

INTERIM EVALUATION

**WEST YORKSHIRE LIFELONG LEARNING
NETWORK**

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Lilian Black
September 2009

1. Executive Summary

1.1 The purpose of this interim evaluation report is to provide an overview of progress which the West Yorkshire Lifelong Learning Network (WYLLN) has made against its targets at this stage of its delivery. It highlights strengths and weaknesses and makes suggestions for consideration by the management board and staff. The evaluation process has been used also as a learning tool. Comments made in the report have been discussed robustly in some detail with the Executive Director.

1.2 The process for evaluation is set out later in this document but it has in summary included a thorough review of all paperwork including board and task group papers, monitoring reports produced by WYLLN staff, a survey conducted with Management Board members and interviews with the Chair and the Accountable Body representative. In addition the evaluator has attended a Strategic Advisory Forum meeting and conducted a questionnaire survey of attendees; held a focus group meeting with sector officers supplemented with a detailed questionnaire and further discussions, and face to face and telephone discussions with a wide variety of partners including HEFCE and Yorkshire Forward. The evaluation has been steered by a small group of Management Board representatives consisting of Bradford College, Wakefield College and Leeds Trinity University College. There have been many discussions with WYLLN staff about all aspects of performance. There has been a very good response from partners asked to contribute to the evaluation.

1.3 The West Yorkshire Lifelong Learning Network is one of the most ambitious, and certainly the largest Lifelong Learning Network. With over 72,000 businesses, a population of 2.2m, West Yorkshire hosts four of the region's eight Universities and two out of the three Higher Education Colleges and is home also to the Regional Office of the Open University. There are now ten Colleges of Further Education following several mergers and four Sixth Form Colleges. West Yorkshire delivers approximately 42% of all regional activity in Yorkshire. HEFCE Strategic Development Funds of £5,998,163 was awarded in order to implement successfully the proposals contained within the Business Plan. Additional funding of £2,184,749 was also

promised by the partners for the proposal. The plan is being implemented and a fourth year extension has now been agreed until 2011.

1.4 The targets set for delivery are as follows:

- Develop a strategic, inclusive and **sustainable partnership** including Higher Education, Further Education, work-based learning providers, schools, Sector Skills Councils, employers and their representatives, the Learning and Skills Council, Yorkshire Forward and community based organisations committed to providing quality vocational progression for learners to progress into higher education.
- Create **measurable changes to institutional processes and practices** which enable individuals better to **access and progress** into and across higher education opportunities and gain higher level skills and qualifications.
- Deliver **3000 additional vocational and work-based learners** into more flexible and relevant higher education provision through existing and additional student numbers.
- Develop a minimum of **25 Progression Agreements**, including a **local credit framework** with clear articulation arrangements, to enable smooth progression for vocational and work-based learners into and between institutions.
- Ensure **information, advice and guidance** (IAG) on vocational progression is more transparent to a minimum of **7,500** potential learners at **level 3** and **1000 employers** through face to face interviews and more transparent and cohesive web based services.
- Develop a minimum of **three Foundation Degrees** (or other appropriate provision) in response to the needs of **each of the identified sectors**.
- Develop operational strands for each sector which have **'champions'** leading the sector approach, responsible for engaging with the key stakeholders and employers and developing at least two initiatives per strand including **securing future funding**.
- Provide **500 opportunities for the professional development** of lecturers, teachers, trainers and support staff to understand the importance and relevance of vocational progression in support of the newly developing curriculum and needs of employers, thus influencing the culture and

standing of vocational pathways within institutions thus enabling changes planned within this project to take place.

- Develop a **marketing and communications strategy** aimed at individuals and employers which stimulates demand, provides a more transparent, cohesive and **easily understood response mechanism for higher level vocational learning and skills enquiries**. This will support 'Better Deal for Business' and the Single Enhanced Gateway being developed by Yorkshire Forward and the Business link network across Yorkshire and the Humber and the 'Train to Gain' brokerage strategies.
- Put in place open and transparent structures, systems and processes, including **effective governance, leadership and management, monitoring and evaluation** for the project, to fulfil responsibilities to the Higher Education Funding Council for England, learners, employers, stakeholders and the wider community.

1.5 Overall the Management Board can be confident that the WYLLN will deliver its numerical targets and in some cases this is already exceeded.

Actual performance is outlined in the full report.

1.6 The key strengths identified at this stage are as follows:

1.6.1 There is a higher degree of trust between partners and strong evidence of excellent collaboration amongst some partners who have never worked together before on a wide range of activities including curriculum development, employer engagement and staff development;

1.6.2 WYLLN has created a strong dialogue and interface between further and higher education on the higher education and skills agenda which did not exist before. This should be used as a platform for the future;

1.6.3 Partners and board members express a high degree of confidence in the Executive and the Chair;

1.6.4 There are strong governance and leadership standards in place, and sustained commitment to attend meetings by Management Board members;

1.6.5 The Strategic Advisory Forum has acted as a useful method of linking the main board to the wider partnership and there is evidence that strategic input has been enabled to the decision making process;

1.6.6 The Executive and staff produce effective reports to manage their own performance and monitor and evaluate themselves on a systematic basis;

1.6.7 The Accountable Body has enabled WYLLN to maintain its independence;

1.6.8 There is good progress on Progression Agreements and very useful early work underway on the Credit framework;

1.6.9 There have been excellent staff development opportunities provided to partner institutions and taken up by staff resulting in improved knowledge, better networks and joint working between further and higher education and higher level qualified staff;

1.6.10 The numerical targets for the provision of Information Advice and Guidance have been exceeded. Particularly noteworthy is the introduction of 'IAG Now' to record interventions and provide management information on this important area;

1.6.11 There is clear evidence of innovation through projects and increasing flexibility enabling WYLLN to respond to new challenges, for example the Economic Challenge Investment Fund, the development of links with the Work and Skills Boards and the funding of three posts on higher level skills;

1.6.12 WYLLN has benefited from high level ICT capability, with an effective website, management information systems which enable sound reporting to take place and systems development enabling partners to work collaboratively on credit systems for example;

1.6.13 WYLLN has established the seven sector groups set out in the business plan and each one is now on course to deliver its plans. There are some excellent networks and collaborations being developed. The sector groups and an emerging network targeted at credit and progression could have enormous potential for changing the skills level within the region;

1.6.14 The task groups have been well attended and served a useful purpose in engaging partners from a wide range of organisations to tackle issues together;

1.6.14 WYLLN has considered its sustainability strategy early on and is making progress towards this.

1.7 It is recommended that the Management Board and Executive explore further the following areas:

1.7.1 Consider Board membership again in light of institutional changes, mergers and the changing external landscape;

1.7.2 Consider their own roles within their own institutions to secure the legacy of the WYLLN's objectives on progression;

1.7.3 Ensure equality and diversity monitoring takes place on an agreed basis and the Board receives reports at agreed intervals. A review of IAG provision by ethnicity for example shows that a high take-up of IAG at Bradford College is masking lower than expected take up by ethnic minorities elsewhere. It is recognised that there may be many reasons for this. It is unwise to draw any conclusions from this evaluation, except to highlight that there appear to be anomalies which need to be looked at for the next phase of the WYLLN delivery plan;

1.7.4 Some Board members did not feel well informed about overall sector activity and some were not quite certain how performance was being measured. Similarly some sector officers would like better awareness of other sector activity. There should be a way perhaps of presenting sector progress in an easily comprehensible format;

1.7.5 The original offer to HEFCE was to provide additional funding of £2,184,749 brought by the partners to the proposal. This information has never been asked for by HEFCE and it is recommended that this be explored further at this stage rather than leave this until the end of the project. The information is not being collated currently;

1.7.6 Consider the visibility of the main Board papers and minutes which are on the website but this is not generally known by members of the Strategic Advisory Forum;

1.7.7 Increase focus on the sustainability strategy for WYLLN overall and also through the sector groups which are continuing. It is important that sustainability is given priority whilst delivering on core objectives;

1.7.8 Ensure tight focus on core objectives is maintained whilst responding to new challenges and ensure the structure is in place to deliver this. There is a risk that the range of projects and activities engaged in is very broad and extensive. This should not be stopped but there must be sufficient staff at the right level to manage this. There may be a risk of role overload;

1.7.9 Ensure that the higher level skills work with the Work and Skills Boards in three local authority districts also includes Wakefield and Calderdale, especially as there are no universities located in these local authority districts; the decision to fund new HE centres is now delayed and it is therefore important that the communities of Wakefield and Calderdale are considered carefully by the WYLLN Board to secure higher level skills progression opportunities across the whole of West Yorkshire.

1.7.10 There is a *perception* amongst some of the WYLLN partners that skills are not viewed by Yorkshire Forward as central to their economic brief. This needs to be addressed along with the potential future role of WYLLN as a higher level skills broker for further and higher education, working more closely with Yorkshire Forward to support them in their new strategic skills role.

1.7.11 There is no direct awareness of WYLLN amongst learners as a result of the current marketing and delivery strategy for IAG. This needs to be considered carefully as part of the legacy going forward. Is it right that there is no public recognition that WYLLN will have assisted over 7000 people in West Yorkshire to make informed choices about their future?

1.7.12 There is limited direct contact with employers by WYLLN. This is delivered through the sector groups with very limited budgets. Partners considered that more work was needed in this area. There is a need to explore connectivity with Businesslink Yorkshire and the Regional Brokerage Operational Group. Employer engagement was viewed as requiring additional focus and attention.

1.7.13 If the WYLLN applies for ASNs it will be critical for the WYLLN to support ASN growth in institutions where curriculum developments are well developed through the sector group developments. Although the ASNs would be allocated to individual institutions, the Management Board should consider where strategic growth is really required and can be delivered to further the WYLLN objectives.

1.7.14 There is a risk that funding may not be spent in time. Invoices must be submitted by partners on a timely basis. The Accountable Body is a prompt payer. The Management Board and Executive Director need to ensure there

is a contingency plan in place which is updated on a regular basis. A stronger project management approach should be considered.

1.7.15 Consider how the provision of IAG links with work on progression and credit and whether more attention is required to align this more closely.

1.7.16 There may be a gap in WYLLN funded IAG provision for higher level skills in Kirklees and this should be reviewed.

1.7.17 The extent to which IAG is being delivered in the workplace should be considered and whether WYLLN is helping potential work place learners to improve their skills and qualifications, either paid by the employer or by themselves. The balance of this in the project should be considered as part of the next phase of the project.

1.7.18 Some sector officers would like to contribute more to the strategic direction of the WYLLN and there are suggestions to attend planning events. There is a sense that more should be done at the centre to unify common strands of activity. This needs to be discussed further.

1.7.19 Progression agreements are being developed and the Management Board may wish to consider again whether to strengthen its prioritisation of the type of agreement to be developed in view of the number of agreements in development. Is less more?

1.7.20 Is there a need to link with the private sector to aid the progression of all higher level learners?

1.7.21 Careful consideration of public investment in technological developments should be given to avoid wasting resources which will not sustain. There may be a role for private sector investment in these types of developments.

1.8 Following the Management Board meeting the report will be finalised taking account of any feedback received at this point. It is for the board to then consider how it wishes to proceed in terms of actions and dissemination.

2. Introduction

2.1 Lifelong Learning Networks (LLNs) emerged from Sir Howard Newby's vision to improve the progression of vocational learners between different programmes and where necessary between different institutions. This included research led universities and modern universities and further education colleges offering higher education. He asserted that the pathway to higher education was neither clear nor consistently applied and that the core of any progression strategy should be based on a network guaranteeing to learners that they would be able to progress from any award offered by one of the partners to any other programme offered within the Network that the learner could be adequately prepared for, and could benefit from.

2.2 It was further asserted that the vocational pathway to higher education is neither clear nor consistently applied from one part of the country to the other and it was therefore simply not clear to a 16 year old or indeed to an employer what the pathway was and where it would lead. The full detailed description of the purpose of Lifelong Learning Networks was contained in a joint letter from the Higher Education Funding Council for England (HEFCE) and Learning and Skills Council (LSC) Directors to HEFCE-funded Higher Education Institutions (HEIs) and Further Education Colleges (FECs) in June 2004. The first LLNs came into being in January 2005. The early networks included Higher York, the Greater Manchester Strategic Alliance and the Sussex Learning Network.

2.3 The West Yorkshire Lifelong Learning Network (WYLLN) was one of the last of the 28 Lifelong Learning Networks to be established and certainly received the biggest HEFCE investment for its three year plan which has been extended recently to four years. HEFCE Strategic Development Funds of £5,998,163 was awarded in order to implement successfully the proposals contained within the Business Plan. Additional funding of £2,184,749 was also promised by the partners for the proposal. The WYLLN is not a separate legal entity but a voluntary collaboration between further and higher education institutions and stakeholders, with written terms of reference. The Accountable Body which assumes all legal and fiduciary responsibilities on behalf of the network is the University of Huddersfield.

2.4 In the context of this interim evaluation it is worth noting that at the outset of the development phase to establish the West Yorkshire Lifelong Learning Network, it was the view of HEFCE that the network would be difficult if not impossible to establish given the number and diversity of partners in West Yorkshire. With over 72,000 businesses, a population of 2.2m, West Yorkshire hosts four of the region's eight Universities and two out of the three Higher Education Colleges and is home also to the Regional Office of the Open University. There were fourteen Colleges of Further Education (now ten following the Leeds City College merger of Park Lane (including Keighley) , Thomas Danby and Leeds College of Technology and Dewsbury with Huddersfield to form Kirklees College), and four Sixth Form Colleges. Further Education Colleges deliver approximately 12%¹ of higher education provision, including Diplomas and Honours Degrees, and professional accredited qualifications. West Yorkshire represents approximately 44% of all regional activity and is therefore a crucial part of the Yorkshire economy.

2.5 The challenge for the proposed network was to put together an alliance and business plan which would gain HEFCE support. One of the biggest risks identified by HEFCE was the partnership and unusually as part of the development process, WYLLN was required to identify the sector leaders as part of the business plan prior to approval, in addition to having plans for appropriate governance in place. The purpose was to minimise the risk of the partnership collapsing through disagreements about who would lead the various roles across the organisation.

3.6 Two years since its approval WYLLN is implementing its delivery plans. The purpose of this Part One interim evaluation is to ensure that the plans developed originally remain appropriate, to identify any adjustments which may need to be made given other national and local priorities and to provide assurance to funders and partners that the targets set originally are broadly in line for delivery. It also considers aspects of longer term sustainability and the rationale for this going forward. Part Two of the evaluation will conclude the interim findings on the above areas and measure the final achievement of WYLLN against the performance indicators and the strategic objectives. It will

¹ Progress in the Region (2005)

focus on the value / impact which 'customers' have gained as a result of the initiative.

3. The changing context for Lifelong Learning Networks

3.1 Whilst the policy to strengthen the higher level skills and educational levels of people remains as outlined by Lord Leitch, other factors have emerged which will no doubt impact on individual institutional policies and partnership working, although it is too soon to say yet exactly how. It is unclear what the 'absorption' of higher education into a government department without the word education in its title (Department for Business, Innovation and Skills) will have on policy.

3.2 The greatest change influence since the inception of the LLN is the impact of the so-called 'credit crunch' and crisis in the money markets resulting in a sharp rise in **unemployment**, with predictions set to increase to over 3 million during the lifetime of this project. Unemployment is now impacting on white collar workers and people with higher level skills and qualifications including graduates. This was evidenced at a Job Fair event held recently (July 2009) in Calderdale, home of the 'Halifax' where there were many more enquiries from skilled and qualified people than ever seen before. This was reaffirmed in a 'Dispatches' programme (August 2009) which dealt with the impact of redundancies on professionals and the lack of support available from mainstream Jobcentre Plus services. This is creating downward pressure on those already disadvantaged in the labour market, those with lower level qualifications, without basic skills including English language and people with disabilities including mental health issues.

3.3 Redundancies from a range of businesses including the financial services sector have impacted on the regional economy and the take up of training by employers. Nonetheless there remains evidence that employers recognise the need to continue to invest in higher level workforce training² and the role for institutions with workforce development as part of their mission is just as important as ever in aiding the recovery.

² Using demand to shape supply: An assessment of the higher level skills needs of employers in England Report by CFE to HEFCE 2009

3.4 Universities and colleges delivering higher education will need to have greater flexibility to meet the demand from employers and employees, and become better at meeting the demand for part-time HE, often delivered as 'bite-sized' modules. Employers do however want qualifications, so accreditation of this form of learning appears to remain important.

3.4 There are concerns too that the planned growth and expansion of higher education will come to a halt with pressure on public funding, resulting in no or only partial funding being made available for additional student places. This may not necessarily impact on the role of HEIs and FECs in workforce development where employers have been used to paying for learning for their employees, either fully or partially. The original plan however to fund strategic growth for vocational learners through the deployment of Additional Student Numbers was stopped when HEFCE was unable to provide the student numbers originally agreed. It is possible that this may change and a further 10,000 places have been made available, although only 6000 are for deployment through Strategic Development Fund projects. A recently held WYLLN Strategic Advisory Forum recommended that WYLLN should put forward a proposal for ASNs, although it was recognised that this would be under Model 1 and not the existing Model 2 WYLLN arrangement i.e. WYLLN will need to be able to identify the institutions and programmes for which it will be bidding.

3.5 Whilst a lack of planned growth may have been regrettable in other circumstances it is very worrying in the context of there being few jobs for young people to go to, as is the case now. Recent unemployment statistics demonstrate that 18 – 24 year old people are most adversely affected. Also of concern must be reports that some colleges will struggle to fund the guaranteed places they must offer teenagers this term. This uncertainty comes on top of a capital building programme for colleges that had to be halted this year following miscalculations by the LSC; moreover there is a discernible sense of uncertainty with funding responsibilities of the LSC to be transferred to local authorities next year. Interestingly the Open University has seen an increase in applications from younger people this year.³

³ Interview Open University Yorkshire Regional Office 3 September 2009

3.6 This backdrop represents a significant challenge to institutions individually and as part of the broader WYLLN partnership. Will higher education institutions withdraw 'franchise' arrangements with their college partners; will progression agreements between institutions be hindered and how will pressure on admissions tutors impact on the entry of non traditional learners into higher education? Will institutions seek alternative funding sources, perhaps by developing stronger employer engagement strategies as they seek to adapt to a new reality of less public funding?

3.7 It is worth noting that the decision to fund new HE centres is now delayed and it is therefore important that the communities of Wakefield and Calderdale are considered carefully by the WYLLN Board to ensure that higher level skills progression opportunities are made available across the whole of West Yorkshire. The Executive Director is aware of this and is considering this as part of the next stage of the WYLLN development.

3.8 Other issues impacting on the WYLLN and its work programme include introduction of the five Diplomas in creative and media; information technology; health and social care; construction and the built environment, and engineering and a further five new Diplomas introduced this September 2009. They are in manufacturing and product design; business, administration and finance; hair and beauty; environmental and land-based studies, and hospitality. All will combine theoretical learning with knowledge of industry and practical experience. So far provisional figures show that three times as many students as last year have applied to study for a Diploma starting in September. LLNs should monitor their progress and align the qualification with the evolution of progression agreements in relevant areas. 3.9 The WYLLN has been very pro-active in contributing to Diploma developments and there are plans to sustain this involvement and to ensure this aligns to progression agreements in development. It should be noted that recently published research by Exeter University which surveyed 19 institutions reported that they would accept candidates with Diplomas but most would need at least one A-level too.

3.10 Apprenticeships are planned to rise from the present 100,000 to 190,000 by 2020. Whilst not every successful apprentice will wish to pursue higher

education, this should be one of a range of available options for such learners. Is WYLLN enabling learners from the private sector to progress?

3.11 HEFCE policy on equivalent or lower qualifications (ELQs) may limit the options available to those already in the workforce, and in possession of a degree or equivalent. Unless they are prepared to fund their own Level 4 studies, the HEFCE decision means that it will be more difficult for an individual to change career, even when such a change will address a local or regional skill shortage. The importance of good quality IAG for those about to embark on a Level 4 qualification for the first time within the workplace becomes even more crucial. Tactically, following a Foundation Degree would keep all options open for a learner but again funding for these is being questioned at the moment. A network of common curriculum modules and a good APE/APEL system may be a more sustainable response.

3.11 The Apollo Global acquisition of BPP in June 2009 demonstrates the confidence of the private sector in making progress into the public sector. The growth of the global private sector higher education market has been enormous, particularly in delivering awards in developing countries and with employers as well as in the United States. Demand for higher education around the world is projected to expand from 97 million students in 2000 to 262 million students in 2025. The International Finance Corporation estimates in April 2006 showed that the private higher education market approached \$400 billion worldwide. Private education plays a critical role in advancing development of education, specifically higher education and lifelong learning, in many countries around the world. The key trends driving this growth include unmet demand and supply of education in the developing world; failure to respond to the needs of adult students around the world; a decline in public funding; reported mismatch in education quality to meet industry demands in the developing world resulting in supplementary training being needed and information & communications technologies broadening the reach of education and how it can be delivered. There is also the emergence of employer in-house qualifications by groups such as McDonalds and Flybe. Some employers are able to provide good in-house training capable of being formally accredited by the Qualifications and Curriculum Authority (QCA). The potentially large numbers of students completing those programmes will

demand appropriate progression routes. Wherever it takes place learning begets learning.

3.11 The progressive implementation of the Qualifications and Credit Framework (QCF) from September 2008 and a strong wish on the part of both HEFCE and LSC to develop a national or at least regional system of CAT and APEL, including a means of accrediting prior workplace experience should also be noted in the context of the WYLLN's focus for the future.

4. Approach to the Evaluation

4.1 The approach to the brief was set out in the tender proposal which outlined precisely what would be reviewed and assessed. This included:

- ◆ The start up phase;
- ◆ Governance, leadership and management arrangements;
- ◆ Establishment of sector, IAG and progression arrangements;
- ◆ Accountable Body role;
- ◆ Financial arrangements and use of ASNs;
- ◆ Communications to the target market and partners and methods used;
- ◆ Performance Indicators and performance against these to date as stated in the Business Plan and taking account of any agreed adjustments;
- ◆ Any reported challenges for the future, lessons learned and key messages;
- ◆ Perceived and evidenced outcomes to date;
- ◆ Any innovative approaches used which highlight successes or learning points for the future;
- ◆ Plans for sustainability of WYLLN beyond the lifetime of project funding.

The key methodologies have included:

- ◆ Examination of documents and processes produced by the Accountable Body, Management Board and Strategic Advisory Forum, Executive Director and staff;
- ◆ A review of existing reports including feedback from HEFCE (3 December 2008), the Peer Evaluation between West Yorkshire Lifelong Learning Network and South West Lifelong Learning Network, the WYLLN report 14 May 2009 and further reports on sustainability;

- ◆ A review of activities generated through projects and sector and task groups;
- ◆ An analysis of attendance and feedback from conferences/workshops generated through WYLLN activity;
- ◆ Interrogation of the IAG Now system and results to date;
- ◆ Face-to-face and telephone interviews with partners including Yorkshire Forward, HEFCE, the Regional Skills Development Director, the Open University, the Escalate project, the Colleges Consortium, two Sector Skills Councils, the Open University; and the former West Yorkshire IAG Board representative.
- ◆ Interviews with the Accountable Body (Pro Vice-Chancellor Tim Thornton, University of Huddersfield) and the Chair of the West Yorkshire Lifelong Learning Network (Pro Vice-Chancellor Vivien Jones of the University of Leeds);
- ◆ A focus group run with Sector Officers supplemented by a questionnaire and telephone discussions;
- ◆ Consultation with the Strategic Advisory Forum including administration of a questionnaire and observation of the full meeting;
- ◆ A Management Board steering group to oversee the evaluation has met once to consider key points and to provide a steer.

4.2 Time is required for the draft report to be considered by the Board and to receive feedback prior to its finalisation.

4.3 Part Two of the evaluation will seek to conclude the interim findings and measure the final achievement of WYLLN against the performance indicators and the strategic objectives. As indicated the final evaluation builds on the results of achievements against performance indicators but focuses on the value / impact which 'customers' have gained as a result of the initiative.

5. Key Findings

5.1 Business Plan Objectives and Key Measures of Success

5.1.1 The overall business plan rationale and key objectives set, including the wide range of sectors supported, has provided a solid base from which to implement the WYLLN. The Board and Executive Team are implementing the plan approved by HEFCE, making adjustments as necessary and developing over time more flexible and innovative approaches as it becomes more confident that it is reaching its agreed targets.

5.1.2 This report reflects on the progress which WYLLN has made against the key measures outlined in the business plan approved by HEFCE and indicates points to consider at this stage of delivery.

WYLLN Key Measures of Success (approved Business Plan)

- Develop a strategic, inclusive and **sustainable partnership** including Higher Education, Further Education, work-based learning providers, schools, Sector Skills Councils, employers and their representatives, the Learning and Skills Council, Yorkshire Forward and community based organisations committed to providing quality vocational progression for learners to progress into higher education.
- Create **measurable changes to institutional processes and practices** which enable individuals better to **access and progress** into and across higher education opportunities and gain higher level skills and qualifications.
- Deliver **3000 additional vocational and work-based learners** into more flexible and relevant higher education provision through existing and additional student numbers requested.
- Develop a minimum of **25 Progression Agreements**, including a **local credit framework** with clear articulation arrangements, to enable smooth progression for vocational and work-based learners into and between institutions.
- Ensure **information, advice and guidance** (IAG) on vocational progression is more transparent to a minimum of **7,500** potential learners at **level 3** and **1000 employers** through face to face interviews and more transparent and cohesive web based services.
- Develop a minimum of **three Foundation Degrees** (or other appropriate provision) in response to the needs of **each of the identified sectors**.
- Develop operational strands for each sector which have **'champions'**

leading the sector approach, responsible for engaging with the key stakeholders and employers and developing at least two initiatives per strand including **securing future funding**.

- Provide **500 opportunities for the professional development** of lecturers, teachers, trainers and support staff to understand the importance and relevance of vocational progression in support of the newly developing curriculum and needs of employers, thus influencing the culture and standing of vocational pathways within institutions thus enabling changes planned within this project to take place.
- Develop a **marketing and communications strategy** aimed at individuals and employers which stimulates demand, provides a more transparent, cohesive and **easily understood response mechanism for higher level vocational learning and skills enquiries**. This will support 'Better Deal for Business' and the Single Enhanced Gateway being developed by Yorkshire Forward and the Business link network across Yorkshire and the Humber and the 'Train to Gain' brokerage strategies.
- Put in place open and transparent structures, systems and processes, including **effective governance, leadership and management, monitoring and evaluation** for the project, to fulfil responsibilities to the Higher Education Funding Council for England, learners, employers, stakeholders and the wider community.

5.2 Governance

There has been a full review of all governance arrangements which has included all board papers and administration processes

5.3 The WYLLN Management Board

5.3.1 There are very effective governance arrangements in place. This includes written terms of reference, definition of Board membership and decision making processes. The Board meets on a regular basis and is chaired by the University of Leeds. The Accountable Body for funding is the University of Huddersfield. These two roles were separated early on to secure the independence of the WYLLN from any single institution and to fulfil its partnership role. This has worked well.

5.3.2 There are first class professional administration standards in place, administered under the direction of Ceri Nursaw of the University of Leeds who was instrumental in setting the governance standards along with Board members. All meetings are formally recorded, attendance is noted and there

is a register of interest maintained. All meetings have formal agendas, minutes and papers. The time frame for meetings has been maintained. The Accountable Body, Chair and Executive Director have worked closely together and have for example met prior to each Board meeting to ensure the agenda, minutes and papers were in order for Board members.

5.3.3 There has been a very high level of senior input sustained by Board members to the meetings over the past two years. In a recent Board self assessment survey conducted as part of this evaluation, Board members were particularly appreciative of the Chair's performance (Pro-Vice Chancellor Professor Vivien Jones) and described her chairing skills as 'excellent'.

5.3.4 Overall Board members expressed their satisfaction at the conduct of the Board meetings, felt they were properly briefed about the WYLLN business activity and had a high degree of confidence in the Executive.

5.3.5 There was less awareness about some of the corporate governance measures in place such as the register of members' interests (although this has been completed by Board members), record of attendance and insurance/liability as well as performance management of the Executive Director and staff. However it should be noted that these measures are in place and carried out by the relevant parties i.e. the Accountable Body (University of Huddersfield) or the University of Leeds in its capacity as independent chair of the partnership.

5.3.6 There is a clear gap in equality and diversity monitoring reports and this has been discussed with the Executive and measures are now being put in place to address this. It is now possible to measure the equality and diversity of IAG interventions as a result of these discussions. A review of literature produced by WYLLN including the sector leaflets shows diverse images of men and women and from many different backgrounds. This also includes the case study material such as the work done between Leeds City College (Thomas Danby) and the Aagrah group of restaurants. At the annual celebration event held during 2009 prize winners came from different backgrounds and reflected the ethnic diversity of West Yorkshire.

5.3.7 Overall Board members felt they understood the business although one or two members were unsure as to how business performance is measured.

5.3.8 Board members representing further and higher education institutions felt that significant progress had been made in establishing good working relationships and trust between each other. A major strength felt was the establishment of WYLLN as a forum which brought both Further and Higher Education together, along with other strategic partners, to discuss a shared agenda of higher level skills. Although there is a forum for FECs and a forum for HEIs there is no forum apart from the WYLLN which brings both together. The WYLLN Board can be justifiably proud of the relationships which have developed at strategic and operational level between institutions. In the various questionnaires administered to the sector officers, the Strategic Advisory Forum and through telephone and face-to-face interviews there is a large body of evidence which demonstrates clearly how institutions are working together, sometimes with partners they have never previously worked with prior to WYLLN.

5.3.9 Board members felt that **most progress** had been made in developing a strong partnership, that WYLLN had trusted partners to deliver, had raised the profile of HE amongst employers, generated interest from under-represented groups in HE, and provided focus for occupational progression routes to be developed.

5.3.10 Overall the Board gave green lights to work delivered through the sectors, on IAG and progression agreements (with qualifying comments) and staff development. There was no single Board member institution which felt that WYLLN should not be continued although the question of funding was raised.

5.3.11 Board members felt that **less progress** had been made on employer engagement, progression routes for apprentices into higher education and for people already in employment wishing to improve their higher level skills and qualifications. The decision not to provide ASNs by HEFCE had created a barrier to strategic investment in progression routes, although more progression agreements are in place or in development than originally anticipated. There were some reports that the credit crunch impact on businesses had halted some foundation degree development, right at the last moment when the academic work had almost been completed.

5.3.12 Board members would like to see **more focus** on employer engagement, an exit strategy and continued support for progression agreements developed beyond the lifetime of the project. There should be a focus on new developments and not just maintenance and this should be driven forward.

5.3.13 There did not appear at this point to be an overall consensus about the longer term future of the WYLLN with Board members holding a variety of views ranging from believing strongly it should be sustained to not expressing a view at all. There was only one person who expressed a view that it need not continue. Although the project has been extended to a fourth year, it is suggested that this should perhaps be considered further in light of the changing landscape. There is presently no other forum which brings FE and HE institutions together to consider the higher level skills agenda or wider issues. This may be particularly relevant in the context of the changing landscape and the investment by WYLLN into three higher level skills posts within the local authority areas of Kirklees, Leeds and Bradford. This work will align the WYLLN more closely to the 'Work and Skills' Boards and the economic regeneration activity in the Districts. Care must be taken however to ensure the needs of Calderdale and Wakefield are also taken account of in this development. This has been discussed with the Executive Director.

5.3.14 Some Board members did not feel well informed about overall sector developments and were also unsure in some instances how well they communicated with their own institutions about the WYLLN activities. Interestingly some sector officers reported little contact with their Board member whilst some reported excellent contact. Examples of how WYLLN Board members had supported institutional change included chairing high profile conferences, speaking at conferences, chairing groups, providing additional resources and providing institutional steer and direction. One example of this was a recent discussion held with an admissions tutor at the University of Huddersfield who was very clear what the admissions and widening participation policy was and how older people in work for example and without qualifications could make very good students and how they were to be enabled to access the university.

5.3.15 The role of Management Board members within their own institutions remains pivotal as the WYLLN moves to the next phase of its life. Where Management Board members have also had responsibility for being a sector-lead then the communication link between the operational sector person and the Management Board member has been inconsistent. Some have used the link to push forward developments with a high degree of commitment. One example of this is the Health Sector run by the University of Bradford where the Board member has appointed a full time person, established a university wide group to carry forward LLN developments and is now working through linkages with the Escalate project to engage more fully and appropriately to businesses asking for bite-sized accredited learning. Other sector officers have reported very little connectivity with their Board representative. Board members may wish to consider their own position on this matter and whether this could be developed in the next phase of the work.

5.3.16 The Accountable Body role has been undertaken as mentioned previously by the University of Huddersfield under the direction of Pro-Vice Chancellor Professor Tim Thornton and formerly under Professor Sue Frost. The Accountable Body has provided the accommodation, financial, human resources and technological support and expertise for the WYLLN for which it has received a management fee. This was charged at the usual university full cost recovery rate.

5.3.17 There has been good support from the Accountable Body's Pro Vice-Chancellor of the University of Huddersfield for the WYLLN team and WYLLN has been enabled to maintain its independence as a true partnership body. It has not experienced pressure to compromise its independence in any way. The Accountable Body's internal finance person reports that there are appropriately established working links with the WYLLN finance person and that financial activity has been conducted in line with the rules of the Accountable Body. Documentation for tendering and contracting has been seen by the evaluator and expenditure is managed in line with the University of Huddersfield's regulations.

5.3.18 One point to consider is that there is no systematic process in place to measure the network's financial contribution to the WYLLN business plan. The original offer to HEFCE was to provide additional funding of £2,184,749

brought by the partners to the proposal. This information has never been requested by HEFCE and it is recommended that this be explored further at this stage rather than leave this until the end of the project. The information is not being collated currently.

5.3.19 Some Board members expressed disappointment at the low attendance of the HEFCE observer at the meetings. They would have appreciated a stronger input on the policy direction of HEFCE on LLNs and broader matters of concern such as ASNs, student growth, and the more recent likely longer term impact of public sector funding cuts and WYLLN's sustainability strategy. It has now been agreed that HEFCE will attend the WYLLN Board meetings annually.

5.3.20 The failure to fund promised growth through strategic use of ASNs did have a negative impact on the network which partners are seeking to mitigate. This may change in the near future as HEFCE has decided to make ASNs available for SDF projects. In making any bids on behalf of the Network it will be critical for the WYLLN to support ASN growth in institutions where curriculum developments are well developed through the sector group developments.

5.3.20 The role of HEFCE during the business plan development phase was evaluated by HEFCE and it is recognised by WYLLN that excellent support during this phase was provided. The position of HEFCE is that it basically purchases 'outcomes' and it has limited resources available. The HEFCE interview can be read at annex 1. HEFCE has now introduced a monitoring template which enables it to provide a consistent method to monitor the overall LLNs performance and this is being completed by the Executive Director. There are some problems with the template as it has been introduced after the development of LLNs, for example the template asks for financial monitoring on an activity basis. It can be difficult to disaggregate costs by activity, for example work undertaken towards the development of progression agreements may be allocated under a cost heading of sector groups or employer development.

5.3.21 Yorkshire Forward is a full member of the Board. Initially there was a problem securing a Yorkshire Forward representative on the Board as there are four LLNs in Yorkshire and servicing this number of LLNs was

problematic. Yorkshire Forward tried to mitigate this through the regional LLN meetings chaired by Higher York LLN and eventually in September 2007 Alison Wilson joined the WYLLN Board and has been a positive contributor to these meetings and has also used her offices to facilitate access to other parts of Yorkshire Forward. The WYLLN partnership is undoubtedly strengthened by joint working between Yorkshire Forward and further and higher education. Some Board members have indicated however, in discussions and through questionnaire responses that they would like to see stronger links between Yorkshire Forward and further and higher education. It is acknowledged that Yorkshire Forward is funding two consultancy posts for Higher Education and Further Education within Yorkshire Forward. There is however a *perception* amongst some of the WYLLN partners that skills are not viewed by Yorkshire Forward as central to their economic brief. As further and higher education is funded respectively by the LSC and HEFCE, they are not necessarily viewed by the RDA as core business activity. This view was also expressed at a Strategic Advisory Forum meeting held on 10 September 2010 by a broader range of people. How this will change in the future is not yet clear as the overall skills landscape changes, RDAs adopt their strategic skills brief and the impact of any election results makes itself known. What is clear however is that we will need a group driving forward the higher level skills agenda which embraces further and higher education offers as part of the economic recovery process.

5.3.22 There has been only limited attendance by the LSC at Board meetings over recent months and this is probably a reflection of the landscape changes planned, as 14 -19 year old provision returns to the local authorities. Again the agenda for LLNs has not necessarily been a focus for the LSC as it seeks to address through its own funded programmes, the many challenges of getting people to level 2.

5.3.23 In view of a number of possible anticipated changes including the introduction of higher level skills posts in local authorities, the demise of the LSC, the sustainability plans for sector groups, individual institutional changes at senior level impacting on Board membership including the IAG representative, Leeds Metropolitan University, and the Leeds City College

merger it may be timely to re-consider Board membership as it currently stands.

5.4 The Strategic Advisory Forum

5.4.1 The Strategic Advisory Forum (SAF) meets twice yearly. These meetings have been well attended by a very wide range of partners. The evaluator attended a full SAF meeting on 10 September 2009.

5.4.2 The main aim of the SAF is to ensure that the wider partnership of key deliverers and stakeholders can make an input to the future policy and direction of the Network. There are over forty named individuals and organisations eligible to attend. The actual numbers of people attending has reduced over time but this has made the forum more interactive and enabled more people to have their say.

5.4.3 The Strategic Advisory Forum may make recommendations to the Management Board, but has no executive responsibility. Its main purpose is to improve communications, collaborative working and awareness of the WYLLN. The SAF is chaired by a member of the WYLLN main board Ms. Kaye Fisher, Vice-Principal of Wakefield College who acts as the conduit between the SAF and the main Board.

5.4.4 There is evidence that the SAF is used to consult on key issues including ASNs, sustainability and general policy direction. This is seen through minutes of the SAF meetings and papers presented. A number of attendees questioned did ask for copies of main Board minutes and suggested that this would aid communications. They were not aware of the website location which holds the management board papers. [http://www.wylln.ac.uk/about_us/Management Board](http://www.wylln.ac.uk/about_us/Management_Board). This has been discussed with the Executive Director and is likely to be a lack of awareness issue which simply needs to be communicated to SAF members. It may also be helpful to have a corporate section on the front page to make it more visible.

5.4.5 A questionnaire was administered to 20 attendees at the meeting held on 10 September 2009. The purpose of the questionnaire was to test to what extent the group felt they had been engaged with, had had an opportunity to influence the agenda and to receive comments about the performance of WYLLN. It also sought views and suggestions about the way forward.

5.4.6 There was a mix of staff in attendance but every university was well represented and every college in attendance as well as the IAG and a Trades Union representative. Two individuals were in attendance for the first time and felt unable to complete the questionnaire.

5.4.6 Respondents felt they had been able to contribute to the WYLLN “quite a lot” through the SAF and also through other mechanisms such as the sector groups and/or the task groups. They appreciated greatly the opportunity to debate issues with other staff in different institutions and found the debates stimulating and helpful. Most people were able to comment on what they felt they had achieved through the forum and this included staff development, new networks, practical curriculum developments and linkages and greater understanding of what unites rather than divides further and higher education.

5.4.7 Most respondents thought “good” or “very good” progress had been made on progression agreements. All sectors had made as a minimum “acceptable” progress, although some were rated good or very good; similarly progress feedback on IAG provision ranged from acceptable to very good/excellent.

5.4.8 All partners felt that WYLLN had been very open and transparent and could quote examples of when they had been consulted on matters e.g. ASNs, projects, Economic Challenge Investment Fund (ECIF) and staff development activities. Staff felt that WYLLN should continue and the focus should be on completing current curriculum developments – top up degrees, foundation degrees, embedding developments, strengthening linkages with strategic bodies, work place progression, 14 -19 year Diploma developments, investigating funding for continuation of work on progression and the wider WYLLN remit.

5.4.9 The feedback was unanimous in wishing the Forum to continue. Staff appreciate very much the opportunity to work cross - institutionally. Staff development, conferences, task groups, sector working had all enabled staff to develop broader perspectives and better ways of working personally, institutionally and at sector level. The extension of WYLLN for a fourth year will further assist the embedding of activity and the sustainability strategy.

5.5 Leadership and Management

5.5.1 The staffing structure of the WYLLN outlined in the business plan has been largely implemented in line with the plan with some adjustments to avoid overlap and duplication of effort.

5.5.2 There was a rigorous approach adopted in appointing the core WYLLN team during the start up phase, which included the use of assessment centres and Board members with appropriate backgrounds formed part of the selection process. The Executive Director was part of the selection process for his staff. This investment resulted in excellent staff being appointed (feedback from partners). This has been an important contributor in the success of the WYLLN activity to date. It has probably been instrumental in enabling staff to 'hit the ground running' so to speak. WYLLN staff are highly skilled and qualified. The core team of the WYLLN is small, relative to other LLNs and there may be role overload for certain staff members with such a large partnership; with meetings to be organised, run and administered; the number of sectors, the breadth of developments which includes ensuring sector plans are delivered, progression agreements are further developed and embedded, APEL / CATS is delivered, employer engagement and employee involvement is strengthened, IAG is enabled, staff development is sustained and one off projects are contract managed.

5.5.3 A consistent staffing has been helpful in driving forward the plan. There are some anticipated changes being managed as a result of maternity leave and arrangements are being put in place to enable progress to be maintained.

5.5.4 In the focus group discussions with sector officers and in the follow up questionnaire sector officers have said they would like to see the central role strengthened in order to realise the shared progress made by sector groups and to push forward on common areas. They also recommended stronger linkages between the work of IAG and the sectors. It is recognised that this is a difficult balance and it may be on reflection that the structure should have had a more senior post reporting to the Executive Director and two more junior posts looking after IAG and Sectors. It is however not suggested that this be reviewed at this stage of the project. The Executive Director is aware of the comments made and has plans to ensure the WYLLN delivers its remit successfully.

5.5.5 Some sector officers would like to feel they are more a part of the central team. Whilst sector officers appreciate the freedom to operate within the culture and climate of their own institutions and be able to respond to the needs of their own sectors which are all very different, they need support to maintain the 'WYLLN' independence and would appreciate stronger central co-ordination of common core themes. It is recognised that this is a difficult balance to achieve especially when considering sustainability. It is more likely that sector groups will sustain if they are embedded within an institution although they could still maintain a broader brief across the partnership. This would be advantageous for institutions seeking to strengthen links with specific sectors of the business community. This would of course require funding but it may be possible for external funding to be sought for such initiatives. This should be carefully considered for the next phase moving forward.

5.5.6 There was a suggestion however, that there could have been stronger joint team working between the IAG and progression/sector activities to improve the linkages between progression work and delivery of IAG to individuals. All staff supporting the Executive Director were acknowledged for their hard work, dedication and commitment and helpful manner. Partners have appreciated the open and transparent communications and facilitative style of working.

5.5.7 There has been again excellent feedback on the quality of the leadership and management of the WYLLN. The potential for breakdowns in relationships has always been recognised as one of the major risk factors in this LLN simply because of the number, range and diversity of the institutions involved. West Yorkshire has always been described as a "crowded playing field". Whilst it may be viewed as a negative indicator, the fact that there has been no such breakdown with evidence of every institution being engaged except for one (largely down to the institution's view that the WYLLN's remit is not part of its mission), is testimony to the Executive Director's skills of diplomacy and experience and the Board's degree of maturity as a group. This was widely acknowledged by all partners in discussions and / or through questionnaires.

5.5.8 Systems for staff performance management and development are in place and staff have been actively encouraged to engage in development activity and to achieve qualifications, thus acting as a demonstration role model.

5.5.9 Staff meetings are undertaken on a regular basis.

5.5.10 There are good systems in place for a managing funding, projects and communications. The evaluator has had open access to all files which have been examined in detail as part of the evaluation process. Staff are aware of where they are in regard to performance. The finance officer and other staff are able to respond quickly to requests for financial and project information. There is an excellent grasp of performance and targets for delivery by staff.

5.5.11 The financial performance of projects and delivery of proposed plans should be *very carefully monitored*. It is the view of the evaluator that there may be some partner plans which may not be realised and a contingency plan for any potential underspend should be put in place. The Executive Director is fully aware of this and has a number of alternatives, should the need arise, to bring other projects forward.

5.6 Sector Groups

5.6.1 Most LLNs elected to invest in three or four sectors based either on their local economies or on the basis of the lead institution's 'specialism'. The WYLLN was ambitious in its approach to choose seven sectors including leadership and management and digital, the latter two, some argued, could be cross cutting themes. The original rationale to separate these two areas out was that by integrating them, they lost focus and priority. An additional influence in choosing seven sectors was the broad diversity of the West Yorkshire economy, the Regional Economic Strategy and also the number and diversity of institutions engaged in the partnership.

5.6.2 Supporting seven sectors has in effect provided a useful role for a large number of partners to demonstrate their leadership and has resulted in stronger 'buy in' than may otherwise have been achieved. If fewer sectors had been chosen it would effectively have ceased some partner engagement. There was also no rational argument to choose one sector above another, as the West Yorkshire's economic strength has always been in its breadth and lack of reliance on one sector.

5.6.3 There are seven sectors supported by WYLLN and their work can be seen on the WYLLN website, including case studies and other useful information.

- [Advanced Engineering and Manufacturing including Food Manufacturing, and related Industrial Chemistry](#)
- [Business Services including the Finance Sector, Logistics and Retail](#)
- [Construction and the Built Environment](#)
- [Culture, Media, Sports and the Arts; Leisure, Hospitality and Tourism](#)
- [Digital Industries including Creative Digital, ICT and Print](#)
- [Health, Social Care and Early Years](#)
- [Leadership, Management, Innovation and Enterprise](#)

5.6.4 The start up phase took longer than anticipated in the original plan. The submitted business plan should have recognised the scale of the WYLLN partnership and that implementation would take longer. The length of time taken during the start up phase is attributable to the rigour of the processes put in place to ensure the best staff were appointed and that there was transparency at all key stages of the process. This has been particularly important in building trust amongst partners.

5.6.5 Whilst this delay has now been recovered it did impact on certain aspects of the organisation and delivery of the plan, most specifically on the method of appointing sector officers and the role of WYLLN in being part of the selection process using a common set of requirements such as time to be expended in the role.

5.6.6 On reflection WYLLN was at this time under enormous pressure to deliver the planned targets on IAG and sector activity. Sector lead organisations had been appointed during the development phase at the insistence HEFCE and a competitive tendering process took place for these roles prior to business plan approval by HEFCE. It was therefore probably not possible to engage more fully in the process of determining how sector officers were appointed.

5.6.7 The performance of sector groups is very diverse. This was inevitable given the different approaches adopted by the different lead institutions. Sector developments have been shaped by the experience and backgrounds of individuals appointed, by the industry sector itself, and by the employing institutional culture and values. Some sector lead institutions employed newly appointed full time staff; others used existing staff that absorbed new duties.

Some sectors saw the task as a strategic opportunity whilst others saw this as a business project for delivery.

5.6.8 Each sector has a template sector plan which has specific targets for delivery. The template has provided a good strategic planning framework to apply consistently across the sectors. It is quite complex to read and is best used as a technical document and not a marketing tool. It includes targets for:

- numbers of employers to be engaged with;
- sector champions to be identified;
- chair and membership of the sector groups;
- targets for new learners, progression agreements and new curriculum developments;
- marketing activity to be engaged in.

5.6.9 These plans are updated on an agreed time-scale. The WYLLN has adopted an approach on what must be delivered but not *how* the targets should be delivered. This has been left to the lead institutions to determine. It is not possible to say whether a stronger central steer would have been more helpful. It is however important that sector officers are supported fully by their Board representative, are enabled to balance their West Yorkshire role with their own institution's requirements and feel part of the broader WYLLN team. Employing organisations must be sure that sector officers can realistically deliver their agreed targets and should promptly submit invoices in line with their plans and ensure they are on target for delivery.

5.6.10 A review of the sector plans and discussions held with sector officers confirms that each sector is making good progress towards the delivery of their plans. Each plan records what has been achieved and what is planned and these are submitted quarterly to the WYLLN staff. It is fair to say that each sector has responded differently to their industry. For example the Culture, Media, Sports and Arts sector group has made excellent progress in establishing very good regional and indeed national strategic partnerships and has been very well supported by the Chair of the sector group. It has been very successful in bringing together a large range of SMEs, other agencies and providers. Whilst the group may be too large and diverse, partners state they have found this very useful indeed and would not wish to change this. By contrast the Financial Services sector group has been badly hit by the

banking crisis and has seen a decline in attendance at its meetings by employers, SSCs and providers. But it has developed four top-up degrees and four Foundation Degrees and established a common national framework for the sector which has been widely acclaimed and recognised.

5.6.11 Each sector officer has completed a self assessment questionnaire. These have been reviewed during the interim evaluation phase by the evaluator.

5.6.12 A focus group was held with sector officers and this too has informed the evaluation.

5.6.13 In general terms we can say that sector groups have

- **strengthened joint working** across institutions and also internally within institutions and we can see strong evidence of institutions working together who have not done so previously;
- “created safe spaces” for **staff in competing institutions to work together** on common issues of **curriculum design, progression, quality** and shared strategic and operational contacts;
- created some **excellent curriculum developments and progression agreements** which now need to be rolled forward, delivered and embedded;
- created **relationships**, open dialogue between staff and **better knowledge** about each other’s organisations which will endure beyond the lifetime of the project;
- established **very good links with some Sector Skills Councils** from a low base of engagement during the development phase. The WYLLN engages with approximately twenty two. The SSCs not being engaged with are known to the sector officers and the WYLLN team;
- acted as **strategic conveners** for a wide range of external partners to network and share best practice including high profile and innovative conferences, meetings, curriculum development;
- engaged with a wide range of **employers** (over 600 against a target of 1000) in a variety of ways.

5.6.14 Key points for going forward are:

External facing issues

- How the partnerships formed on a sector basis might be used to support Yorkshire Forward and their newly evolving skills role. Partnerships formed with SSCs, employers and further and higher education on the higher level skills agenda will be needed and it may be possible as part of the sustainability strategy to see these groups operating at City Region or Regional level, working with other LLNs;
- How the WYLLN can strengthen its links with employers. The initiative has been provider focused to build the progression and IAG processes and to achieve objectives of institutional change including attitude. WYLLN will need to consider carefully its communications strategy in relation to employers and whether it considers this should be part of its remit or it should continue its strategy to 'push' through partners. This is discussed later under employer engagement;
- How to ensure sector developments are taken across West Yorkshire and embrace all relevant partner institutions i.e. are not just single institutionally based;
- How to ensure more vocational learners are made aware of opportunities for progression and in particular those in the workplace. This may not be through employer workforce plans but through direct marketing to individuals. Again this is discussed under IAG.

Internal facing issues and suggestions:

- Improve the bureaucracy for claiming curriculum time for staff, this is reported to be a barrier ;
- Would like curriculum developments to carry through to year 4;
- Strengthen co-ordination between IAG, sector, credit and progression strands and the one off projects funded;
- Strengthen communication linkages between sector officers and WYLLN staff so they feel more a part of the WYLLN team;
- Consider the amount of communications, requests for marketing information and how to ensure this is always 'necessary';
- Find more funding for those sectors moving forward to year 4;
- Help on development of sector sustainability plans;
- How to ensure avoidance of mission drift and maintain focus on the core business of progression, improving the higher level skills and education of

vocational learners, and embedding sustainable change created through the WYLLN;

- How to ensure developments are sustained and embedded in institutional processes – *“this is what will really matter”*.

5.6.15 Some sector achievements demonstrating the different roles of the sector groups are as follows:

Leadership, Management, Innovation and Enterprise



Women into Leadership Event

WYLLN's Leadership, Management, Innovation and Enterprise sector group and the UK Resource Centre for Women organised this event to address equality and diversity issues in leadership and management identified in the science, engineering and technology sectors. Over 80 people from business, education, public sector, third sector and other organisations came together on 26 June 2009 to discuss these issues in relation to the under representation of women in the SET industries (Science, Engineering and Technology).

Culture, Media, Sports and the Arts; Leisure, Hospitality and Tourism

"2012 – London Olympics is a high strategic priority for the region. This includes both sport and culture and so I have been invited to participate in the SEE Group, (Skills, Employment and Education) a key regional group set up by the Regional Work and Skills Partnership to develop a regional approach to 2012. I represent both West Yorkshire Lifelong Learning Network as well as the other 3 Lifelong Learning Networks across Yorkshire as there is no one leading sport & culture within their networks. As a result of this I was asked on behalf of PODIUM – the national HE/FE group working on 2012, to organise a regional 2012 information event for training providers and employers."

Construction and the Built Environment.

"I have set up and helped to initiate a range of curriculum developments; 2 HNCs, 2 HNDs, 4 FDs & a Masters. We have also set up a women's only network in Construction and the Built Environment in the region; Women Building Links and secured help from Construction Skills to run the network which includes Continuous Professional Development training. This is the only one of its kind in Y&H. We also coordinated and delivered two training events on sustainability in construction and the built environment with over 100 employers attending each event We have brokered partnerships between professional bodies and colleges and have assisted Wakefield College expand their provision above a Level 3 in Construction and the Built Environment – they had nothing before. We are also setting up a regional College group for Civil Engineering with the Institution of Civil Engineering. Construction Skills and Summit Skills are very active and I am currently working on a professional body booklet with Construction Skills."

Health, Social Care and Early Years

"We have now established key contacts at a strategic level within the Strategic Health Authority and NHS Trusts in mainly Bradford which has resulted in specific opportunities for partnership working and curriculum development. We need to now begin our work with employers in Leeds working more closely with the two universities in Leeds. WYLLN has provided the opportunity for many organisations to get together across the area of Health and Social Care. We have definitely facilitated partnership working between institutions that had not done so before, and received positive comments from them. I also work very closely with my colleagues at the University of Bradford who are delivering the Escalate project. This aims to embed employer engagement throughout the institution and refocus its relationship with employers onto the higher level skills and continuing professional development needs of the future workforce".

Business Services including the Finance Sector, Logistics and Retail.

Cilla's Story



*Cilla obtained a BA (Hons) in Business Studies last year at Bradford College, subsequent to 6 years part-time study, commencing with an NVQ, then a Diploma in Business Administration. This has been combined with the demands of her role as an administrator, in the Division of Physiotherapy and Occupational Therapy, at the University of Bradford. Cilla has also met the demands of a busy family life and during her studies, has continued to be an active member of her local community, frequently raising funds for a range of charities. Cilla's ability to study, work and manage all her other commitments has earned her the respect of her colleagues and all who know her. In June 2009 Cilla won a learner award in the Business Services category at the WYLLN West Yorkshire Adult Work-Based **Learning Awards**.*

Advanced Engineering and Manufacturing including Food Manufacturing, and related industrial Chemistry.

The Klass Group is a working partnership composed of three established and well respected companies: Fieldhouse Industrial Services, Guard-Tech and Crescent Machinery Limited. The Group holds an impressive customer base with companies like Rolls Royce, Corus PLC, Bombardier Transportation, BAE Systems, Kvaerner Engineering & Construction, JCB Excavators Ltd, Tyco Safety Systems and Vickers Defence. In effect, the WYLLN acts as a bridge between business and academia; working with the private sector to determine the gaps in learning and skill requirements and translating this information into vocational courses that can arm individuals with industry relevant skills.

“We are facing some difficult and tough times ahead. In my view the only way forward is for customers, suppliers and academia to come together and develop successful working partnerships.”

Kevin Fieldhouse, Managing Director, The Klass Group

Since this statement has been made WYLLN has been awarded HEFCE funding under the Economic Challenge Investment Fund (ECIF) and this will be used in part to support the Corus Group during its difficulties. All universities in West Yorkshire will be collaborating on the ECIF project as part of the measures available for companies in difficulty. This will be delivered working together with Yorkshire Forward.

Digital Industries including Creative Digital, ICT and Print.

In the digital sector the big challenge is to integrate vendor qualifications (e.g. Microsoft, Cisco, Apple) into HE delivery to make this more appealing to the employed workforce, and also to support flexible access and delivery that allows them to undertake qualifications whilst still working. Our sector focus on events and curriculum developments, which are led in partnership with employers (at least one and up to nine in some projects), has meant that employers have been directly involved in developing both curriculum and delivery methods which suit the needs of industry. Some of the progression developments in the field of computer games are very exciting. They include collaborations between Wakefield College, Leeds Metropolitan University and the Universities of Bradford and Huddersfield, from Foundation Degree to Masters level.

Responding to the recession

*The closure of ITV Yorkshire triggered university partners requesting that the sector officer for **Culture, Media, Sports and the Arts; Leisure, Hospitality and Tourism** Hold a discussion group with Screen Yorkshire – the Media Industry’s agency for the region, to explore what impact the closure would have on training provision and employment in the media industries. This resulted in two discussions identifying how collaboratively we could raise the profile of the creative media talent of young people. In partnership with the CBI, a regional competition is soon to be launched. As a result of this the sector officer has been asked to coordinate the Yorkshire & Humber Education Focus Group by Skillset. This is the regional forum bringing together the media training providers with employers and the sector skills council to inform, network and feedback issues and professional development needs relating to the creative media sector.*

Community Innovation and Creativity

Following on from a WYLLN curriculum development project led by Yorkshire Dance and the University of Leeds, supporting professional development of dancers who work in the community the sector officer has been invited to join a recently inaugurated Regional Youth Dance Advisory Group – a partnership made up from agencies, LSC, Primary Care Trust, Leeds. As part of a national dance initiative ‘Youth Dance England’ - this group is to support the development of sustainable networks of dance professionals who work with young people across the region.

Also in the creative sector, Creative Networks was created, led by the Leeds College of Art. This is a monthly networking event focussed around a presentation from a high profile creative practitioner. This has been extremely successful, attracting positive feedback, high attendance and a recent commitment by partners to continue for a further year. See <http://www.creativenetworkswestyorkshire.com/>

5.7 Information Advice and Guidance.

5.7.1 At the heart of the WYLLN plan is the aim to improve the progression of vocational learners and support them to achieve higher level skills. Like most other parts of the education system the provision of impartial information, advice and guidance to young people and adults has been going through change as the Connexions service moved to local authorities and many of the individual career company contracts became subject to competitive tendering processes, thus creating a period of uncertainty for staff. This is referred to in the context of the work being undertaken by the WYLLN and to highlight its importance. There is much discussion now that Connexions has focused (as was the intention) on disadvantaged young people to the detriment of the majority of other young people who in times of full employment may have worked their own way through the system. There is ‘soft information’ from Personal Advisers that there are many able young people both in and outside our systems who are not being advised and helped through a lack of resources. Therefore the work of the WYLLN is crucial in providing resources to support young people through the system.

5.7.2 The overall target for WYLLN is to:

Ensure **information, advice and guidance** (IAG) on vocational progression is more transparent to a minimum of **7,500** potential learners at **level 3** and **1000 employers** through face to face interviews and more transparent and cohesive web based services.

5.7.3 Employers now have access to the sector leaflets which provide a very useful 'learning ladder' which shows entry and exit points for qualifications and useful contact details for them to reach training providers. It explains what the different levels of learning are and names qualifications to help employers better understand the level of these qualifications. Linkages with employers is discussed later. Similarly there is a qualifications map under the learner zone of the WYLLN website which is helpful to young people and adults in better understanding the qualification pathways.

5.7.4 In regard to the IAG target to provide IAG to learners, a task group was formed to discuss the target and how this should be met. It has met regularly to contribute to the WYLLN plan as outlined in the original business plan and has been a very useful practitioners' forum for the exchange of best practice and to share problems and find solutions. There has also been a commissioning role in terms of sharing the concepts coming forward and the Executive Director and staff have used the expertise of institutions and been transparent in the commissioning of opportunities. Some institutions have been more pro-active than others in realising this opportunity. There has been good use of project innovation to improve flexibility of response from institutions.

5.7.5 The IAG Resource Pack developed by the Isle of Wight has been very well received and is an example of how the WYLLN has used its links with other LLNs to implement relevant and successful initiatives developed elsewhere.

5.7.6 IAG is being delivered through direct contracts with institutions and through a range of commissioned projects. In the original plan the intention was to use this funding within further education colleges but this now includes universities where a need can be demonstrated and other criteria are

satisfied. This more flexible use of funding has enabled, for example, the Open University to become engaged in a health sector initiative relating to IAG. The Open University operating at regional level needs to operate within the national Open University guidelines and approval to participate in local projects can create delays.

5.7.7 Of particular note is the development of the shared IAG Now system which records IAG interventions with individuals. This is a powerful tool which assists us to understand the number and broad types of IAG interventions being undertaken. The information contained within the system relies on the diligence of staff in institutions to complete accurately the forms – WYLLN officers have addressed any issues as the project has rolled forward and are in touch individually with institutions on a regular basis and through the task group. It should be noted that the national HEFCE evaluation suggests that care should be taken in considering any high cost technological developments which will not sustain. This is important when considering the use of public funding. There may be a role for private sector investment in these types of developments.

5.7.8 The method of WYLLN engaging with learners has been through partner institutions with no branding of WYLLN in the intervention. There is therefore likely to be no knowledge of the initiative in the minds of people who have been beneficiaries of the initiative. Although we are able to identify the individuals who have benefited, they will not know themselves that WYLLN investment has been the reason why they received help. This is a matter for further discussion. The question is does it matter? There are two schools of thought. One is that what matters is that people receive the best support to access the right products and services; on the other hand is it right that there is no public recognition that WYLLN will have assisted over 7000 people in West Yorkshire to make informed choices about their future?

5.7.9 A high level analysis of the IAG Now system undertaken by the evaluator on 9 September 2009 showed against the target of 7500 learners the following information:

- 6513 clients had been assisted by 18 partners;
- 1091 had been assisted through commissioned activity by ten partners;

- 1924 clients had been assisted through partnership activity undertaken by ten partners;
- 4941 clients received one intervention, 1009 received two; 289 received three; 109 received four; 69 received five and 97 received more than five sessions;
- Group sessions were delivered as well as one to one sessions;
- In these sessions the following areas were discussed by the following frequency. Please note that individuals discuss more than one topic.

Areas discussed	Number of interviews
Application process	6283
Finance	4386
Types of qualifications	4704
Modes of study	4163
Progression opportunities	6058
Other (e-advice and by telephone)	1211

5.7.10 The sectors discussed with clients are broken down as follows

Sectors discussed	Number of clients
Advanced Engineering and Manufacturing	466
Business Services including Finance, Logistics and Retail	674
Construction and Built Environment	906
Culture, Media, Arts, Sports, leisure, Tourism and Hospitality	1715
Digital Industries including ICT and Print	1428
Health, Social Care and Early Years	2181
Leadership, Management, Innovation and Enterprise (please note there are clients recorded also under sectors)	39
Other	745

5.7.11 Levels of learners receiving IAG demonstrating the reach and support being given for progression at all levels.

Current Attainment Level	Achieved	Working towards
No formal qualification	803	791
NVQ level 1 equivalent	592	34
NVQ level 2 equivalent	5666	265
NVQ level 3 equivalent	982	6758
NVQ level 4 equivalent	109	274
NVQ level 5 equivalent	74	109
NVQ level 6 equivalent	55	49
NVQ level 7 equivalent	15	16
NVQ level 8 equivalent	3	1

5.7.12 The following section shows IAG delivered by ethnicity. There may be an anomaly in the recording of the IAG forms and this information should therefore be treated with caution.

Ethnic Group	Ethnic Group Total	Percentage
White	4584	79.23%
Irish Traveller	18	0.3
Black or Black British - Caribbean	100	1.73
Black or Black British - African	239	4.13
Other Black background	24	0.41
Asian or Asian British - Indian	128	2.21
Asian or Asian British - Pakistani	347	5.9
Asian or Asian British - Bangladeshi	60	1.03
Chinese	31	0.53
Other Asian background	33	0.57
Mixed - White & Black Caribbean	50	0.86
Mixed - White & Black Africa	23	0.4
Mixed - White & Asian	20	0.35
Other Mixed background	26	0.45
Other Ethnic background	52	0.9
Not know	50	0.86
Total counts	5785	

5.7.13 The gender breakdown of IAG sessions delivered is approximately 50:50.

5.7.14 Overall conclusions which should be considered for the future in regard to IAG, having looked in depth at the delivery of IAG by geography, sector, provider, ethnicity, disability and gender are as follows:

- Overall the numerical target will be met and indeed exceeded in relation to the business plan;
- The lack of a WYLLN profile in the IAG intervention to individuals should be carefully considered by the management board;
- There is in general a good coverage of IAG by geographic basis and provider including universities. The lack of provision of WYLLN IAG by Kirklees College should be investigated, although it should be noted that there is good take-up at the University of Huddersfield, Dewsbury College and Huddersfield New College. This is mentioned in the context of Kirklees College being the main provider of further education in this local authority area and the need to ensure there is higher level skills IAG offered to learners in this community. It is recognised that the College has appointed recently a Higher Education Manager and has also merged with Dewsbury College which has a strong track record of HE progression;
- The overall provision of IAG by ethnicity appears to be broadly in line with population statistics, however on a closer look at the individual institution performance some would appear to be more successful than others in attracting minorities to their provision. High take-up of IAG at Bradford College for example is masking lower than expected take up elsewhere. It is recognised that there are many reasons for this and that therefore it is unwise to draw any conclusions from this evaluation, except to highlight where these anomalies exist and to recommend strongly that the Executive Director consider points made in this report for the next phase of the WYLLN delivery plan. The issue is complex and also requires a return to the IAG form and to understand better how ethnicity recording is taking place;
- Overall the recording of equality and diversity should be reviewed, as an analysis of statistics produced by IAG Now on disability for example, did not appear to fully reflect what is happening in reality;

- Another point for consideration is the extent to which IAG is being delivered in the workplace and whether WYLLN is helping potential work place learners to improve their skills and qualifications, either paid by the employer or by themselves. The balance of this in the project should be considered as part of the next phase of the project;
- An earlier attempt to work closely with work based learning providers through the West Yorkshire Learning Partnership was not successful largely due to the lack of realism in the submission put forward. The WYLLN needs to be certain that progression routes are considering the linkages with Modern Apprenticeships and providing IAG to these learners. It may be useful to consider the statistics for IAG delivered to those young people at level 3 and how many are undertaking apprenticeships. Similarly the Advanced Modern Apprenticeship Frameworks⁴ have been designed and are usually delivered without the involvement of higher education and Foundation Degrees have typically been designed and delivered without considering the needs of apprentices. Whilst all Advanced Apprenticeship frameworks are required to have higher education progression routes and criteria in place, Seddon suggests that they exist in principle only and not in practice. There are very few apprentices seen to take the opportunity to progress immediately to higher education in any form. This research also identifies that the vast change experienced by learners from NVQ and most technical certificate teaching, learning and assessment to that of higher education delivery acts as a further barrier to vocational progression.

5.8 Progression Agreements and Credit framework

5.8.1 The original business plan set targets for progression and credit were to:

- Develop a minimum of **25 Progression Agreements**, including a **local credit framework** with clear articulation arrangements, to enable smooth progression for vocational and work-based learners into and between institutions.
- Develop a minimum of **three Foundation Degrees** (or other appropriate provision) in response to the needs of **each of the identified sectors**

⁴ Seddon et al 2005

5.8.2 Overall we can see from the latest information that WYLLN will exceed its numerical targets on progression agreements and by sector. There are 56 progression agreements either in development or delivered to date. There are a minimum of three developments by each sector in place already. There is a Credit and Progression Task Group driving this part of the plan forward, supported by the Credit sub-group.

Progression

5.8.3 WYLLN has achieved a major success by establishing an overall progression agreement framework which is endorsed by all WYLLN further and higher education partners. This agreement therefore secures the commitment at senior level to the objectives of supporting the advancement of work-based learners into institutions and to collaborate together to progress these learners. This commitment and the subsequent actions which members of the Management Board take within their own institutions, in terms of their own mission and objectives, will be the determining factor in the WYLLN succeeding in its mission. The extent to which institutional change occurs is reliant on Management Board members enabling change to take place within their own organisations. In management parlance it will be about 'walking the talk'. The WYLLN is supporting this through its activities.

5.8.4 The framework document is available as a resource pack. It is a well thought through, clear document which provides a framework and excellent tool for progression to take place. It explains all aspects of the process very clearly to providers and to learners; it is worth considering whether this is fully clear and appropriate for employers if they are to be sponsors of the progression. Early indications from comments made by staff are that this is a very useful resource pack for staff developing progression agreements.

5.8.5 In the various questionnaires to sector officers, the Strategic Advisory Forum, and Management Board members, progression agreements were identified as a major strength of the WYLLN. This was expressed as an overall opinion by providers and there were many examples quoted of institutions now working together on progression who had never done so before. Progress to date against the progression agreement targets can be seen in full detail at annex 5

5.8.6 Some concern has been expressed about the number of internal progression agreements and the Management Board has considered its priorities on how resources are deployed in progression agreement development. That said it is also worth considering that it can be just as big a challenge for internal progression agreements to take place within institutions. There is evidence of multi-entry and multi-exit progression and also of employer engagement.

5.8.7 Overall we can say that good progress has been made with sufficient evidence to confirm that the targets will certainly be met numerically. It is too soon to say however to what extent institutional change has occurred which supports the smoother transition and progression of work-based learners into and through the higher education system.

5.8.8 We can say that there are good inter-institutional relationships in place between organisations who have not previously worked together and strong staff interest in the development. There are examples of good leadership demonstrated by some board members who are communicating the messages within their own institutions to support the WYLLN objectives.

5.8.9 There have been 'soft' reports about the impact of the recession and how this has stopped some Foundation Degree development going forward at the last minute.

5.8.10 It should be recognised that this LLN has a very large number of institutions working together and this should not be underestimated in assessing what is basically very good progress in a relatively short space of time. Many people surveyed felt that much more time was required to work on this important development, beyond the original intended lifetime of the project.

5.8.11 As mentioned previously some people felt that IAG activity had not been integrated into the credit and progression activity and had operated in isolation. WYLLN needs to make sure the IAG offered links to these pathways beyond the information provided on the website and into the reality of the operation of the IAG officers.

5.8.12 A very good range of materials has been produced to aid institutions, and there are some good employer linkages. More time is needed to embed

progress than the project time frame. There is strong evidence that institutions are working together in partnerships not there before WYLLN.

5.8.13 A specific evaluation of progress on progression agreements is being undertaken by the WYLLN staff who will report on this later.

Credit Frameworks

5.8.14 Work on the credit framework has commenced and has been supported by expert advice. There have been a number of leaflets, small guides for learners and employers produced and a conference held which was well attended.

5.8.14 Whilst recognising the desirability to create a credit framework of relevance to learners and employers, particularly one which accredits bite-sized learning and gains recognition by all providers who can then support better the progression of learners by building on what has been learned and experienced; it is questionable whether this can be achieved at sub-regional level. The sub-region is an administrative system which does not reflect how and where people live, learn and work. This is more strongly reflected in the city regions.

5.8.15 This evaluation is not charged with debating the overall issue of credit but there is a bigger picture against which the WYLLN operates which must influence and shape how it chooses to invest scarce resource and the realism of introducing local credit systems to which all institutions would sign up. However it is not suggested that this is a reason for inaction at local level and the work being developed for example by the Health group and the University of Bradford and partners including health organisations and the Leadership and Management group using the Open University's approach to credit is to be highly commended. The investment in a system to record credits will also be helpful.

5.8.16 A key group of people who remain ignorant of credits, let alone how they might be accumulated or transferred, are learners themselves, or more accurately potential learners and certainly employers. It is assumed sometimes by university managers that such ideas are producer and provider driven and of little salience to students. It is also assumed that education managers know all about credit systems and this too is not necessarily the case. It would help the cause of promoting flexible learning if generally there

was much more description of 'CAT' and perhaps illustrations of its real-life application.

5.8.17 Raising public awareness of what credit transfer and accumulation is all about could be an important strand of the partnership's future programme of work. However this would only make sense if partners commit to making some provision based on CAT principles. Small 'monogamous' relationships are not resource efficient in the long term. Ultimately there should be a framework and a system using the common currency of credit as the means to recognise learning and enhance access. However this is some way off and in any event there should be an aspiration to embed such a CATs system across the entire region and not merely in each of the city regions (or sub-regions if they continue to exist). This should be considered by the management board.

5.8.18 Given the centrality of raising the skills of people in the region to Yorkshire Forward's economic strategy, there should be an early dialogue with the RDA about how a regional structure could work. This could be an important part of helping people who are now in work and facing redundancy and unemployment to gain recognition for their work experience. There are many higher level skilled people than ever before in this category and this would be a very positive development which would give credit, build confidence and prepare individuals for their next career move.

5.8.19 It is certainly not recommended that we endeavour to persuade each HEI to move to a common module size. But what could be done is to identify one or more curriculum areas which are regarded as strategically important to the RES, and then create pilot learning clusters which would involve a common credit to module structure between consulting universities and colleges. If funds were made available then some attitudinal and behavioural change might be purchased. This LLN could take the lead in one or more of its priority areas which meshes with the RES.

5.8.20 It may be possible to convene a meeting with the relevant Yorkshire Forward person to communicate these ideas and gauge enthusiasm. Similar research led clusters already exist and there is a need for Yorkshire Forward to at least become the advocate of change in its newly developing strategic skills role and perhaps in addition it may commit relatively small amounts of

resource to procuring it. The sector groups and such an emerging network targeted at credit could have enormous potential for changing the skills level within the region.

5.9 Use of Additional Student Numbers (ASNs)

- Deliver **3000 additional vocational and work-based learners** into more flexible and relevant higher education provision through existing and additional student numbers requested.

5.9.1 The decision by HEFCE not to allocate ASNs as originally promised has had an impact on the WYLLN which partners have worked hard to mitigate. The plan to use the ASNs for strategic growth assumes that the curriculum development would have taken place to ensure the deliverability of the ASNs. WYLLN accepts that the process was not entirely as it would have wished. Timing was affected by the longer than planned for start-up phase.

5.9.2 Nonetheless the ASNs have been utilised and it is expected that there will be no shortfall in delivery. The use of model 2 for the management of the ASNs has worked well from the central perspective, although some institutions have had difficulties with the administrative MIS. The following table shows how the ASNs were distributed.

5.9.3 The role of the Accountable Body and internal expertise of the University of Huddersfield has been very useful for the WYLLN in managing the WYLLN ASN process. The use of ASNs is recorded in the following table.

Institution	Course	FT / PT / Modular	FTE ASN
Bradford College	FD Health Related Exercise & Fitness	FT	9
		FT	10
	FD Media Make Up & Special Make up Effects		
	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 Music	FD Commercial Music Production & Recording	FT	18
	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 Management	FT	6
	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

5.9.3 A count of learners against the 3000 target for additional learners on 21 September 2009 was 1309, achieved through a combination of providing IAG and using ASNs.

5.9.4 Following a recent announcement that there are a further 10,000 ASNs for distribution through HEFCE Strategic Development Fund projects, WYLLN is considering its position in bidding for some of these. This notion was supported recently by the Strategic Advisory Forum.

5.9.5 It is not known what level of funding is available for these ASNs. We do know however that they will be allocated under the model 1 arrangements i.e. directly to institutions once bid for successfully by the WYLLN. It is recommended that those bid for support curriculum developments already committed to and underway.

5.10 Staff Development

- Provide **500 opportunities for the professional development** of lecturers, teachers, trainers and support staff to understand the importance and relevance of vocational progression in support of the newly developing curriculum and needs of employers, thus influencing the culture and standing of vocational pathways within institutions thus enabling changes planned within this project to take place.

5.10.1 This has been undoubtedly one of the most successful aspects of the WYLLN activity. There is an overall staff development policy which has driven the agenda for events and activities and the staff development task group has met quarterly and been well attended. In other words all activities supported have been aimed at furthering the strategic aims of the WYLLN in regard to progression.

5.10.2 Against the target of 500 opportunities for the professional development of staff 819 partner institution staff have attended WYLLN run events, conferences and workshops; 77 LLN staff including sector officers have been sponsored for staff development on external programmes and 22 individuals from partner institutions have been supported for continuous professional development opportunities. It should be noted that WYLLN staff are leading by example and undertaking learning including a Doctorate, Masters, marketing, ACCA, Prince 2 practitioner, Foundation Degree and CPD activity.

5.10.3 All events are recorded systematically in files for evaluation purposes and each event has the programme, list of attendees and feedback questionnaires which are also summarised. The evaluator has looked at every event in depth.

5.10.4 Each event without fail received from good, to excellent feedback. There were no unsatisfactory events. What is particularly notable is that events have been organised to take place across a wide range of partner institutions and WYLLN and partner institution staff have benefited from some excellent contributors ranging from HEFCE, to Vice-Chancellor, to HE Directors and the private sector. In addition there has been a very good

balance of HE and FE staff and this has been one of the most noteworthy aspects of the staff development events reported by staff attending.

5.10.5 Events have included for example:

- 14 – 19 Diplomas in West Yorkshire – their Role in Enabling Progression into Higher Education
- HE in FE: HEFCE Strategy Pilot
- E-Learning;
- Employer Based Training Accreditation;
- A Generic Framework for Foundation Degrees;
- Seamless Progression: Building Effective Progression Agreements;
- Higher Education – The Changing Landscape;
- Launch of the WYLLN Progression Agreements;
- Annual events;
- Knowledge Transfer Partnerships in FE.

5.10.6 Benefits from the training identified by participants included being better networked, having the opportunity to discuss issues on a cross institutional basis, meeting new people with more experience who could be contacted after the event and gaining new knowledge. Some feedback reported items which staff intended to change when they returned to their institutions. Overall there is a very good spread of institutions attending the events with no gaps evident to report on. The end of project evaluation will seek to assess what change occurred as a result of staff development activity.

5.10.7 We can say at this stage that staff are better informed about a range of progression related issues than before WYLLN existed; that more staff development has taken place than was previously undertaken and that staff have had more opportunity to network than ever before.

5.11 Marketing and communications

- Develop a **marketing and communications strategy** aimed at individuals and employers which stimulates demand, provides a more transparent, cohesive and **easily understood response mechanism for higher level vocational learning and skills enquiries**. This will support 'Better Deal for Business' and the Single Enhanced Gateway being developed by Yorkshire Forward and the Business link network across Yorkshire and the Humber and the 'Train to Gain' brokerage strategies.

5.11.1 The WYLLN has developed a web presence, with good content and a communication portal for the partnership which can be viewed by looking at www.wylln.ac.uk

A survey has been recently undertaken by WYLLN staff and the results are being analysed at the moment. There has been some excellent materials produced, with clean images and lines and a strong corporate brand enabling partners to be also clearly portrayed.

5.11.2 The web-site enables excellent access to a range of materials and resources for use by the partnership and also holds a record of all meetings, the agenda, minutes and papers. It is easy to navigate and presents a good clean image for the partnership. There are links to other partners and sections for learners, employers and partners.

5.11.3 The case studies and overall images reflect the diversity of the community of West Yorkshire. The marketing officer is well qualified and has extensive experience of events management and this is definitely reflected in the overall feedback about the events organisation which has been excellent.

5.11.4 Staff have worked as a team to be responsive to partners and there is always a speedy response to telephone calls and requests for information. There have been frequent communications, newsletters and updates provided. *Some* partners thought there had been over communication.

5.11.5 **All** staff have been commended for their helpfulness in the questionnaire feedback and interviews conducted though out this evaluation.

5.11.6 The stated objective to stimulate demand and create a more responsive mechanism for employers and individuals through WYLLN requires further consideration. The marketing strategy has been to work through partners to reach the employer and individuals' market. Some sector officers expressed the view that the small amount of marketing budget allocated to them to organise events was a barrier. 'Individuals' is discussed under the IAG section of this report. WYLLN does not presently have a direct interface with businesses but delivers through the sector groups and the performance against target to engage with 1000 businesses presently stands at about 600.

5.11.7 The intention to link more closely with Business link to reduce the confusion which employers experience by too many direct approaches was pursued early on in the lifetime of the WYLLN but little progress was made; this may be caused in part by the re-organisation of Business link into a regional body.

5.11.8 It would be helpful if more work could be undertaken to develop and publicise case studies which promote examples of best practice to employers and individuals, although there would need to be a clear response mechanism for any interest stimulated.

5.11.9 During the evaluation there was a very useful discussion with Clive Howarth, Regional Skills Development Director at the LSC regarding his view of the linkages between Business Brokers and LLNs and the role of further and higher education in delivering higher level skills to businesses. The importance of making higher education responsive and flexible was discussed and it was suggested that the time was right now perhaps for the WYLLN, representing all LLNs if possible, to attend the Regional Brokerage Operational Group which presently consists of Yorkshire Forward, Businesslink and the LSC. This would need to be consulted on but it would be a way to begin the process of bringing FE and HE into the brokerage model at strategic level. This would be particularly useful as the WYLLN Executive Director is also the newly appointed chair of the Skills Enhancement Fund. This should be followed up.

5.11.10 One point made by Clive Howarth was that he felt there may be an information gap; that brokers were referring employers to universities and

colleges delivering higher level skills but there was no method of recording in place to measure this activity.

5.11.11 It may be the time to consider overall the WYLLN strategy with employers and the work it is doing with partners to promote the message about the WYLLN's activities. Interestingly the WYLLN may be in a good position to offer a higher level skills business brokerage role to Yorkshire Forward.

5.12 Partnership Working

5.12.1 In addition to the partnership working amongst WYLLN members it is worth noting that the WYLLN has also been successful in establishing close working relationships with Aim higher which operates separately but is co-located in the same office. This has been helpful. In addition WYLLN through the sector groups has engaged well with 22 Sector Skills Councils and examples are quoted under the section on sector officer activity. There has been employer and employer intermediary (such as Chambers of Commerce and Industry) engagement through sponsorship of learner awards, through curriculum development and input made at conferences.

5.12.2 Important links are being established in three of the five local authority districts with the Work and Skills Boards through the appointment of higher level skills people sponsored by WYLLN. It is important that a way is found to ensure Wakefield and Calderdale are part of this development, especially as they have no university located within their areas.

5.12.3 WYLLN as a knowledge broker is delivering bridge-building functions which conciliate sometimes opposing perspectives. It has managed to cut through the usual hierarchy and territorial preoccupations and allowed everybody to concentrate together on the matter at hand. It has organised events and group work in a challenging and structured way, initiated and acted as a catalyst to make others develop ideas, and created opportunities for networks to evolve and for people to feel part of such networks. It has provided information and contacts and is seen as a 'good partner'. There is clear evidence of strategic value added and additionality.

5.12.4 The WYLLN has established good links with the Escalate project at the University of Bradford which is providing higher level skills training and workforce development. It is widely networked.

5.13 Sustainability

5.13.1 WYLLN has considered this early on in its lifetime. The approval to operate into a fourth year has been given and plans for this have been considered already. The position of HEFCE on this matter is set out within the interview and states that they are interested in the change which the initiative has brought rather than sustaining structures.

5.13.2 It is interesting that the WYLLN has discovered and occupied successfully a gap between further and higher education on higher level skills and potentially employer brokerage if its independence can be assured. There is no other body presently which fulfils this purpose. With the demise of the LSC, changes in the role of RDAs and the increasing role of local authorities the Management Board should consider how it could build on what has been created through the WYLLN. It is important that its future is not based on the wishes of a single individual or institution but on the group consideration by all.

5.13.3 There will be opportunities in the future for collaborations between universities and colleges as they are asked to undertake more to help people at risk of redundancy, those who are more highly skilled who become unemployed, in supporting enterprise and community development and giving businesses the skills needed to fight their way out of the recession.

5.13.4 Most people who were asked whether the WYLLN should continue said “yes”, some did not know but only two organisations in total said “no” or were ambivalent. It would be a pity if the good work achieved to date could not be continued and built on.

Glossary of acronyms

FEC(s) Further Education College(s)
HEFCE Higher Education Council for England
HEI (s) Higher Education Institution(s)
LLN (s) Lifelong Learning Network (s)
LSC Learning and Skills Council
RDA Regional Development Agency
SDF Strategic Development Fund
YF Yorkshire Forward

Glossary of terms used in the report

Additionality

An impact arising from an intervention is additional if it would not have occurred in the absence of the intervention.

Effectiveness

A measure of the extent to which a project, programme or policy achieves its objectives.

Efficiency

An assessment of how economically an intervention's inputs have been converted into outputs.

Formative evaluation

An evaluation concerned with examining ways of improving and enhancing the implementation and management of interventions.

Monitoring

The continuous process of examining the delivery of programme outputs to intended beneficiaries, which is carried out during the execution of a programme with the intention of immediately correcting any deviation from operational objectives.

Risk

The likelihood, measured by its probability that a particular event will occur and describes characteristics rather than the effects of the intervention we are trying to evaluate.

Stakeholders

The various individuals and organisations who are directly and indirectly affected by the implementation and results of a given intervention, and who are likely to have an interest in its evaluation (e.g. programme managers, policymakers, and the programme's target population).

Strategic Added Value

Strategic Added Value reflects the ability of WYLLN to influence their partners' and stakeholders' behaviour and performance other than through their programme and project spend. It may take several forms:

- leadership and catalyst – communicating effectively development needs, opportunities and solutions to stakeholders;
- influence – affecting the behaviour and allocation of funds and/or activities by stakeholders;
- leverage – securing funds to contribute to objectives of the programme;

Sustainability

To what extent a programme's positive impacts can be expected to last after the intervention has ceased.

HEFCE Telephone Interview held with Lis Edwards, Senior Policy Adviser HEFCE, conducted by Lilian Black WYLLN External Evaluator 12 May 2009

Lilian Black explained the main purpose of the interview was to seek HEFCE's view of the position of the overall LLN Network and WYLLN in particular as part of the interim evaluation. A structured questionnaire was used to ensure relevant information was captured. However the interview was more 'free flowing' to enable the HEFCE officer to input her prepared responses to the arranged telephone interview. The following is a record of the interview.

1. Just by way of orientation can you explain how many HEFCE officers are actually involved in LLNs. Where do they report into the HEFCE structure?

The overall new HEFCE staffing structure was explained regarding the three institutional teams which had replaced the nine regional teams. Sarah Howls was now Acting Head of Widening Participation and LLNs are part of this remit. The newly appointed Regional Consultant for the Northern team is Tina Egan reporting to the Associate Director for the North, Chris Millward. He is responsible for the North West, North East and Yorkshire and the Humber. Furthermore, the North institutional team has a lead HE Policy Adviser for LLNs across the North – unfortunately this position is currently vacant (a new Adviser will start in June 2009).

2. Are performance reports made into the HEFCE Board?

The Board does not receive regular reports about progress of LLNs, but updates are provided to the Strategic Development Fund Panel, which most recently included the analysis of the monitoring reports.

3. What is your role with the LLN and the WYLLN Board?

We have a place on the LLN Board but we tend to take a monitoring role, due to resource constraints within our team. We receive the board papers which are read prior to the meetings and any comments are made to Steve Challenger before the meeting. We try to attend meetings where there are items where HEFCE input would be particularly useful. There was a very rigorous appraisal process prior to HEFCE approving the WYLLN proposal, to ensure that the business plan was appropriately funded at the beginning and we then expect to become more 'hands off' in our approach.

4. How do you keep apprised of developments and as the funder of LLNs how do you monitor them?

As mentioned before we read all the board reports and attend when there is a significant item for HEFCE. For example next month we intend to attend the meeting as there is a report on sustainability. We also receive the newsletter from Steve which is very informative. We receive monitoring reports on an

annual basis. In addition regional staff provide informal feedback as they visit various institutions on their travels.

5. What do you think about the WYLLN?

We are particularly pleased at the high level of senior commitment for the WYLLN at board level and also across the network. It has engaged well with other networks and there is constant reference to linkages across a wide range of developments. We see the WYLLN as performing well, despite a slow start (by their own admission – this was noted in their first monitoring report). There is probably learning here for HEFCE too, in that we often see a slow start to projects of a significant scale (such as this) and we could think about challenging the planned activity before a project is approved, to ensure that it is realistic. There was a slow start up and payments were re-profiled but it has caught up and is now performing well at the 18 months mark. It is too soon to say how well the WYLLN will perform overall but at this stage it appears to be on track to meet its targets. We are pleased that it is considering the question of sustainability at such an early stage of its lifetime. We recognise the challenges that will be created by the fact that there are no ASNs available as originally planned by the WYLLN.

7. What do you believe is the future for LLNs?

To some extent, this is a matter for the LLN to determine. We were always keen that the activity should be sustained but not necessarily the structures put in place for their delivery. Some LLNs are continuing their structures as they have seen benefits in terms of joint working. This is definitely an issue for individual LLNs to consider. I think it would be a good idea for you to speak to Jessica Trahar (HE Policy Adviser who leads on LLNs) about this aspect and I will arrange for this to take place.

WYLLN Sector Group Questionnaire

The responses to this questionnaire will inform the interim evaluation of the WYLLN and provide an opportunity for us to shape future WYLLN activity. Your responses will be treated in strictest confidence. Please complete this questionnaire by 26 August 2009.

1. How well do you consider you have engaged with employers on the workforce development agenda?

2. Do you feel we have placed enough emphasis on progressing the qualifications of the employed workforce?

3. What do you believe are your major achievements as sector leader?

4. What could have been done better or differently?

5. What input have you received from your institution's WYLLN Board member to your work?

6. How would you describe your linkage with the WYLLN central team?

7. What support How much support have you received from the WYLLN central team and would you like more or less. How effective what could be done to enhance

8. What impact do you think WYLLN has had?

- from your own institution perspective
- your sector group perspective

9. To what extent do you think the Sector Skills Council (s) relevant to your sector have engaged with your sector group?

10. Should anything be changed now to help you deliver maximum impact by the end of the project? Is there anything WYLLN can help you with?

11. Do you think your sector group will sustain beyond the lifetime of the project?

12. Do you have any final comments please.

Please return completed document to lilian.black@btconnect.com
If you have any queries please telephone me on 07968 815067
Thank you for responding by 26 August 2009 please.

Strategic Advisory Forum Questionnaire

Organisation name: Name of person completing form: Telephone: Mobile: E mail:										
WYLLN Objectives (extract from the approved Business Plan) <ul style="list-style-type: none"> • To improve progression opportunities into higher education through vocational and work-based routes. • To enhance the supply and relevance of higher education provision for employers and individuals through improved institutional processes and procedures. • To stimulate demand from employers and individuals for higher level education and skills. • To improve the coherence and accessibility of higher education through information, advice and guidance for employers and vocational learners. • To build sustainable partnerships between Further and Higher Education, work - based learning providers and employers. • To train and develop staff in support of the above objectives. 										
Role of the Strategic Advisory Board (extract from the approved Business Plan) The Strategic Advisory Board will ensure that the wider partnership of key deliverers and stakeholders are enabled to make an input to the future policy and direction of the Network. Membership will consist of Sector Skills Councils, 'Train to Gain' brokers, Yorkshire Forward Cluster and LSC Sector representatives, Foundation for Success, the CoVEs, the West Yorkshire NTI, the West Yorkshire IAG Partnership, Connexions, Aimhigher, and the TUC. The Advisory Board may make recommendations to the Management Board, but has no executive responsibility. Its main purpose is to improve communications, collaborative working and improve awareness of this development. The Advisory Board will assist with the longer term sustainability strategy. This group enables the widest possible partnership to be developed.										
1. To what extent do you feel you have been able to contribute to the future policy and direction of WYLLN through the Strategic Advisory Forum? <table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>a lot</td> <td>quite a lot</td> <td>sometimes</td> <td>occasionally</td> <td>not at all</td> </tr> </table> Comments:- 	1	2	3	4	5	a lot	quite a lot	sometimes	occasionally	not at all
1	2	3	4	5						
a lot	quite a lot	sometimes	occasionally	not at all						
2. Have you been able to contribute in other ways apart than through the Forum? Yes / No If so how?										

3. Why do you attend the Forum?

4. Can you give examples of when issues were brought to the Forum and discussed and actions were carried out as a result of the Forum? If you can please give an example(s).

5. Can you identify any benefits you have gained from your linkage with WYLLN, either personally or organisationally?

6. WYLLN has made good progress on sector developments.

[Advanced Engineering and Manufacturing including Food Manufacturing, and related Industrial Chemistry](#) 1 2 3 4 5

[Business Services including the Finance Sector, Logistics and Retail](#)
1 2 3 4 5

[Construction and the Built Environment](#)
1 2 3 4 5

[Culture, Media, Sports and the Arts; Leisure, Hospitality and Tourism](#)
1 2 3 4 5

[Digital Industries including Creative Digital, ICT and Print](#)
1 2 3 4 5

[Health, Social Care and Early Years](#)
1 2 3 4 5

[Leadership, Management, Innovation and Enterprise](#)
1 2 3 4 5

1 = excellent ; 2 = very good; 3 = acceptable; 4 = poor; 5 = unacceptable

Do not know

7. WYLLN has made good progress on providing information, advice and guidance to vocational learners wishing to enter or progress through higher education.

1	2	3	4	5
Excellent	very good	acceptable	poor	unacceptable

Do not know

8. WYLLN has made good progress on progression agreements.

1	2	3	4	5
Excellent	very good	acceptable	poor	unacceptable

Do not know

<p>9. There is greater trust between partners as a result of WYLLN.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know <input type="checkbox"/></p> <p>Comments:-</p>
<p>10. I have been able to develop my skills, knowledge and experience as a result of WYLLN.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know <input type="checkbox"/></p> <p>Comments:-</p>
<p>11. I believe WYLLN should continue.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know <input type="checkbox"/></p> <p>Comments:-</p>
<p>12. What would you like to change or see done differently?</p>
<p>13. What should the focus be for the next two years of the project?</p>
<p>14. Have you any final comments or suggestions?</p>
<p>Thank you for taking time to complete this. All responses are treated in strict confidence and are seen only by the independent evaluator. Lilian Black lilian.black@btconnect.com M: 07968 815067</p>

WYLLN Evaluation Questionnaire

WYLLN Evaluation Questionnaire

This questionnaire is part of the process of assessing the effectiveness of the West Yorkshire Lifelong Learning Network. All responses are treated in strictest confidence and will be used solely for the stated purpose. The names of individuals and their institutions will not be published without written permission. Please insert a mark in the box which most reflects your opinion.

BOARD APPRAISAL QUESTIONNAIRE		Agree Strongly		Do not know	Disagree Strongly		Comments
		1.	2.		3.	4.	
1.							
1.1	The Board has established an appropriate framework of corporate governance for the WYLLN.						
1.2	The Board represents the views of the main constituents affected by the WYLLN.						
1.3	The Board has a clearly defined scheme of delegated authority for the Executive Director and Chair of the Board.						
1.4	The Board has an effective way to engage the wider partnership through the Strategic Advisory Forum.						
1.5	The Board has effective performance appraisal and remuneration procedures for Executive Director.						
1.6	The Board has an effective process in place for the declaration and recording of interests and hospitality for Directors and employees.						
1.7	The Board has established an effective risk management planning and monitoring procedure.						
1.8	The Board sets clear financial targets, objectives and performance indicators and undertakes effective monitoring of these.						
1.9	The Board has established a clear strategic vision and plans for the future of the WYLLN and supporting performance indicators.						

1.10	The Board was fully engaged in the development and agreement of business plans and their subsequent monitoring.						
1.11	The Accountable Body understands and complies with its legal responsibilities and liabilities as an employing body.						
1.12	The Board reviews and monitors the WYLLN Equality and Diversity impact of its activities.						
1.13	The Board has an appropriate level of understanding of and is compliant with HEFCE requirements.						
1.14	The Board is provided with appropriate direction and advice by the Accountable Body and the independent secretariat on statutory and corporate compliance issues.						
1.15	The Board is kept fully informed about business development activities and authorises bids/tenders where required.						
1.16	The Board has established appropriate ways to measure its own effectiveness.						
1.17	The Board maintains a record of Director attendance and has a procedure to address poor attendance.						
1.18	The Board has established policies for the control of expenditure including commitment and spend and there is effective separation of duties for the approval of all business, property and financing transactions.						
1.19	The Board has established procedures for the approval of capital expenditure.						
1.20	The Board has provided for adequate levels and categories of insurance cover for the Company and its Directors.						
2.							
2.1	There is a climate of trust and respect between Board members.						
2.2	There is a climate of trust and respect between the Executive and the Board.						
2.3	The Board communicates effectively with WYLLN employees.						
2.4	The Board conducts its business in an open, transparent and inclusive manner, and aims to reach decisions by consensus.						

2.5	The Board effectively challenges the robustness of financial information and assumptions of the Executive.						
2.6	The Board has established a process of engagement with customers and key stakeholders.						
2.7	Board processes provide for all Directors to effectively contribute to discussion and decision-making.						
2.8	The Board is aware of its Corporate Social Responsibilities and understands how it engages through its actions with local communities in which it operates.						
2.9	The Board has a shared understanding of the principle purpose of WYLLN and its vision, mission and values.						
2.10	The Board is fully conversant with the external business environment and contractual requirements within which the WYLLN operates.						
2.11	The composition and size of the Board provides for effective debate and decision-making.						
2.12	Board agendas fully reflect matters of interest to members.						
2.13	Board papers/reports are sufficiently clear and comprehensive to inform debate and decision-making.						
2.14	The Chair conducts the business of the Board in an effective manner.						
2.15	The frequency, timing and length of Board and Committee meetings are appropriate.						
2.16	The Board committees and advisory groups carry out effective roles on behalf of the Board.						
3.							
3.1	I read all Board papers and attend meetings well prepared.						
3.2	I have adequate opportunity to participate in Board discussions and to register my views on issues under debate.						
3.3	I understand the respective roles and responsibilities of Non-executive Directors, Chair and the Executive.						
3.4	I consider that I have sufficient opportunity to influence WYLLN strategy.						
3.5	I am fully aware of, and satisfactorily manage, my obligations in respect of disclosures and potential conflicts of interests.						

3.6	I am satisfied with the financial reporting and monitoring arrangements.						
3.7	I am satisfied with the operational reporting and monitoring arrangements.						
3.8	I consider that WYLLN has effective financial control procedures.						
3.9	I have confidence in the Board to work in a collaborative manner in furtherance of the WYLLN's objectives.						
3.10	I have given support to WYLLN through participation in activities outside of the Boardroom.						
3.11	My levels of attendance at Board meetings are acceptable.						
3.12	I understand the financial and operational performance information provided and its implications for WYLLN.						
3.13	I have developed a good working relationship with other members of the Board and the Executive.						
3.14	I consider that there is a good level of mutual trust and respect between the Board members.						
3.15	I am prepared to listen and take on board the views of other members of the Board.						
3.16	I have sufficient knowledge of the WYLLN's business activities and client groups to perform my duties as a Director.						
3.17	I update myself on relevant developments in the sectors in which the WYLLN operates.						
3.18	I have an adequate understanding of the business terminology specific to the WYLLN's operations.						
3.19	I have a good understanding of the strategic direction and objectives of WYLLN.						
3.20	I can describe the key performance indicators the WYLLN uses to monitor its success.						
3.21	I subscribe to the WYLLN's vision, mission and values.						
3.22	I feel sufficiently engaged in and knowledgeable about the work of the WYLLN.						
3.23	I have confidence in the Executive to effectively implement agreed policy and to seek continuous improvement.						

3.24	I consider WYLLN is well-regarded by its partners and funders.						
3.25	I consider that the Board and its Executive work well as a team.						
3.26	I endeavor to promote the work and reputation of the WYLLN to external parties.						
3.27	I consider my involvement in the WYLLN is valued by the Board and the Executive.						
3.28	I am satisfied with the response made to queries and requests for information from the Executive.						
3.29	I believe all Board members have played a full and active role.						
4.							
4.1	I believe we have made good progress on progression agreements.						
4.2	I believe we have made good progress on the provision of IAG for higher level vocational learners.						
4.3	I believe we have made good progress on staff development.						
4.4	I believe we have made good progress on the sector developments: Advanced Engineering and Manufacturing including Food Manufacturing, and related Industrial Chemistry Business Services including the Finance Sector, Logistics and Retail Construction and the Built Environment Culture, Media, Sports and the Arts; Leisure, Hospitality and Tourism Digital Industries including Creative Digital, ICT and Print Health, Social Care and Early Years Leadership, Management, Innovation and Enterprise						
4.5	I believe WYLLN has engaged effectively with employers.						
4.6	I believe we should retain the WYLLN beyond the lifetime of the project.						

4.7	I consider as a Board member and a sector leader I have communicated well with my staff and provided them with sufficient support. (for Board members who are also sector leaders)						
4.8	I believe WYLLN has strengthened the joint working arrangements between education and Yorkshire Forward.						
5.	What has WYLLN done best?						
6.	What could WYLLN have done better?						
7.	What would you like WYLLN to focus on for the future?						
8	Do you believe partnership working between institutions has improved as a result of WYLLN?						
9.	Would the activities funded by WYLLN have happened without WYLLN investment?						
10.	Do you have any final comments please?						

Thank you for participating in this survey. A summary will be made available in the interim evaluation report to be published at the end of September 2009. Individual identities will remain confidential to the evaluator.

Please return this completed questionnaire to lilian.black@btconnect.com by 5 August 2009 please. To discuss any aspect of this form please telephone me directly on 07968 815067.

Progression Agreement Recognition Panel Programme of Work Updated 25/6/09

Month	Progression Agreement	Outcome	Date resubmitted	Learner Agreement	WYLLN Website
October 08	1.LCAD Access Course to LCAD BA Graphics	Recognised with conditions	Jan 09		Yes
October 08	2.LCAD BTEC National Diploma Art and Design to LCAD BA Graphics	Recognised with conditions	Jan 09		Yes
October 08	3.LCAD BTEC National Diploma Graphics to LCAD BA Graphics	Recognised with conditions	Jan 09		Yes
October 08	4.LCAD Access Course to LCAD BA Interdisciplinary	Recognised with conditions	Jan 09		Yes
October 08	5.LCAD BTEC National Diploma Art and Design to LCAD BA Interdisciplinary	Recognised with conditions	Jan 09		Yes
December 08	6.University of Leeds Preparation for Higher Education Programme to University of Leeds Part-time Cert HE in Business Management	Recognised	N/A		Yes
December 08	7.University of Leeds Preparation for Higher Education Programme to University of Leeds BA Social Work	Recognised with recommendation	20/4/09	20/4/09	Yes
December 08	8.Royal Mail Group Varied/Open to University of Huddersfield FdA Business Skills in HR	Recognised with conditions	Feb 09		Yes
December 08	9.Wakefield College Cache and BTEC Diploma in Care Learning and Development to University of Huddersfield BA Hons Childhood Studies	Recognised with conditions	20/4/09		Yes
December 08	10. Kirklees College Cache in Early Years or Playwork, Cache in Early Years Foundation Stage Practice to University of Huddersfield BA Hons Childhood Studies	Recognised with conditions	Not resubmitted		
December 08	11.Calderdale College FD Health & Social Care to University of Bradford BSc Hons Combined Studies	Recognised with conditions	Jan 09		Yes

December 08	12.Calderdale College FD Health & Social Care to University of Bradford BSc Hons Dementia Studies (part time and distance learning)	Recognised with conditions	Jan 09		Yes
December 08	13.Calderdale College FD Health & Social Care to University of Bradford BSc Hons Health, Well Being & Social Care	Recognised with conditions	Jan 09		Yes
December 08	14.Calderdale College FD Health & Social Care to University of Bradford BSc Hons Professional Practice	Recognised with conditions	Jan 09		Yes
December 08	15.Thomas Danby FD Health & Social Care to University of Bradford BSc Hons Combined Studies	Recognised with conditions	Jan 09		Yes
December 08	16.Thomas Danby FD Health & Social Care to University of Bradford BSc Hons Dementia Studies (part time and distance learning)	Recognised with conditions	Jan 09		Yes
December 08	17.Thomas Danby FD Health & Social Care to University of Bradford BSc Hons Health, Well Being & Social Care	Recognised with conditions	Jan 09		Yes
December 08	18.Thomas Danby FD Health & Social Care to University of Bradford BSc Hons Professional Practice	Recognised with conditions	Jan 09		Yes
December 08	19.University of Bradford FD Health & Social Care to University of Bradford BSc Hons Combined Studies	Recognised with conditions	Jan 09		Yes
December 08	20.University of Bradford FD Health & Social Care to University of Bradford BSc Hons Dementia Studies (part time and distance learning)	Recognised with conditions	Jan 09		Yes
December 08	21.University of Bradford FD Health & Social Care to University of Bradford BSc Hons Health, Well Being & Social Care	Recognised with conditions	Jan 09		Yes
December 08	22.University of Bradford FD Health & Social Care to University of Bradford BSc Hons Professional Practice	Recognised with conditions	Jan 09		Yes
December 08	23.Park Lane College FD Business Management to Park Lane College BA Business	Recognised with conditions	Jan 09		Yes
Jan 09	24.Wakefield College Certificate in Personnel Practice to University of Huddersfield CIPD Professional Development Scheme	Recognised	Jan 09	16 June 2009	Yes

Jan 09	25.Wakefield College CMI in Strategic Management and Leadership to University of Huddersfield MBA	Recognised	N/A	15 June 2009	Yes
Jan 09	26.Leeds College of Technology BTEC National Certificate in Electrical and Electronic Engineering to Leeds College of Technology FdSc Electrical and Electronic Engineering (Year 1, full or part time)	Recognised with conditions	March 09		Yes
Feb 09	27.LTAS FdA Addressing Additional (Special) Needs, FdA Early Years, FdA Supporting Learning, FdA Supporting Young People, Children and Families to LTAS BA Supporting Young People, Children and Families	Recognised with conditions – presented as 4 individual PAs but required to be presented as 1	May 09		Yes
Feb 09	28.Kirklees College Advanced Apprenticeship in Health and Social Care to University of Huddersfield Dip HE Nursing Studies	Recognised with recommendations	April 09		Yes
Feb 09	29.Bradford College Access to Higher Education (Science & Health Professions) to University of Bradford BSc Nursing, Midwifery and Allied Health Professions	Recognised with conditions	March 2009	March 2009	Yes
Feb 09	30.Bradford College BTEC National Diploma in Health and Social Care/Health Studies and BTEC National Certificate in Health and Social Care/Health Studies to University of Bradford BSc Nursing, Midwifery and Allied Health Professions	Recognised with conditions	March 2009	March 2009	Yes
Feb 09	31.Bradford College BTEC National Diploma Media (Games Development) and BTEC National Certificate Media (Games Development) to University of Bradford BA Design for Computer Games, BSc Interactive Systems and Video Games Design	Recognised with conditions	March 2009	March 2009	Yes
Feb 09	32.Kirklees College Advanced Apprenticeship in Children's Care, Learning and Development to Kirklees College FD in Children's Learning and Development	Recognised with conditions	March 2009	March 2009	Yes
March 09	33.Leeds College of Technology Course Advanced Apprenticeship in Print to University of Leeds	Recognised with conditions			

March 09	Course Certificate in Printing, Packaging and Graphics (IMPRESS), Diploma in Printing, Packaging and Graphics (IMPRESS), BSc (Hons) Printing, Packaging and Graphics (IMPRESS) 34. Bradford College National Diploma in Beauty Therapy Sciences, NVQ3 level 3 General Beauty Therapy, NVQ3 Make-up Route (Beauty Therapy) to Bradford College Foundation Degree in Make-up Artistry and Special Make-up effects	Recognised with conditions			
March 09	35. Bradford College National Certificate/Diploma in Engineering, FdSc Metallurgy and Materials to Bradford College Foundation Degree Metallurgy and Materials, B Eng (Hons) in Metallurgy and Materials	Recognised with conditions			
March 09	36. Bradford College CACHE Level 3 Childcare and Education to Bradford College FdA in Early Years	Recognised with conditions			
March 09	37. Bradford College BTEC National Diploma in Health and Social Care to Bradford College FdA in Health and Social Care	Recognised with conditions			
March 09	38. Leeds Thomas Danby NVQ/CACHE Level 3 Supporting Teaching and Learning to University of Leeds FD in Professional Studies in Family Support	Recognised with recommendations	April 2009	April 2009	Yes
April 09	39. Leeds City College (LCOT) Advanced Apprenticeship in IT Services and Development to Leeds City College (LCOT) Foundation Degree in Computing - Systems and Networking	Recognised with conditions (30/4/09)			
May 09	40. Wakefield College BTEC National Diploma in Performing Arts (Acting) to Wakefield College BTEC Higher National Diploma in Performing Arts (Performance) Theatre pathway	Recognised with conditions and recommendations 29/5/09	18 June 09 but conditions not met yet		
May 09	41. Wakefield College BTEC National Diploma in Business /Management and to Wakefield College Foundation Degree in Management and Business Enterprise	Recognised with conditions and recommendations 29/5/09	18 June 09 but conditions not met yet		

May 09	42. Wakefield College Higher National Diploma in Business /Management related areas & Foundation Degree in Business/Management related areas to Wakefield College BA (Hons) in Business and Management	Recognised with conditions and recommendations 29/5/09	18 June 09 but conditions not met yet
May 09	43. Wakefield College BTEC National Diploma in Performing Arts (Dance) to Wakefield College Higher National Diploma in Performing Arts (Performance) Dance pathway	Recognised with conditions and recommendations 29/5/09	18 June 09 but conditions not met yet
May 09	44. Wakefield College BTEC National Diploma in Music Practice/Music to Wakefield College BTEC HND in Music Performance	Recognised with conditions and recommendations 29/5/09	18 June 09 but conditions not met yet
May 09	45. Wakefield College ILM (Level 3), NVQ level 3 Management, CIPD level 3, National Diploma and National Certificate Business Management to University of Leeds Part time HE Cert. in Business	Recognised with conditions and recommendations 29/5/09	18 June 09 but conditions not met yet
June 09	46. Wakefield College BTEC National Diploma & Certificate Sports Development Coaching and Fitness, National Diploma Sport and Exercise Sciences to Wakefield College FdSc Sport Performance Coaching	Currently with the Panel (26/6/09)	
August 09	47. Wakefield College BTEC National IT to Wakefield College FdSc Computing	With panel (10/8/09)	
August 09	48. Wakefield College BTEC National Diploma & Certificate Sports Development Coaching and Fitness, National Diploma Sport and Exercise Sciences to Wakefield College FdSc Health Related Exercise and Fitness	With panel (10/8/09)	
August 09	49. Calderdale College FdA Networking and Business Support technologies to Leeds Met. BSc Computing; BSc Business, Information and Systems; BSc Innovation and Technology (IPOS)	With panel (10/8/09)	
August 09	50. Kirklees College BTEC National Diploma Health Studies to Leeds Met. BA Social Work; BSc Nursing (Adult Health); BSc Nursing (Mental Health)	With panel (10/8/09)	

August 09	51. Leeds City College – Technology Campus BTEC National Diploma Health Studies to Leeds Met. BA Social Work; BSc Nursing (Adult Health); BSc Nursing (Mental Health)	With panel (10/8/09)
August 09	52. Leeds City College – Thomas Danby Access to HE Diploma Social Work to Leeds Met. BA Social Work	With panel (10/8/09)
August 09	52. Leeds City College – Thomas Danby BTEC National Diploma Health and Social Care; BTEC Certificate Health and Social Care, AGCE Level 3 Health and Social Care to Leeds Met. BA Social Work; BSc Nursing (Adult Health); BSc Nursing (Mental Health)	With panel (10/8/09)
August 09	53. Calderdale College, Wakefield College and Leeds City College – Park Lane Campus FdA Retail to Leeds Met. BA Retail Marketing Management	With panel (10/8/09)
August 09	54. Calderdale College FdA Sound and Music for New Media to Leeds Met. BSc Music Production; BA Music Technology	With panel (10/8/09)
August 09	55. Huddersfield New College BTEC National Diploma Sport to Leeds Met. BSc Sport and Exercise Science; BA/BSc Sports Coaching; BA Sport, Leisure and Culture; BA Sports Marketing and Public Relations; BA Physical Education; BA Sports Development; BSc Sports Performance and Events Management	With panel (10/8/09)
August 09	56. Leeds City College (LCOT) Foundation Degree in Electrical and Electronic Engineering to . Leeds City College (Park Lane) B Eng (Hons) in Electrical and Electronic Engineering.	With panel (14/8/09)
August 09	57. British Gas to University of Leeds	