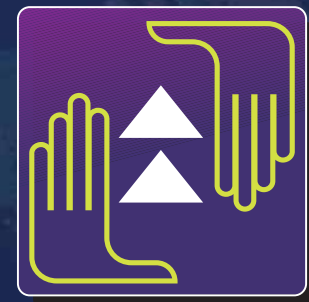


Connecting professionals to transform the future



ANNUAL REVIEW 2009

Includes
2010
Calendar



Learning South West

The vision and role of Learning South West is:
“ Connecting professionals to transform the future ”

To achieve this it will pursue 3 overall goals:



Partnership

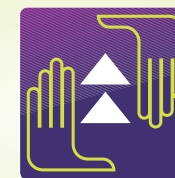
Build cross-sector partnerships and networks of organisations and professionals in order to improve the quality, responsiveness and accessibility of learning and youth work provision.



Voice and Choice

Empower young people, adult learners and practitioners, so that they participate in and influence learning and youth work provision.

Celebrate the achievements and positive contribution of young people and adult learners in order to engage everyone



Practice

Create and promote approaches to professional development and standards that reflect what works in practice.

Continuously develop our own practice and strive to become an exemplary learning organisation.

Each month in the calendar describes the work of Learning South West and our partnership and shows the icons for each goal that this work contributes to.



Message from our Chair



Learning South West, like everything else around us, is in transition.

We know some of the drivers for change: recession, globalisation and climate change; demographic change; technological innovation; an anticipated new government. We also know there is a massive reform programme already underway, (e.g. introduction of the Qualification and Credit Framework, new funding mechanisms and agencies; the raising of the participation age). What we cannot predict is how these changes will combine to affect the futures of young people, adult learners and the professionals that work with them.

As part of our response to this transition, Learning South West's strategic vision and role is shifting from being "the partnership to promote excellence in learning" to "connecting professionals to transform the future."

This shift recognises that, if we are to adapt our practice and be resilient as professionals in the face of so much change - we need to become better connected. We need to connect in order to improve our reflective practice and to respond to innovation and change. We need also to develop our own ability and agency as individual professionals, local organisations and professions to transform our own practice. Only then can we become responsive enough to play a positive role in empowering and equipping young people and adult learners to transform the future.

Work towards the new vision is already being implemented and is showcased in this calendar. Learning South West's work is all through partnership and the credit for these achievements belongs to the dynamic organisations and inspiring professionals who daily and monthly demonstrate their commitment to helping young people and adult learners realise their potential.

Internally, Learning South West is also in transition. After four years leading Learning South West, Tim Boyes-Watson stands down as Chief Executive in order to lead Mango, an international development charity which is building the financial management capacity and sustainability of community organisations around the world. I would like to take this opportunity to thank Tim for the vision and energy he has brought in growing Learning South West's role as a vital catalyst for partnership and development in the region. Paula Jones, the current Deputy Chief Executive, will take over development of this ambitious vision for the future.

Peter Avery
*Chair of the Board and Principal
Richard Huish College*

Connecting Professionals to Transform the Future



I want to use this introduction to thank our staff and partners for their willingness to 'connect' with Learning South West and its progressive vision. It is your

partnership that has enabled us to realise all our achievements.

We have become the region's key centre for developing networks and communities of practice for learning and youth work practitioners. These enable practitioners to enrich their own reflective practice, through comparing it with their peers and to try out innovations and jointly develop good practice. In 2009, Geoff Petty told us that the evidence base from analysis of all professional development activity across the world demonstrated that there was one key ingredient in 95% of successful professional development activities - peer support.

The SWitch Centre for Excellence in Teacher Training (CETT) has enabled a massive range of jointly developed practice to be explored by small,

cross-sector working partnerships of organisations. From April 2010, SWitch will combine with the other South West CETT, (Peninsula based at the University of Plymouth), and will then connect almost every organisation and professional involved in teacher training in the region's lifelong learning sector.

In both lifelong learning and youth work, Learning South West is taking a lead in working with the relevant regional and national organisations to develop workforce development strategies for the region, which must be connected to the needs expressed by other sectors as well as young people and learners themselves.

We connect to national processes of 'professionalisation' by ensuring we have our most experienced staff in key positions within the relevant national bodies. Paula Jones is an elected member of the Council for the Institute for Learning and is Chair of the influential Association of Centres for Excellence in Teacher Training (ACETT). Gill Millar is on the Board of Lifelong Learning UK and is a member

of the National Youth Agency Education and Training Standards Committee.

I believe we have laid the foundations for us to play our part in transforming the future, but I wish you and my colleagues a lot of luck all the same!!

Tim Boyes-Watson
Outgoing Chief Executive



I am so proud and immensely pleased to be chosen to lead our vibrant partnership and unique cross sector organisation that is dedicated to

improving the quality of lifelong learning and youth work in the South West region. I have learnt in my role as Deputy Chief Executive and Learning and Skills Development Manager how our ambitious vision can be realised, by:

- 1 Recognising the significance of a shared vision

- 2 Focusing on the importance of genuine collaborative partnership- a multi professional, multi contextual approach
- 3 Removing the sense of isolation that many organisations and professionals feel in their delivery of service and in their practice
- 4 Involving a wide range of practitioners, young people and learners
- 5 Being intelligent with our intelligence – learning to learn as organisations.

We will continue to work hard to develop and connect communities of professional practice in the knowledge that we are all working to the same shared vision and goals. We know the answer lies within us all and is not 'blowing in the political wind'. We know how important it is to feel connected to others and to involve as many people as possible in creating change we want and for the better.

Paula Jones
New Chief Executive

“Begin it now”



I remain heartened that the long awaited recognition of the clever job practitioners carry out to inspire, enthuse and teach new skills and foster a love of learning continues to be a key policy focus. It is evident that the main way out of our economic difficulties is to concentrate our efforts on the future by supporting business and the people who work in them to acquire new skills or update existing ones. It also helps in bleak times to remember how important it is for us all to draw upon our creative energies to make life worth living. Learning and development take place in all kinds of settings and can happen through working with all kinds of people.

In Learning and Skills we work in what I describe as a political ‘vortex of uncertainties’. We do know change continues in the name of improvement but how that change will exhibit itself and impact our

organisation and our practice is what we often feel ignorant of. This ignorance is similar to the frustration we feel in first steps to learning something new, we look to others for answers and support. Often instead of feeling comforted that with hard work and practise we will reap rewards for our effort it feels for us that we are in a waiting room rather than a class or work room. We continue to wait for information about the new funding arrangements before we can plan for our delivery, the new framework to measure our quality of delivery and our learners achievements, we wait for the new programme so we are all ‘singing from the same resource pack or power point’, the new skills policy so we can confidently engage with our local communities and employers.

If we are committed to learners and learning, we feel we are already doing a professional job which makes a difference in our lives and the lives of others then we must stop this waiting and ‘begin it now’ in the name of our knowledge and

expertise. We have the wherewithal to gather and create our own vision, the ability to find solutions together and make them happen. The projects and stories through out this calendar illustrates how we have been getting on with getting better at what we do. Each day on each page is a testament to the learning providers and practitioners of how learning magic can be fostered in spite of a system that seems to negate against our potential.

“Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it. Begin it now”.

Johann Wolfgang von Goethe
(1749 -1832).

Paula Jones
New Chief Executive

Adult Learners' Week – Deadline 29 January 2010



January 2010

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Celebrating learning

Adult Learners' Week is the UK's largest and longest running learning campaign. Held each May, it encourages thousands of adults, whatever their age and background, to give learning a go. Adult Learners' Week will take place from 15-21 May 2010, but the nomination deadline is Friday 29 January 2010 – so please act now!

Learning South West is delighted to be coordinating Adult Learners Week in the South West for the second year running and looks forward to celebrating the incredible achievements of adult learners across the region.

Last year, on 12 May 2009, Award winners, nominees, nominators and guests from around the region came together at Westland Leisure Complex to celebrate their amazing successes and one of the many



Photo courtesy of NIACE

inspiring stories was that of Paul Parker from Yeovil, Somerset. Paul left his job as a Silicone Mouldings Engineer after being diagnosed with degenerative disc disease and has since become a volunteer Teaching Assistant. Despite his difficulties, Paul has undertaken training including an NVQ Level 3 in Children's Care Learning and Development, which has helped him to progress to Higher Education and the Technical

Certificate where he was awarded distinctions for all three assignments. His dedication and commitment to learning was recognised with a Regional Individual Award.

Paul said: "learning to me means hope, a future, a purpose. Going back to learning has given me the opportunity to retrain for a job I love. I have achieved beyond my expectations."

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27 Wed
28 Thur
29 Fri
30 Sat
31 Sun

Adult Learners Week
Nomination deadline

CONTACT DETAILS

01823 347955
alw@learning-southwest.org.uk
www.learning-southwest.org.uk

» If you know any adult learners, organisation, project, group or family who deserve to be recognised and will inspire others, please nominate them before it's too late! Call 0116 204 4200 or go online to nominate at www.alw.org.uk/nominate



Paul Parker receives his award

“ Adult learning is thriving throughout our region, formally and informally, in families, communities and in the workplace. Learning remains at the heart of human endeavour and at this time it is particularly important that we value it in all its forms ”

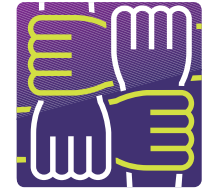
Simon Mauger NIACE
Programme Director,
South West region

niace
promoting adult learning



European Union
European Social Fund
Investing in jobs and skills

Looking to the future



February 2010	
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15	Mon
16	Tues

Disseminating Good Practice

Membership of the SWitch Centre for Excellence in Teacher Training has snowballed from 40 members in 2007 to over 60 in 2009 and will be probably greater than 100 when it merges with the other CETT in the South West, Peninsula, in April 2010. The independent evaluation of SWitch has confirmed that it has achieved its original vision which was to develop an inclusive partnership for excellence which involves the diverse range of organisations involved in Initial Teacher Training and Continuous Professional Development of teachers in the South West learning and skills sector.

SWitch's members include organisations from Higher Education, Further Education, Adult and Community Learning, Work Based Learning, Third Sector



SWitch & Peninsula CETTs jointly hosted a successful National CETT Conference in May 2009

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 28 Sun

CONTACT DETAILS:

01823 365440
 switch_cett@learning-southwest.org.uk
 www.learning-southwest.org.uk
 or
 www.switchcett.org.uk

(voluntary and community) and Specialist College contexts - as well as Awarding Bodies and regional support organisations. The merger with the Peninsula CETT will create a dynamic single South West CETT with region and sector-wide reach, and will include offender learning and public sector training within the health service and police.

SWitch was instrumental in the creation of ACETT, a new association of the 11 CETT's across England, which enables teacher training practitioners to influence key national agencies and policy makers. Collectively the CETT's have played a big role in helping implement government reforms in teacher training and now seem set to influence future policy in this area.

Date for the Diary

SWitch Dissemination Conference
Friday 19 March 2010
Taunton Rugby Club



Members value the opportunity to meet and share developments with colleagues at Partners' Forum Days

“ Being an active member of the SWitch CETT has been a huge benefit to Enable Assessment. Specialising in Work Based Learning, SWitch has enabled us to explore alternative ways of delivering PTLLS/CTLLS with outstanding achievement

rates and excellent External Examiner reports. SWitch is a supportive and informative organisation that should be supported by those involved in initial teacher training ”

Julie Smith
 Director of Enable Assessment,
 a member of the SWitch CETT Partnership

Learning to join up the dots



March 2010

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- 13 Sat
- 14 Sun
- 15 Mon
- 16 Tues

Sharing Learning

For the first time Learning South West enabled the key agencies and organisations involved in the development of lifelong learning to join up the dots and hold a Learning Opportunities Fair to brief organisations on the various programmes and opportunities available to them. The Fair was a resounding success with capacity attendance and demands for a repeat performance in 2010!

Over 75 delegates from throughout the South West came to the Fair to find out more about regional support programmes, discuss progress and approaches, and network. The day was about participation and exploring ways we can support and sustain innovation in a rapidly changing environment.

Paula Jones, Deputy Chief Executive of Learning South West, said:

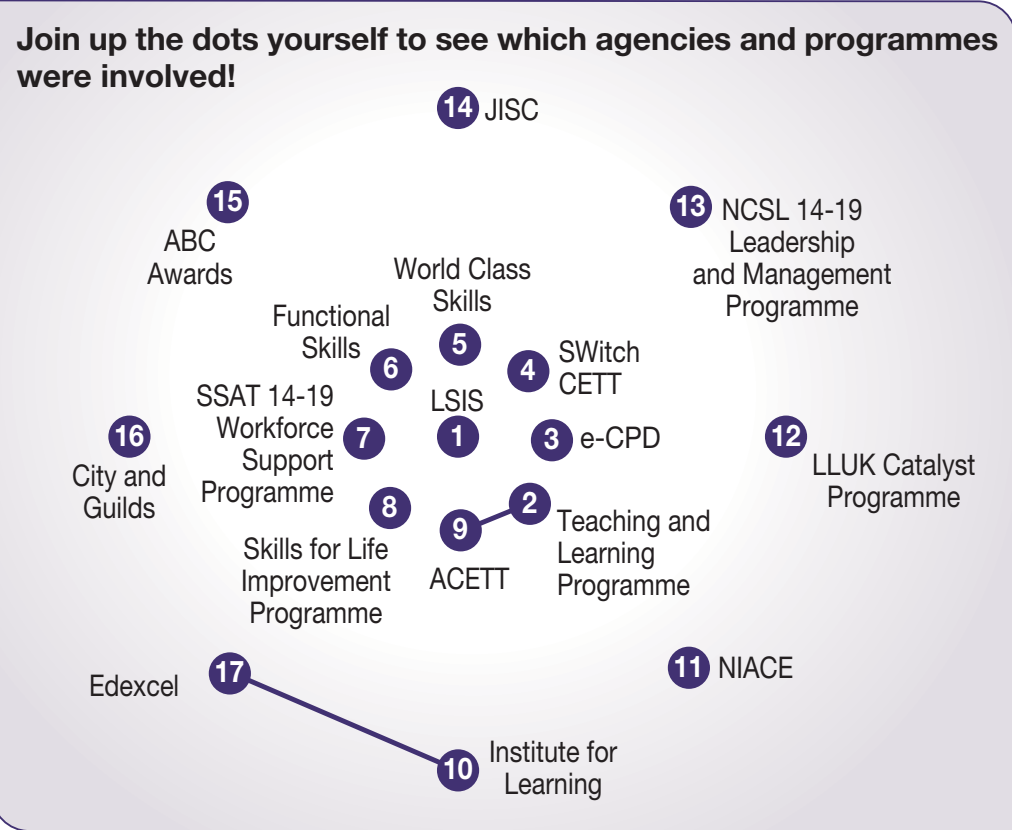


Delegates networking at the Learning Opportunities Fair

“The demand from delegates for a regional showcase such as this means that we will be running another fair next year”.

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CONTACT DETAILS:
01823 365440
events@learning-southwest.org.uk
www.learning-southwest.org.uk



“ Learning South West is an indispensable resource in the region ”

Pauline Moylan
Sector Engagement Adviser
for LLUK

Quotes from contributors to the fair

“ Opportunity to meet with key personnel. We signed up several providers to the programme and gave details to many more ”

“ An excellent event and very timely ”



Bridget Stait & Lisa Clark
of Edexcel

Quotes from delegates at the fair

“ Finding out about all the support available in our region ”

“ Great day! The sun did shine - at least in my inspiration and enthusiasm to deliver better ”

April 2010

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Helping Youth Work Work

Increasing young people's participation

As well as supporting the development of the lifelong learning sector in the region, Learning South West is the Regional Youth Work Unit, or RYWU.

The RYWU is recognised as a strategic youth work development agency in the South West region. It supports, develops and advocates for youth work and young people, acting as a representative voice of both the voluntary and Local Authority youth work sectors across the region. The RYWU is uniquely positioned to support the voice and influence of young people in policy and decision making in the region, through our work with UK Youth Parliament.

We produce a separate review and calendar for the RYWU, but here are a few highlights of how the RYWU contributes to our 3 organisational goals.



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CONTACT DETAILS:

01823 365441
jane_shipton@learning-southwest.org.uk
www.learning-southwest.org.uk



Partnership

The Regional Youth Work Unit runs a range of networks for professionals in the local government and voluntary youth sector. For example, the Regional Youth Work Trainers Network is working with the RYWU to develop a Regional Youth Work Workforce Strategy. We also seek to influence national policy in this area through Gill Millar, our Regional Youth Work Adviser, as she is on the Board of Lifelong Learning UK and plays a key role on workforce development within the National Youth Agency.

The Voluntary Youth Organisations Network, run with support from the Big Lottery, has built capacity in contracting with local authorities and carried out a regional safeguarding audit.



Voice and Choice

We facilitate the UK Youth Parliament in the South West, which has a growing role influencing local decision-making. UK Youth Parliament local Cabinets and Advisory Groups are important forums for young people to get their views across and have led to key changes, like the introduction of subsidies for bus transport for young people in full-time education in South Gloucestershire. Each year the Parliament selects 3 key campaign issues and in 2009 these are: calling for reform in the Education Maintenance Allowance; more effort to raise awareness around sexual health; and creating a more positive image for young people.

We will be able to support the last campaign using a Big Lottery grant we have just been awarded called Sounds Positive. Sounds Positive will be run by a young person employed within the RYWU and will enable more than 200 young people throughout the South West to be trained and supported to engage with the media and promote the issues that matter to young people.



Practice

The RYWU is supporting local authorities as they move away from separate Youth Services to more integrated arrangements often based in multi-disciplinary locality teams. The RYWU has developed links with wider Children and Young People's Services and the 0-19 Voluntary and Community Sector, and is working closely with Children England's Regional Voluntary Sector Development Manager. Related to this, the RYWU is running a 5-year project, also funded by the Big Lottery, to support the voluntary youth sector as it responds to a shift from grant funding to commissioned contracts. Our monthly e-bulletin goes out to more than 600 recipients in the voluntary youth sector and is seen as a valuable source of information and support.



The evidence is there!



May 2010

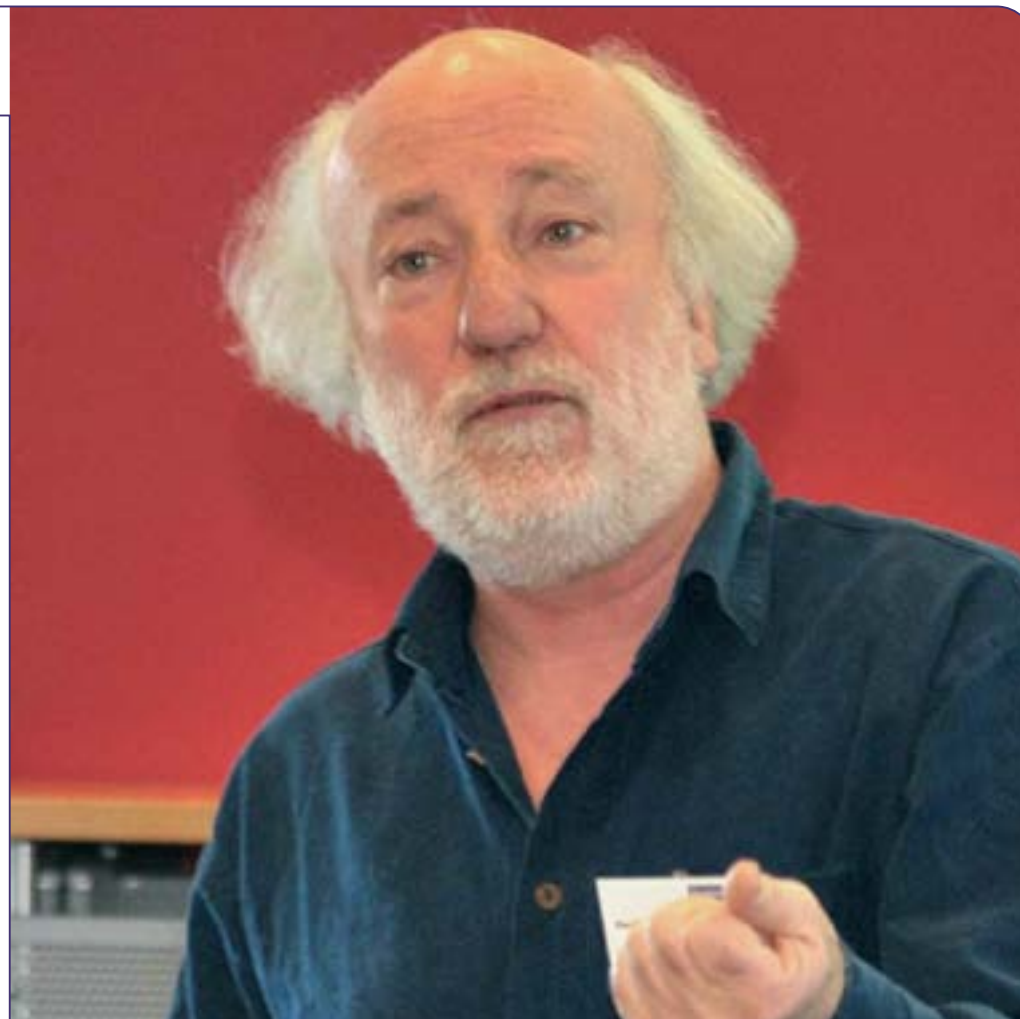
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Inspiring practice

Practitioners were inspired to critically reflect on their own and their organisation's practice when they attended Geoff Petty's workshop on 'Evidence Based Teaching'.

Geoff highlighted research into what makes Continuing Professional Development (CPD) effective and suggested that it is through repeated practice, feedback, reflection and support that improvements in practice will evolve and become embedded. He encouraged practitioners and organisations to ensure there were opportunities to practice new approaches in a supported environment through mechanisms such as peer support.

Geoff is passionate about learning and the place of the learner at the heart of what teachers do, and he offered suggestions for, and modelled, a wide range of active learning approaches.



Geoff Petty will lead another CPD session for us on 7 October 2010 look out for further details on our website!

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25	Tues
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CONTACT DETAILS

Regional CPD Advisory Service and Helpline:
 01823 365449
events@learning-southwest.org.uk
www.learning-southwest.org.uk

His enthusiasm left many participants inspired to go away and put what they had learned into action.

In 2009 Learning South West and SWitch introduced a Regional CPD Advisory Service and Helpline. This brings together, for the first time, a single coherent region-wide offer for professional development, made accessible through a Regional CPD Helpline. The Helpline can provide advice about organisations' needs based on a real understanding of the issues they face and may be able to provide or recommend free or subsidised development activity.

As the Regional Centre for the Functional Skills Support Programme (funded by LSIS) and the Regional Co-ordinator of Skills for Life CPD (The Golden Thread project funded by LSC & ESF) - Learning South West will also aim to assist providers directly through these and other projects.



What delegates had to say after attending Geoff's event last March:

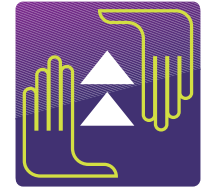
“ This event has given me the incentive to try to break new ground within my organisation in terms of trying to bring our tutors together more for peer coaching activities. Great to have *the* Geoff Petty in person ”

“ Geoff Petty has been inspirational and I have thoroughly enjoyed everything! I have learnt a lot and am looking forwards into seeing the benefits and really challenging myself! ”

Investment in People Brings Rewards



INVESTOR IN PEOPLE



June 2010

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- 15 Tues
- 16 Wed

Recognised by Investors in People since 1995

September heralded the organisation's fifth post recognition review.

This time we opted for the new customised approach to assessment, to measure our good practice beyond The Standard IIP Framework and provide more scope for development work. Therefore in addition to The Standard the review assessed our progress in establishing a learning organisation and in improving management effectiveness, which have been key organisational priorities over the last 3 years.

We were delighted once again to meet The Standard and to be awarded Bronze in recognition of the significant progress we have made in the two additional areas highlighted. The process helped our newly appointed HR Manager, Pippa Bucknell, to create an action plan for future development.



People make Learning South West

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30	Wed

CONTACT DETAILS:

Pippa Bucknell, HR Manager
01823 365653

Steven Moore,
Finance and Lettings Officer
01823 347953

People Make Learning South West

The increasing numbers of people who hold meetings at Bishops Hull House recognise the key part that the staff team plays in making their conferences, meetings and other events such a success.

So, when people like Nadine Grimmatt from the South West Lifelong Learning Network tell us: “The SWLLN has had the pleasure of holding a number of meetings and away days at Learning South West which is in a lovely location. On each occasion, we have found the staff to be extremely helpful and cheerful and the facilities excellent”, we know that our investment in people is on the right track.

At Bishops Hull House, we endeavour to buy from local sources wherever possible. This applies to food and drink, building materials, and by supporting local artists within our reception area. By using local companies and producers, we are supporting the local market, which will in turn benefit our business by creating a sustainable local economy.



» Unique Events Venue

- Lovely village location, very near M5
- Comfortable facilities
- Excellent value
- Personal yet professional approach to your needs
- Each meeting room enjoys natural light with green views
- WiFi access throughout the building
- New online efficient room booking system



The icing on the cake



July 2010	
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Innovative

ABC Awards is one of the largest vocational awarding bodies in the United Kingdom with a strong reputation for developing flexible qualifications with direct involvement of employers and Sector Skills Councils.

The fact that it is a national charitable partnership founded by Learning South West and three other similar regional organisations (CENTRA, EMFEC and AOSEC) means that it also understands the needs of training providers and the fast-paced changes going on in qualification reform and funding.

Gloucestershire College offers ABC Awards Levels 1, 2 and 3 in Cake Decoration with an amazing intake of 36 learners this year. This has shown a tremendous growth over last year. The catering department is determined to offer the very highest standards and real



Gloucestershire college cake decorating

17 Sat
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31 Sat

CONTACT DETAILS:

ABC also offers a Level 1 Hospitality and Catering qualification. For further details of all these qualifications, visit www.abcawards.co.uk/catering.php or contact Vivien Dickson, viviend@abcawards.co.uk

opportunities for employment in the learners' fields.

The learners' ages range fully across the spectrum and identify with the increased interest in this skill with a good few of them wanting to gain qualifications for future personal employment as well as personal development in their present employment.

22 learners last year achieved 100% success at pass and merit grades,

these learners have since re-enrolled on a higher level course. All learners are given the opportunity to visit the exhibitions and shows that epitomise the industry standards, plus trade fairs, for re stocking of personal cake decorating commodities (always in demand).

This year, Gloucestershire College will be continuing with an improved enrichment programme by being guests at the Bournemouth College

for an inter college cake competition and to linking in with the Sugarcraft Guild of Cheltenham and Gloucester for demonstrations and advisory sessions.

Gloucestershire College offers a range of courses to accommodate all areas of the catering industry, from managerial and supervisory courses to specialist patisserie and cake decorating courses.



“ABC Awards also offers qualifications in Level 1 and Level 2 Wired Sugar Flowers and Level 2 Certificate and Level 3 Diploma for Pastry Chefs and Patisiers, all of which can be used in conjunction with our 3 Cake Decoration qualifications, providing a very comprehensive choice for learners”

Philip Jackson
Course Tutor,
Gloucestershire College
(27 years experience in four and five star hotels and 22 years of experience in teaching)





August 2010	
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Learning together - sharing good practice

SWitch offers a range of networks and forums through which managers and practitioners can share good practice and review national and regional developments. These continue to be very popular and colleagues value the opportunities they provide to network and share practice and approaches.

The networks include:

Skills for Life Good Practice Network

- a network for those Skills for Life managers and professionals in organisations who deliver Skills for Life training and CPD programmes

Senior Curriculum Managers' Forum

- be updated on policy changes and new initiatives
- 2009 included sessions on the Foundation Learning Tier and Functional Skills as key topics and a Learning Opportunities Fair

Teacher Education Forum

- for teacher training managers and professionals that deliver teacher education programmes
- topics have included: innovative approaches to delivering ITT; mentoring teacher educators; e-learning; managing challenging behaviour; and the new inspection framework

Subject Networks for Initial Teacher Training Trainees

- these networks are currently offered in Health & Social Care and Embedding Functional Skills

Staff Development Managers' Forum

- for staff development and human resource managers
- topics have included: national and regional updates; managing mentoring; Functional Skills; evidence based development; Qualifications and Credit Framework; and Impact evaluation

Inclusive Learning Forum

- launched in Autumn 2009, for all managers who have an interest in promoting and supporting inclusive learning
- the first forum heard about a successful range of approaches used in the North East by the CETT for Inclusive Learning

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 25 Wed
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 27 Fri
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 29 Sun
 30 Mon
 31 Tues

CONTACT DETAILS:

SWitch Co-ordination Unit
 01823 365440
 switch_cett@learning-southwest.org.uk
 www.switchcett.org.uk



What attendees at the Skills for Life Good Practice Network in March 2009 had to say:

“ Following this event I have loads to do! I have made useful contacts, and I intend to pass on the information/updates I've obtained with my colleagues/teams back at work ”

“ This event really helped me in terms of skills development and terminology. Following this event I intend to be proactive in following up many new lines of enquiry and ideas ”



September 2010

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Enabling

Effective training, that benefits the individual and the business, is at the heart of the Think Smart project which funds work based learning and promotes coaching in the workplace.

One of the partners that the Think Smart team has been working closely with over the last year is the Somerset Tourism Skills Network.

A Tourism award ceremony at Taunton Rugby ground organised by the Somerset Tourism Skills Network was a cause for jubilant celebration for learners, tutors and the Think Smart team.

The successful learners all work in the travel and tourism industry and were there to collect their NCFE Level 2 qualification in Customer Service for Hospitality, Leisure, Travel and Tourism, which was delivered through the Somerset Tourism Skills Network and funded by Think Smart.

Keith Hurse, the owner of self-catering accommodation in



Learners, tutors and representatives from the Somerset Tourism Skills Network and Think Smart celebrate

(Left to right) Standing: Mark Bradley, Jakki MacPhail (*Think Smart, Learning South West*), Colin Howard (*West Somerset Railway*), Louisa Turner (*Training Skills Coordinator - Somerset Tourism Partnership*).

Seated: Terri Hurse (*Niddons Farm*), Richard Webb (*Cheddar Caves*), Carol Wager (*Course Trainer*), Linda Isgrove (*Burton Row Farm*), Keith Hurse (*Niddon Farm*).

Somerset said: "Increasing demand for UK holidays and the pending 2012 Olympics means that training is vital to deliver a quality experience

for visitors. I am delighted that we achieved the NCFE Level 2 Certificate in Customer Service, with the Think Smart project's help".

17 Fri

18 Sat

19 Sun

20 Mon

21 Tues

22 Wed

23 Thur

24 Fri

25 Sat

26 Sun

27 Mon

28 Tues

29 Wed

30 Thur

CONTACT DETAILS

George Ovens:
01823 365447
smart@learning-southwest.org.uk
www.learning-southwest.org.uk

Staff Steam Ahead

Colin Howard has worked as the retail shop manager for the West Somerset Railway in Minehead for 2¹/₂ years. He has a degree, is a qualified teacher and has owned his own shops. However after some years of working for himself he decided to follow his heart and took the job at the West Somerset Railway.

He has recently passed the NCFE Level 2 qualification in Customer Service for Hospitality, Leisure, Travel and Tourism, funded by Think Smart. Learners are trained how to create a positive impression, deal effectively with difficult situations, exceed customer expectations and build repeat business by word of mouth recommendations.

Colin said that “The NCFE qualification in Customer Service for Hospitality confirmed and honed my skills and opened my eyes to the importance of excellent customer service. The course was great and without the funding from Think Smart it would not have been possible”.



Colin Howard with one of the West Somerset Railway's famous steam trains





October 2010

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5	Tues
6	Wed
7	Thur
8	Fri
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13	Wed
14	Thur
15	Fri
16	Sat

Local expert support

Learning South West is delighted to be working to support the Learning and Skills Improvement Service (LSIS) Functional Skills Support Programme (FSSP) in the delivery of new qualifications as the regional centre for the South West.

Functional skills are new qualifications developed as part of the Government's reforms of 14-19 and adult education in England. Functional skills qualifications will be available nationally in September 2010 and are vital to the future success of all learners.

FSSP is designed to prepare teachers, lecturers, trainers and managers to deliver functional mathematics, functional English and functional ICT in a variety of contexts which promote different approaches to applied, practical learning.



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CONTACT DETAILS:

Rosie Brook - regional facilitator
 01823 365651
 southwest@fssupport.org
 www.fssupport.org

Support is available now, free of charge to all post-16 education and training centres and counts towards teachers' professional development requirements. Support can be provided at the college, school or training organisation or locally at Learning South West's regional centre. Support for schools is covered by National Strategies (NS).

Learning South West coordinates training and strategic advice for the programme in the South West as part of a select national network of nine regional centres.

The South West FSSP team is available to answer any functional skills related queries. This includes:

- More information about the training and support on offer.

- Booking training/support.
- Questions related to functional skills or the FSSP.
- Ordering materials and resources found on our website.

Register on www.fssupport.org for more information about FSSP and receive monthly newsletters and access to training materials.

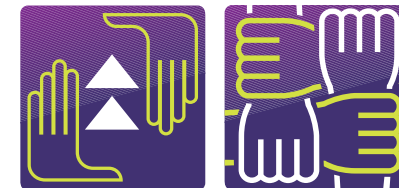


“ It is a great asset to the programme that Learning South West is using their expertise and local links to help support the introduction of functional skills ”

Peter White
 Functional Skills Support Programme Manager at LSIS



REFLECTing on Change



November 2010

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16	Tues

Connecting professionals

The Institute for Learning (IfL) is reaching further into the fabric of the regions by creating link roles through the Centres for Excellence in Teacher Training (CETTs).

Practitioners in the South West have been supported, via the SWitch and Peninsula CETTs, by Kerin Burke who has been actively working with providers and practitioners in the region around:

- planning and reflecting on Continuing Professional Development
- using the IfL's REFLECT on-line learning tool
- undertaking the Professional Formation process to apply for the professional status of QTLS or ATLS.



Kerin Burke, the South West Regional CETT Connection, discusses with colleagues ways CPD can become integrated into organisational processes

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CONTACT DETAILS:

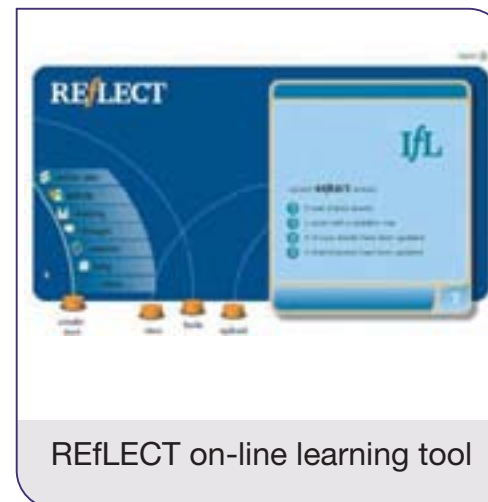
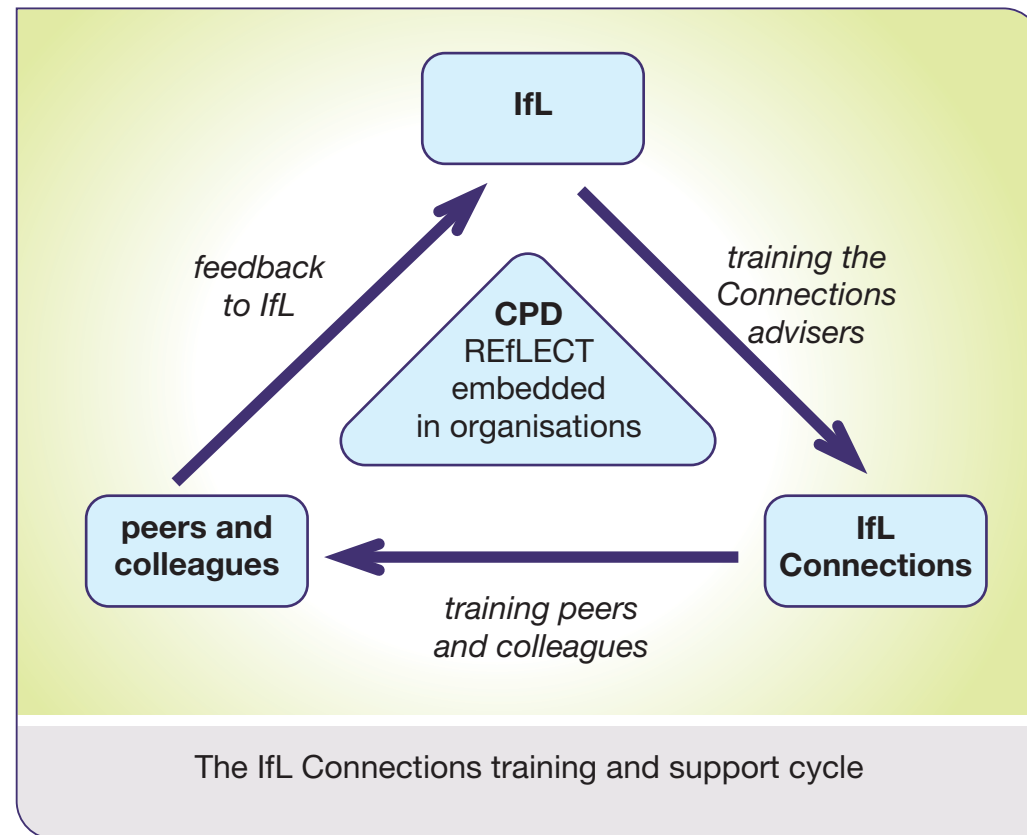
07792 725708
 kerin_burke@learning-southwest.org.uk
 www.ifl.ac.uk/cpd/connections

Practitioners, through support sessions, events and visits to providers, have been able to access invaluable support and advice about key aspects of the 2007 Workforce Reforms. Individuals and organisations alike have commented on the value of having this regional presence and perspective on offer from their national professional body.

The region also has a thriving network of IfL 'Volunteer Connections' - practitioners who have volunteered to provide support to colleagues around aspects of IfL's activity. They are themselves supported by Kerin and the national IfL team via regular updates, training and opportunities to get together to share ideas and experience.

“The IfL are delighted with the impact the CETT Connections and Volunteer Connections are making in the South West region and value the work they are doing to support our members with their CPD”

Michelle Jennings
 CPD Project Manager, e-learning & Development, IfL.



Weaving Skills for Life throughout the Region



December 2010

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Supporting Practitioners

The Golden Thread project is helping more people in the South West to obtain 'functional' levels of literacy and numeracy. It is doing this by supporting the practitioners in the wider workforce who are working with learners with Skills for Life needs. This includes assessors, verifiers, vocational trainers, learning support staff and Information Advice and Guidance advisors.

The project is designed to work through strong and effective networks and add good value to existing professional development provision. It will run until June 2011.

The project will fund Professional Development Coordinators (PDCs) who will work across the four sub-regions in the region. They will work closely with their local Training Provider Networks to identify and meet the development needs of



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31	Fri

organisations and practitioners. They will run events and other development activities and contribute to events being run by other organisations. In this way they will weave Skills for Life into all the other professional development activities that are taking place. Please get in touch if you are delivering or would like to support delivery of literacy, language and / or numeracy to your clients.

Wiltshire and Swindon

Terri Williams
07779 225 032
teresa.williams@blueruby.plus.com

Somerset

Gwen Blake
07789 756 251
gwen.blake@btinternet.com

Dorset

Diane Rawlings
07730 672 216
diane.rawlings@btinternet.com

Devon and Plymouth

John Willis
01647 441 050
johnwillis@ukgateway.net

Graham Cook
01395 446 523
Graham@cook63.orangehome.co.uk

West of England

Annmarie Higgins
07753 822 824
annmarie.h@virgin.net

Learning South West Programme Manager

Sue Edwards
01823 347952
sue_edwards@learning-southwest.org.uk

Project Administrator

Gail Hodge
01823 347954
gail_hodge@learning-southwest.org.uk



Governance

Charity name

The name of the charity is 'Learning South West'.

Registered Charity Number - 1020027

Company Registration Number - 2806593

Registered office

Bishops Hull House, Bishops Hull, TAUNTON, Somerset TA1 5EP

Trustees

The Board is made up of the Trustees who are also the Directors of the Charity for the purpose of company law. Members of the Board during the year and changes since the year end were:

Shirley Arayan, Peter Avery (Chair from 13 June 2008), David Baker (Resigned 13 May 2008), Jonquil Brooks (Resigned 09 April 2009), Dillon Hughes (Resigned 10 March 2009), Jacqueline Hele Kergozou De La Boessiere (Resigned 19 June 2008), Rob Lawy, Craig Marshall, John Nash (Elected March 2009), Elisabeth Piecha, Stephen Prewett (Resigned 10 March 2009), Dugald Sandeman (Chair – Resigned 13 June 2008), Peter Weeks, David Wood

Board members are elected or appointed in accordance with the charitable company's Articles of Association and with Company Law

Chief Executive and Company Secretary

Tim Boyes-Watson

Auditors

Amherst & Shapland, Chartered Accountants, Castle Lodge, Castle Green, TAUNTON, Somerset TA1 4AD

Bankers

CAF Bank Ltd, PO Box 289, WEST MALLING, Kent ME19 4TA

National Westminster Bank plc, 135 Bishopsgate, LONDON EC2M 3UR

Somerset County Council, Comfund, County Treasurer's Department, County Hall, TAUNTON, Somerset TA1 4DY

Objects

The Charity's objects are to advance education of young persons and adults by:

- promoting excellence in the delivery of learning and skills;
- providing advice, training and the provision of resources to providers of learning and skills; and
- researching and disseminating good practice.

Members 2008/09

Colleges: Cirencester, City of Bristol, City College Plymouth, Kingston Maurward, National Star, New College Swindon, Norton Radstock, Plymouth College of Art & Design, Richard Huish, Salisbury, Somerset College, Strode, Stroud, Swindon, Weston, Yeovil.

Higher Education Institutes: College of St.Mark and St John, University of Exeter, University of the West of England

Local Authorities: Bath & North East Somerset, Bournemouth, Bristol, Cornwall, Devon, Dorset, Gloucester, Jersey, North Somerset, Poole, Plymouth City Council, Somerset, South Gloucester, Swindon, Torbay, Wiltshire.

Regional Bodies and Others: NIACE

Associate Members: Adult Education in Gloucestershire, BANES Training Services, Bournemouth Adult Learning, Cornwall Adult Education, Dorset Adult Learning, Hudson and Hughes, Learning Plus, North Wessex Training Ltd, Paragon Training(Dorset), Puffins Training Ltd, Reflections Training Academy, Royal Marines, The Fire Service College, The Fortune Centre of Riding Therapy, Training Solutions, Youth Enquiry Service Plymouth Ltd.

Statement of Financial Activities and Income and Expenditure Account for the Year ended 31 March 2009

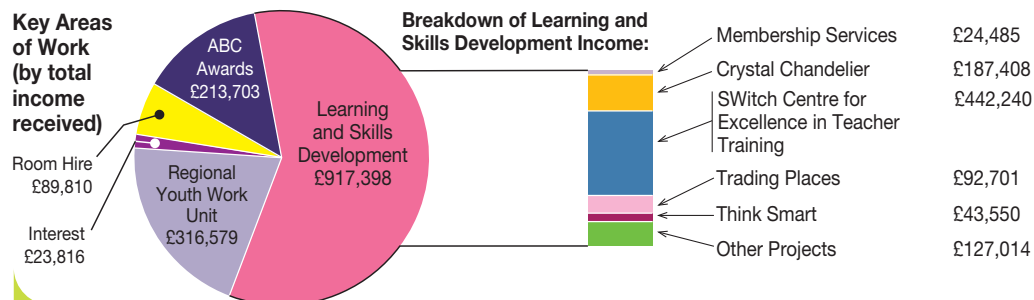
	Total 2009 (£)	Total 2008 (£)
INCOMING RESOURCES		
Incoming resources from generated funds		
Activities for generating funds	89,810	89,931
Investment income	23,816	24,433
Incoming resources from charitable activities		
Conferences and Networks	41,919	50,998
Assessment and Accreditation	213,703	164,001
Membership Subscriptions	107,350	107,140
Grants and Contracts	1,084,708	1,611,646
Total Incoming Resources	<u>1,561,305</u>	<u>2,048,149</u>
RESOURCES EXPENDED		
Costs of generating funds	61,751	53,262
Charitable activities	1,644,416	1,705,810
Governance costs	28,495	27,274
Total resources expended	<u>1,734,662</u>	<u>1,786,346</u>
NET INCOME	<u>(173,357)</u>	<u>261,803</u>
OTHER RECOGNISED GAINS/LOSSES		
Actuarial (losses)/gains on defined benefit pension schemes	(166,000)	(103,000)
NET MOVEMENT IN FUNDS	<u>(339,357)</u>	<u>158,803</u>
RECONCILIATION OF FUNDS		
Total funds brought forward	515,448	356,645
Total funds carried forward	<u>176,091</u>	<u>515,448</u>

Summary Financial Statement 2008/9

Balance Sheet as at 31 March 2009

	2009 (£)	2008 (£)
FIXED ASSETS (Tangible Assets)	655,059	653,074
CURRENT ASSETS		
Debtors	325,124	216,557
Cash at bank and in hand	468,112	901,215
Total current assets	<u>793,236</u>	<u>1,117,772</u>
LIABILITIES		
Creditors: Amounts falling due within one year	490,643	659,916
Net current assets	<u>302,593</u>	<u>457,856</u>
Total assets less current liabilities	957,652	1,110,930
Creditors: Amounts falling due after more than one year	140,562	164,482
Net assets excluding pension liability	817,091	946,448
Defined benefit pension scheme liability	641,000	431,000
Net assets including pension liability	<u>176,091</u>	<u>515,448</u>
THE FUNDS OF THE CHARITY		
Unrestricted free reserves	263,804	277,285
Restricted income funds	38,791	180,571
Unrestricted fixed asset reserve	187,933	162,029
Revaluation reserve	326,563	326,563
Funds excluding pension liability	817,091	946,448
Pension reserve (deficit)	(641,000)	(431,000)
Total Charity funds	<u>176,091</u>	<u>515,448</u>

Key Areas of Work (by total income received)



Chair of Learning South West's Statement

The Summary Financial Statement is not the Statutory Accounts (Annual Accounts and Trustees Report) but a summary of information relating to both the Statement of Financial Activities and the Balance Sheet. The Summary Financial Statement does not contain sufficient information to allow as full an understanding of the results and state of affairs of the charity as would be provided by the full Statutory Accounts. The Statutory Accounts were approved by the Trustees on the 11th September 2009 given an unqualified report by our auditors on the 11th September 2009 and have been submitted to the Charity Commission and the Registrar of Companies.

If you would like a full copy of the Annual Accounts and Reports free of charge, please call 01823 335491 or email enquiries@learning-southwest.org.uk. Members may elect to receive full accounts and reports for all future financial years should they so wish.



Peter Avery Date 11th September 2009
For and on behalf of the Board

Independent Auditors' Statement to the Members of Learning South West

We have examined the Summary Financial Statement which comprises Summary Statement of Financial Activities and Balance Sheet included within the Annual Review.

Respective responsibilities of Trustees and Auditors

The Trustees are responsible for preparing the Summarised Financial Statement in accordance with UK law. Our responsibility is to report on the consistency of the Summary Financial Statement

within the Annual Review with the full Annual Accounts and Trustees Report, and its compliance with the relevant requirements of section 251 of the Companies Act 1985, the Companies (Summary Financial Statement) Regulations 1995, as amended by the Companies (Summary Financial Statement) (Amendment) Regulations 2005 and the regulations made thereunder. We also read the other information contained in this Annual Review and consider the implications for our report if we become aware of any apparent misstatements or material inconsistencies with the Summary Financial Statement.

Basis of opinion

We conducted our work in accordance with Bulletin 1999/6 'The Auditors' Statement on the Summary Financial Statement' issued by the Auditing Practices Board.

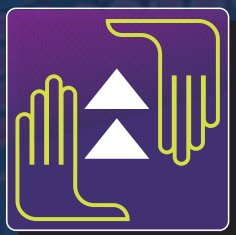
Opinion

In our opinion the Summary Financial Statement is consistent with the full annual Accounts and Trustees Report of Learning South West for the year ended 31 March 2009, and complies with the applicable requirements of section 251 of the Companies Act 1985, the Companies (Summary Financial Statement) Regulations 1995, as amended by the Companies (Summary Financial Statement) (Amendment) Regulations 2005 and the regulations made thereunder.



Amherst and Shapland Date 19th November 2009
Chartered Accountants Registered Auditors,
Bridge House, 14 Bridge Street, TAUNTON,
Somerset TA1 1UB

Connecting professionals to transform the future



SWITCH
CONNECTED TO EXCELLENCE IN TEACHING

CENTRES
FOR EXCELLENCE
IN TEACHER
TRAINING



INVESTOR IN PEOPLE

Learning South West
Bishops Hull House
Bishops Hull
Taunton
Somerset TA1 5EP

Telephone 01823 335491

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