunities.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Spreadsheet showing the results of the mapping exercise contribution to module • Final Report, which provides commentary on research findings. 	June 2010	Leeds Metropolitan University (Lead) Leeds City College (Technology Campus)	Linda Broughton nti Leeds (part of Leeds Metropolitan University) 0845 122 1555 linda@ntileeds.co.uk
Business Innovation Project	<p>For the first phase of this project, CIDA conducted a thorough evaluation survey of the 'Innovation in a Recession' event with delegates, and produced a full Evaluation Report.</p> <p>The response from survey respondents was overwhelmingly positive. Whilst for most it was felt that it was too soon to fully measure the impact of the innovations made as a result of the learning at the event, early results already showed improvements in turn over, new products/ services generated, improved production methods, new markets accessed and new routes to market identified.</p> <p>The task in the second phase was to research and collate information about innovation support services, companies and schemes available across West Yorkshire, in order to address identified gaps.</p> <p>Research has been undertaken into the most useful and up to date information, and the information has been collated and uploaded into a readily accessible medium. However, information on innovation and innovation services abound so the collated data could not possibly be considered as definitive. The data has been collated using the social networking site Delicious, making it readily available to those enterprises that have internet access. Implementation with a potential client has yet to be attempted.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • The full evaluation report from CIDA as part of the first phase of the project • The information from the second phase has been collated using the social networking site Delicious http://delicious.com/jarensaw/wylln 	June 2010	Leeds Metropolitan University (Lead) Wakefield College Leeds City College (Technology Campus)	Linda Broughton nti Leeds (part of Leeds Metropolitan University) 0845 122 1555 linda@ntileeds.co.uk

Digital

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
<p>Digital Enterprise Modules</p>	<p>The development of a suite of 15-credit Digital Business Modules is designed to address the identified skills deficits in the E-Skills UK publication 'Technology Counts: IT and Telecoms Insights 2008' and support other initiatives, needs, requirements and progression gaps.</p> <p>Nine module titles were originally identified. Outline descriptors are available for those modules which have not been fully developed, as per below in italics, should other institutions wish to build upon these developments in future.</p> <ul style="list-style-type: none"> • Digital Enterprise (level 5) – Aimed at business start-up entrepreneurs wanting to operate in the digital arena: developed by Leeds City College • E-Tailing (level 4) – aimed at taking a traditional bricks and mortar business to a click and mortar business: developed by Leeds City College • Innovation and Creativity in the Digital Industries: Creative Solutions (level 4) – Aimed at businesses that want to maximise their potential through creative and innovative new and appropriate technologies (blog, twitter, mobile technologies etc): developed by Leeds City College • <i>Digital Marketing</i> • <i>Virtual Environments for Enterprise</i> • <i>Introduction to Project Management</i> • Web 2.0 for Business: Currently being developed by Leeds College of Art • Digital Graphics Design (level 5) – Aimed at businesses that want to raise their profile through corporate image management and promotion: Developed by Leeds City College • <i>Innovation and Creativity in a Digital Environment.</i> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Module descriptors • Support materials for delivery of the E-Tail module • The web 2.0 module will also provide a web case study and associated learning materials. 	<p>June 2010</p>	<p>Leeds City College (Technology Campus) (Lead) Leeds College of Art</p>	<p>Don Parker Leeds City College 0113 216 2130 don.parker@leedscitycollege.ac.uk</p>
<p>Digital Work-Based Learning (WBL) Modules</p>	<p>The purpose of this project was to develop authentic and innovative work-based learning simulation to support the delivery of Foundation Degrees. Via this development it was intended to improve students' enterprise and employability skills, thereby enhancing their prospects in the workplace.</p> <p>This project developed several means of helping full-time students, with little or no experience of the world of work, engage with the IT industry in ways which gave them insights into the various demands of the profession.</p> <p>The resources enabled the students to appreciate the qualities sought by employers at recruitment and interview.</p> <p>The assignments allowed the students to develop their technical expertise in ways which encouraged the use of initiative and creativity at the same time as simulating the competitiveness of the workplace.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • 7 x employer interview podcasts • 7 x new WBL assignments • 4 x new WBL modules. 	<p>July 2009</p>	<p>Leeds City College (Technology Campus) (Lead) Bradford College Wakefield College</p>	<p>Alison Creedon Leeds City College 0113 297 6300 Alison.creedon@leedscitycollege.ac.uk</p>

Digital

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
FdA Computer Networking	<p>The Foundation Degree in Computer Networking amalgamated the 3 existing undergraduate courses at Leeds City College – Technology Campus (formerly Leeds College of Technology) in order to streamline their curriculum offering and to enhance the quality of their approach to work-based learning. It built in work-based learning assessment developed with input from local employers.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Programme specification • Module descriptors 	June 2008	Leeds City College (Technology Campus)	Janet Faulkner Leeds City College j.faulkner@leedscitycollege.ac.uk
FdA Web Design	<p>The FdA Web Design was validated by Leeds Metropolitan University in April 2009, and is now offered by Wakefield College in place of the HND Interactive Media qualification. Local employers were fully engaged in the development of the qualification, and the delivery of on-programme modules has further extended these relationships. The agreement of two exiting progression routes with Leeds Metropolitan University and Huddersfield University are pending.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • FdA Web Design programme, including programme specification and all modules. • Module titles: <ul style="list-style-type: none"> - Typography - Interface Design - Digital Imaging - Web Development 1 - Web Development 2 - Design for Print - Corporate identity and Branding - Project Management 	July 2010	Wakefield College (Lead) Bradford College Wakefield College	Steve Smith Wakefield College 01924 789802 s.smith@wakefield.ac.uk
FdSc Advanced Professional Technologies (APT)	<p>The FdSc Advanced Professional Technologies (APT) is structured on the adaptable 15-credit module WYLLN FD Framework and references to two available industry-recognised professional competency frameworks for IT that were developed by the Sector Skills Council for IT (E-Skills UK) in collaboration with employers in both the private and public sectors.</p> <p>The APT offers employers and practitioners (employed or self-employed) in the Digital Industries access to a fully personalised and developmental workplace and work-based higher skills qualification mapped to the national standards framework/s with practitioner professionals identifying and developing competencies across the 7 disciplines in direct relation to their varied job roles, skills development and career ambitions.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • All documentation, materials and resource prepared for scheme approval. 	October 2009	Leeds City College (Lead) Joseph Priestley College Kirklees College Wakefield College Leeds Metropolitan University University of Huddersfield	Don Parker Leeds City College 0113 216 2130 don.parker@leedscitycollege.ac.uk

Digital

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
Inspiring Women – Creativity, Computing and Entrepreneurship	<p>'Inspiring Women' is a joint project between WYLLN, the UK Resource Centre for Women in Science, Engineering and Technology (UKRC), Girl Geek Scotland and Girl Geek Dinners Leeds, which in turn is delivered through a partnership of nti Leeds (part of Leeds Metropolitan University), Kilo75 and Carbon Imagineering.</p> <p>The project enabled partners to secure high-profile international female speakers for nine Girl Geek Dinner events (five in Yorkshire and four in Scotland), and to create Video Learning Objects for each of these, including both local and international speakers. It also supported the filming of the second Women into Leadership event, providing further Video Learning Objects for the project.</p> <p>A total of ten Video Learning Objects have been produced to date, with more currently in production. The Video Learning Objects, including discussion questions and work-related assignments, will be integrated into a range of programmes at several West Yorkshire institutions from Sept 2010, including:</p> <ul style="list-style-type: none"> • BSc (Hons) Game Design at Leeds Metropolitan University • BSc (Hons) Computer Animation and Special Effects at Leeds Metropolitan University • FdA Management and Business Enterprise at Wakefield College <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • 10 Video Learning Objects to date, which can be widely used across schools, colleges and universities. These include: <ul style="list-style-type: none"> - The Future of Journalism – Sarah Hartley, The Guardian - Using Video to Make an Impact – Christine Morris, Apps & Hats - From University to Company: Insights from an Entrepreneur Games Developer – Shanna Tellerman, Sim Ops Studios Inc. - The Future of Games: Why current changes in the games industry have great potential for women – Kaye Elling, University of Bradford - Open Source, men, women and coding – Emma McGrattan, Ingres Corporation - The benefits of Gender Diversity to Boards – Gillian Arnold, Ag Resourcing - Public Appointments and the Appointments Commission – Janice Scanlan, Appointments Commission - Top ten tips for getting on a Board – Allyson Reed, Technology Strategy Board - Creativity, Computing and Entrepreneurialism within Global and Small Business Environments – Mary Vincent, Green Star Solution - How I learned to love numbers (Creativity and Computing) – Helen Harrop, Sero Consulting • Photographs from some of the events • feedback reports from students • video interviews with employers, are also available • full video overview. 	December 2010	Leeds Metropolitan University (Lead) Wakefield College University of Bradford University of Leeds (also University of Hull & University of Edinburgh outside West Yorkshire)	Linda Broughton nti Leeds (part of Leeds Metropolitan University) 0845 122 1555 Linda@ntileeds.co.uk

Digital

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
Staff Placements project	<p>The fast changing world of ICT and digital technologies necessitates lecturers and other teaching staff to stay in touch with current technologies used within the IT industry to ensure that skills presented in their teaching are up to date and relevant to current needs.</p> <p>One way to achieve this is for academic staff to take short industry placements (normally around 3-5 days) as part of their Continued and Professional Development.</p> <p>The aim of this project was to use the WYLLN funding to facilitate staff achieving this experience. 8 staff placements were achieved as part of the project.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Staff Placements Toolkit • template and completed placement forms (both staff and employer) • final report, including evaluative feedback. 	June 2010	Leeds Metropolitan University (Lead) Leeds City College (Technology Campus) University of Bradford	Simon Sharpe Leeds Metropolitan University 0113 812 7593 S.Sharpe@leedsmet.ac.uk
Video Learning Objects project <i>jointly developed with LMIE Sector Group</i>	<p>The aim of this project was to build on the success of the WBL Modules, Inspiring Women and various marketing projects by developing enhanced industry-focused learning materials based on videos from recent industry events including Leadership & Management in the Digital Industries, TEDx Leeds and Creative Networks.</p> <p>These provide students with the chance to hear from recognised industry speakers and to conduct work-related assignments based on real-life industry practice.</p> <p>A total of eight Video Learning Objects have been produced to date, with the possibility of more in future, subject to funding. The Video Learning Objects, including discussion questions and work-related assignments, will be integrated into a range of programmes at several West Yorkshire institutions from Sept 2010, including:</p> <ul style="list-style-type: none"> • BSc (Hons) Game Design at Leeds Metropolitan University • BSc (Hons) Computer Animation and Special Effects at Leeds Metropolitan University • FdA Management and Business Enterprise at Wakefield College <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • 8 Video Learning Objects to date, which can be widely used across schools, colleges and universities. These include: <ol style="list-style-type: none"> 1. "Effective Management for Creative People" – Dave Pannell, The Design Mechanics (Leadership & Management) 2. "Virtual Leadership and Virtual Teams" – Liz Cable, Reach Further (Leadership & Management) 3. "Yes we can: Innovating out of a Recession" – Dr Norman Lewis, Open Knowledge UK (Innovation) 4. "Gaming Revolution: rebuilding a direct relationship with audiences" – Charles Cecil, Revolution Software (Games) 5. "The Democratisation of Design" – Clive Grinyer, Cisco (Design) 6. "Parworld: Photographer, Curator and Collector" – Martin Parr (Photography) 7. "From the Human League to the Future of Sound" – Martyn Ware, Illustrious (Music Technology) 8. "Ten reasons why it's a great time to be in Advertising" – Sir John Hegarty, Bartle Bogle Hegarty (BBH) (Advertising) 	April 2010	Leeds Metropolitan University (Lead) Wakefield College Leeds College of Art	Linda Broughton nti Leeds (part of Leeds Metropolitan University) 0845 122 1555 Linda@ntileeds.co.uk

HSCEY

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
Advocacy Module (L4)	<p>Development of an online module designed to be used on VLE (Moodle) but transferable to other VLE platforms. Aimed at social care advice and advocacy agency staff and can be incorporated into social care programmes.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Advocacy module available through Moodle (VLE). 	April 2011	Bradford College	<p>Partners should contact Bradford College (Carol Wood) if interested in adopting the modules within their own VLE/course offer.</p> <p>Carol Wood Bradford College c.wood@bradfordcollege.ac.uk</p>
Bridging Modules to support progression from L3 to L4 into Health, Social Care or Early Years courses	<p>Responding to needs of vocational students who are identified as needing transition support in preparation for HE study, these stand-alone modules are intended to be run prior to the commencement of courses such as the FD in Health and Social Care. They help students gain academic study skills and build confidence prior to commencing on a programme leading to a full award. Feedback from the first cohort of students has been very positive.</p> <p>The course covers: Induction; Motivation and How Fast Do You Learn; Study Skills Self Assessment; Improve Your Reading; Note Taking; Reading for Information and Understanding; Understanding Writing: Purpose and Intended Audience; Planning an essay; What is a bibliography; Report Layout; Library Cataloguing and Research; National Literacy Test Paper</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Bridging modules course outline • Collection of learning/teaching resources and study materials (Available in hard copy). 	July 2009	<p>Leeds City College (Thomas Danby Campus) (Lead)</p> <p>University of Leeds</p>	<p>Julie Keightley Leeds City College julie.keightley@thomasdanby.ac.uk</p>
Building a Flexible Framework for Learning and Development in Health & Social Care	<p>This is a major project designed to respond to employer demand for more flexible training and development for health and social care staff. An audit confirmed that there is an immediate demand for this type of provision in terms of developing Assistant Practitioner roles (although the framework could be extended to other levels in due course), and provided some recommendations for action. As a result a number of 'demonstrator' projects were identified and to work with institutions to build flexible learning provision to illustrate how a framework could be constructed, working alongside the Skills for Health development of nationally transferable roles.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Audit of WY flexible learning provision and employer needs for AP roles (Mar 10) • Position paper to support workforce/education planning for APs (Aug 10) • Job description mapping across AP roles developed in Y&H to date (Oct 10) • Generic WY Nationally Transferable Role (NTR) for AP based on cancer rehab care and psychology assistant (low secure settings) developed with Skills for Health • Publication presenting the 3 'demonstrator' employer case studies in developing AP roles and HE learning provision • AP toolkit to support employers and education providers in developing AP roles and relevant learning provision. 	July 2011	<p>University of Bradford (Lead)</p> <p>Leeds Metropolitan University</p> <p>University of Huddersfield</p> <p>University of Hull</p> <p>Bradford College</p> <p>Open University</p> <p>Bradford & Airedale Community Health Services</p> <p>Bradford District Care Trust</p> <p>Calderdale & Huddersfield NHS Foundation Trust</p> <p>Bradford Hospitals Trust</p> <p>NHS Y&H (Strategic Health Authority)</p> <p>Skills for Health</p> <p>Skills for Care</p>	<p>Celia Moran Escalate University of Bradford c.a.moran@bradford.ac.uk</p>
Consultation for Certificate In Reablement Support	<p>Development of a Certificate in Reablement support using the Calderdale Framework. The course aims to provide senior support workers in rehabilitation and other associated areas of practice with the skills and underpinning knowledge needed to perform at assistant practitioner level. A key component is work-based learning and accreditation for in-house training provided through APEL. A consultation event was held to inform course development which gathered the views of carers, practitioners, workforce development managers and service users.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Certificate in Reablement Consultation Report 	October 2009	<p>University of Bradford (Lead)</p> <p>Calderdale & Huddersfield NHS Foundation Trust</p>	<p>Jane Priestley University of Bradford j.a.priestley@bradford.ac.uk</p>

HSCEY

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
Fd Working with Children, Young People and Families	<p>Responding to employer needs, this Fd was developed for staff working in children's centres, such as Family Support Workers, or other similar roles. The Fd has an emphasis on social work rather than education as it has been developed within the School of Social and International Studies. It is based on a 20 credit module structure.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Course rationale • Programme Specification – Fd in Working with Children, Young People and Families • Module descriptors 	July 2009	University of Bradford (Lead) Bradford Interchange Forum	Pat Wilkinson University of Bradford p.j.wilkinson@bradford.ac.uk
Online mentoring for Masters students in Health & Social Care	<p>The proposal to design a mentoring web site following some research done into how little support middle managers got whilst undertaking the MSc in Health & Social Care at the University of Bradford. The school felt they needed a more bespoke site than those available off the shelf where they could invite alumni to act as mentors for students - they wanted it to support their students in a specific way. It is intended to offer it as a bespoke area so organisations could monitor their own mentoring activities, specifically the mentors.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Online mentoring website facility 	June 2011	University of Bradford	Andrea Cassidy School of Health Studies University of Bradford a.cassidy@bradford.ac.uk
Professional Skills Module	<p>Collaborative development of a 20 credit Professional Skills module to meet needs identified by employers in Health / Social Care sector. Module has not been through validation as no employer demand has been forthcoming as yet.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Professional Skills Module specification 	March 2009	University of Huddersfield University of Bradford	Sam McMahon University of Huddersfield s.mcmahon@hud.ac.uk Lynda Gatecliffe University of Bradford l.gatecliffe@bradford.ac.uk
Report on Progression Agreements for HSC Apprenticeships into HE professional training	<p>A project to negotiate progression agreements to facilitate pathways for HSC apprenticeships into professional training in healthcare or social care/work. Progress on this project was not straightforward due to a number of (mostly external) factors, however 5 progression agreements have now been completed and a full report is available on difficulties encountered, consultations undertaken and responses from training providers and HE institutions to enable sponsors to tackle the issues emerging.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Report into HSC apprenticeship progression to nursing, social work and other care professional HE training • 5 progression agreements into: <ul style="list-style-type: none"> - FdA Health and Social Care (part-time), University of Bradford - FdA Health and Social Care (part-time), Leeds City College - FdA Social and Community Care (full-time), Bradford College - BA Health and Social Welfare (part-time and full-time), Bradford College - BA Social Work (full-time), Bradford College 	July 2011	Skills for Care (Lead) NHS Y&H	Jeanette Cookson Skills for Care jeanette.cookson@skillsforcare.org.uk
Work-Based Learning Modules for the FdAs in Health and Social Care	<p>The Work-Based Learning (WBL) component of the Fd in Health and Social Care, which is delivered at a number of WY institutions has been reviewed, including consultation with employers.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • 3 x WBL modules (module specifications). 	April 2011	University of Bradford (Lead)	Lynda Gatecliffe University of Bradford l.gatecliffe@bradford.ac.uk

LMIE

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
CMS Consultancy – HE accreditation of In-company training	<p>The aim of this project was to test out the approach to accreditation of in-house training within the higher education framework in West Yorkshire by piloting the postgraduate and undergraduate accreditation processes of the University of Bradford with CMS consultancy.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Project report into trial activity and outcomes • Programme specification • Module documentation 	May 2010	CMS Consultancy (Lead) University of Bradford	<p>Auriel Le Pla CMS Consultancy</p> <p>01422 836606 auriel@cmsconsult.co.uk</p>
Community Development and Leadership	<p>In partnership with a number of community organisations in Leeds, a lack of provision was identified around community development and leadership. This mirrors concerns raised by the National Council for Voluntary Organisations. The role of the community sector is constantly changing in accordance with policy initiatives and funding opportunities and constraints. Often the roles of staff who are working for small organisations in the community are complex and their skills and expertise may be located in their knowledge of local communities with little or no training in their roles and functions as leaders and conveying leadership skills to socially and economically deprived communities via community development principles and approaches.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Identification of the community development and leadership needs of staff working in community development • Pilot curriculum and materials • Transferable and flexible part-time accredited level 4 community development and leadership curriculum which addresses identified skills deficits 	January 2010	University of Leeds (Lead)	<p>Fiona Chapel Lifelong Learning Centre University of Leeds</p> <p>0113 3433219 f.chapel@leeds.ac.uk</p>
FdA Leadership & Management for Children's Care/ Social Care <i>jointly developed with HSCEY Sector Group</i>	<p>These Fd's have been developed in response to needs identified by Skills for Care and WY employers for leadership and management training for social care and children's care managers or aspiring managers. They both follow the same structure, but are contextualised in Social Care or in Children's Care as appropriate to the student's work setting. This allows cross sector learning and improves the feasibility of delivery in increasing numbers of potential students. The title of the degree awarded will reflect the context in which the student has completed their studies.</p> <p>They are being validated by both Leeds Metropolitan University (for delivery at Wakefield College) and University of Bradford (for delivery at the University of Bradford and Calderdale College), so there are 2 versions; one based on 15 credit modules and one on 20 credit modules.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • FD Structure – Leadership & Management in Social Care/Childrens Care • Programme specification • Module descriptors (both 20 credit and 15 credit versions) • Report on Implementation of FD Mgt Childrens Care Jan 10 (Wakefield College) 	July 2009	<p>Wakefield College/University of Bradford (Lead)</p> <p>Calderdale College</p> <p>Joseph Priestley College</p> <p>Leeds Trinity University College</p> <p>Skills for Care</p> <p>CWDC</p>	<p>Jenny Lee Wakefield College</p> <p>j.lee@wakefield.ac.uk</p> <p>Lynda Gatecliffe University of Bradford</p> <p>l.gatecliffe@bradford.ac.uk</p>

LMIE

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
FdA Social Enterprise Leadership	<p>This programme was designed to strengthen and support the work of social entrepreneurs in creating, developing and sustaining their organisation. The Curriculum was designed to develop:</p> <ul style="list-style-type: none"> • An understanding of what makes a social enterprise, its purpose and how stakeholder needs and various other factors may define, contribute to or support its social objectives. • An understanding of how the social impact might be assessed, differentiating between social accounting, social audit and social impact assessment • Strategic skills which initiate change through entrepreneurial vision and leadership together with an understanding of the operating environment for social enterprise. <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • New Fd in Social Enterprise Leadership • Progression Agreement 	March 2010	University of Bradford (Lead) Wakefield College	<p>Dr Alan Maybury University of Bradford</p> <p>01274 233296 a.maybury@bradford.ac.uk</p>
First at Work	<p>This project was targeted at British Gas employees where large cohorts of learners can be engaged in initial work-place learning relevant to the business, with the aim of promoting progression to accredited learning at level 4.</p> <p>Although the concept of distributed leadership in the workplace is gaining currency, employer investment in higher levels of learning is still mainly for senior staff and those who already have HE qualifications. Those without such qualifications are much less likely to receive employer funding or broader-based support for HE study.</p> <p>Development was staged so as to build from initial business-focused work-place learning through to credit-bearing courses in the area of business management at level 4. A key curriculum aim was to build academic skills into more traditional delivery of work-place CPD, with employer support, as well as raise employer and employee awareness of educational opportunity, so as to enhance the probability of longer-term participation in HE. Several stages of progression were built for the learner, to facilitate progression and exit according to learner needs, and to enable individuals to continue to progress even if employer involvement should reduce.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Conference and Conference pack material • Project report • Specification for 60 credit university certificate at level 4 	December 2009	University of Leeds (Lead) British Gas	<p>Dr Stella Cottrell Lifelong Learning Centre University of Leeds</p> <p>0113 343 7892/3 s.cottrell@leeds.ac.uk</p>
ILM Progression Agreement Project	<p>The development of a multi entry and exit progression agreement from ILM qualification onto HE qualifications in West Yorkshire.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Power point slides from dissemination event held on 22 June 2011 • Progression Agreements 	June 2011	Wakefield College (Lead) University of Bradford University of Huddersfield University of Leeds Leeds Metropolitan University Leeds Trinity University College Leeds City College Bradford College Calderdale College	<p>Ian McGregor Brown Business & Educational Consultancy</p> <p>0113 204 0955/07837 168190 ianmcbrown@talktalk.net</p>

LMIE

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
Modelling Progression Agreements with SMEs	<p>Work was undertaken with SMEs in the West Yorkshire area which showed that there is a need for short qualifications which can support companies trying to 'grow' their management and leadership skills. Often companies feel that delivery at level 4 is inflexible in terms of mode and content. Moreover they express concern that learning objectives and outcomes may be driven by the needs of HE rather than adhering to the requirements of individual companies.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Project report • Conference presentation • Level 4 certificate (60 credits) • Example Progression Agreement 	January 2010	University of Leeds	Lindsey Fraser/Anthony Ellis Lifelong Learning Centre University of Leeds 0113 3433219 l.fraser@leeds.ac.uk a.e.ellis@leeds.ac.uk
QCF and the FHEQ: Enabling Learners to Develop Pathways between the Two Frameworks	<p>The purpose of this project was to undertake research addressing the following issues:</p> <ul style="list-style-type: none"> • How is the QCF currently being embedded into existing HE provision in leadership and management in West Yorkshire? • Exploring and providing clarity on the actual practice and mechanisms by which HEIs import QCF credit into existing qualifications within West Yorkshire • What value is assigned to professional and other learning within the QCF by HEI providers of leadership and management qualifications? • Exploring the opportunities and challenges for HE providers of using QCF credits as a means of offering credit within leadership and management qualifications • Develop case studies of approaches by HEIs and colleges to embedding QCF credits into FHEQ qualifications to aid work-based and other vocational learners in identifying appropriate progression pathways <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Dissemination event held June 22nd 2011 • Power point slides from the event • Project report 	May 2011	Au fait Consultancy (Lead) University of Leeds Leeds Trinity University College Wakefield College University of Huddersfield University of Bradford Kirklees College Institute of Leadership and Management	Peter Wilson Au fait Consultancy Ltd Peterwilson49@btinternet.com

WYLLN projects

Project Title	Outline	Completion date	Institutions/Organisations involved	Further details
AVACCC Project – Adding Value and Currency to Community Courses	<p>This project aimed to ease progression for learners on courses delivered to hard-to-reach groups in community settings. Some courses are accredited and some are non-accredited but due to funding policies, there tends to be a Level 2 ceiling and there are many people who have studied in the community with a number of level 2 credits who have no awareness of their currency and value in terms of the possibilities for progression. WEA tutors and frontline staff had limited understanding of where their learners could progress. Some learners did progress to Level 3 courses in mainstream FE and also a variety of foundation degrees and foundation programmes in HE, but there were no formalised agreements.</p> <p>The AVACCC Project (Adding Value and Currency to Community Courses) was undertaken in 2009 and completed in July 2010. Progression agreements with two FE and one HE Provider (Open University (FE/HE) and the University of Leeds (FE) were produced as well as some resources and an interactive website open for all to use.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • 5-progression route guides that focussed on the following areas; childcare, support assistant/work in schools, working with family centres, counsellor and teaching/education • an explanation sheet to explain the qualifications and levels that is to be presented separately • a contact sheet of all the educational providers within West Yorkshire (including those in the voluntary sector), Awarding Bodies, other useful contacts • an interactive WEA website 	July 2010	WEA (Lead) Open University University of Leeds	http://www.wea.org.uk/yh/AVAC/AVAC.html http://www.wylln.ac.uk/Home/partner_zone/Projects
East Leeds Catholic Schools Project	<p>It was recognised that there was a bottle neck in the progression of vocational learners particularly from level 2 to 3 between the partner schools and colleges. Many learners were lost from vocational learning at this stage in their development with a concomitant loss in terms of progression to HE.</p> <p>The project aimed at establishing progression agreements at key stages from the schools to the colleges then to university in order to make clear the requirements and to build relationships between institutions. Within the agreements there would be a support programme for learners and their parents and carers.</p> <p>The project was successful. Progression agreements were set up between the schools and the two colleges. They articulate progression arrangements from level 2 vocational courses to level 3. These link with progression agreements between the colleges and HE providers from level 3 to level 4. As part of these agreements there are bi-annual meetings between the five institutions to monitor the agreements.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Progression Agreements • Final report 	May 2011	Leeds Trinity University College (Lead) Notre Dame Sixth Form College Leeds City College Cardinal Heenan High School Corpus Christi Catholic College Mount St Mary's High School	Lucy Wright li.wright@leedstrinity.ac.uk http://www.wylln.ac.uk/Progression_Agreements
Illuminate	<p>The 'WYLLN Illuminate' trial project was funded by JISC under the 'Facilitating Collaboration' stream of the BCE programme as part of the 'Trialling Collaborative Online Tools for BCE' project. JISC infoNet led the delivery of outputs with support from other JISC Advance Services.</p> <p>The project had four main aims:</p> <ul style="list-style-type: none"> • To raise awareness of Illuminate amongst WYLLN partners. • To evaluate Illuminate as an effective tool for online collaboration. • To assess whether the tool is suitable for use by WYLLN as a replacement for face-to-face meetings. • To raise awareness of software tools in general amongst WYLLN partners <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Final Project Report • Case Study 	July 2011	Central WYLLN Team	http://www.wylln.ac.uk/Home/partner_zone/Projects

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Get into GEAR: Gender Equality Action Research	<p>The UKRC is the Government's lead organisation for the provision of advice, services and policy consultation regarding the under-representation of women in science, engineering, technology and the built environment (SET).</p> <p>To develop practice through action research in order to enhance engagement, retention and progression of women as non-traditional learners in sectors where they are under-represented i.e. this could include engineering, manufacturing, construction and the built environment, digital industries, ICT and print.</p> <p>The project was based around four distinct events with research activity taking place between each event:</p> <p>First GEAR: Event to establish the project; engage participants; gender equality training and beginning the process of identifying pieces of Action Research</p> <p>Second GEAR: Bring participants together to share their progress so far in their research and identify the next steps forward</p> <p>Third GEAR: The final group session brought participants together again to share progress, Agree on presentation of their research and plan for the dissemination event</p> <p>Top GEAR: Regional Dissemination Event</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Get into GEAR: Gender Equality Action Research Final Report (details of the staff development programme and research activities) • Get into GEAR: Gender Equality Action Research Participant Pack (pack of resources for staff development programme) 	June 2010	UK Resource Centre for Women in Science Engineering and Technology – UKRC (Lead) Bradford College Leeds College of Building University of Bradford University of Huddersfield	Helen Collier UKRC h.collier@theukrc.org http://www.wylln.ac.uk/Home/partner_zone/Projects
Green Vision: Skills	<p>Green Vision: Skills is an Open Access Resource platform that provides up-to-date and useful information and resources for Construction professionals to use when making decisions on renewable technologies. It is an interactive platform which aims to promote communication and interaction, knowledge sharing and communities of Best Practice.</p> <p>Covering areas such as Geothermal, Wind, Biomass, Solar power, and many more, the website aims to be a valuable resource for the Built Environment.</p> <p>GVSkills is an Open Access Website, however, you will need to register to download resources or request information from experts.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • An open access resource website 	June 2011	Leeds Metropolitan University (Lead) Leeds College of Building Summitskills Yorkshire & Humber Microgeneration Partnership	Claire Walker Leeds Metropolitan University c.walker@leedsmet.ac.uk www.gvskills.com http://www.wylln.ac.uk/Home/partner_zone/Projects
HE Progress Now e-portfolio	<p>Students on the Independent and Supplementary Nurse Prescribing course at The University of Huddersfield use an e-portfolio to capture the details of their work-based learning and have it assessed. Students capture their learning in a variety of different formats; they are able to cross reference it against the learning outcomes and crucially their work can be authenticated by community based practitioners, without the need to access the University's Virtual Learning Environment. The tutor is then able to continuously review their student's progress and then assess the student's evidence when it is submitted. All assessment actions and decisions are captured in a clear audit trail. The e-portfolio is now being developed for use in other courses where there is work-based assessment.</p> <p>The e-portfolio that has been developed offers a number of benefits:</p> <ul style="list-style-type: none"> • The tutor is able to continuously quality assure the assessments that are being made • A clear audit trail of assessment decisions is in place • The relationship with work based assessors is easier to manage and check • There is more effective use of the work based assessors time 	June 2011	AXIA Interactive Media (Lead) University of Huddersfield	Mr Chris Peat Customer Services Director Axia Interactive Media c.peat@axiainteractive.net http://www.wylln.ac.uk/Home/partner_zone/Projects

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Higher Level Skills Coordinators	<p>This project established a higher level skills coordinator (HLSC) in each of the five West Yorkshire local authority areas.</p> <p>The focus of the HLSC project was to promote the value of developing higher level skills both as a response to the recession and to ensuring the local city/town had the appropriate higher level skills for the future.</p> <p>Each HLSC had a dual role, a strategic level role to assist and support the local Employment and Skills Board and local authority in developing their higher level skills strategy, policy and delivery plans; an operational role to work directly with businesses and business intermediaries to promote and support the delivery of higher level skills to the workplace.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Project final reports • Research report into developing and sustaining high performance in the AEM sector within Kirklees • 16 progression agreements 	May 2011	WYLLN team (Lead) Bradford Metropolitan District Council Calderdale Council Kirklees Council Leeds and North Yorks Chamber of Commerce Wakefield Metropolitan District Council	<p>http://www.wylln.ac.uk/Home/partner_zone/Resources</p> <p>http://www.wylln.ac.uk/Progression_Agreements</p> <p>http://www.wylln.ac.uk/Home/partner_zone/Projects</p>
IAGnow	<p>IAGnow is a simple online tool designed to support the delivery and management of Information, Advice and Guidance activity. IAGnow will track the learner journey from initial IAG intervention, into and through higher education by using information input by IAG advisors and partner organisations.</p> <ul style="list-style-type: none"> • IAGnow can enable you to effectively monitor the number of users supported by the Lifelong Learning Network as ASNs, IAG supported learners and learners on new modules or courses developed through LLN activity. • IAGnow can help you to track your learners from the initial IAG intervention and follow their journey into and through higher education, providing valuable information on successful IAG, types of courses and allowing identification of problem areas. • IAGnow can significantly help in the collection and translation of data for HESA returns and HEFCE reports. • IAGnow provides a streamlined process and ensures all partners are inputting information into the same format, making the process more efficient. • IAGnow provides the opportunity to manage the IAG activities a learner receives across a range of organisations by giving access to a learner's previous intervention history. • IAGnow is an effective way for Lifelong Learning Networks to add value to their partnership and can be branded to retain their identity. <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • IAGnow online tool 	May 2008	AXIA Interactive Media (Lead) Other WYLLN partners	<p>Chris Peat Director of Business Strategy AXIA Interactive Media Unit 68, Annexe 4 Batley Business and Technology Centre Technology Drive, Batley, WF17 6ER.</p> <p>c.peat@axiainteractive.net</p> <p>http://www.wylln.ac.uk/DocsAndMedia/WYLLN%20IAGnow.pdf</p> <p>http://www.wylln.ac.uk/Home/partner_zone/Projects</p>

WYLLN projects

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Progression from the 14-19 Advanced Diploma to HE Research Project	<p>In response to a request from HEFCE for WYLLN to support the introduction of the 14-19 diplomas the University of Huddersfield School of Education and Professional Development was commissioned to undertake a research and consultation project on the implementation of 14-19 advanced diplomas within the West Yorkshire region, with a particular focus on progression into Higher Education.</p> <p>The main aims of the project were:</p> <ul style="list-style-type: none"> to establish a systematic 'curriculum map' database incorporating information about the consortia offering or planning Construction and Built Environment (CBE), Creative and Media (C&M), and Society, Health and Development (SHD) advanced diploma lines across West Yorkshire, including contact details of schools/colleges, contribution to delivery, actual and projected student numbers, and information about potential and actual progression routes and agreements To review curriculum developments related to each diploma line and approaches to delivering Personal, Learning and Thinking Skills (PLTS) and Extended Projects To identify existing and potential progression relationships into Higher Education from each diploma line, as well as potential barriers and levers to progression To support the development of progression agreements from 14-19 diplomas into Higher Education, including evaluating the possibility of developing a sub-regional approach <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> Progression from the 14-19 Advanced Diploma to Higher Education Research Project Final Report 	September 2009	University of Huddersfield (Lead) Bradford College Bradford Confederations The University of Bradford Calderdale and Kirklees Careers Calderdale College Campus Calderdale Education Leeds Joseph Priestley College Kirklees College Kirklees Collegiates Leeds City College Leeds College of Art Leeds College of Building Leeds College of Music Leeds Metropolitan University Leeds Trinity & All Saints College The University of Leeds Leeds West City Learning Centre Wakefield College Wakefield Metropolitan District Diploma Consortium	Dr. Christine Jarvis Dean of School of Education and Professional Development University of Huddersfield c.jarvis@hud.ac.uk http://www.wylln.ac.uk/DocsAndMedia/WYLLN14-19%20Report.pdf
Promoting the Progression of Advanced Apprenticeships into HE through West Yorkshire Learning Providers (WYLP)	<p>This project aimed to raise awareness and bring greater understanding of the progression from Advanced Apprenticeships to HE for providers, employers and also HE institutions.</p> <p>There was recognition that current apprentices may not be aware that they can progress to HE with an Advanced Apprenticeship qualification or the appropriate requirements of the higher level qualification for them to gain a place. It was also recognised that some training providers are unaware of the opportunities for progression for their apprentices and may, indeed, see their sole purpose as achieving full framework completion. Employers may also be unaware of the opportunities for progression for their apprentices but may also not realise the advantages that could be gained by their businesses by the acquisition of higher-level skills and knowledge. It was also accepted that employers had their own views on the career progression of their Advanced Apprentices or the type of course that they want them to take up, consequently it was vital that employers had a greater understanding as to the progression routes.</p> <p>Consequently, it was believed that both target groups would benefit by the provision of targeted seminars to which appropriate training providers and employers would be invited; that formal and informal relationships between providers, employers and HE institutions should be developed to support a shared understanding some of the barriers, the curriculum needs and the IAG needed to ensure progression; and that progression agreements should be established where appropriate.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> Final Report 15 Progression Agreements 	July 2010	West Yorkshire Learning Providers (WYLP) (Lead) Training organisations that are members of WYLP	Ashfaq Ali Gulab Development Coordinator ashfaq.gulab@wylp.org.uk http://www.wylln.ac.uk/Home/partner_zone/Projects http://www.wylln.ac.uk/Progression_Agreements

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Skills West Yorkshire CPD/ Short course website	<p>A searchable website currently housing 129 short courses from 10 partner institutions has been developed and is accessible at www.skillswestyorks.ac.uk. Visitors to the site can look for courses under sector headings for ease of searching and select up to 4 courses to compare for content, location, duration and cost. Once they have selected the course required, a registration of interest form (ROI) is completed on the site and sent directly to the providing institution. If there isn't a course of interest available on the site the visitor can request information on alternative provision on the ROI, or direct links are available to participating institutions' main websites. Dedicated email addresses from this site to partner institutions allows for a quick response to enquiries. Partners are responsible for updating, adding and removing courses from the database behind the site. Any number of partners can add content to the site in agreement with the partnership. This will provide a growing, comprehensive training and skill development offer for West Yorkshire businesses and individuals.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> The dedicated website www.skillswestyorks.ac.uk provides a number of benefits: <ul style="list-style-type: none"> Through Google analytics data will be available on number /types of training is being sought by employers and individuals to inform future provision A protocol has been developed to support existing and new providers to enter and update provision on the website 	July 2011	WYLLN team and subsequently the new partnership HEAPP (Lead) University of Huddersfield University of Bradford Bradford College Calderdale College Leeds College of Building Leeds Met University University of Leeds Leeds City College Wakefield College Joseph Priestley College	Mr Richard Pearson Senior Computing Officer University of Huddersfield r.pearson@hud.ac.uk www.skillswestyorks.ac.uk
Trans:it	<p>This project developed a suite of interactive support tools for use with FE learners, enabling them to recognise and develop their strengths and their identified needs in preparation for learning in higher education.</p> <p>Additional material has been produced from October 2010 to June 2011 to meet the specific requirements of students moving into and through engineering courses in higher education. This has been funded by the Royal Academy of Engineering and WYLLN.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> Website Supporting programme of tutorial activities Guidance pack Materials including 6 sections with a number of units within each section 	July 2010 (and July 2011 – additional material)	University of Bradford (Lead) Bradford College Calderdale College Wakefield College Huddersfield New College Shipley College Leeds College of Building Leeds City College Technology Campus Open University University of Leeds Leeds Metropolitan University Leeds Further Forward	Mohan Mistry University of Bradford M.Mistry3@Bradford.ac.uk www.transitwestyorkshire.ac.uk http://www.wylln.ac.uk/Home/partner_zone/Projects

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Virtual Maths	<p>The WYLLN Motivational Maths (now formerly known as Virtual Maths) project, led by Leeds Metropolitan University, developed open access maths materials for construction. Using web technology, mathematics is set and contextualised in construction environments.</p> <p>Using totally spherical images, students can look around and explore construction sites. The online navigation tools allow users to open up real maths problems within the construction sites. Video, audio and animation are used to aid understanding of the topic and the problem. Scenario and case study materials require students to undertake active investigations into both open and closed questions. Tools are designed as teaching aids and as more independent learning activities, where the teacher's role becomes more supportive. All the resources can be accessed either as pdf documents or interactive word documents which can be saved/printed or completed online.</p> <p>Since its launch in October 2009 to June 2011 the web resource has registered 351 members, and has had 6,502 individual visitors who have accessed the resource pages a total of 41,804 times. In January 2011 Virtual Maths won the Best Education and Learning Project at the be2awards.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • A full range of ICT and online resources have been produced that meet the project requirements and are freely available for all 	October 2009	Leeds Metropolitan University (Lead) Leeds College of Building Bradford College Kirklees College Pro Skills (SSC)	Prof. Christopher Gorse Leeds Metropolitan University c.gorse@leedsmet.ac.uk Ms Claire Walker Leeds Metropolitan University c.walker@leedsmet.ac.uk http://www.virtualmaths.org/ http://www.wylln.ac.uk/Home/partner_zone/Projects
XCRi-CAP	<p>eXchange of Course Related Information – Course Advertising Profile is a European standard is an open specification for producing and aggregating collections of courses offered by providers. The work carried out by the partners was funded by JISC.</p> <p>Following some initial work looking at issues of implementing the standard at the University of Huddersfield, a proof of concept project designed to actively engage partners in providing their CPD offerings in an XCRi format. Within the project innovative aggregator solutions were also developed to demonstrate how third parties could use XCRi files.</p> <p>A demonstration website was developed which allowed a selection of CPD courses from a selection of partner institutions to be searched using a range of criteria.</p> <p>As a result of the project it was clear that there still needs to be a lot of awareness raising to enable organisations to take the first steps in the use of XCRi. It demonstrated that the XCRi standard is suitable for the presentation of commercially focused training and education.</p> <p>Resources which have been generated include:</p> <ul style="list-style-type: none"> • Project reports • Code for the demonstration website http://halo.hud.ac.uk/wyxcricpd/ThisIsTheMenu.aspx 	August 2010	WYLLN Team (Lead) University of Bradford Leeds Trinity University College University of Huddersfield Interactive Solutions Yorkshire and Humber Business Link	Jenny Grainger Director of Marketing & Communications University of Huddersfield j.c.grainger@hud.ac.uk http://www.jisc.ac.uk/publications/reports/2009/hudxcrifinalreport.aspx http://www.xcri.co.uk/library/139-wyxcricpd-west-yorkshire-lifelong-learning-network-project.html http://halo.hud.ac.uk/wyxcricpd/ThisIsTheMenu.aspx http://www.wylln.ac.uk/Home/partner_zone/Projects