
West Yorkshire Lifelong Learning Network One Year Progress Report

Contents

Executive summary	Page 2
Background to the development of WYLLN	Page 3
Infrastructure	Page 6
Governance and partnership	Page 7
Communications and marketing	Page 11
Information advice and guidance	Page 14
Progression	Page 18
Sector activities	Page 21
Additional student numbers	Page 32
Staff development	Page 33
Finance report	Page 35
Progress to date	Page 38
Sustainability	Page 41

Documents referred to in this report are available from www.wylln.ac.uk

Executive summary

1. During the first year of operation, the West Yorkshire Lifelong Learning Network (WYLLN) has established the structures and systems as set out in the Business Plan to HEFCE. However, due to the delay in appointing staff, the Network was not fully operational until February 2008.
2. The business model adopted by the Network was modified to allow greater flexibility in meeting the objectives and targets particularly with regard to particular groups of learners. The revised model funded partners directly to carry out progression and information, advice and guidance activities. It also enabled the Network to commission specific types of activities targeted at particular groups.
3. The Network is on target for the numbers of learners supported. This has been achieved through a mixture of group, one to one and e-advice sessions. Electronic reporting has been enabled through the development of the IAGnow system. In future this will provide valuable information on how learners are progressing across the FE/HE divide and through higher education.
4. A West Yorkshire Progression Agreement Framework has been developed to which 22 of the 23 partner institutions have signed up. This was only agreed at the end of the last academic year and to date there are no progression agreements in place. However, there are 36 currently being prepared.
5. Sector activity has been slow to gain momentum and there are considerable differences between the different sectors. Four foundation degrees have been developed and validated with an additional 36 curriculum developments taken place or planned (end of project target 21). These developments are based on strong links with employers, their intermediaries and the sector skills councils.
6. A range of staff development events have been held to support the aims of WYLLN. Attendance has been very good and already over half the three year target has been met.
7. Even with the slow start to the project, apart from agreeing a sustainability strategy and establishing a credit framework, all first year milestones have been achieved albeit behind the original target date.

Background to the development of WYLLN

8. The West Yorkshire Lifelong Learning Network (WYLLN) was established as a partnership involving all West Yorkshire Higher Education Institutions (HEIs) and Further Education Colleges (FECs). The wider partnership involves private training providers, careers companies and employer intermediaries. The aim of the West Yorkshire Lifelong Learning Network is to strengthen the performance of West Yorkshire businesses and the wider regional economy through improved vocational and work-based progression of young people and adults into higher education. By the end of the project the West Yorkshire Lifelong Learning Network will have created:
- A sustainable higher-level skills partnership with increased levels of trust and more effective ways of joint working between providers, employers and stakeholders.
 - A minimum of 25 Progression Agreements with clear articulation arrangements and a credit framework which crosses institutions and newly developed higher level skills curricula, enabling the progression of 3,000 vocational and work-based learners into higher education, resulting in a more highly qualified workforce.
 - A recognised credit framework for vocational and work-based learners which is portable across institutions and recognises and values vocational and work-based learners.
 - A minimum of three foundation degrees or equivalent per sector in areas relevant and important to employers and the economy.
 - Stronger links between 1,000 businesses and Higher and Further Education and Work-based Learning providers with more relevant and responsive higher-level skills provision.
 - More innovative and enterprising graduates and employees, with leadership and management skills, who are able to realise the new opportunities of the knowledge based economy.
 - More transparent, accessible and recognisable information, advice and guidance systems for employers and vocational learners resulting in 7,500 learners and 1,000 employers benefiting.
 - Better trained staff able to support progression within and between vocational and academic learning through the provision of 500 staff development opportunities.
9. Funding for the project was approved by HEFCE from March 2007 until July 2010: £5.9 million as a grant from HEFCE with the partners committing another £2.2 million to the project.
10. The activities of the WYLLN have been structured into sectors in such a way that they link with the priorities of Yorkshire Forward (the Regional Development Agency for Yorkshire and the Humber) and those of the Learning and Skills Council for West Yorkshire (LSC WY). The selection of the lead institution for each sector was based on their track record, particularly in relation to employer engagement. Consequently many lead institutions are Centres of Vocational Excellence (CoVE) or are part of a skills academy. The WYLLN Sectors and their lead institutions are given in Table 1.

Sector	Lead Institution
Construction and the built environment	Leeds College of Building
Digital industries including creative digital, ICT and	The New Technology Institute

print	West Yorkshire
Business Services including the finance sector, logistics and retail	Park Lane College
Advanced engineering and manufacturing including food manufacturing and related industrial chemistry	The University of Huddersfield
Culture, media, sports and the arts; leisure, hospitality and tourism	Leeds Metropolitan University
Health, social care and early years	The University of Bradford
Management, leadership, innovation and enterprise (cross cutting theme)	Wakefield College

Table 1 WYLLN Sector and Lead Institutions

11. Early in the project the Management Board approved an approach to delivering the project. It was agreed that the three core activities relating to progression, information advice and guidance and sectors should be inter-related through the development of a curriculum that meets employers' needs and associated progression agreements. This is summarised in the diagram 1.

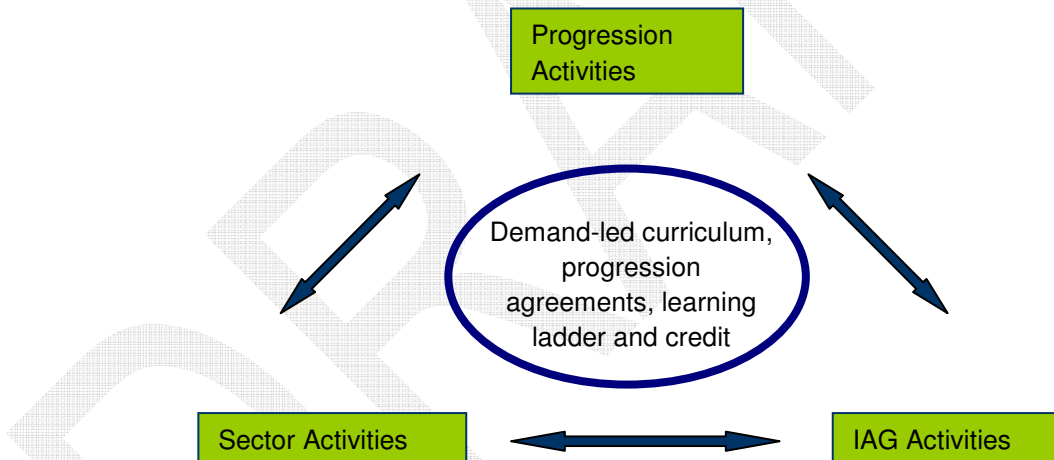


Diagram 1 Relationship between sector, IAG and progression activities

12. Initially these activities were carried out in isolation by partner organisations. However, now that a progression agreement framework has been agreed, it will provide the infrastructure for integration in the future.
13. The learner constituency was defined by an early Strategic Advisory Forum and agreed by the Board. The WYLLN target groups of learners are
- Individuals qualified to level 3, but not in learning or employment
 - Individuals already in learning (at level 3 or above)
 - Advanced modern apprentices
 - Employees already in learning (at level 3 or above)
 - Employees qualified to level 3 or above, but not in learning

14. At this early stage of the project the Management Board agreed that to reach some of these learners a different business model was required. This was reinforced by many partners wanting to undertake different activities than those specified in the original business plan. For example, some partners wished to focus on progression activities rather than IAG activities as stated in the original business plan.
15. The business model adopted is a mixture of partners being directly funded with other funds being made available to commission particular types of activity from within the wider partnership. The model is shown in diagram 2.

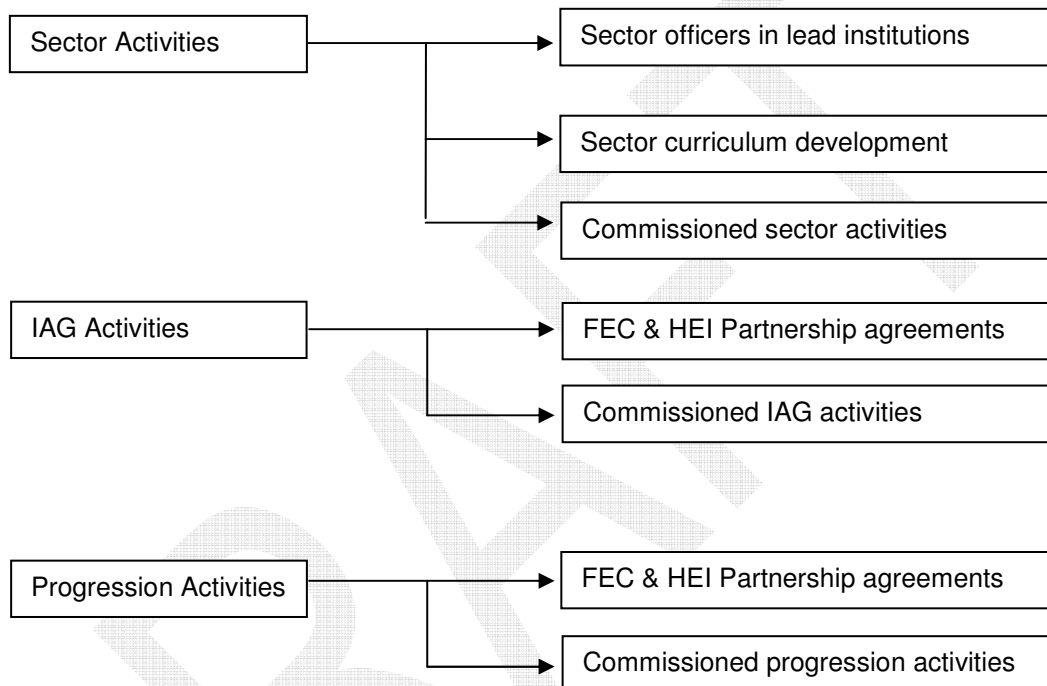


Diagram 2 – The WYLLN Business Model

Infrastructure

16. The organisational structure of the WYLLN is shown in diagram 3.

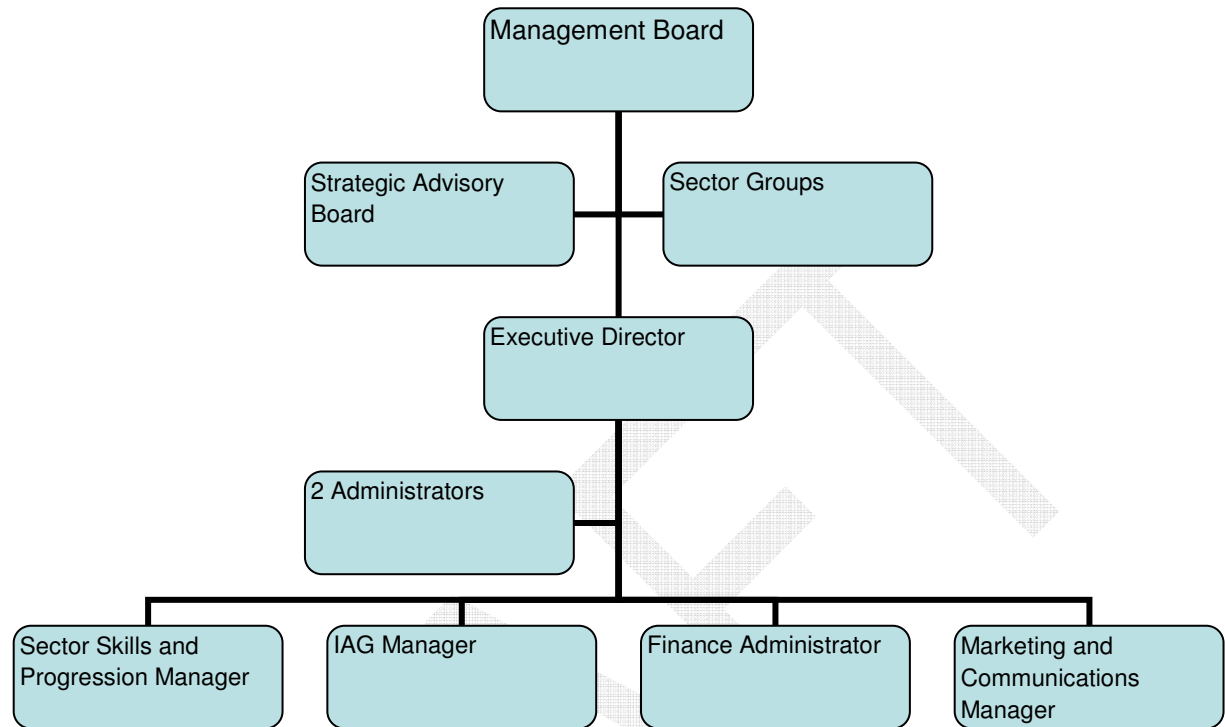


Diagram 3 West Yorkshire Lifelong Learning Network Organisational Chart

17. The structure has changed slightly from that described in the original business plan, which had an additional post of MIS Officer. With the development of the tracking system, it was felt that it was not necessary have such a post. Additional administrative support might be required as the project progresses.
18. In addition to this team, sector officers are employed by and located in each of the sector lead institutions. Different approaches have been taken as to how they are employed; some partners have employed a dedicated officer, while others have incorporated the role into existing staffing structures, usually at a senior level.
19. Recruiting to these posts has been a major limiting factor to the progress the Network has made its first year of operation. The central team was not fully in place until November 2007, which meant that progress on the project was slow up until that point. Where the role of the sector officers was incorporated into existing staffing structures, progress in these sectors was rapid. Where dedicated appointments were made progress has been slower.
20. Each partner institution, as part of their partnership agreement, has identified a WYLLN Champion, a lead person for IAG activities and another for progression activities. These are not necessarily different people. This arrangement was established to provide an effective communications route between the central WYLLN team and the partner institutions.

Governance and Partnership

Management Board

21. The membership of the Management Board is set out in Table 2.

Name	Organisation	Representing
Alison Wilson	Yorkshire Forward	Regional Development Agency
Cath Orange	Leeds Met University	The digital and arts media and culture sectors and HE
Cristina George	Learning and Skills Council	LSC – West Yorkshire
David Fell	Park Lane College	Business and finance sector and FE
Edmund Wigan	Leeds College of Art and Design	Further Education
Geoff Layer	The University of Bradford	The health and social care sector and HE
Ian Billyard	Leeds College of Building	The construction and built environment sector and FE
Craig Williams	Bradford Careers	West Yorkshire Careers Companies
Kaye Fisher (Deputy Chair)	Wakefield College	The leadership and management sector and FE
Mark Shields	Trinity and All Saints College	Higher Education Colleges
Sue Frost	The University of Huddersfield	The advanced engineering and manufacturing sector and HE
Vivien Jones (Chair)	The University of Leeds	Higher Education
Michele Sutton	Bradford College	Further Education
Stephen Challenger	Executive Director	WYLLN

Table 2 WYLLN Management Board membership

22. Although the membership of the Board has changed in personnel terms, since the beginning of the project, the representation has not. It has met regularly throughout the project with a high level of debate not only on the how the business plan is being implemented, but also on the ethos that should exist within the Network. Although the Board is representative, it receives reports at each meeting from the Strategic Advisory Forum (SAF) that includes all partners.

Strategic Advisory Forum

23. There has been a lot of support from the wider partnership, which forms the basis of the Strategic Advisory Forum (SAF). SAF meetings are chaired by the Deputy Chair of the Management Board and are timed to take place prior to Board meetings. There is a strict format to the meetings. Each meeting receives a progress report from the

Executive Director with the membership having the opportunity to ask questions and raise issues about the Network. Following this, detailed group discussions take place around selected topics, the outcomes of which are fed into the Board meetings. Such topics have included the Business Model, the Communications and Marketing Strategy, the Staff Development Strategy, the Progression Agreement Framework and Operational Planning.

24. The membership is made up of the following organisations

Bradford College	Yorkshire Forward
Calderdale College	West Yorkshire Learning Provider Network (WYLP)
Dewsbury College	Sector Clusters
Huddersfield New College	Train to Gain Brokers
Huddersfield Technical College	Sector Skills Councils
Joseph Priestley College	Nextstep
Keighley College	Connexions
Leeds College of Art and Design	West Yorkshire Regional TUC for Yorkshire and the Humber
Leeds College of Building	Institute of Directors Yorkshire Region
Leeds College of Music	CBI Yorkshire Region
Leeds College of Technology	Leeds Chamber of Commerce and Industry
Leeds Metropolitan University	Bradford Chamber of Commerce and Industry
Park Lane College	Mid Yorkshire Chamber of Commerce and Industry
ShIPLEY College	Investors in People
The Open University	Sector Skills Development Agency
Thomas Danby College	Regional Skills Partnership
Trinity and All Saints Higher Education College	West Yorkshire Enterprise Partnership
University of Bradford	Business Link West Yorkshire
University of Huddersfield	West Yorkshire IAG Partnership
University of Leeds	West Yorkshire Learning and Skills Council
Wakefield College	
Aimhigher	
Foundation Degree Forward	

Task Groups

25. The key activities of the Network are overseen by task groups. The business plan identified individual task groups for
- Information advice and guidance
 - Progression agreement
 - Credit framework
 - Management information systems
26. Since the start of the project the progression agreement and credit framework task groups have been merged and, at the request of the SAF, a new task group for staff development was established.

IAG Task Group

27. The IAG Task Group comprises of senior practitioners, IAG Managers and representatives from the wider partnership network. Its role is to actively influence

operational practices to support the achievement of the WYLLN objectives, namely the development and embedding of more transparent, accessible and recognisable, information advice and guidance systems and resources.

28. The first meeting of the IAG Task Group was held in March 08, 22 attended representing the wider partnership. Terms of Reference and composition were discussed and accepted, decisions were also taken on the proposed IAG Model, structure and composition of core meetings and the frequency. Those attending the IAG Task Group included representatives from;

Bradford College	Leeds Metropolitan University
Calderdale College	Open University
Careers West Yorkshire	Park Lane College
Huddersfield New College	ShIPLEY College
Joseph Priestley College	Thomas Danby College
Leeds College of Building	University of Huddersfield
Leeds College of Music	University of Leeds
Leeds College of Technology	Wakefield College

29. The IAG Task Group elected for termly meetings that should include information and discussion on proposed activity and new developments, current activity and achievements, challenges, training and development requirements and resources review.
30. It was agreed at this meeting that informal focus groups should be established with the responsibility of exploring issues and opportunities around Quality Assurance, Resource Development and Practitioner Development. These are the core areas within the IAG Model. These groups make recommendations to the wider IAG Task Group on areas for development and resource allocation through the partnership and commissioned activity.
31. Key issues from the IAG Task Group are then presented at the Strategic Advisory Forum and Management Board as appropriate.

MIS Task Group

32. The MIS Task Group comprises of selected representatives from HEIs and FECs. It is acknowledged that membership may change as new projects and developmental areas requiring different knowledge and competencies to inform strategies and developments emerge. Current members have been selected based on roles, responsibilities and influence within their respective organisations.
33. There have been 4 meetings of the MIS Task Group all meetings have focused on the design, development and implementation of the WYLLN IAGnow learner tracking system. In addition, numerous interim meetings have been held with members developing requirements, scope, implementation strategies and project plans.
34. The MIS Task Group has been very effective in supporting the successful, timely development of the WYLLN IAGnow system.

Credit and Progression Task Group

35. The Credit and Progression Task Group was established in December 2007. The role of the Task Group is to oversee and co-ordinate a range of activities which will encourage and enable partner institutions to improve the progression opportunities for work based and vocational learners across the sub-region. The Task Group meets quarterly and is chaired by the WYLLN Director and is serviced by the Sector Skills and Progression Manager. It's membership consists of representatives from the following:
- each of the seven sector groups
 - each of the seven Higher Education Institutions
 - the West Yorkshire Consortium of Colleges
 - HEFCE (non-attending but in receipt of meeting papers)
 - the West Yorkshire Learning Providers Ltd
 - 14-19 Local Authority Advisory teams
 - Aimhigher
 - WYLLN central team
36. Activities undertaken to date by the Task Group include the development of the WYLLN Progression Agreement Framework, which was approved by the WYLLN Management Board on the 12th May 2008, and a sub-regional credit audit of higher education provision across the sub-region.
37. Three sub-groups have been established as a result of these activities:
- *Learner Progression Agreement*: the focus for this sub- group is to further develop the format and design of the progression agreement document to be used by learners
 - *Credit*: the focus for this sub- group is to evaluate the applicability of the adoption of the overarching principles and operational criteria developed by the Joint Forum on Higher Levels; develop and implement a common approach and framework to using credit; and to do this by drawing on the findings of the Credit Audit Report.
 - *Progression Agreement Recognition*: the focus of this sub-group is to formally recognise progression agreements that meet the WYLLN requirements; review the continued recognition of progression agreements by WYLLN.
38. The Task Group has been very effective in shaping the development of the Progression Agreement Framework and in supporting its introduction and implementation with partner organisations e.g. leading discussions at the SAF, briefing senior managers and colleagues and presenting at the Launch event. In particular, the enthusiasm, and openness of members to share, question and discuss issues has been a key contributor to establishing a Progression Agreement Framework that is appropriate, has rigour, and has credibility with partners. The momentum and commitment which has been established within the Task Group continues as it moves to address a new range of activities.

Staff Development Task Group

39. The Staff Development Task Group was established in March 2008 following a recommendation by the SAF and the approval of the Staff Development Strategy by the WYLLN Management Board on the 20th February 2008. The role of the Staff Development Task Group includes overseeing the implementation of the Staff Development Strategy, planning and co-ordinating the implementation of an annual

programme of staff development activities and liaising with WYLLN partner organisations, and other local, regional and national organisations as appropriate to identify training needs and training and development resources.

40. Although the Task Group was not established until March 2008, staff development activities were being delivered and planned prior to its formation.
41. The Task Group meets quarterly and is chaired by the Sector Skills and Progression Manager. It's membership consists of representatives from the following:
 - Higher education institution
 - Further education institution
 - An employer intermediary organisation
 - West Yorkshire Learning Providers Ltd
 - Aimhigher
 - Central WYLLN team
42. Following a review of the training needs, information gathered from partner institutions, sector groups, IAG Task Group, Credit and Progression Task Group, and feedback from individuals, the Task Group agreed an annual programme of staff development for 2008/09 which will be review on a quarterly basis, and report on annually to the WYLLN Management Board.
43. The Task Group has met twice to date. A working pattern has now been established and although the group is relatively small in number those colleagues involved are willing participants and are keen to make effective contributions.

Communications and Marketing

44. A key challenge for the Network is to ensure all partners are kept up to date with its activities and to provide information on how partners can become further involved. The Communications and Marketing Strategy was agreed at the February Board meeting following discussions at the SAF.
45. It was agreed that the main priority in the first year of the project is to raise awareness and improve understanding of the WYLLN and its activities with the partner institutions. The Network will offer added value to partners by providing
 - A central point of support, communication and dissemination of information
 - A market intelligence resource
 - Networking opportunities including social networking
46. The Network will engage with employers primarily through employer intermediaries by improving understanding and awareness of the HE sector and will provide
 - A signposting mechanism to HE course information and IAG resources
 - Demand-led courses designed through capturing employer requirements by communicating with employer intermediaries.
 - Enhanced referral processes for employer intermediaries into FE and HE
47. Direct communication with the learner will be carried out by partners and IAG Officers. The West Yorkshire Lifelong Learning Network will offer added value to the learner by providing these intermediaries with:

-
- A signposting mechanism to HE course information and IAG resources
 - Improved resources for the learner giving information on progression opportunities, HE courses and support
 - Further support where necessary, identifying gaps in activity and the opportunity to share best practice
48. The WYLLN will gather market intelligence to guide the business and marketing strategy and to disseminate for use by the wider partnership. This will identify the areas where the WYLLN is/is not meeting the needs of the West Yorkshire learner and employer and will provide the opportunity to improve processes and provision where necessary.
49. Since the approval of the strategy, the main focus has been on communicating the activities and aims of the WYLLN to the network and wider partnership in order to embed the WYLLN message and identify gaps and/or areas of best practice.
50. A brand identity has been developed in order to ensure consistency over all marketing communications carried out by the WYLLN core marketing function, sector groups and partner activities. The branding can be found on a range of online and printed materials including brochures, newsletters, stationery, event cloths and promotional products.
51. The website (www.wylln.ac.uk) design is complete and significant development has taken place, although there is still development to be completed in some areas. The site has been split into 3 separate 'zones' for partners, employers and learners in order to convey the distinct messages to the relevant audience. The partner zone is now fully developed and the team has the use of a content management tool to keep this up to date. The partner zone of the website includes past and future event information, updates on partner and commissioned activity and signposts to relevant sites and resources. Over the next few months there will be a focus on completing the development of the employer and learner zones of the website. Partners are invited to provide feedback on the website using an online form. In August 2008, WYLLN began analysis of visitors to the website using 2 online systems – Google Analytics and Clicktale. However, until September the figures were inaccurate due to the recording of WYLLN marketing team visits within the analysis. As the WYLLN marketing team use the content management system daily, this increases the average time spent on the site, average page views and number of visits. These visits are no longer recorded and by 31st October 2008, a set of baseline figures will be recorded and targets set accordingly. The aim will be to increase the number of repeat visits and number of new visitors, average time spent on the site and average number of pages viewed. Since analysis began there have been 482 unique visitors to the site.
52. Development of a WYLLN social networking site is currently underway following feedback received from colleagues on the number of meetings taking place around WYLLN activities and the difficulties of keeping in touch on a regular basis with industry colleagues. WYLLN Online is a web-based meeting place for any partners or stakeholders of the West Yorkshire Lifelong Learning Network who can login to discuss important issues with like-minded colleagues, share best practice ideas, get advice, further explore items raised in meetings or find information on meetings or events you may have missed. The Social Networking Tool is not an alternative to face-to-face meetings and events which are a critical part of the WYLLN's activities, but aims to complement these meetings by providing an opportunity to follow up on discussions

started in meetings, give input on any documents or issues raised and is a forum for continuing discussion between meetings. If colleagues were unable to attend any meetings it will be possible to find out what was discussed and provide input on specific issues.

53. The WYLLN provides regular partner communications in the form of a quarterly newsletter giving comprehensive updates within the key areas of the project, along with case studies of best practice from partners. Since January 2008 a news digest has been sent to all database contacts to disseminate information on the WYLLN activities and relevant national and sector news and items of interest. The website contains an online form to subscribe to WYLLN news and a subscription form is also taken to all relevant events. WYLLN communications have been well received, in March 2008 a process was put in place to monitor the number of subscribers to WYLLN news. At the start of monitoring there were 435 subscribers compared with 698 at present, this represents an average number of 43.8 new subscribers each month. The aim is to increase this figure to an average of 48 new subscribers over the next 6 months (September – February). By 31st October 2008 there will also be processes in place to track where new subscribers come from e.g. completing online form, completing form received at external event, attending WYLLN event, referral, email etc. WYLLN will also be signing up to an online email broadcast tool 'Adestra' which will allow easier tracking of the number of emails read, links clicked etc, this will facilitate better targeting and will give an idea of the types of messages which are more appealing to readers.
54. A 'Celebration Event' was held in June 2008, attracting 165 attendees this event was an opportunity to raise awareness of WYLLN activities and celebrate the success of the first year. The evening also included the first annual 'West Yorkshire Adult Work-Based Learner Awards' developed by the WYLLN. The awards (sponsored by the Regional Skills Partnership) proved very successful with 41 nominations being received. A winner was selected for each of the seven sector groups. The standard of entry was so high that a further 9 entries were highly commended. In 2009, to encourage participation from employers and learners awards, will also be offered to employers offering support to employees requiring higher level training and to tutors.
55. A suite of promotional literature has been produced including a generic brochure describing the work of the WYLLN and ways to get involved, a sector group brochure aimed at recruiting members to the sector groups and a brochure on the IAG now learner tracking system. Focus is now on developing a template for employer facing brochures which can then be used to produce brochures describing the opportunities within each sector.

Information Advice and Guidance

Activities to date

56. The IAG service delivery model has been developed through consultation with the wider partnership at the IAG Task Group meetings.
57. The model is supported by, and may be achieved through the adoption of 7 key delivery principles aimed at raising the quality, availability and effectiveness of IAG into HE services to work-based and vocational learners throughout West Yorkshire.

58. In categorising a WYLLN Learner, we are focusing on
- Individuals qualified to level 3, but not in learning or employment
 - Individuals already in learning (at level 3 or above)
 - Advanced modern apprentices
 - Employees already in learning (at level 3 or above)
 - Employees qualified to level 3 or above, but not in learning
59. It had never been intended that WYLLN would be the direct deliverer of IAG services, the WYLLN IAG model depends on the capabilities and capacity of partner organisations for the delivery of IAG services to our target cohort. Key features of the delivery infrastructure include; the role of partner organisations in the delivery of IAG into HE; a range of partnership activity focused towards those vocational learners currently within FECs and a range of commissioned activity focusing on potential non-traditional learners currently outside of the educational system.
60. The approach outlined in the model is underpinned by 3 key development areas, Quality Assurance, Resource Development and Practitioner Development. These areas will be addressed on a continuous basis and form key agenda items within the IAG Task Group meetings.
61. 14 of the 20 partner institutions elected to undertake additional IAG activity with the partnership funding available through WYLLN in 2007/8. By the end of February 2008, all partnership agreements and statements around the proposed activity were received. The Table 3 details the partner institutions undertaking IAG activity and their proposed outcomes in relation to learners supported and subsequently progressing into HE in 2007/8

Institution	Learners Supported	Learners progressing into HE
Bradford College	400	200
Calderdale College	200	100
Dewsbury College	200	100
Huddersfield New College	98	50
Huddersfield Technical College	0	0
Joseph Priestley College	200	100
Leeds College of Building	200	100
Leeds College of Music	100	50
Leeds College of Technology	200	100
Open University	40	20
Park Lane College	400	200
Shipley College	100	50
Thomas Danby College	200	100
Wakefield College	100	200

Total 2007/8	2538	1270
---------------------	-------------	-------------

Table 3 Partners carrying out IAG activities

62. When committing to the delivery of additional IAG to non-traditional learners within their respective establishments, the partner institutions were requested to outline activities proposed under the project. Below is a sample of the range of activities proposed by the institutions under the partnership funding;
- Group IAG into HE sessions targeted towards part-time level 3 students in years 1, 2 and 3 of studies. *Bradford College*
 - Plan, advertise and hold series of HE Information sessions targeted at existing and ex students, including:
 - L2/3 apprentices
 - L3/4 NVQ students
 - 19+ students from other L3 part-time courses*Calderdale College*
 - Raising awareness of Progression into and through HE with HE and vocational staff. *Dewsbury College*
 - Run sessions on 'Preparation for Studying in HE – input from HE providers'. *Huddersfield New College*
 - Introduce 'Guide to Finance' sessions for parents. *Leeds College of Technology*
 - Development and publication of 'Applying to HE Music' Student Guide. *Leeds College of Music*
 - The delivery of IAG at 'Learning at Work Days' in workplace settings. *Open University*
63. Information around actual progression into HE may take longer to collect and collate. Clearly learners supported in their final year may progress directly into HE, however a large proportion of those supported are in their first year of FE and will not progress into HE until 2009/10. Many learners may take a break in between FE and HE and whilst influenced by the IAG support provided, may progress into HE in several years time. Measures are being put in place to capture the information on learner destination through IAGnow.
64. As outlined in the IAG Model, we decided to use some of the funds available to support IAG to commission activity that would not be undertaken through the Partnership funding, primarily focusing on non-traditional learners outside FECs and HEIs
65. The first round of IAG commissioning held in Nov/Dec 07 requested institutions to submit projects that they felt would benefit our target cohort and offer added value to existing activity funded by WYLLN and other funding agencies. 9 Institutions submitted proposals totalling £777,000.
66. Following a rigorous review panel with representation from HEIs, FECs, Aimhigher, LSC and Yorkshire Forward, 2 proposals were accepted from Leeds College of Technology and the Lifelong Learning Centre at the University of Leeds and contracts awarded in January 2008.
67. Leeds College of Technology requested £37,146.45 (with £13,560 match funding proposed) to deliver 600 IAG interventions for Level 3 qualified or skilled individuals not in HE within Electronics, Building Services, Care and IT industries with particular emphasis on Higher Apprenticeships and proposed new unitised provision.

68. The project is in its early stages but already we are seeing evidence of employer and employee engagement activity.
69. The Lifelong Learning Centre within the University of Leeds requested £23,899 (with £30,625 match funding proposed) to deliver 150 IAG interventions with employees in the workplace and other appropriate venues whilst being pro-active about creating the links between employees as potential students and the providers. The project will focus on Health, Social Care and Early Years and Business.
70. Although the outcomes are not forecast until 2008/9, we are already seeing activity and learners entered onto the IAGnow system.
71. The second round of IAG commissioning commenced in March 2008, with a very different approach. In consultation with the network, a decision was taken on the type of activity we wished to commission and the associated expenditure. Detailed documentation was created noting specific requirements and monies available and released to all interested parties.
72. For Round 2 of the IAG commissioning we requested a range of employer engagement activity a proportion of which must be undertaken with employers of Work Based Learners and as a consequence of the employer engagement activity, IAG interventions with respective employees. There were 7 projects available one within each of the sectors, part of the requirements included close consultation & collaboration with the sector groups to ensure a joined up visible approach. Within each of the sectors, 20 employers would be engaged and 50 employees supported with detailed IAG.
73. In June 2008, the Review Panel agreed to the following institutions being awarded the contracts within each sector;

Sector	1. IAG input into Sector Specific Employer Engagement Activity	2. IAG led Sector Specific Employer Engagement Activity targeted towards the employers of Work Based Learners and Advanced Modern Apprentices	3. The delivery of Sector Specific in company IAG supporting Higher Level Skills Development
Construction and the Built Environment.	Leeds College of Building	Leeds College of Building	Leeds College of Building Calderdale College
Digital Industries including Creative Digital, ICT and Print	University of Huddersfield	University of Huddersfield	University of Huddersfield
Financial and Business Services including Logistics and Retail	University of Huddersfield	University of Huddersfield	University of Huddersfield
Culture, Media, Sports and the Arts; Leisure, Hospitality	University of Huddersfield	University of Huddersfield	University of Huddersfield

and Tourism			
Advanced Engineering and Manufacturing including Food Manufacturing and related Industrial Chemistry	University of Huddersfield	University of Huddersfield	University of Huddersfield
Health, Social Care and Early Years	Calderdale College	Calderdale College	Calderdale College
Management and Leadership, Innovation & Enterprise	Calderdale College	Calderdale College	Calderdale College

74. All of this activity has meant that up to July 31st 2439 individuals have been supported through activities funded by WYLLN. This has been achieved through 2812 interventions of which 882 were one to one activities, 1869 group activities and 61 were through e-advice.

Learner tracking

75. Within the WYLLN Business Plan, one of the key actions was to develop and implement a learner tracking system using a common framework across Further and Higher Education Institutions. It was intended the tracking system would enable the Network to measure its intervention with new learners, track progress through to outcome and provide the information required for the monitoring and evaluation of performance.
76. In response to the key action, IAGnow has been developed in association with Axia Interactive Media, a Yorkshire based company specialising in web-based solutions to support lifelong learning and professional development.
77. IAGnow has been the first project supported by the MIS Task Group, Phase 1 is a simple online tool – a tracking system that enables organisations to store information about their learners (present and future) interests and aspirations around progression and career opportunities. With defined permissions, multiple organisations can use IAGnow to track individuals IAG history and search for previous interventions.
78. The system also has an area where all useful resources to support IAG interventions are stored and a facility to support and encourage networking of practitioners across the network.
79. IAGnow, Phase 1 was launched on 31st of March 2008, to date we have 40 users of the system across 16 partner institutions.
80. IAGnow Phase 2 is currently under development, the phase will enable the automated transfer of learner information from partner institutions in receipt of Additional Student Numbers (ASNs), learners benefiting from progression agreements and IAG to support the collection and collation of information for the HESA and HESEs returns and WYLLN

reporting requirements. Trials are underway to support the 2007/8 returns, it is anticipated the system will be fully operation in time for the first 2008/9 returns.

81. In addition to acting as a data modelling and restructuring tool, when the learner data passes through the system a matching process will be undertaken and where an individual has received IAG and subsequently progressed into HE, we will have the ability to discretely monitor their progress via the institutional returns.
82. In the longer term it is anticipated the information within the system will provide a valuable insight into the influence and effect IAG has on a learner's decision to progress into and through HE.
83. Other areas of software/system development in conceptual stages include a product to store and promote Progression Agreements and the development of a Higher Education Directory.
84. We are currently evaluating various LLN developments around Progression Software and to date favour GMSA pathways.
85. We have explored the opportunity to influence HEFCE in the development of a national HE directory built around the same concepts and principles of the LSC funded National Learning Directory and are seeking strategic guidance from JISC and HEFCE on how to proceed.

Progression

Activities to date

86. The Sector Skills and Progression Manager is responsible for managing activities which will enable the Network to meet its strategic objective of "improving progression opportunities into and through higher education through vocational and work based routes".
87. The Sector Skills and Progression Manager works with the Credit and Progression Task Group to develop a range of activities which will encourage and enable partners institutions to improve the progression opportunities for work based and vocational learners across the sub-region.
88. Since September 2007 a number of activities have been undertaken to progress work towards achieving this objective:
 - *Progression Conference, Seamless Progression: Building Effective Progression Agreements, January 2008.* The day included presentations from Kevin Whitston, (HEFCE), Justin Edwards (LSN), Mick Betts (MOVE) and Rick Crowshaw (GSMA) and provided an excellent platform for developing our consultation with partner institutions.
 - *Development of, and consultation on, the draft WYLLN Progression Agreement Framework.* Our development activities included liaison with, and review of progression models operating within established LLNs, review of existing arrangements within West Yorkshire, discussion with Aimhigher and a review of Progression Module arrangements, and a review of three American colleges' approach to progression arrangements. Our consultation involved face to face discussions and email with members of the Credit and Progression Task Group, the

Strategic Advisory Forum, the West Yorkshire Consortium of Colleges, members of the Management Board and all partner institutions. The West Yorkshire Progression Agreement Framework was approved by the WYLLN Management Board on the 12th May 2008.

- *Signing of the strategic level Agreement of Intent for the Framework.* During May/June all Vice Chancellors and Principals were invited to demonstrate their commitment to the Framework by signing the Agreement of Intent. All higher education institutions, except the Northern School of Contemporary Dance, and all the further education colleges have now signed up to the agreement (see paragraph 95).
- *Progression Conference, Launch of the WYLLN Progression Agreement Framework: improving opportunities for vocational and work based learners to progress into and through HE, 23rd June 2008.* The day included presentations on the Progression Agreement Framework documentation and processes, priority areas for its introduction, and a case study example of its introduction between an HEI and FEC.
- *Progression Agreement Framework Resource Pack.* This resource pack has been devised for use by curriculum and IAG staff within partner institutions. It provides guidance and suggestions on the processes needed to introduce and develop a progression agreement and brings together the documentation which constitutes the WYLLN Progression Agreement Framework, including two information leaflets designed for use with learners and professional colleagues.
- *Progression Commissioning Round.* Our focus to date has been on progression from level 3 Advanced Modern Apprenticeship and/or workbased learning provision into HE. Seven proposals have been commissioned, two relating to the Health, Social Care and Early Years sector group, two relating to the Digital, ICT and Print sector group and two relating to the Culture, Media, Sports and the Arts; Leisure, Hospitality and Tourism sector group.
- *Formation of a 14-19 Diploma Sub-regional Steering Group.* Building on feedback from our first Progression Conference in January we have established a 14-19 Diploma steering group which has a representative from each of the 5 local authority diploma teams, each of the HEIs, the West Yorkshire Consortium of Colleges, Aimhigher and the 14-19 regional adviser, Department of Children, Schools and Families. The focus of the Steering Group is adopt a sub-regional approach to developing progression opportunities from the Diplomas into HE.
- *14-19 Progression Commissioning.* Our initial focus is directed at three Diplomas lines: Construction and Built Environment, Creative and Media, and Society, Health and Development. These are the only Diplomas in West Yorkshire that have successfully gone through the Gateway for a September 2008 start. We are supporting a range of activities which will identify progression routes and develop progression agreements into HE for Diploma students, creating a progression map for West Yorkshire providers of HE.
- *Progression Conference, 14-19 Diplomas in West Yorkshire: Their Role in Enabling Progression into Higher Education.* This was our 3rd conference focusing on progression and aimed to position the progression agreement framework as being the “glue” which holds together our curriculum development activity, ASN allocations, and IAG activity. The Progression Agreement Framework marks the first stage of a developmental process to establish a sub-regional approach to

improving progression opportunities into and through higher education from vocational and work based routes.

The West Yorkshire Progression Agreement Framework

89. The Progression Agreement Framework operates at two levels:
 - Strategic Level: Agreement of Intent
 - Operational Level: Progression Agreement
90. The Strategic Level Agreement of Intent has been agreed at Network-wide level for an initial pilot of 12 months (covering the academic year of 2008/09). A full review of the pilot will be completed in July 2009.
91. Operational Level Progression Agreements covering a three year period will be agreed and established during the pilot and will be evaluated by all institutions/organisations involved bi-annually. Operational Level Progression Agreements will be implemented in the first instance in the seven sector areas that are a priority for the WYLLN: Construction and the Built Environment; Digital Industries including Creative Digital, ICT and Print; Business Services including the Finance Sector, Logistics and Retail; Culture, Media, Sports and the Arts, Leisure, Hospitality and Tourism; Advanced Engineering and Manufacturing including Food Manufacturing and related Industrial Chemistry; Health, Social Care and Early Years; Leadership, Management, Innovation and Enterprise.
92. The Progression Agreement is structured on two sets of elements, namely Required Elements and Additional Elements. Required Elements define the minimum level of agreement needed between partner institutions to enable the Progression Agreement to be formally recognised by the WYLLN. Additional Elements are activities which develop collaborative working between partner institutions to further improve the learners' experience and enhance their potential to progress successfully.
93. The element structure enables individual institutions to adopt an incremental, developmental approach to engaging with a Progression Agreement whilst introducing a level of consistency to managing progression arrangements across West Yorkshire higher education providers.
94. Detail of the processes and procedures which underpin the Progression Agreement Framework are recorded in the following set of documents: Agreement of Intent, Guidelines for the Progression Agreement Framework, Progression Agreement Template, and Learner Progression Agreement Template.
95. The Progression Agreement Framework marks the first stage of a developmental process to establish a sub-regional approach to improving progression opportunities into and through higher education from vocational and work based routes. 22 of the 23 WYLLN partner education institutions have signed the Framework's Agreement of Intent. The Northern School of Contemporary Dance (NSCD) is the one institution that has decided not signed the Agreement. The NSCD stated that they are unable to sign up to the Progression Agreement Framework as they recruit nationally and internationally and do not feel it is appropriate for an institution such as theirs that specialises in conservatoire dance training to enter into such an agreement to take on specific courses for progression routes.

Progression Agreement Framework Implementation

96. The implementation of the Progression Agreement Framework by partner institutions is managed through three mechanisms:
- Partnership Agreements
 - ASN allocation
 - Commissioned activity
97. Five partner institutions decided to focus their partnership agreement for 2007/08 on progression activity; and 16 progression agreements should result from these activities.
98. ASN allocations for 2007/08 were made to 5 institutions covering in total 10 courses. One of the criteria against which applications for ASNs were judged was:
- It is an expectation that a programme supported by ASNs from the WYLLN will be part of a formal progression agreement. It is not necessary for a formal agreement when applying for ASNs, but any allocation will depend on the progression agreements being in place before the start of the academic year 2008/9. Priority will be given to those applications which involve progression agreements with another institution*
99. Each institution concerned will be working towards implementing progression agreements to its ASN allocated course(s). A minimum of 10 progression agreements should result from this allocation of funding.
100. Seven projects focusing on Advanced Modern Apprentices and/or Work Based Learners have been commissioned which should result in a minimum of 7 progression agreements. In addition, three 14-19 Diploma projects have been commissioned which should result in a number of progression agreements, however at this stage it is not possible to predict how many.
101. The current planned progression agreement for 2007/08 should result in a minimum of 33 progression agreements being in place by December 2008. The progression agreement 3 year target noted in the Business Plan is 25.
102. All progression agreements developed will be reviewed by the Progression Agreement Recognition Panel which is a sub-group of the Credit and Progression Agreement.

Further Developments to support the implementation

103. A Learner Progression Agreement has been produced and is one of the documents within Progression Agreement Framework set. However, we are keen to develop the current A4 word document into a format which is much more learner focused and may support the learner and/or tutor in their ILP or PDP processes. A sub group of the Credit and Progression Task Group has been established to progress this activity.
104. The Credit sub-group is currently exploring opportunities to develop a sub- regional agreement for AP(E)L which would set broad parameters for the recognition and use of AP(E)L, and opportunities for greater use of credit and credit transfer to support the progression of vocational and work based learner within West Yorkshire.
105. Our focus from the start is on encouraging institutions wherever possible to develop progression agreements which record more than one progression route. We will be working with partner institutions to identify and develop network-wide Progression Agreements, involving either a number of institutions and/or courses/programmes. This

will also be a key approach within our 14-19 Diploma commissioned progression activities.

106. The first year implementation of the Progression Agreement Framework will be subject to a formal evaluation which will be reported to the Credit and Progression Task Group and the Management Board in July 2009.

Sector activities

107. The Sector Skills and Progression Manager is responsible for initiating, planning, developing, maintaining and evaluating all sector activities. The WYLLN is focusing its activities around seven sectors which reflect the sub-regional higher level skill priorities identified by Yorkshire Forward (the Regional Development Agency for Yorkshire and the Humber) and those of the Learning and Skills Council for West Yorkshire (LSC WY):
- Construction and the Built Environment
 - Digital Industries including Creative Digital, ICT and Print
 - Business Services including the Finance Sector, Logistics and Retail
 - Advanced Engineering and Manufacturing including Food Manufacturing, and related Industrial Chemistry
 - Culture, Media, Sports and the Arts; Leisure, Hospitality and Tourism
 - Health, Social Care and Early Years
 - Management, Leadership, Innovation and Enterprise (as a discipline and cross cutting theme)
108. Each sector group is convened and led by a Sector Officer. A nominated Sector Officer for each sector group is in place; however two of our sector groups namely Health, Social Care & Early Years and Digital Industries, ICT and Print are currently restructuring how they fulfil this role and are currently in the process of recruiting Sector Officers to full time fixed term posts.
109. The effectiveness of the Sector Officer role has varied across the seven groups due to two factors in particular:
- Although each Sector Lead institutions was allocated the same amount of finance for the Sector Officer role, each institution was free to decided how they wished to allocate it. This freedom has led to considerable differences in the grading of the Sector Officer posts and the volume of human resource time directed towards the role e.g. Scale 8, 4 days per week senior lecturer post; Scale 6, 5 days a week post; Scale 6, 2.5 days a week post plus a 2.5 days a week administration post; no additional post with role being subsumed into an existing staff role. This latter option has worked effectively to date for the Business Services and Digital Industries, ICT and Print sector groups, although as reported above the Digital Industries group has now decided to recruit a full time Sector Officer. However, the latter option has not worked effectively for the Health, Social Care and Early Years sector group. As reported above this group is currently recruiting to a full time Sector Officer post.
 - The personal capability and sector knowledge/background of the individual performing the Sector Officer role. Particularly in relation to being able to offer

strategic direction and/or operational leadership to the activities of the sector group.

110. A review of the effectiveness of the Sector Officer role formed part of the discussions within the Monitoring meetings held in April with each of the Sector Lead institutions. The decision of two of the institutions to recruit to a full time Sector Officer was one of the direct outcomes from the Monitoring meetings.
111. The membership list of each of our sector groups has expanded over the last six months as partner institutions have nominated additional representatives and additional employer and professional body contacts have been established. The attending membership of the sector groups continues to be drawn from the following institutions/ organisations:
- Further Education Colleges – teaching staff
 - Higher Education Institutions – academic staff
 - Private Work-based Learning Providers – trainers
 - Local Authority - 14 – 19 Advisers
 - Sector Skill Councils – regional managers, sub-regional coordinators
 - Local employers – managers, training and development managers
 - Professional bodies – CPD/qualification advisers
112. Overall, our sector groups have very good engagement and attendance with staff from the FE sector. The attendance of staff from some of our HEIs is variable; however with the majority of HEI staff engaging with the groups either through receipt of minutes or the exchange of information e.g. curriculum data, and/or attendance at employer events.
113. A number of organisations prefer to conduct their support for the sector groups through a consultancy relationship and these include:
- liP – Yorkshire and Humberside
 - Fdf
 - CBI
 - Leeds Chamber of Commerce
 - Mid Yorkshire Chamber of Commerce
 - Bradford Chamber of Commerce
 - Business Link
 - Yorkshire Forward
 - LSC - Train to Gain
 - Kirklees Economic Development Unit
113. Each of our seven sector groups has established positive communication links to relevant Sector Skills Councils (SSCs) and we are actively engaged and working with sixteen out of the 25 Sector Skill Councils at the moment:
- Cogent
 - Construction Skills
 - Creative and Cultural Skills
 - e-skills UK
 - EU Skills

-
- Improve Ltd
 - Proskills
 - Skills Active
 - Skills for Care and Development
 - Skills for Logistics
 - SEMTA and Metals
 - Skills for Health
 - SkillsmartRetail
 - Skillset
 - Summitskills
 - Yorkshire and Humberside Finance Academy

As part of our work with SSCs we are currently working with Skills for Logistics to support the establishment of the Logistics Skills Academy for Yorkshire and the Humber. Together with Yorkshire and Humber East Lifelong Learning Network (YHELLN), we will be jointly funding a Project Officer post for the Academy during its first year of operations (2008-09).

114. Our contact with the national LLN Workstrands which are relevant to our sector groups continues with members attending meeting of the following:
- Construction and the Built Environment
 - Engineering
 - Health and Social Care
 - Art, Design and Creative industries

Feedback on the effectiveness of these Workstrands from those attending has varied, although all staff have noted the value of the opportunity to network and learn how practice is developing in other parts of the country. However, tangible outcomes such as sharing of resources for example have not been a main feature resulting from attendance to date.

115. The seven sector groups have collectively held 34 meetings with their members between October 2007 and July 2008; this figure does not include sub-group meetings.
116. The activities of the sector groups continue to be managed and reported via the costed Work Plan This plan requires each sector group to carry out the following activities:
- Establish the membership, meeting structure & communications schedule
 - Identify Sector Champions
 - Identify representatives for WYLLN's Credit and Progression Task Group and IAG Task Group
 - Complete an audit of current/planned learning provision at level 4 and 5 across West Yorkshire
 - Identify curriculum areas for development (including new programmes),and establish curriculum development sub-groups
 - Develop and implement a marketing strategy to employers
 - Identify training and development needs of group members and wider stakeholders
 - Identify and develop curriculum projects
 - Coordinate applications for Additional Student Numbers

-
117. Targets and budgets recorded within the Business Plan relevant to the sector groups have been profiled against these activities accordingly. At the moment a flat profile approach continues to be adopted i.e. the same target volumes and budget levels for each activity have been allocated to each sector group. To date, each sector group's activity and spend levels are within their allocated profiles, although differences between the groups in terms of the amount of activity undertaken and costs incurred or planned are clearly emerging.

Advanced Engineering and Manufacturing, including Food Manufacturing and Related Industrial Chemistry

118. Overall the performance of this sector group to date has been satisfactory. Activity has taken place towards curriculum and progression mapping, curriculum development and employer engagement/marketing. The group has adopted a proposal/contract approach to date, with individual institutions making submissions for curriculum developments. This has worked effectively in regard to moving forward with FD course development. However, there is the potential for a more collaborative working culture to be adopted during 2008/09 particularly in relation to the completion of curriculum and progression mapping activities and employer engagement/marketing.

Summary of activities and outcomes:

- The group has established a meeting pattern and structure and has a relatively small but regular and enthusiastic number of attendees including FECs, HEIs and a private training provider. 7 sector champions have been recruited from strategic professional bodies/organisations within the sub-region and region e.g. Electronics Yorkshire, Textile Centre of Excellence, and 2 SSC contacts have been established and are actively supporting curriculum developments.
- A protocol for reviewing curriculum development and project proposals has been established and is providing an effective structure for discussions and decisions regarding the allocation of funding to institutions. This protocol has been adopted by three of the other sector groups.
- To date the group has allocated funding to support the development of 3 new FDs: FD Packaging Technology; FD Applied Science; and FD Engineering Technology. These 3 courses will be validated during the 2008/09 academic year. Progression Agreements will be developed to support these courses.
- The group is currently considering proposals for funding to support the development of a further 3 FDs in Powder Technologies; Electrical and Electronic Engineering; and Casting and Associated Methodologies, and a BSc Top Up in Electronic and Electronic Engineering during the 2008/09 academic year.
- In addition, a further 3 FDs in Plant Maintenance and Operations; Engineering and Manufacturing Improvement; Design and Technology, together with an Access Course aimed at Level 4 Engineering programmes have been identified as areas for further investigation and potential development between 2008 -10. The group is also considering the merits of developing a suite of shared Business Improvement modules.
- An audit of current/planned curriculum and progression routes within the sub-region is underway although progress towards the completion of this has been slower than

anticipated. However, the group agreed to re-prioritise this task at its June meeting, with a key outcome being the identification of progression routes which may benefit from the development of a Progression Agreement during academic year 2008/09.

- To date engagements with employers have occurred through business meetings and curriculum meetings. 20 employers and intermediary bodies have so far been consulted in relation to the 3 FDs due to be validated during 2008-09, and a further 26 employers and intermediary bodies have been consulted in relation to the 4 FDs being considered for development between 2008-10. Larger scale employer events are being planned for 2008-09. A number of these will be aimed at promoting the FDs due to be validated during 2008-09 and others will have a more market intelligence focus linked to the FD curriculum development areas for 2008-10. Marketing resources aimed at employers which promote the benefits of higher level skills and the “curriculum offer” of the partners and progression routes are under development.
- To date, the group has not expressed an interest in ASNs from the WYLLN to support their curriculum developments.
- The sector pages on the WYLLN web site are in development.

Business Services including Finance, Retail and Logistics

119. Overall the performance of this sector group has been good. Detailed activity has taken place on curriculum and progression mapping, curriculum development and employer engagement/marketing. The group has adopted a collaborative working culture from the outset, establishing a structure of sub-working groups to take activities forward, although in practical terms the Sector Lead institution has often taken on the majority of the workload to enable the delivery of tasks agreed by the sub-working groups.

Summary of activities and outcomes

- The group has established a meeting pattern and structure and has a core group of 12 regular and enthusiastic attendees. Only one HEI though regularly attends this group which is a concern, although other HEIs' nominees do receive minutes and supporting papers. Fdf and 3 SSCs are actively engaged with the group and have directly contributed to curriculum development activities. Sector champions from the sub-region are currently being recruited.
- Through discussion and consultation with Fdf and 3 SSCs the group quickly identified that they wished to develop for implementation during academic year 2008-09 an FDs structure which would enable a much more employer focused and responsive approach to be taken in regard to negotiating content, teaching and learning methods and assessment strategies.
- To date the group, via 4 curriculum sub-groups, has developed an FD Generic Framework and course specifications/modules following that Framework for 4 FDs in Business Services, Logistics, Retail; and Finance.
- The Sector Lead institution successfully achieved validation of the FD Generic Framework and the 4 FDs in May 2008. Support for the Framework from the 3 SSCs

and two well known large local employers, demonstrated by their attendance at the validation event, was a major factor in the Framework achieving validation with Leeds Metropolitan University. The Sector Lead Institution is intending to deliver the FD courses from September 2008, both as full programmes and bite sized learning. Currently, a further 4 FEC members of the sector group intend to seek validation to deliver the course during the early part of the academic year 2008-09 with a view to delivering to employers during the same academic year.

- The sector group is currently in the process of formally identifying progression routes on from the new FD courses from the existing curriculum. A number of Progression Agreements will be developed to support these routes. A key aspect of these Progression Agreements will be the use of APEL to support Admissions and Advanced Standing. The routes together with details of specific Progression Agreements will be published in a leaflet aimed at employers and employees. Within the existing curriculum offer appropriate routes have been identified; however because of the unique structure and delivery options of the new FDs the sector group has decided that Honours top-ups offering the same level of flexibility as the FDs should be available within the sub-region. Therefore curriculum development towards an Honours top-up model will be a main feature of the sector groups' activities during academic year 2008-09.
- A number of marketing activities are underway including the development of marketing resources aimed at employers which promote the benefits of the new FDs to employers. A number of employer engagement events will be held in Summer – Autumn 2008 focused around the new FD courses, the curriculum offer and progression routes, and informing the Honours top-up curriculum development. To date 5 employers and 3 SSCs have directly contributed to the development of the 4 FDs.
- The group has expressed an interest for 45 FTE ASNs 2008-09 delivery from the WYLLN to support the delivery of the 4 new FDs, and a further 90 FTEs for 2009-10. These ASNs will support full time, part time and module delivery.
- The sector pages on the WYLLN web site are in development.

Construction and the Built Environment

120. Overall the performance of the group to date has been good. Activity has taken place on curriculum and progression mapping, curriculum development and employer engagement/marketing. The group has aimed to adopt a collaborative working culture from the outset, establishing a structure of sub-groups to take activities forward. In practical terms though the Sector Lead institution has provided the majority of the members of the sub-groups and taken on the majority of the workload for delivery of the tasks within the sub-groups.

Summary of activities and outcomes

- The group has established a meeting pattern and structure and has a core group of 20 regular and enthusiastic attendees, including two HEIs. 2 SSCs are actively engaged with the group and 2 professional bodies. 7 Sector champions have been recruited from leading construction companies and strategic agencies e.g. Southdale Homes, CIOB, UK Resource Centre for Women.

- Through discussion and consultation with the professional bodies, 2 SSCs and local employer contacts, the sector group quickly identified that they wished to develop for implementation during academic year 2008-09 a number of modules which focused on the themes of Sustainability, Renewable Energy and Enterprise. The aim being to develop individual modules which may be utilised within existing FD courses either by replacing current modules, by being offered as optional modules, by being offered as stand alone modules or by being grouped together to provide bite sized learning.
- The group worked with the Fdf consultant who had been working with the Business Services sector group on the FD Generic Framework to explore more flexible ways of writing module specifications and content to meet the needs of employers.
- The following 5 FD modules are in development for implementation during academic year 2008-09: 1 Environmental Design module; 1 Environmental Site Management module; 1 Green Facilities Management module; 1 Renewable Energy Systems and Developments module; 1 Zero Carbon Construction module. In addition a bridging course from the Level 3 Advanced Apprenticeship Building Services Engineering course to an HND is also in development.
- The sector group held a one day Sustainability Conference held in Leeds. The conference featured a number of sector experts and attracted an audience of 61 employers, 23 educationalist, and 10 intermediary bodies from within and outside the sub-region. The aim is to establish the conference as a key event for the sector within the sub-region each year.
- A number of other employer engagement and marketing activities are planned for the academic year 2008-09. These include events to promote the new modules developed or in development, events targeting Advanced Modern Apprentices and a joint event with the UK Resource Centre for Women. Marketing resources aimed at employers which promote the benefits of higher level skills and the “curriculum offer” of the partners are in production. To date, 4 employers and 5 SSCs have directed contributed to the development of the 5 FD modules.
- Curriculum and progression mapping activities have been completed and initial leaflets explaining progression routes have been produced. These leaflets are currently undergoing further design and will be incorporated into the sector pages on the WYLLN website and hard copies brochures.
- The group is currently considering a project specification which aims to address some of the difficulties some students’ experience in trying to achieve the maths skill levels required for a number of the current HE level construction courses offered by partner institutions. This project specification if successful will be implemented during 2008-10 and will focus on developing VLE based materials and class teaching methods and resources.
- To date the group has not expressed an interest for any ASNs from the WYLLN to support their curriculum developments.
- The sector pages on the WYLLN web site are in development.

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

121. Overall the performance of the group to date has been satisfactory. The group has from the beginning had a strong strategic view and direction; however until recently this was not the case for operational matters. In May a full time Sector Officer was appointed, a consequence of which has been a step change in the pace and range of operational activities undertaken. Significant progress has been made on curriculum and progression mapping, identifying curriculum development areas, and forging alliances with local, regional and national strategic partners. The group adopted a collaborative working culture from the outset, and this has been developed still further since May via the establishment of a number of sub-groups to take activities forward.

Summary of activities and outcomes

- The group has established a meeting pattern and structure and has a core group of 20 regular and enthusiastic attendees, and a further 23 consultative members. 4 SSCs and 5 professional strategic bodies, each of which has employer representatives, are actively engaged with the group. Communications with the National Arts LLN has been established. Sector Champions from the sub-region, region and nationally are currently being recruited.
- To date, the group has focused on two curriculum developments. Firstly, the development of case study materials which address enterprise, leadership, innovation and sustainability and will support and enrich new and existing courses and CPD modules and secondly the development of 2 Postgraduate Sports Development Assistant posts. This is a joint project with Yorkshire Sport, two local Authorities and one HEI. This project aims to explore some of the work based learning skills and knowledge the sports industry now expects of graduates, to consider the opportunities for developing these, and how these opportunities and learning content may be introduced and integrated into existing undergraduate sports studies. This is an exciting model and involves collaboration between a number of strategic partners. The sector group is keen to explore the applicability and transferability of this model to the creative sector.
- Further curriculum developments which are currently being considered for development from September 2008 are a 'Media Fast Track' which will enhance existing links between courses and industry by providing an 'incubator' provision with support from the SSC; FDs in Adventure Tourism, Culinary Arts, Sports Science and Coaching, and Public Services Management; CPD opportunities for existing HE/FE staff, particularly within the creative industries working with the Skillset SSC; a Sports Network in collaboration with West Yorkshire Sports which will develop a framework for sustainable 'placements'; CPD framework for staff within the museum sector; and a "Dragon's Den" television/media project in partnership with the Royal Television Society. In addition, opportunities for joint curriculum projects will be explored with the newly established UK Centre for Coaching Excellence based at Leeds Metropolitan University.
- The group, working jointly with the Digital Industries sector group, has supported the formation of Creative Network. This new Network was established in April and is aimed at professionals working within SMEs, micro organisations, and owner - manager organisations working within creative industries within West Yorkshire. The Network is jointly sponsored by the WYLLN, the Elsie Whiteley Innovation Centre,

and Leeds College of Art and Design. Meetings are held on the final Thursday of each month and on average 100 professionals have attended each of the 4 meetings held to date. Each meeting consists of networking time, 3 x 3minute pitches, and a keynote speaker. To date, pitches have included presentations on music education projects, opportunities for graduate work experience, and start up business support. Keynote speakers have focused on enterprise and innovation and have included Jimmy Choo (Designer) and David Yates (NFTS).

- A number of marketing activities are underway including the development of marketing resources aimed at employers which promote the benefits of higher level skills and the “curriculum offer” of the partners, and a one day Sports Conference is being organised in partnership with Yorkshire Sport to be held in November. The Sector Officer has also delivered a number of presentations on higher level skills to existing professional networks within the sub-region.
- To date, the group have expressed an interest for 90 ASNs for 2009-10 delivery from the WYLLN to support their curriculum developments.
- The sector pages on the WYLLN web site are in development.

Digital Industries, including Creative Digital, ICT and Print

122. Overall the performance of the group to date has been satisfactory. Activity has taken place on curriculum and progression mapping, curriculum development and employer engagement/marketing. The group has aimed to adopt a collaborative working culture from the outset, establishing a structure of sub-groups to take activities forward. Recently the Sector Lead institution decided to recruit a full time Sector Officer in order to ensure an appropriate level of human resource is available to enable the group to further progress its curriculum and employer engagement activities. It is envisaged that the Sector Officer will be in post by October/November 2008.

Summary of activities and outcomes

- The group quickly established a meeting pattern and structure and a core group of 12 regular and enthusiastic attendees from HEIs and FECs, and a further 8 consultative members. 2 SSCs and 2 strategic bodies, each of which has employer representatives, are actively engaged with the group. To date one Sector Champion has been recruited.
- The group has focused on two curriculum developments: enhancing the delivery of WBL for full time FDs in IT Systems Support and Web Design. This has involved 4 FECs working with 16 employers in the updating and development of 8 assignment and assessment briefs, the development of case study materials to support teaching and learning activities including video interviews with industry practitioners, and the identification of “guest lecturers”; the development of shared modules and combined learner groups to enable delivery of viable cohorts in for example digital media; and photography.
- Further curriculum developments which are currently being considered for development from September 2008 are cross disciplinary student teams working in relation to games technology i.e. students benefiting from Leeds College of Art and Design’s graphics expertise, Park Lane college’s technical expertise, Leeds College

of Music's sound and music expertise; revision of an HND in Photography to an FD; Photography BA Hons top-up part time route; and an e-skills endorsed FD route designed in collaboration with a large apprentice training provider and an international IT company. In addition the group will be working on the 'Media Fast Track'.

- Also working jointly with the Culture, Media, Sports and the Arts sector group, the sector group has supported the formation of Creative Network (see above).
- A number of marketing activities are underway including the development of marketing resources aimed at employers which promote the benefits of the ICT Higher Apprentice programme and placement opportunities.
- To date, the group have expressed an interest for 72 ASNs for 2009-10 delivery from the WYLLN to support their curriculum developments.
- The sector pages on the WYLLN web site are in development.

Health, Social Care and Early Years

123. Overall the performance of the group to date has been less than satisfactory. The main reason for this has been lack of a Sector Officer being in post to lead and deliver the operational tasks identified by group members. On the positive side however, the group has in the last couple of months established a number of key strategic relationships that have identified significant curriculum development projects which have relevance for, and will impact across both the sub-region and region. The Sector Officer post is currently being recruited to and it is envisaged that the post holder will be in place by October/November. Interim arrangements to deliver the Sector Officer post between July and the date the new post holder is in place have been agreed with the Sector Lead institution.

Summary of activities and outcomes

- The group has established a meeting pattern and structure and has a core group of 12 regular and enthusiastic attendees, and a further 14 consultative members, from FECs and HEIs. 1 SSC and 4 strategic bodies, one of which is the Strategic Health Authority, are actively engaged with the group. 2 SSCs to date have adopted a more consultative approach. Despite the delay in delivering on curriculum and employer engagement activity the members' interest and support for the group remains very positive.
- To date the group has focused on three curriculum developments: development of a module on Advocacy for inclusion as an optional module in a number FDs and for delivery as a stand alone module for employees e.g. Mental Health workers; development of curriculum to support sustained progression of learners into the Early Years Professional programme/FD e.g. academic skills, maths skills; and development of a common professional skills module for inclusion within a range of health related FDs. Activity towards these 3 development areas has recently got underway and it is anticipated that developments will be completed by early 2009.
- Two further curriculum developments have been identified for action from September 2008: review and revision of current and planned the FDs in Social Care across the sub-region against the SSCs' Sector Qualification Strategy for Social Care for Adults. This will be a major curriculum project, undertaken in partnership with Skills for Care,

local employer intermediaries and employers; joint working with West Yorkshire Learning Link, the commissioned partnership that will deliver the Skills for Care Yorkshire and Humberside Regional Skills Strategy; and a portfolio of curriculum development activities which will directly address the Lifelong Learning Plan of the Strategic Health Authority including the development of progression routes from apprenticeship programmes, accreditation of in-house training and the development of bite-size learning;

- A number of marketing activities have already been identified to support the curriculum development activities noted above. The SHA, Skills for Care, two local PCTs, and two other strategic bodies have stated their commitment to supporting the group with its employer engagement activities. Marketing resources aimed at employers which promote the benefits of the higher level skills and learning opportunities are under development.
- To date the group has not expressed an interest for any ASNs from the WYLLN to support their curriculum developments.
- The sector pages on the WYLLN web site are in development.

Management, Leadership, Innovation and Enterprise

124. Overall the performance of the group to date has been good. Strategic and operational leadership have been in place from its commencement. Detailed activity has taken place on curriculum and progression mapping, curriculum development and employer engagement/marketing. The group has aimed to adopt a collaborative working culture from the outset, establishing a structure of sub-groups to take activities forward. Although this sector group operates from the perspective of Management, Leadership, Innovation and Enterprise (MLIE) as a discipline in its own right, the sector group is also responsible for liaising with each of the other six sector groups to ensure MLIE needs are identified and addressed. This cross discipline responsibility has been enabled to date by regular communications between Sector Officers, communications between Sector Officer and the Sector Skills and Progression Manager, the sharing of work plans, and attendance of Sector Officers at one another's group meetings.

Summary of activities and outcomes

- The group quickly established a meeting pattern and structure and a core group of 18 regular and enthusiastic attendees, and a further 8 consultative members, all from FECs and HEIs. 1SSC, 1 professional body, 1 strategic body and a private training provider, each of which has employer representatives, are actively engaged with the group. To date, 3 sector champions have been recruited.
- To date the group has focused on four curriculum developments: development of an FD Leadership and Innovation through consultation with the Leeds Chamber. This development will draw on learning from two similar curriculum activities recently completed between Fdf, Sheffield Chamber of Commerce and Sheffield Hallam University, and between Manchester Chamber of Commerce and E.B.T.A North West; development of an FD Leadership for Social Care in partnership with Skills for Care as part of their Sector Qualification Strategy; understanding the current offer of professional courses and short accredited courses and identifying the opportunities for joining up "discontinuous learning" with an emphasis on developing the use of

ALCL and APEL procedures; and expanding the accreditation of employers' training by leading on the introduction of the E.B.T.A. model to West Yorkshire. Activity is underway on all four of these substantial curriculum development areas and a number of outcomes are expected to be achieved during 2008-09.

- A further curriculum development to be considered for 2008-09 is the development of an FD in Social Enterprise .
- A number of marketing activities have already been identified to support the curriculum development activities noted above. Marketing resources aimed at employers which promote the benefits of the higher level skills and learning opportunities are underway development.
- The sector group held a one day "Open Space" Leadership event on 4th July in partnership with the Northern Leadership Academy and the Yorkshire Leadership Partnership. The event was attended by 36 employers and 11 employer intermediary bodies. Feedback from the event has already helped shape the group's direction and delivery plans.
- To date, the group have expressed an interest for 10 ASNs for 2008-9 delivery from the WYLLN to support their curriculum developments.
- The sector pages on the WYLLN web site are in development.

Additional Student Numbers

125. At the beginning of the project HEFCE allocated 100 FTE additional student numbers to be distributed through the Network. It was decided to adopt model, so all of the numbers will be distributed to partners by the University of Huddersfield, as the host institution.
126. As the project had only just commenced, the numbers were distributed to partners against a set of criteria, which reflected the aims of the WYLLN. 120 FTEs (132 individual learners) were finally distributed to five partner institutions.
127. An additional 368 FTEs have been allocated to the WYLLN for the 2008/9 academic year. These will be distributed to nine partner institutions.

Staff Development

128. The Staff Development Strategy was approved by the WYLLN Management Board on the 20th February 2008. It is designed to support the WYLLN Business Plan and the WYLLN Communication and Marketing Strategy via a range of staff development approaches individually tailored to meet the needs of each plan and strategy.
129. The Strategy highlights key staff development priorities for the West Yorkshire Lifelong Learning Network over the lifetime of the project and identifies a framework for its implementation. It will also act as a conduit for discussion and subsequent decisions about the best use of existing resources across the Network.
130. The Staff Development Task Group has been established and is meeting on a quarterly basis. Its first task was to approve the annual Staff Development. Details of the Staff Development Strategy, Staff Development Task Group minutes, annual Staff

Development Plan, and individual event programmes and booking forms etc. are available to partners on the WYLLN website (wylln.ac.uk).

131. Between January 2007 and July 2008 8 staff development events have been delivered and been attended by 324 network members. Details of the events are given in Table 4.

Event	No. attending
Seamless progression conference: Building Effective Progression Agreements	48
FdF - Employer Engagement Seminar	40
14-19 Diploma Progression Conference	97
Generic Framework for Foundation Degrees	20
HE in FE: HEFCE Strategy Pilot	18
WYLLN Progression Agreement Framework – improving opportunities for vocational and work based learners to progress into and through HE	28
Higher Education: The Changing Landscape	36
Employer Based Training and Accreditation (EBTA)	37
Total	324

Table 4 Attendance at Staff Development Events in 2007/8

132. Each staff development event is evaluated by the attendees, organisers and deliverers and the feedback gathered is used to inform the focus of future events and planning arrangements. Table 5 below provides a summary of the quantitative ratings feedback received for each event delivered. The feedback summaries are formally reviewed by the Staff Development Task Group and the comments recorded are used to inform the planning of future events.

Event	Summary of Overall Quantitative Ratings			
Seamless progression conference: Building Effective Progression Agreements	No. of people attending 48		No. of feedback forms received 23	
	Excellent 6	Good 14	Satisfactory 0	Poor 0
FdF - Employer Engagement Seminar	No. of people attending 40		No. of feedback forms received 23	
	Excellent 13	Good 14	Satisfactory 0	Poor 2
14-19 Diploma	No. of people attending 97		No. of feedback forms received 50	

Progression Conference	Excellent 12	Good 38	Satisfactory 0	Poor 0
Generic Framework for Foundation Degrees	No. of people attending 20		No. of feedback forms received 17	
	Excellent 7	Good 9	Satisfactory 1	Poor 0
HE in FE: HEFCE Strategy Pilot	No. of people attending 18		No. of feedback forms received 17	
	Excellent 10	Good 5	Satisfactory 0	Poor 0
Higher Education: The Changing Landscape	No. of people attending 28		No. of feedback forms received 20	
	Excellent 7	Good 10	Satisfactory 3	Poor 0
WYLLN Progression Agreement Framework – improving opportunities for vocational and work based learners to progress into and through HE	No. of people attending 36		No. of feedback forms received 26	
	Excellent 7	Good 17	Satisfactory 2	Poor 0
Employer Based Training and Accreditation (EBTA)	No. of people attending 37		No. of feedback forms received 22	
	Excellent 7	Good 15	Satisfactory 0	Poor 0

Table 5. Participant responses from Staff Development events.

Finance Report

133. WYLLN was awarded a total of £5,998,163 from HEFCE to be paid in consecutive monthly instalments for the delivery of a 41 month project. The first instalment was paid in March 2007. From March 2007 to July 2007 WYLLN received a total of £746,990 to start activities of which £145,756 was spent. This created a carry forward balance of £601,234 at the beginning of August 2007. This report will review the annual period of spend activity from August 2007 to July 2008.

134. For the period August 2007 to July 2008 a further £1,570,183 funding was profiled to be received by WYLLN. When added to the carry forward balance from the start up period, total funds of £2,171,417 were available to WYLLN for the year.
135. The WYLLN budget, revised and agreed by the management board on 14th November 2007, was split into two main areas that are designated as Core Activity and Partnership Delivery. The annual budget allocated for Core Activity was £620,494. The annual budget allocated for Partnership Delivery was £1,234,026. From total available funds of £2,171,417, the total budgeted spend against this funding for the year was equal to £1,854,520. This spend would reduce the carry forward balance from £601,234 in August 2007 to £316,897 in August 2008.

Core Budget

136. The Core Budget of £620,494 has paid for the core staffing of the WYLLN project, the costs directly attributable to supporting core staff and running the office, overhead and accommodation costs due to University of Huddersfield the host institution, and the development of the MIS system, IAGnow.
137. Total spend for the year is equal to £521,828. The Core Budget is under spent by £98,666. There are two significant areas that have contributed to and explain this under spend.
138. The actual salary cost of core staff for the period was £271,672 against the core salary budget of £289,879, an under spend of £18,207. This under spend figure is explained by the restructuring of the central WYLLN team and the decision not to recruit to the post of MIS Officer. The MIS Officer was part of the original project costing and the salary costs were included in the budget.
139. The second significant under spend contributor is that of the MIS system. The actual cost of the MIS system and first year maintenance was £32,279 against an MIS system budget of £100,000, an under spend of £67,721. After a thorough tendering process WYLLN chose a supplier that delivered the product to specification at a much lower cost than originally anticipated.
140. The combined salary under spend of £18,207 and MIS system under spend of £67,721 is equal to £85,928 and accounts for 87% of the total Core Budget under spend of £98,666.

Partnership Funding

141. The Partnership Activity Budget of £1,234,026 is more complex than the Core Budget and is sub-divided to represent different project activities detailed in Table 6:

Management Board Administration	£5,000
General Partnership Agreements	£345,000
Sector Lead Funding	£583,128
Central Allocation Funding	£169,400
IAG Commissioning	£65,749
Progression Commissioning	£65,749
Total Partnership Activity Budget	£1,234,026

Table 6 Partnership Activity Budget

142. Management Board Administration is payable to University of Leeds. An annual amount of £5,000 has been profiled to pay for the administration costs for running the Management Board. Spend against this budget is £5,000 for the year as per profile.
143. The General Partnership Agreement budget of £345,000 has been profiled so that each WYLLN partner will receive a level of funding for delivering agreed outputs against the WYLLN target. Based on number of learners in an institution and institutional HE provision, partners were awarded £22,500, £15,000 or £10,000. WYLLN partners receiving the most funding were the largest institutions and a higher delivery target was expected from them. Payments from this budget were structured so that partners received a 70% advance payment on completion of a project delivery plan. The balance of funding was paid in July to those partners meeting their project delivery plan. The General Partnership Agreement budget has under spent by £68,000. One large institution and one medium institution did not take up any partnership funding, a total under spend of £37,500. Two of the institutions classified as large and receiving the maximum £22,500 requested re-classification to the £15,000 and £10,000 level. The institutions felt they would not be able to meet the set targets. The institution re-classified to the £10,000 level has only been paid £7,000 due to a lack of delivery. The under spend for these two institutions is equal to £23,000. One institution classified as medium and due to receive £15,000 actually received £10,500 as pro rata payment against delivery. An under spend of £4,500 and one small institution due to receive £10,000 has only received £7,000 due to a lack of a delivery, an under spend of £3,000.

Sector Funding

144. The Sector Lead Funding budget of £583,128 is split equally across 7 sectors giving each Sector Lead Institution a total of £83,304. The £83,304 is sub-divided into 3 areas with £41,477 for Meetings, Communications and Representatives, £36,146 for Curriculum Development and £5,681 for Marketing. Payment release to the 3 sub-divisions is different.
145. The £41,477 pays for the costs to the Sector Lead Institution of employing a sector officer, hosting sector group meetings and any on-costs this generates. All Sector Lead Institutions received an advance of £30,000 with a balance payment of £11,477 released in July. The balance payment of £11,477 to one sector lead institution was held back because of delays in recruiting a Sector Officer. This payment will be released in the next academic year but creates an under spend of £11,477 for the reporting period.
146. The £36,146 for Curriculum Development and £5,681 for Marketing is released on an arrears basis to each Sector Lead Institution. Sector Lead Institutions must report expenditure that has been incurred and can be evidenced against these budgets through grant claim and monitoring forms. Across the 7 sectors for the period August 07 to July 08 a total budget of £253,022 was available for Curriculum Development and £39,767 for Marketing, £292,789 in total. A total of £49,902 was spent on curriculum development and £20,706 was spent on marketing this year. This gives a total under spend of £222,181.

Central Funding

147. The Central Allocation Funding, like the Sector Lead Funding, is sub-divided with £41,167 for Network Training & Development, £83,333 for Project Activity, £12,941 for Conference Attendance, £22,785 for MIS staff time and £9,174 held as a contingency. A total budget of £169,400 as highlighted in the table above. The Central Allocation Funding is being managed by WYLLN and provides partners with an opportunity to seek funds for activity outside of their set funding amounts received through the General Partnership Agreement budget or Sector Lead Funding budget. Uptake of the Central Funding Allocation has been slow while partners have concentrated on developing their set activities. A total of £16,790 has been spent this year giving a total under spend of £152,610 in the Central Funding Allocation budget.
148. The IAG Commissioning budget of £65,749 has under spent by £5,077. After 2 commissioning rounds the funds have been allocated across 5 different partners. The total value of the projects commissioned through the IAG Commissioning budget is £164,045. These projects are deliverable across 2 academic years and by making pro-rata payments against delivery targets the correct funds are released for the correct period. £60,672 has been spent this year with £103,373 set aside from next years IAG commissioning budget to support these projects.
149. The Progression Commissioning budget of £65,749 has not been spent this year although a total of £104,465 has been committed to partners to deliver projects. The under spent Progression Commissioning budget of £65,749 will roll forward to next year to support the funding already committed to partners.
150. The total under spend of the Core Budget together with the Partnership Activity Budget is £611,960 for the year against the budget agreed by the management board at the November 2007 meeting. This large under spend, and the causes of this under spend were identified early in the year. Through consultation with partners WYLLN were able to established when spend of available funds was expected and this information was used to produce a cash flow model for the project.
151. The cash flow model for the project relates the actual and forecast spend activity of WYLLN to the grant funding received by the project from HEFCE. The cash flow model has a monthly breakdown to reflect the funding profile from HEFCE. The carry forward funds in August 2007 of £601,234 together with the total under spend for the year of £611,960 meant that WYLLN would have had a very large cash balance to carry forward to August 2008. To prevent this, payments from HEFCE to WYLLN were paused for the period January 2008 to April 2008. The 4 month payment pause totalled £523,395 and reduced the profiled income from HEFCE from £1,570,183 to an actual of 1,046,788. WYLLN have agreed with HEFCE a revised payment profile with the monthly income amounts in future years increasing so that the paused payments are not lost from the overall value of the project.

Progress to date

152. The Business Plan laid out achievement milestones and success factors for the end of the project. The milestones for the first year and progress against them are set out in Table 7

Milestone	By when	Current position
-----------	---------	------------------

Progression agreement task group in place.	May 2007	The task group has been combined with the credit framework task group. Several meetings have taken place and the group has overseen the development of the progression agreement framework. The credit sub-group is focusing its work on APEL.
Audit of barriers undertaken	June 2007	The audit has taken place and was used to define the progression agreement framework.
Progression agreement framework established	Aug 2007	The progression agreement framework was established in May 2008.
Credit framework task group in place by May 2007	May 2007	The task group has been combined with the progression task group. See above.
Credit framework with progression entitlements developed	Aug 2008	This is currently being addressed by the sub-group.
Curriculum task groups in place.	June 2007	Milestone achieved.
Employer engagement strategy developed.	June 2007	Employer engagement strategy has been incorporated in the WYLLN Communications and Marketing Strategy.
A minimum of 2 employer representatives are recruited per sector.	June 2007	Employer representatives have been identified and attend regularly. In addition a total of 15 SSCs are working with the 7 WYLLN sector groups
One hundred employers will have been engaged	August 2008	Target achieved.
West Yorkshire Lifelong Learning Network brand developed.	April 2007	The logo has been approved and is in use. Branding has been addressed within the Communications and Marketing Strategy and branding guidelines have been prepared.
Web development completed.	June 2007	The web site is now live.
Publicity and promotion campaign including e-zine developed for the launch.	June 2007	A full promotion campaign is in place including an e-zine and news digest. A celebration event was held rather than a launch.
IAG staff and service agreements in place.	May 2007	All agreements are in place.
IAG Task group formed.	May 2007	The task group is now operational and has met twice
Audit of gaps in IAG completed.	July 2007	Audit undertaken following the appointment of the IAG Manager in September 2007.
Systems development for tracking is completed	July 2007	There is an ongoing development of the tracking system. Stage one is complete

		and it is now possible to track the IAG interventions learners receive. The next stage of development, tracking progression, will be complete by September 2008.
Management Board membership, constitution, role and remit are in place and working effectively.	Jan 2007	Milestone achieved.
The Management Board meets quarterly and receives reports from the Executive Director.		Milestone achieved. An additional extraordinary meeting of the Board took place to approve the changes to the delivery of the business plan.
Executive Director and core staff recruited.	March 2007	Executive Director appointed by May 1 st . The core team were appointed by November 2007.
All financial and management information systems are in place.	May 2007	Financial systems for partnership agreements, sector activities and commissioned activities will be in place by December. Systems for ASNs have been agreed.
Strategic Advisory Forum membership, constitution, role and remit are in place and working effectively.	March 2007	Milestone achieved by September 2007.
The exit strategy is determined	August 2008	The Management Board has established a small working party to develop an exit strategy. The first meeting took place in August 2008.
Staff development plans are in place	Sep 2007	A staff development strategy and plan has been approved by the Management Board and is being implemented.
Staff development commences.	May 2007	A full staff development programme has taken place 320 staff from partner institutions attending.

Table 7 Performance against first year milestones.

153. It can be seen from this table that all but two of the milestones have been achieved. However the delay in appointing the central team has meant that they were often achieved after the original deadline. There are two that have yet to be achieved: the credit framework with progression entitlements is currently being worked on, but it will be some time before any framework is place; and the sustainability strategy is not in place, but the working group hopes to report to the Board in 2009.
154. The implication of the Network's performance against these milestones is that while activity was slow to begin with since the new year the level of activity has been so high that the Network is now back on schedule.

155. Table 8 summarised the overall performance the WYLLN against the key indicators as stated in the original business plan

Measure	2010 Target	2007/8 Performance
Progression agreements in place	25	0
Number of vocational and work-based learners progressing	3000	132
Foundation degrees (or new programmes) developed	21	4
Number of learners supported (IAG)	7500	2439
Additional Student Numbers	100 (2007)	120
No of staff developed	500	336

Table 8. Summary of WYLLN first year's performance against targets

156. Although there have been no progression agreements finalised there are 36 in development. An additional 20 FDs are in development or are planned and an additional 16 curriculum developments planned. Full data on progression will not be available until later in this academic year. Considering these factors, our performance shows that, if the current level of activity is maintained, then we should be on target for all key performance

Sustainability

157. HEFCE's position has been made clear in terms of future funding. While a role for lifelong learning networks is still envisaged, particularly in employer engagement, there is will be no direct future funding. With this in mind the Management Board has already begun to explore the options available for the continuation of the WYLLN beyond the end of the current funding period.

158. The options being considered are

- The financial exploitation of IT tools and systems that are currently being developed
- Bidding for additional student numbers on behalf of the FE college (subject to any change in the funding rules)
- The development and management of a module bank
- Accessing SDF employer engagement funding either through individual institution bids or a partnership bid
- Accessing other funding sources that support the aims of the WYLLN

159. A sustainability sub-group of the Management Board has been established to look at developing a sustainability strategy including the success factors for the continuation of the WYLLN and any re-organisation that may be necessary to sustain the WYLLN's activities.