

Commentary template 2009

1. It is clear from last year's monitoring returns that commentaries provide a valuable opportunity for LLNs to elaborate on the quantitative information given in the template and clearly demonstrate the volume and diversity of activity undertaken by the LLNs. As activity delivered by LLNs has progressed, there are some additional areas of activity we would like to see included in the commentary. We are asking LLNs to comment on the following:

Governance

- Progress against milestones and targets in the SDF business plan (and new/amended milestones and targets)
- Progress towards sustainability
- Institutional commitment (within and across the institutions) and partnership working
- Employer engagement/skills agenda
- ASNs
- Equality and diversity
- Expenditure (if relevant)

LLN activity

- Progression agreements
- Curriculum development
- Staff development
- IAG
- 14-19 Diploma engagement (if relevant)

Other comments

- As appropriate – please include any additional information that you wish to include that is not covered by the headings above.

2. Please use the boxes below to complete the commentary, which can be made larger or smaller as required. We suggest that the commentary is no longer than 20 pages, excluding appendices (which we request are kept to a minimum). Please submit the commentary in a Word document.

3. The data and information provided in the monitoring template and commentary template will feed into the overall monitoring and evaluation strategy.

Governance

Progress against milestones and targets in the SDF business plan

Please **summarise overall progress** against original milestones in the SDF business plan. For example, please comment on areas of achievement and/or delays and significant changes to the original milestones or targets. A table of progress against specific milestones and targets may be appended to the commentary.

The table illustrating progress against milestones is attached to this document. In the report for 2007/8, good progress was demonstrated, but often achievement dates were behind those set out in the original Business Plan. During the current year, the pace of activity of the Network has meant that timescales of achievements are in line and in many cases ahead of those originally set out. This is demonstrated by comparing the performance of the WYLLN in the key performance indicators against the three year targets

Measure	2010 Target	2007/8 Performance	2008/9 Performance
Progression agreements in place	25	0	58
Number of vocational and work-based learners progressing	3000	132	1306
Foundation degrees (or new programmes) developed	21	4	26
Number of learners supported (IAG)	7500	2439	6517
No of staff developed	500	336	819

As can be seen in the table, the three year targets for Progression Agreements, Number of Staff Developed and Foundation Degrees (or new programme) developed have been met after two years, while the 6517 learners supported is very near the three year target of 7500. Data for the number of learners progressing always lags behind in terms of when it can be collected, so that the data reported in 2008/9 is made up mainly of the learners that were supported in 2007 and progressed to a course that started in 2008. Again this data shows that from the first year's activity, the WYLLN has achieved almost 50% of its three year target.

There are two areas where milestones have not been achieved these are in Credit Transfer and Foundation Degrees developed in particular sectors.

There are three milestones that were set to do with the establishment of a Credit Framework. In the light of the work being carried out by the QAA, the QCDA and the Joint Forum for Higher Levels, partners decided to work towards implementing national guidelines and frameworks as they emerge. A Credit Subgroup has been established and to date has been responsible for presenting to the learners of West

Yorkshire a coherent approach to APEL.

The table above shows that the number of Foundation Degrees developed exceeds the three year target. However, the milestone for the end of the second year was for each sector group to develop two Foundation Degrees, 14 in total. This milestone has not been met because the following sectors did not meet that target, Construction and Built Environment; Culture, Media, Sports, and the Arts; Leadership, Management, Innovation, and Enterprise; Health, Social Care and Early Years; and Digital, ICT, and Print. This is not a major concern as these sectors have plans in place and developments are underway to meet the three year target of three developments per sector.

HEFCE has recently approved the extension of the WYLLN into a fourth year within existing funds. As part of the proposal, new targets were set and agreed for the fourth year (see below). These will be monitored along with the existing targets and milestones throughout the remainder of the project.

Outcomes	Target
*Additional diploma progression agreements	10
*Additional multi exit/entry progression agreements	10
*Additional employer progression agreements	5
*Additional learners supported through the new progression agreements	400
*Additional learners progressing	150

*Additional to those in the original Business Plan

Progress towards sustainability

Please comment on plans to sustain the key areas of LLN activity past the SDF funding period.

The WYLLN has agreed to take a staged approach to sustainability. HEFCE has agreed to extend existing funding into a fourth year. This will be achieved by using underspend generated in time delays in establishing the Network and by reducing the staffing commitment. This phased approach to sustainability will allow partners to determine how or indeed whether, the different activities of the WYLLN will be maintained beyond the period of HEFCE funding.

- To create new progression agreements for the new Diplomas and employers
- To enable strategic linkages with the Skills and Work Boards
- To provide support for partners in developing new partnership agreements
- To administer the progression agreement recognition procedures
- To further develop the Progression Agreement Framework
- To further support the use of APEL
- To maintain the IT systems developed by WYLLN
- To facilitate communications between partners
- To liaise with the external evaluator and develop a sustainability strategy for

the WYLLN based on those findings.

- To carry out research and publish academic papers on aspects of WYLLN's activities.
- To provide reports on the activities and performance against targets of the WYLLN to the Management Board, partner institutions and HEFCE.

New targets have been set to enhance those in the original business case (see above). A two-part evaluation has been commissioned, the second part of which will report on the impact of the Network to partners and other stakeholders. This will have a major influence on the future of the WYLLN beyond that fourth year.

Institutional commitment (within and across the institutions) and partnership working

Please include an analysis of the role of different types of institution, consideration of levels and types of stakeholder engagement (including HE-FE links) and the impact of the LLN on existing partnership arrangements.

Partners are able to engage with the WYLLN in many different ways: through partnership agreements, where partners are funded for IAG and/or progression activities; through specific pieces of work commissioned separately; and through engagement with the West Yorkshire Progression Agreement Framework (WYPAF). As reported last year all partners have signed up to the WYPAF, apart from the Northern School of Contemporary Dance. Of those that have signed up, all but two institutions are or will be using the framework. These two institutions are sixth form colleges.

Because the curriculum of three of the four Sixth Form College partners is made up of mainly 'A' level qualifications, it is difficult for them to participate in many of WYLLN activities. However a unique piece of work with Leeds Trinity University College, Notre Dame Sixth Form College and the Catholic Schools in East Leeds will enable Notre Dame Sixth Form to be more actively engaged in the WYLLN and will see the WYPAF used to support level 2 to 3 transition between institutions at 16, as well as progression into HE. New College Huddersfield is the most active of our Sixth Form partners and has carried out some very innovative IAG work and has now begun to use the WYPAF. The WYPAF is also being used to support the introduction of the Diplomas. This means that schools, through Diploma consortia, will also be brought into the progression framework.

It was reported in 2007/8 that two partners, Leeds Metropolitan University and Kirklees College, had not signed partnership agreements. There are now partnership agreements in place for both institutions. At Leeds Metropolitan University progression activities have been integrated into the work they are carrying out through their Regional University Network. Within the last 12 months nine progression agreements have been signed with partner institutions.

The work of the WYLLN depends on the relationship with a wider stakeholder group such as sector skills councils, employer organisation and business link. The WYLLN has very good relationships with the regional development agency (Yorkshire Forward), the Regional Work and Skills Board and the Learning and Skills Council and much of our work is directed at meeting their aims. Recently closer relationships have been developed with the Work and Skills Boards within each of the five local

authorities within West Yorkshire. Those in Leeds, Bradford and Kirklees in particular have been identified as areas where closer links with employers and the different skills agendas can be developed.

Employer engagement/skills agenda

Please comment on LLN links with employers, for example through curriculum development and engagement with Sector Skills Councils which is not covered in the template.

Recognising that a large proportion of our target learners are currently in employment, a considerable amount of the IAG Commissioned activity has involved actively engaging employers, promoting the benefits of higher level skills and subsequently supporting their respective employees to understand and where appropriate, access Higher Education.

Within the first two rounds of IAG commissioned activity, to date, a total of 277 employers throughout West Yorkshire have been engaged by the WYLLN partner institutions, of these 161 have welcomed additional information and IAG activity for their employees. We are anticipating beneficiaries of this IAG in the workplace will enter HE in 09/10, this will be tracked where possible through IAGnow.

A key aspect of the WYLLN's approach to employer engagement has been to work with and through employer intermediary organisations. WYLLN's seven sector groups make a significant contribution to this approach by working closely with relevant sector skills councils (SSCs), professional bodies, and regional/national policy and funding bodies e.g. West Yorkshire Sport, Sport England, Podium, UK Resource Centre for Women, as well as WYLLN's strategic partners such as Yorkshire Forward and Business Link. The WYLLN sector groups' links with SSCs have been very productive to date. Nineteen SSCs are actively engaged with our sector groups which includes SSC representatives attending and presenting to sector group meetings, advising on curriculum developments and working alongside academic staff, endorsing curriculum developments e.g. e-skills/WYLLN E-Technologies Foundation Degree, providing access to information sources, and providing access to other networks and referrals.

In addition to working through intermediaries the WYLLN sector groups directly engage with employers through curriculum development activities, marketing and staff development activities. As noted on the curriculum development and employer engagement LLN monitoring table all WYLLN supported curriculum developments have been or are being undertaken with input from employers. Each sector group produces an annual marketing plan which includes a range of activities e.g. web and print publicity, case studies, breakfast/evening seminars, topic forums e.g. NHS workforce development, and staff development events e.g. Women into Leadership (Digital Sector), 14-19 Diploma (Construction and Built Environment), West Yorkshire Sport (Culture, Media, Sports, and the Arts). To date, through this range of activities the sector groups have engaged with 918 employers. N.B. This figure does not include engagements due to curriculum development activities.

In addition to the above activities WYLLN through the Digital, ICT and Print sector group and the Culture, Media, Sports, and the Arts sector group have joined forces with Leeds College of Art and the Elsie Whitely Innovation Centre to establish Creative Networks. Creative Networks aims to promote knowledge transfer, business

development and collaboration between all parties involved in the regions creative, culture and digital industry sectors through monthly evening meetings. The Network has been running since April 2008 and has attracted an average of 104 delegates each month, with over 1200 delegates attending in the first year. The Health, Social Care, and Early Years sector group is aiming to establish and convene a sub-regional Employer's Commissioning Forum for Children's Workforce Development from November 2009

In April the Construction and Built Environment (CBE) sector group together with the Construction Knowledge Exchange successfully bid for funding from Construction Skills to run the Women Building Links (WBL) initiative. The WBL provides access to training, support and development activities for women in the industry across Yorkshire. Building on this joint bidding success, the CBE sector group and the Construction Knowledge Exchange together with a number of employers in June bid for the Yorkshire Forward tender to run the Construction Section Network for Yorkshire and the Humber. Yorkshire Forward has recently confirmed that their bid was successful and activity will commence shortly to establish this new regional network.

An outcome of recent closer working relationships with the Work and Skills Boards of each of the five local authority areas within West Yorkshire has been the decision that WYLLN will fund three higher level skills co-ordinator (HLSC) posts for 12 months to support the development and delivery of the higher level skills strategies within the authority areas and the Leeds City Region. To date a HLSC, through a secondment from the University of Huddersfield, has been appointed to be based with Kirklees Council's Economic Development Services and to work with the Kirklees Employment and Skills Board. In October a HLSC will be appointed to be based with Bradford Council's Regeneration Development Team and to work with the Bradford Employment and Skills Board, and in November a HLSC will be appointed, via two part time secondments from the University of Leeds and Leeds Metropolitan University, to be based with the Leeds Chamber (the Chamber provides the secretariat to the Leeds Skills Board) and to work with the Chamber's members and the Leeds Skills Board.

Although HLSC posts will not be established in Calderdale or Wakefield the WYLLN will be actively working with the economic development services and the Skills and Employment Boards within each of these authorities.

ASNs

HEFCE continues to analyse HESA data for LLN flagged learners, and early recruitment rates are also indicated on the HESSES return for Model 2 LLNs. If you are able to, please comment on how the LLN has allocated ASNs for the current year (to which courses and in the case of Model 2 LLNs, to which institutions).

WYLLN invited all institutions within the partnership to bid for an ASN allocation during 2007/8 to fund courses in 2008/9. All applications for ASNs were judged against key criteria (see following table) and were awarded where the criteria was satisfied and ASNs were available for distribution.

CRITERIA:
1. The course or module(s) must have full approval by relevant HEI.
2. The course or module(s) must have a track record of delivering student

numbers to target.
3. The course or module(s) must fit one of the priority areas.
4. The qualification must have been designed with employers.
5. The course or module(s) is delivered in a flexible way to support learners in the workplace.
6. The proposal supports the partnership approach that lies at the heart of the WYLLN.
7. The course or module(s) is part of a progression agreement.
8. In applying for additional student numbers, institutions will have taken into account similar provision in West Yorkshire.

A closing date for ASN applications was established. ASNs were not awarded on a first come, first serve basis. The final decision on courses supported was made by the WYLLN management board when all courses had been considered against the criteria. In the distribution of 2008/9 ASNs, WYLLN committed to supporting those students and institutions that had benefited from ASNs in 2007/8. Institutions received automatic ASNs to support progressing students from 2007/8 and were offered further ASNs to recruit a new cohort of students to previously supported courses. The following table lists the institutions receiving an ASN allocation and the courses supported

Institution	Course	FT / PT / Modular	FTE ASN
Bradford College	FD Health Related Exercise & Fitness	FT	9
	FD Media Make Up & Special Make up Effects	FT	10
	FD Early Years	FT	9
	FD Metallurgy & Materials	PT	2
	BEng Metallurgy & Materials	PT	3.5
Leeds College of Art & Design	BA Graphic Design Yr 1	FT	15
	BA Graphic Design Yr 2	FT	13
	BA (Hons) Printed Textile & Surface Pattern Design	FT	15
	FD Design for Media	FT	10
Leeds College of	FD Commercial	FT	18

Music	Music Production & Recording		
	FD Music Production for Film & Television	FT	46
	BA Music Production	FT	14
Park Lane College	FD Photography	FT	15
	BEng Electrical & Electronic engineering (Top Up)	FT	9
	BEng Electrical & Electronic engineering (Top Up)	PT	6
	FD Business Management Yr 1	FT	55
	FD Business Management Yr 2	FT	27
	FD Financial Services	Modular	25
	FD Business Management	Modular	25
	FD Business	Modular	25
Leeds College of Technology	FD Network Administration	Modular	35
Leeds College of Building	HND Building Services Engineering	FT	10
	HNC Civil Engineering	PT	18
	FD Facilities Management	Modular	0.75
University of Bradford	FD Health and Social Care	FT	25
	BSc Health Well Being and Social Care (top up)	FT	5
Calderdale College	FD Performance	FT	6

	Management		
	FD Sound & Music	FT	8
University of Huddersfield	FD Business Skills for HR Professionals	PT	20
	BA Childhood Studies with EYPS	FT	28
ASN FTE Total			507.25

WYLLN had a total of 468 ASNs to distribute for 2008/9 and contracted for 507.25 with institutions. The reason for the over allocation of the resource was the application of a 10% attrition rate on the advice of the accountable body, University of Huddersfield. Applying a 10% attrition rate meant that WYLLN could have contracted for 514.8 (468 * 10%) ASNs. However, the demand for ASNs did not reach this level and WYLLN were able to meet all partner requests for courses that met the eligibility criteria.

Equality and diversity

Please refer to targeted activity (in addition to vocational learners) if appropriate.

The WYLLN does not target any particularly under-represented groups other than vocational learners. However, learners supported by the WYLLN are monitored by ethnicity and gender with equal numbers of men and women receiving IAG. 78% of the total are White and of the remaining 22% of the total the majority are of Asian background.

The WYLLN is currently supporting two projects which have an equality and diversity focus relating to access and the delivery of higher education. The first project "Get into Gear" is a gender equality action research programme delivered by the UK Resource Centre for Women in Science, Engineering and Technology. The project will develop practice through action research with WYLLN partners to enhance engagement, retention and progression of women as non traditional learners in the sectors of Advanced Engineering; Digital, ICT, and Print; Construction and the Built Environment; and Leadership and Management. The project components include gender equality training, curriculum evaluation and development, and coaching and mentoring support to academic teams within their work base. The second project "Adding Value and Currency to Community Courses" is being led by the Workers Educational Association and is targeted at hard-to-reach groups in community settings. The project will identify progression routes and develop an online mapping of pathways for adults starting at entry level in the general area of family support/parenting through to level 4 provision across West Yorkshire. It will also develop progression agreements between level 2/3 community based pathways to level 3/4 pathways with WYLLN FE/HE providers.

Expenditure (if appropriate)

Section 1, (of quantitative template) Tables A and D If 'Other' expenditure is a significant proportion of overall expenditure, please briefly describe the most

significant elements of 'Other' expenditure and provide approximate amounts. Please leave blank if not applicable.

Section 1, Table B Please include explanations for significant underspend and measures to address this including reprofiling. Please leave blank if not applicable.

Section 1: Table A

The 'Other' Expenditure amount for 2008/9 is £167,717 and is broken down as follows:

Staff Recruitment	£9,125
MIS System	£20,468
Partnership XCRI Implementation	0
Equipment (computers)	£2,563
Start Up Costs (furniture, refurbishments)	£2,000
Consumables (stationery, photocopying, telephones)	£8,174
Subscriptions	£2,059
Hospitality	£9,856
Office Rent & Central non-pay costs	£91,441
Consultants	0
Staff Travel	£8,981
Evaluation	£13,050
Total	£167,717

Section 1: Table D

The profile of 'Other' Expenditure for 2009/10 is £239,648 and is broken down as follows:

MIS System	30443
Partnership XCRI Implementation	70800
Equipment (computers)	2000
Start Up Costs (furniture, refurbishments)	0
Consumables (stationery, photocopying, telephones)	10305
Subscriptions	2100
Hospitality	6000
Office Rent & Central non-pay costs	95000
Consultants	0
Staff Travel	9000
Evaluation	14000
Total	£239,648

There is an increase in expected 'Other' expenditure from the actual of £167,717 in 2008/9 to the profile of £239,717 for 2009/10. The main contributing factor to this is the Partnership XCRI implementation project that is expected to spend £70,800 in 2009/10. Developing and implementing XCRI across the partnership will enable the offer of all partners to be more easily available to external regional and national databases. A range of external agencies will be involved in the project including JISC, UCAS, Yorkshire Forward and some local authorities. The Partnership XCRI Implementation project is listed as 'Other' expenditure because it does not apportion easily into the main headings of table A and D, i.e. Progression agreements (including Staff Time) in the same way the work and project activity of WYLLN does.

The remainder of the 'Other' expenditure for both the 2008/9 actual report and the profile for 2009/10 reflects WYLLN's standard running costs and core business activity that supports the delivery of required outputs.

Section 1: Table B

The under spend against HEFCE profile for 2008/9 is £338,497. This under spend has been experienced through the work commissioned to partner institutions for the delivery of outputs. The original profile was based on partners receiving set amounts of funding each year to deliver a set number of outputs. In reality the delivery of the project is not as uniform as this and it has been necessary to profile partner delivery and associated payments across the three years of the project to monitor delivery. In some areas, particularly curriculum development activity through sector groups, the expenditure has not been as high as forecast and the budget set aside for this activity has not been utilised fully. For this reason, the funding provided from HEFCE based on the original profile for partner payments has not been spent as planned.

To address the under spend WYLLN has re-profiled the budget to reflect both the delayed payments to partners by rolling forward ring-fenced funding for the delivery of their activities. Through the re-profiling exercise and applying under-utilised resources WYLLN have created a 4 year budget model that will allow delivery of outputs that were not part of the original project scope. In June 2009, the WYLLN Management Board approved an application to be made to HEFCE to extend the WYLLN project to a 4th year. The application was approved by HEFCE and the HEFCE profile of payments has been amended to reflect the 4 year budget.

LLN activity

Please add further comment where necessary to support information given in the monitoring template.

Progression agreements

WYLLN funding to support the development of progression agreements by partners is managed through three mechanisms: Partnership Agreements, ASN Allocation, and Commissioned Activity. To date 58 progression agreements have been recognised by the WYLLN Progression Agreement Recognition Panel. The course level which each of these progression agreements relate to is presented in the progression agreement table within the LLN monitoring template. Further details of the profile of the 58 agreements are as follows:

No. of internal agreements	28
No. of external agreements	30
No. of employer agreements	2
No. of multi-entry agreements	13
No. of multi-exit agreements	11

8 progression agreements have been recorded as "other" on the table as the sending courses are professional qualifications e.g. Certificate in Personnel Practice, Chartered institute of Marketing, Coaching courses; or are "open" as in the case of the Royal Mail; or are an employer's in-house course.

The 58 progression agreements have all been established between December 2008 and July 2009. A number of the progression agreements have been implemented

and introduced to learners during the academic year 2008/09 however the majority will be implemented from the coming academic year 2009/10. At this stage, due to the timing of the implementation of the progression agreements and the timing of the submission of the HEFCE report, data on the number of learners progressing and on the number of learners benefiting from the progression agreements is not available. Information systems are in place however to enable the collection of this data during the coming academic year from partner institutions.

An evaluation of the first year of the West Yorkshire Progression Agreement Framework (WYPAF) has just been undertaken and the findings are due to be reported to the Credit and Progression Task Group in October and to the Management Board in December.

To date the priorities identified for progression agreements to be developed during 2009/10 are for each to have one or more of the following characteristics:

- to be level 3 to level 4
- to include a statement about APEL
- to be multi- entry and/or multi exit
- to be with an external institution
- to be with an employer

In addition to progression agreement activities funded through partnership agreement, ASN and/or commissioned activities, WYLLN has committed substantial resources during 2009/10 to support the development of progression agreements between 14-19 diploma providers and HE providers. Further details of this activity are provided in the 14-19 Diploma section below.

The Credit and Progression Task Group continues to meet quarterly and to be actively engaged in overseeing and steering further developments of the West Yorkshire Progression Agreement Framework. The Credit Subgroup has been in operation for one year and during that time has produced a credit jargon buster for the WYLLN website, an APEL leaflet aimed at vocational learners, a WYLLN Common Principles Statement on APEL for partners, commissioned 3 projects focused on developing more learner focused APEL processes, and organised a very well received APEL staff development event.

Curriculum development

If a significant amount of curriculum development (agreed and/or in development) has taken place on 'Other' courses/ modules (those which are not listed in the template) please briefly comment on below.

Curriculum developments are managed and delivered via WYLLN's seven sector groups. The majority of the curriculum developments undertaken and to be undertaken by the groups are focused on foundation degrees and degree courses. Exceptions to this have been two completed developments which focused on bridging modules, one to support progression into social care courses and the other to support progression into business courses. Another exception is the development of an HND and an HNC by the Construction and Built Environment sector group following consultation with HE partners and relevant SSCs and professional bodies.

The curriculum developments recorded as "other" on the curriculum and employer engagement LLN monitoring table include activities relating to CPD developments, certificate courses and vendor skills courses. The Culture, Media, Sports, and the

Arts (CMSA) sector group has developed two progression modules for the Creative and Media 14-19 Diploma, and CPD short course provision for museum staff and volunteers. In addition the sector group is currently developing CPD provision in dance leadership, festivals and events, and museums which will result in new courses and modifications to existing courses. The Health, Social Care, and Early Years sector group is currently developing a level 4 certificate in rehabilitation support. The Digital, ICT, and Print sector group is currently undertaking work to enable credit to be awarded for digital vendor skills courses. The Leadership, Management, Enterprise, and Innovation (LMIE) sector group together with the CMSA sector group is due to undertake some development of enterprise education (as consequence of a research project sponsored by the two groups) which is expected to lead to new course provision and modifications to existing courses.

In addition to course curriculum developments a number of the sector groups are undertaking complementary development activities. For example, developing an e-portfolio to support the delivery of the generic FD framework (employer focused) which was developed in year 1 of WYLLN and is now being used for a number of foundation degrees developed by WYLLN; developing a model for staff work based placements; and working with FdF's EBTA team.

The seven WYLLN sector groups continue to work on a large volume and breadth of curriculum development activities with the support and input from both employers and sector skills councils. Limitations introduced by HEFCE in regard to access to ASNs in recent months has made some HE partners reconsider their involvement in some of the curriculum activities and this has led to some withdrawing from activities. In other cases, the pace of development has slowed as institutions consider the best timing for introducing the provision, investigate alternative sources of funding and/or make decisions about closing existing provision in order to release funding for the new provision.

Staff development

Please expand on the data provided in the monitoring template.

The WYLLN has organised 11 staff development events during 2008/09. The events have ranged from one day conferences to half day seminars and have focused on topics such as e-learning, progression, XCRi, KTPs in FE, admissions, student finance, and APEL for example. The events have attracted a broad range of staff from partner institutions e.g. academic, IAG, employer services; strategic partners e.g. SSC, employers; and other LLNs. The split between FE and HE attendees has been almost 50:50 with only 4 more attendees coming from FE.

The Staff Development Task Group continues to meet on a quarterly basis to oversee the prioritising, planning, monitoring and evaluation of activities. Feedback on the quality and appropriateness of development activities is gathered through written feedback from attendees and presenters, the annual WYLLN communications survey and verbal feedback from attendees, WYLLN team members and sector officers.

In September 2008 the Task group introduced the Professional Development Activity Request which provides funding to staff from partner institutions to enable attendance at conferences or other development activities which will help them in

their role and in meeting the objectives of WYLLN. To date 16 members of staff have successfully accessed this funding opportunity.

During 2008/09 the WYLLN has supported members of the WYLLN central team and the sector officers to attend 17 external staff development activities. In addition, the WYLLN has supported each member of the central WYLLN team to undertake an accredited programme of learning.

To date the WYLLN has delivered 819 staff development opportunities to partners and so has exceeded the 500 staff development target set for the 3 years of the project.

IAG

Please refer to directly delivered IAG and/ or IAG delivery that has been supported by the LLN. Please include partners benefiting from capacity building activities for example, FE and HE IAG staff, Connexions and Jobcentre Plus. Please expand on any 'Other' activity entered in the monitoring template.

The WYLLN IAG model relies on the capacity and capability of our partner institutions to deliver IAG activity to our target cohort supported by a combination of partnership activity focused towards those non-traditional learners currently within FECs and a range of commissioned activity focusing on potential non-traditional learners currently outside the educational system.

16 FECs and HEIs have provided IAG under Partnership funding either discretely or as an integral part of their newly developed Progression agreements. In 08/09 over 3000 learners have been supported through partnership funded IAG activity and entered onto IAGnow.

Activity undertaken through partnership funding has been targeted at those non traditional learners who would not usually have awareness of or access to mainstream IAG into HE activity.

Building on from activity in 07/08, key activities undertaken in 08/09 include:

- Targeting NVQ3 students who have historically contributed to the number of late applicants to HE
- Delivering a series of HE information sessions targeted at existing and ex-students, including, L2/3 Apprentices, L3/4 NVQ students, 19+ students from L3 part-time courses
- Providing students with the skills required for transition to HE ensuring successful completion
- Holding events to promote the benefits of HE to Parents and Carers
- Developing an area on a social networking site for use by students on programme, pre-entry and after leaving college

Reflecting on the outcomes of IAG activity undertaken in 07/08, the WYLLN tracking system, IAGnow, provides the ability for partner institutions to log IAG activity provided and destination information. As a result of the IAG funded activity in 07/08, of the 2439 learners supported, 606 have progressed into HE in 08/09, with over 70% of those progressing to an institution within West Yorkshire.

All monies assigned for IAG Commissioned activity have now been allocated with ongoing activity planned for 09/10. Project ideas have been developed in consultation with the IAG Task and Focus Groups and once agreed procurement of appropriate services has been achieved through a formal tendering and evaluation process.

Leeds College of Technology and the University of Leeds were successful in the first round of IAG Commissioning; both projects had the focus of engaging potential HE learners who were not attending one of the WYLLN partner institutions.

University of Leeds have completed their project providing IAG into HE to 157 learners against a target of 150. Leeds College of Technology are due to complete their project in September 2009 and to date have engaged 77 companies, meeting their project target and will have provided over 600 individuals with IAG into HE.

The second round of commissioning started in June 2008 and concluded in March 2009. University of Huddersfield, Calderdale College and Leeds College of Building undertook projects across the 7 sector groups to approach employers and deliver IAG around HE and upskilling to their employees. The project engaged 202 companies against a target of 160; 84 of which took advantage of the provision offered by the project supporting 202 employees. Overall 452 individuals were supported with IAG against a target of 400. Towards the end of the project, mainly due to the way the recession was impacting on companies, it became increasingly difficult to engage with, and gain the support from employers. To address this, employees were targeted directly.

The third round of IAG commissioning started in November 2008 and is a longitudinal study of 80 individuals representing vocational learners in FE and HE across the 7 WYLLN sectors. The study will track the select group of learners over an 18 month period as they progress into and through HE with the objective of understanding key influencers and motivators affecting their journey into and through HE. Shipley College, Bradford College, Wakefield College, Leeds College of Building and Calderdale College are involved in the delivery of the project which is due to complete in July 2010.

The final round of IAG Commissioning is the development of a 'toolkit' that can be used in both supported and unsupported situations aimed at preparing individuals for HE, predominantly developed for non-traditional learners at the request of FE and HE tutors. The product will be developed by The University of Bradford in consultation with WYLLN partners over the next academic year and launched in July 2010, sustainability plans have been included within the development costs, the product will be maintained and freely available for WYLLN partners until July 2013.

The majority of institutions receiving either IAG Partnership or Commissioned funds from WYLLN have used the monies to build capacity within their IAG delivery teams either through recruiting new individuals or by increasing the hours and flexibility of part-time staff.

14-19 Diploma engagement (if relevant)

In April 2008 the WYLLN established a 14-19 Diploma Steering Group. The group meets quarterly and its membership includes the five local education authorities, all WYLLN universities and higher education institutions, representatives from the West Yorkshire Consortium of Colleges, and the DCSF regional adviser for 14-19. The group aims are to facilitate communications and understanding between the five

West Yorkshire local authorities and the WY HE providers in regard to the delivery and development of the 14-19 Diplomas; to maintain an overview of the progression opportunities for 14-19 Diploma learners into HE within WY, and of the pattern of actual progression of Diploma learners in to HE; to identify areas of work which can improve the progression of diploma learners into HE for WYLLN commissioned funding; and to identify specific development needs of staff, which are not being addressed by national initiatives, in regard to supporting the progression of 14-19 Diploma learners into HE.

Two major development activities which have been initiated by the steering group over the last 12 months have been the commissioning of a research project and a delivery project to develop progression agreements.

The research project has focused on “Progression from 14-19 Advanced Diplomas to Higher Education in West Yorkshire” and is due to produce its final report and findings by the 2nd October. The aims of the research were to establish a “curriculum map” database; to review curriculum development related to each diploma line e.g. PLTS, extended projects; and to identify existing and potential progression relationships as well as potential barriers and levers to progression.

As a consequence of some of the early findings from the research project, feedback from WYLLN partners, further dialogue with the DCSF, and the development of two progression modules by a partner member of the Culture, Media, Sports, and Arts sector group, the 14-19 Steering group decided that a range of benefits could be achieved for learners, tutors and education institutions and authorities by applying the West Yorkshire Progression Agreement Framework (WYPAF) to the 14-19 Diploma arena. To support the roll out of the WYPAF to the 14-19 arena the WYLLN has committed up to £120,000 through to May 2010 to facilitate the development and delivery of progression agreements and establish and/or enhance partnership working between diploma consortia and HE providers across West Yorkshire. This activity will be supported by a programme of staff development. N.B. This progression activity is not included within the progression agreement LLN monitoring template.

Other comments

Please include project work or other key themes which have not been reported on in the above boxes, for example work with e-systems or development funding.

In addition to the above the WYLLN has developed ICT tools to support the work of its partners.

IAGnow is a secure web-based IAG Management Tool which has been developed to enable the WYLLN to manage and track the progress of learners into Higher Education.

On this system, advisers offering Information, Advice and Guidance services to WYLLN learners upload all learner data, capture details of interventions, view previous intervention history and access useful resources.

IAGnow will provide the opportunity to manage the IAG activities a learner receives across the network by giving access to a learner’s previous intervention history. The system assists the flow of information between the different systems operated by

partner organisations.

It will also provide partners within the network with:

- An efficient method of reporting WYLLN funded ASNs for HESA and other HEFCE reports
- An opportunity to report on learners attending WYLLN supported courses
- The ability to combine this information in order to track WYLLN learners as they progress into and through higher education in West Yorkshire

The system is now used by 20 of the WYLLN partner institutions and holds information on over 7500 learners supported by WYLLN funded activity. The system is being adapted further to accommodate the data collection and MI requirements for the WYLLN ECIF (Economic Investment Challenge Fund)

In August 2008, WYLLN secured funding of £10,000 from the Joint Information Systems Committee (JISC) to implement and test the XCRi (eXchanging Course-Related Information) schema at the University of Huddersfield. This project was successfully completed and has resulted in the initiation of a further project funded by WYLLN to support partner institutions in the exploration and implementation of XCRi. To date 11 partner organisations are engaged in the project including Local Authorities, UCAS Media and Yorkshire Forward in addition to several partner HEIs and FECs

In February 2009, WYLLN secured funding of £30,000 from the Joint Information Systems Committee (JISC) to explore the use of Elluminate as a collaborative tool to facilitate meetings across our partner network. Elluminate will be used to support WYLLN network communications and the West Yorkshire XCRi project.

HE Progress Now is an e-portfolio specifically designed to support part time, distance and/or work based foundation degree students. The e-portfolio aims to guide and support learners through the process of creating assignments by enabling them to receive assignment documentation, submission information and by providing them with the opportunity to receive and track regular and structured feedback and communications on their work. In addition the e-portfolio enables the learner to easily capture and attach evidence, in a range of media, of their learning which is being created and generated in the workplace. It also enables work place mentors to directly contribute feedback to formative assessment and to evidence summative assessment activities. The e-portfolio was initially developed to support the delivery of a new generic foundation degree framework developed by the WYLLN Business Services sector group which was then applied to FDs in Business Services, Retail, Logistics and Finance. It is anticipated that during 2009/10 the e-portfolio will be utilised by partners from other sector groups who have adopted the WYLLN FD generic framework e.g. FD in E-Technologies.

Checklist

All boxes are complete (with the exception of underspend and 14-19 activity if these are not applicable).	Yes
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Commentary is not longer than 20 pages.	Yes
Appendices are attached to commentary (for example, table of milestones and targets or learner constituency).	Yes

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