

The Learning and Teaching Support Network Generic Centre

Accredited work-related learning programmes for students

A guide for Graduate Employers

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ltsn
generic centre
Learning and Teaching Support Network



Introduction

Val Butcher, Senior Adviser with the LTSN Generic Centre

Graduate recruiters are confronted by a growing number of references in application forms to different sorts of personal development initiatives taken outside mainstream university courses.

This guide will help you make sense of the growing range of opportunities open to students for gaining experience which has been accredited 'outside' the academic curriculum and which enhances their employability.

I hope that this will help the hard-pressed graduate recruiter make more effective use of information at first screening stage, and to make the best use of valuable interview time to focus on encouraging candidates to articulate what they have gained from the full range of their experiences in higher education.

How to use this guide

Hugh Smith, TetragonHR Consultancy - former head of graduate recruitment for BT

This guide is intended to be used primarily as a handbook. The following steps are recommended.

In the selection process

1. Identify the work experience which is cited by the candidate
2. Locate the programme from the listing in this guide
3. Consider the match between the 'Learning Opportunities and Outcomes' identified in the guide and the person-specification
4. Assess the degree to which this particular candidate's learning from the work experience programme strengthens their suitability for the role.

Within recruitment planning

1. Check through the 'Information for Graduate Recruiters' and the 'Learning Opportunities and Outcomes' attributed to each work experience programme in this guide
2. Obtain more information where needed from the contact points identified
3. Draw up a schedule which matches your particular job-types with specific programmes that have features which develop maximum potential contribution to job effectiveness
4. Promote awareness of these programmes and their potential benefits within your organisation
5. Ensure that your recruitment material is designed to elicit details of accredited work experience from applicants, and that these details are considered within the selection process.

Foreword

Jill Lang, Graduate Recruiter with People Potential Partnership Ltd.

In the drive to help students become 'work-ready' and to demonstrate the transferable skills needed for the successful transition from university to graduate employment, many HEIs – assisted by a wide range of organisations – are devising ways to enable students to reflect and report on the work-related skills they are using and developing through a whole range of activities. Whether these are voluntary or paid, full time or part time, long term or for short periods, students are encouraged to focus on the skills they are developing and to consider how these may be of benefit in future employment.

As employers assessing a wide range of graduate competencies, we have been calling for wider awareness of 'employability skills' for some time. It is therefore encouraging to find that students are increasingly presenting relevant information on application forms which is backed up with evidence in the form of a certificate or another form of accreditation.

The organisations which provide opportunities for the development of these skills generally operate outside the formal curricula. They use either their own evaluation system or that of another educational accrediting body to give formal recognition to students' transferable skills development.

The purpose of this guide is to help employers to understand the learning opportunities and outcomes offered by these organisations, the outcomes which students can achieve, and the ways in which their learning is assessed and recognised.

The LTSN Generic Centre has prepared this guide to help employers assess the value of the evidence that students are presenting. It gives a brief insight into the activities of a range of organisations – operating outside universities – which work with students both to help them develop their transferable skills and to give formal recognition of their learning.

Among the organisations described are those which work with employers and which invite their evaluation of students' developing skills.

Brief details are included of the educational accreditation organisations which offer academic accreditation of learning relevant to the development of transferable skills.

The many courses, programmes and modules within universities being designed to bring recognition to transferable skills development into the curriculum and degree accreditation systems – and the range of organisations arranging pre-degree 'gap year' experience – are not included here. The need to focus this guide on a subset of the full variety of work-related learning is testimony to the very many excellent initiatives which are coming into place to address this vital gap.



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National Student Learning Programme (NSLP)

A peer-based training scheme to disseminate key skills amongst students organised by the National Union of Students (NUS).

www.nusonline.co.uk/nslp

Contacts: Projects Manager
 Jenny Willmott
 020 7561 6529

 Projects Officer
 Ian Negus
 020 7561 6539

 Resource Development Co-ordinator
 Kate Lester
 020 7561 6538

 Director of Research & Development Projects
 Sophie Holmes
 020 7561 6550

Learning Opportunities and Outcomes

NSLP is in operation in over 80 students' unions. Students, selected by their unions, attend a three-day residential training programme which equips them with knowledge and skills in the following areas

- the role of the trainer
- learning styles and training methods
- using training equipment
- use/misuse of games in training
- communication and presentation skills
- evaluation and self-development
- dealing with fear and conflict within themselves and that experienced by those they train.

The training continues with participation in two network days, delivering six training sessions, and completing a Trainer's Portfolio. Those who successfully complete the training programme gain the NSLP Trainer's Award. Trainers have access to five comprehensive resource packs and to the NSLP website for ongoing support.

Information for Graduate Employers

Working in their own unions, student trainers provide training in transferable skills required in students' day-to-day activities such as those involved in contributing to the running of clubs and societies, the implementation of equal opportunities policies, voluntary work, student welfare, and acting as representatives on student councils and as course representatives. Employers can benefit in that student trainers have started to acquire some of the skills and knowledge needed to train, lead and support colleagues. They have also developed communication skills, self-confidence, and the ability to work effectively with others. They have shown a capacity for reflection and self-evaluation, and have demonstrated a high level of personal commitment.



National Student Learning Programme (NSLP) 'Skills Manager'

Online personal development planner made available by the National Union of Students (NUS)

www.nusonline.co.uk/nslp

Contact: Resource Development Co-ordinator
Kate Lester
020 7561 6538

Director of Research & Development Projects
Sophie Holmes
020 7561 6550

Learning Opportunities and Outcomes

Students are made aware of their learning and development in the area of key skills through reflection on activities and experiences whilst at university.

Information for Graduate Employers

'Skills Manager' is a national online student personal development planner. It is located on a password protected area of the NUS website which all students can access using their NUS cards and individualise for continuous use. It helps students to identify, record and plan activities that lead to the attainment of key skills and encourages them to reflect upon the skills and qualities which they can offer an employer. In addition, 'Skills Manager' helps students prepare for the concept of lifelong learning and continuous professional development.

It has been structured to form one element of the national 'Progress File' initiative, details of which can be found on the LTSN Generic Centre website (www.ltsn.ac.uk/genericcentre > projects > personal development planning > progress files).

STADIA

Network supporting development opportunities for students organised by the National Union of Students (NUS)

www.nusonline.co.uk

Contact: Resource Development Co-ordinator
Kate Lester
020 7561 6538

Director of Research & Development Projects
Sophie Holmes
020 7561 6550

Learning Opportunities and Outcomes

STADIA helps students to acquire skills such as organisation, self-management and teamwork. This is achieved by providing training for students, student officers, students' union and staff in higher education institutions who have responsibility for, or are interested in student activities and student development in the area of transferable skills. In order to facilitate this, STADIA organises regional and national training and networking events.

Information for Graduate Employers

Regional co-ordinators and STADIA staff work with HEI and students' union staff to provide training and networking opportunities based on student activities with the aim of helping students to develop work-related skills. STADIA organises a yearly conference to address student activities issues and widen the debate on student development.

Student Unions work with institutions to develop programmes where skills acquired from voluntary work and work experience are accredited through national programmes or are given accreditation by the higher education institution as happens at, for example, at the Universities of Exeter, Plymouth, Bradford, Hull and Staffordshire. By taking part in extra-curricular activities at local, regional and national level, students gain valuable work-related skills such as team working, organisation, and self-management.



Student Officer Summer Training Programme

Organised by the National Union of Students (NUS)

www.nusonline.co.uk

Contact: Training Manager
Hannah Michael or Emma Smith
020 7561 6542

Learning Opportunities and Outcomes

Newly-appointed NUS Student Officers are trained so that they can take up training and development roles in their unions during the following academic year. Level Two accreditation is being developed with the National Open College Network (NOCN). (Level Two accreditation equates to NVQ L2/ GCSE A* to C. More information on this is given on page 18).

- Information on the National Qualifications Framework (NQF) can be found on the Learning Skills Development Agency website: <http://www.lsda.org.uk/curriculum2000/natqualframework.asp>

Information for Graduate Employers

Local NOCN centres can help HEIs design a programme around ongoing activities in order to facilitate the development of skills and knowledge of newly appointed NUS Student Officers. Student Officers acquire valuable skills in organisation, training, communication, negotiation and in representational roles at various levels throughout the institution.

Student Representation

Student Representation modular course accredited by the North East Open College Network (NEOCN) and administered by the Union Society of the University of Newcastle Upon Tyne. The course comprises nine units of which four are at Level Two and five at Level Three.

www.unionsociety.co.uk

Contact: Union Development Officer
Neil Gow
0191 239 3966

North East Open College Network (NEOCN)
www.neocn.co.uk

Programme and Curriculum Development Officer
Patricia McCarron
0191 224 3434

Learning Opportunities and Outcomes

The course covers the skills needed for:

- effective representation
- communication in Higher Education
- Higher Education issues and policy
- service provision for students
- possible paths for progression from the role of Student Representative.

For each module, the learners produce a portfolio showing evidence of their activities and learning such as papers prepared for meetings, articles, reports and similar material together with reflective logs that they have been completing throughout the year.

Information for Graduate Employers

Student Representatives who successfully complete the course will have developed a good understanding of the development of Higher Education in the 20th century and an understanding of current issues and policies in HE. They will have a sound grasp of committee work and the ability to research and prepare material for discussion. They will be able to communicate effectively, both formally and informally, and to identify barriers to communication. They will be sensitive to the needs of different groups and to the sometimes conflicting needs of the various stakeholders involved, particularly where the allocation of resources has to be carefully prioritised. Their critical self-awareness will have been developed to an extent that they can readily identify the new skills which they have acquired while recognising those which need further work.

InsightPlus™



The InsightPlus™ programme helps students to recognise the skills they develop during part-time employment, voluntary work and students' union welfare and representational activities. InsightPlus™ accredits students' learning with the ILM Introductory Certificate in First Line Management, thus helping them to find an appropriate and challenging job. InsightPlus™ has been developed and is managed by the Careers Research and Advisory Centre (CRAC).

www.insightplus.co.uk

Contact: Marie-Jo Wilson_
marie-jo.wilson@crac.org.uk
01223 448526

Sherry Abuel-Ealeh
sherry.abuel-ealeh@crac.org.uk
01223 448 538

Learning Opportunities and Outcomes

The programme involves participation in structured, interactive workshops, support from a personal mentor (a graduate who has received training in mentoring) and use of the NSLP 'Skills Manager' (p.6), together with online resources through insightplus.co.uk. Students are awarded a Level 3 Introductory Certificate in First Line Management, accredited by the Institute of Leadership and Management, on successful completion.

Information for Graduate Employers

InsightPlus™ is currently the only UK-wide programme that accredits students' learning in either part-time work or volunteering with a nationally recognised qualification. It enjoys the support of major graduate recruiters and key educational institutions, and it has received seed funding from the Department for Education and Skills.

The programme has six compulsory areas

- building the team
- problem solving skills
- time management
- using information for decision making
- identifying self-development needs
- planning change.

In addition, students choose four options from

- managing diversity
- understanding customers
- performance indicators
- coaching OR training
- leadership
- communications media.

The personal mentor encourages the student to reflect on their work experience in order for them to develop those skills which are essential in a wide range of jobs. The mentor also draws on their own experience in the work place to give their students a further insight into the world of work.

Student Volunteering UK

Student Volunteering UK is a national organisation which supports over 200 local institution-based groups of student volunteers. In conjunction with the groups, Student Volunteering UK offers recognition and certification of the employment-related skills acquired as a result of community volunteering. There are around 25,000 volunteers taking part each year.

www.studentvol.org.uk

Contact: Kim Brunel-Osman
info@studentvol.org.uk
020 7739 4953

Learning Opportunities and Outcomes

The Volunteering and Recognition scheme is advertised to all potential student volunteers as a way of having their activities formally recognised. Those interested meet the local Student Volunteering co-ordinator who takes them through the various stages involved. The process begins with students preparing an action plan identifying their current skills, knowledge and attitudes and how they wish to develop/change these. While undertaking voluntary activities, students meet their Student Volunteering co-ordinator at least twice each term/semester in order to discuss progress and to reflect on issues arising. Students are also required to keep 'learning diaries' to document their learning, to encourage them to review their activities, and to help them bring together all that they have learnt when they come to prepare a final written 'summary of learning'. The Student Volunteering co-ordinator checks and verifies each student's summary then arranges for the award of a certificate issued and endorsed by Student Volunteering UK.

Information for Graduate Employers

Projects are run by student volunteers with and for the community. These projects are thus in line with the position taken in the Dearing Report that students need exposure to the community if they are to become equipped emotionally and practically for life after Higher Education. The skills and attributes that can be developed through student volunteering include drive, communication, flexibility, problem solving, self-reliance, negotiation, working with others, creativity and flexibility.

A survey conducted by the Student Volunteering UK in 1998 indicated that virtually all the respondents considered that their voluntary work had added to their personal and professional development. Around 70 per cent said that the training and development opportunities provided during their time as volunteer had added value to their CVs at employment interviews. Additionally, 75 per cent of student volunteers had gone into employment that was related to their volunteering rather than to their course.



Millennium Volunteers

Government funded scheme open to those aged from 16 to 24. Its aim is to encourage young people to become involved in local issues that concern them and to make a positive contribution to the life of their community and to their own lives. Projects can be as diverse as sports coaching, environmental issues, youth leadership, music and dance.

www.millenniumvolunteers.gov.uk

Contact: Millennium Volunteers Support Centre
0800 085 1624

Learning Opportunities and Outcomes

Students, either individually or as members of Student Community Action groups, work with their local MV support centre. The MV Project Organiser agrees each volunteer's plan which covers the nature of their volunteering; how the community will benefit, how the volunteer will benefit, and the number of hours to which the volunteer commits. The Project Organiser records the hours worked and reviews the plan and outcomes at suitable points. At 100 and 200 hours, the project and its results are reviewed with the volunteer. Awards are given to those completing 100 hours (signed by the Minister for Learning and Young People) and 200 hours (signed by the Secretary of State for Education and Skills).

Information for Graduate Employers

The Millennium Volunteer's Personal Profile describes what the volunteer has done, how the community has benefited, and what the volunteer has acquired in terms of personal development and skills such as communication, team working and problem solving. Employers report that volunteers have gained invaluable work experience and have shown a very creditable level of commitment. A student's MV experience is likely to be of significant importance when talking to a prospective employer.

STEP Enterprise Ltd

Arranges project-based placements in small companies and not-for-profit organisations. All STEP placements are run through a network of co-ordinators throughout the UK. Open to penultimate year undergraduates who have less than six months' relevant work experience.

www.step.org.uk

Contacts: Philip Donnelly
National Office
0870 036 5450
Fax: 0115 950 8321
E-mail: enquiries@step.org.uk

Learning Opportunities and Outcomes

At the end of their placement, all students are required to produce a written report. They are then eligible for inclusion in the 'Skills Bank' graduate recruitment service. This is an on-line database of those who have successfully completed a STEP placement and which is available to employers looking to recruit high quality graduates. Those taking part in the eight-week summer programme are entered in a national competition for the 'Most Enterprising Student' award.

Information for Graduate Employers

Most STEP placements – which will not necessarily be related to the student's course of study – last for eight weeks but other periods are available to suit individual needs and circumstances. Projects are available in a wide range of disciplines ranging from engineering and manufacturing to marketing, art and design. Students are placed in a situation which will make the best use of their existing skills and attributes as well as encouraging the development of new ones. After initial induction and training, students are closely monitored by their local STEP co-ordinator who also provides them with training in report writing and presentation techniques. Students are paid a weekly training allowance.



Cymru Prosper Wales

Based in the Careers Service, University of Wales and funded by the National Assembly of Wales. Its aim is to encourage businesses with fewer than 250 employees to employ undergraduates/graduates by providing subsidised pay for work placement.

www.cpw.org.uk

Contact: Programme Manager for Wales
Chris Walke
01729 295707/295249

Learning Opportunities and Outcomes

Undergraduates are placed for eight weeks during their second summer vacation. Graduates are placed for twelve weeks at any time. Those on placements prepare a personal development plan and are then supported by workshops and other learning resources. They keep a diary to record their experiences and to document what they are learning. At the end of the project, students/graduates prepare a report of the project and give a presentation to the business where they worked. Feedback reports are prepared by the participant and the business.

Information for Graduate Employers

Work placements must involve work of a type that enables participants to demonstrate their skills by applying these to the business. As well as acquiring a technical knowledge of the project, participants' acquire/develop skills in project management, self-management, working with others, report writing, communication and presentation.

Royal Academy of Engineering BEST programme

BEST brings together dedicated engineering education schemes (funded by industry, government and the Gatsby Charitable Foundation) of interest to school pupils, undergraduates and graduates (to age 34). The programme seeks to provide a greater understanding of engineering and to attract and develop potential engineers.

www.raengbest.org.uk

Contact: Pre-University and Undergraduate Programme Manager
Dr Peter Revell
revellp@raeng.co.uk
020 7222 2688
Fax: 020 7233 0054

Learning Opportunities and Outcomes

The Engineering Leadership Awards scheme, now in its sixth year, enables undergraduate engineers with marked leadership potential to study engineering and management to a high level. Awards are given to those who show outstanding ability so that they can undertake an accelerated personal development programme. They are given the opportunity to acquire and enhance the additional skills needed to fulfil their potential in preparation for fast track executive careers in engineering. Students attend seminars and workshops at the University of Cambridge which provide management training and career development advice. They also have a personal mentor who is a Sainsbury Management Fellow. Students receive cash awards to cover educational expenses and to fund their bespoke three-year personal development plan which includes high quality work experience and career opportunities.

Information for Graduate Employers

The scheme targets the top 20% of engineering undergraduates on the second year of MEng courses. There are currently 30 students sponsored each year who have been selected through a rigorous application programme. Those taking part not only gain a wider understanding of engineering but also achieve better degrees. In addition, they are far more likely to gain the most attractive positions after graduation.

Information on schemes for graduate engineers are available via the BEST website.



SCOPE Fast-Track Partnerships

Fast-Track is a development programme for graduates with disabilities. It was set up five years ago to provide disabled graduates with the opportunity to gain valuable work experience at the right level. It consists of a twelve-month contract of employment with SCOPE, made up of two six-month secondments to key national employers who have agreed to become partner organisations.

www.fast-trackpartnership.co.uk

Contact: Programme Manager
Wendy Le Messurier
0207 619 7299
Textphone: 0207 619 7187

Learning Opportunities and Outcomes

Once graduates (and those of graduate calibre) have been selected by a recruitment process, which comprises a papersift, interview and assessment centre, their development needs, preferences and key skills are identified and matched to opportunities provided by the partner organisations. Two placements are available during the twelve-month period to give trainees the opportunity to experience different organisational styles and to enhance their CV and future employment prospects. Personal development training modules assist trainees to develop and fine-tune' and develop core skills such as communication, teamwork, presentation, and job-seeking skills. There are also opportunities for trainees to meet on a regular basis and develop their own peer support network.

Information for Graduate Employers

There are only ten places available each year so competition is stiff and the standards achieved are correspondingly high. Each partner organisation contributes financially to the running of the programme and is therefore committed to a successful outcome. SCOPE reports that to date, there has been a 100% success rate in trainees gaining employment suitable to their abilities. Many are offered permanent positions with the placement companies before the end of the programme: others secure employment elsewhere.

Windsor Fellowships

The Windsor Fellowship (a registered charity formed in 1986) seeks to develop talented individuals from the Black and Asian communities so as to enable them to influence the socio-economic opportunities of those communities in the UK. The Windsor Fellowship undergraduate programme works in partnership with leading UK organisations.

www.windsorfellowship.org

Contacts: Chief Executive
Mark Blake
020 7613 0373
blakem@windsor-fellowship.org

Director of Education and Policy Services
Carson Yarde
yardec@windsor-fellowship.org

Undergraduate Director
Debi Lewison
lewinsond@windsor-fellowship.org

Learning Opportunities and Outcomes

Potential Windsor Fellows must either be ready to embark on a full-time degree course or be in their first year as an undergraduate. Applicants undergo a rigorous selection procedure and if successful, are sponsored by a leading public or private sector organisation. They then undergo a challenging programme designed to equip them with the personal, managerial and professional skills needed to give them the 'edge' to succeed. During semester breaks, Fellows take part in residential seminars covering topics such as communication and presentation, team building, leadership, business insight, interviewing and selection. Their sponsor provides a six to eight week work placement to give Fellows the opportunity to develop and demonstrate their skills. A 'Personal Enhancement Programme' is provided to deepen self-awareness.

Community involvement – an essential part of the programme – enables Fellows to gain further experience in applying their developing skills as well as giving something back to their community. A Student Liaison Officer provides one-to-one coaching and mentoring. Further support is available from over 300 graduate Fellows.

Information for Graduate Employers

Participants undertake a high quality programme which focuses on the development of creativity, determination, vision, leadership and a commitment to success. They gain a 'real life' insight into the world of business and of organisations and are able to test themselves against the skills and personal qualities required in those environments.



AIESEC

AIESEC was established in 1948 to improve cultural understanding between nations. It developed into an organisation which facilitates the exchange of students across the world and is now the largest not-for-profit global organisation run by students. It has a presence in over 700 campuses in 84 countries, including 23 campuses in the UK.

www.aiesec.co.uk

Contact: National President
national@uk.aiesec.org
0207 549 1800

Learning Opportunities and Outcomes

AIESEC's primary activity is to run a student exchange programme which gives undergraduates and recent graduates the chance of a work placement in one of the 84 countries in the AIESEC network. Placements are available in various areas of management, IT, engineering, teaching, and with NGOs. The aim is to give participants the experience of life in another culture, to broaden their perspective on the world, and to deepen their understanding of themselves. In addition, the work placements provide opportunities for developing a range of employment-related skills.

AIESEC offers a structured three-year learning cycle. During the first year – 'Youth with potential' – student volunteers are engaged in promoting AIESEC, in assisting students from abroad who are taking part in internships, and in marketing the exchange programme to other students and local companies. The second year – 'Youth managing youth' – involves student volunteers in managing (and chairing) their local committee and looking after matters such as finance, external relations and human resources: in this case, other volunteers. (AIESEC likens the work of those committees to running a small business.) If they wish, second year members of AIESEC may take part in a short exchange during their summer vacation to one of the network countries. During the final year – 'Youth managing youth' – experienced student members of AIESEC take responsibility for coaching younger members and facilitating their development. Training is also available at national conferences as well as from national teams which support local activities. The three-year cycle culminates in students' participation in an AIESEC exchange.

Students returning from abroad take part in reintegration weekends which provide an opportunity for them to talk about their experiences, to review what they have learnt, and to consider how they can build on their learning. AIESEC attaches a lot of importance to this time for reflection in the company of others who have had similar experiences and who are also thinking about their next steps.

Information for Graduate Employers

AIESEC places considerable weight on 'learning by doing' and on encouraging students to manage their own development. Pro-active students are likely to have sought feedback on their internships from the organisations involved. Programmes of endorsement or formal accreditation for students' learning by UNESCO or CRAC (pg.9) may also be developed.

National Open College Network (NOCN)

Kedleston Road, Derby, DE22 1GB
01332 591071

www.nocn.org.uk

The National Open College Network (NOCN) is one of the UK's foremost providers of accreditation services for adult learning. It is a recognised national qualification awarding body and is the central organisation for 29 Open College Networks (OCNs) based across the UK.

NOCN provides national qualifications and programmes in a wide range of subject areas and offers a local accreditation service through the OCNs that provides recognition of achievement through the award of credit. NOCN works in partnership with organisations to develop learning strategies that will enable people to participate and succeed. The fully integrated service of accreditation and qualifications helps to secure provision relevant to learners and employers. It offers robust standards, achievable goals and progression opportunities for all. In this way, NOCN aims to widen participation in, and access to, high quality flexible education, training and learning; to promote social inclusion; and to ensure that learner achievement is recognised, valued and understood through a national framework of accreditation.

NOCN offers qualifications in a wide range of subjects and areas and at the following levels:

Entry Level	Measures individual progress, particularly in basic skills and self-confidence.
Level One	Broadly comparable to NVQ Level 1, GNVQ Foundation and GCSE grades D - G
Level Two	Broadly comparable to NVQ Level 2, GNVQ Intermediate, and GCSE grades A* - C
Level Three	Broadly comparable to NVQ Level 3, GNVQ Advanced and A Levels

- Information on the National Qualifications Framework (NQF) can be found on the Learning Skills Development Agency website: <http://www.lsd.gov.uk/curriculum2000/natqualframework.asp>



The Open University

Open University Validation Services
020 7278 4411

www.open.ac.uk/validate

The Open University has 22% of all part-time higher education students in the UK. Students can enter at the age of 18 but two thirds are aged between 25 and 44. Nearly all OU students are part-time and about 70% of undergraduate students remain in full-time employment throughout their studies.

The Open University has 13 regional centres to support students in their local area. It provides the flexibility to enable students to fit study around work and personal commitments and it makes a particular effort to support students with disabilities.

Courses can be taken as stand alone modules or can be combined to build towards a recognised academic qualification. The Open University, through OU Validation Services, can accredit an organisation's own education or training programmes, leading to vocational qualifications and academic credit that can be counted towards a degree.

- Information on the National Qualifications Framework (NQF) can be found on the Learning Skills Development Agency website: <http://www.lsd.a.org.uk/curriculum2000/natqualframework.asp>

City & Guilds Licentiate (LCGI) Award

Contact for information on the LCGI award

Patrick Sherlock

020 7294 2650

patrick@city-and-guilds.co.uk

www.city-and-guilds.co.uk

Sandwich Degree courses can gain accreditation by City and Guilds for the vocational aspects of extended periods of work experience which form an integral part of the degree course. Graduates who have undertaken an 'Industrial Placement Year' as part of a recognised 'thick' Sandwich Degree course can attain the LCGI qualification. The LCGI can also be awarded to those who have had shorter spells of work experience equivalent to two semesters which form parts of a 'thin' Sandwich Degree course.

The LCGI is equivalent to Level 4 NVQ and the award is recognised as meeting relevant industry training requirements.

- Information on the National Qualifications Framework (NQF) can be found on the Learning Skills Development Agency website: <http://www.lsd.gov.uk/curriculum2000/natqualframework.asp>



City & Guilds Personal Development Award (PDA)

Contact for information on 'PDA 3519'
Jackie Douglas
020 7294 2752
enquiry@city-and-guilds.co.uk

www.city-and-guilds.co.uk

The Personal Development Award recognises the skills and knowledge that can be gained through work experience and a range of other activities and is valuable for demonstrating these skills to employers. Undergraduates can achieve this vocational qualification through activities such as part-time jobs, voluntary work for their student union or by coaching sports activities. The award accredits skills and knowledge gained through experience either in the workplace or a variety of structured activities. This could link with the Personal Development Planning element of the 'Higher Education Progress File' initiative.

To be considered for the PDA, students carry out a self-audit, prepare an action plan, then compile a diary of evidence detailing work or other relevant activities and documenting the skills and knowledge acquired. Their final task is to write a report reviewing their activities and the nature of their development throughout the entire process.

The award recognises independent learning and has minimal tutor involvement, but an assessment at an approved City and Guilds centre is required.

- Information on the National Qualifications Framework (NQF) can be found on the Learning Skills Development Agency website: <http://www.lsda.org.uk/curriculum2000/natqualframework.asp>

Edexcel Foundation **BTEC Professional Development in Work-Based Experience**

Stewart House
32 Russell Square
London WC1B 5DN
080 240 9800

www.edexcel.org.uk

Candidates for the BTEC Professional Development in Work-Based Experience must complete two core units – Career Development and Operational Experience – plus three units from:

- Work-based project
- Organisational Structures and Processes
- The Effective Professional
- Health and Safety
- Quality and Customer Care.

Evidence for one unit can be gained through six weeks work experience, and each unit successfully completed is recognised and accredited with a BTEC Certificate of Unit Credit. A candidate with one year's work experience would be expected to achieve the full award after completion of the Edexcel Candidate Log Book.

Assessment is undertaken at Edexcel accredited centres.

- Information on the National Qualifications Framework (NQF) can be found on the Learning Skills Development Agency website: <http://www.lsd.org.uk/curriculum2000/natqualframework.asp>



The Institute of Leadership and Management (ILM) Introductory Certificate in Management

1 Giltspur Street,
London EC1A 9DD
020 7294 3053

www.nebsmgt.co.uk

The Institute of Leadership and Management is a subsidiary of City and Guilds. It was formed in 2001 from the merger of the National Examining Board for Supervision and Management (NEBS) and The Institute for Supervision and Management (ISM). The ILM awards management qualifications to supervisors, team leaders and managers from levels 1 - 5 of the National Qualifications Framework.

The Introductory Certificate in Management is designed for those who are likely to become first line managers (team leaders or supervisors) or who are already in post but have had little or no formal training in their role. The programme requires a minimum of 30 hours learning which provides an introduction to the wide range of responsibilities of a first line manager. The programme combines key elements of the full certificate in a tightly focused package which can produce a step change in performance quickly and economically. There are no formal entry requirements, but participants should be practising or potential first line managers with two years full-time (or three years part-time) work experience, and a background which will enable them to benefit from the programme.

The main purpose of this award is to improve the performance of first line managers which for many participants is an end in itself. However, completion of the award can be a stepping-stone to further qualifications. The award may provide credit against the full Certificate, or it can be designed to provide (and certify) specific knowledge and skills for people working towards the S/NVQ in Management at Level 3. Alternative delivery methods are available to maximise flexibility of learning.

The programme includes:

- the role and responsibilities of a team leader/first line manager
- developing first line management skills
- motivation and delegation
- team planning and organising; building and leading a team
- communication skills
- self-development
- decision making and problem solving
- cost control
- quality assurance
- health and safety

This is the accredited qualification supporting 'InsightPlus' (pg 11) developed by the Careers Research and Advisory Centre (CRAC) Cambridge.

- Information on the National Qualifications Framework (NQF) can be found on the Learning Skills Development Agency website: <http://www.lsda.org.uk/curriculum2000/natqualframework.asp>

LTSN Generic Centre

Assessment, widening participation, e-learning, employability - these are just some of the issues which concern everyone in higher education today. No one person or institution has all the answers, and yet plenty of answers are out there. Within the UK's higher education institutions there are some excellent learning and teaching practices. Many of these practices are common to a number of subject disciplines and are easily transferable. The LTSN Generic Centre aims to broker this expertise and promote effective practices in learning and teaching across all disciplines.

The LTSN Generic Centre team is just one part of the much larger Learning and Teaching Support Network (LTSN). This larger network includes 24 Subject Centres whose role it is to address learning and teaching issues specific to their subject areas.

To find out more visit our website at www.ltsn.ac.uk/genericcentre.

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