

Sustainability Strategy for the WYLLN Leadership, Management, Innovation and Enterprise Sector Group. (Version 4)

1. Context

1.1 The Leadership, Management, Innovation and Enterprise (LMIE) Sector Group was established in November 2007 as one of seven sector groups that formed part of the West Yorkshire Lifelong Learning Network. Uniquely amongst the groups the LMIE sector group was both a separate sector but also a cross cutting theme across the other six sectors.

1.2 The LMIE sector group has established a strong representation of both Higher Education Institutions and Further Education Colleges over its' lifespan, representation has also been achieved with employers, Sector Skills Councils and other professional groups e.g. Chartered Management Institute. The group has worked actively to develop strong links with the other sector groups and to develop initiatives jointly wherever possible.

The group has established a number of projects which are contributing to the overall WYLLN targets in relation to progression agreements, curriculum development and employer engagement.

1.3 Key achievements to date include:

- Development and successful validation of FdA in Management for Children's Care.
- Development and successful validation of FdA in Social Enterprise Leadership.
- Development of FdA in Management for Social Care.
- Trialled EBTA approach with local management training company.
- Developed Community Development and Leadership HE Certificate.
- Researched modelling progression agreements with SMEs.
- Organised and delivered Open Space Wakefield event.
- Organised and delivered Open Space Barnsley event.
- Organised and run Leadership and Management for the Digital Industries event.
- Successfully organised and managed Women into Leadership Conference.

2. Rationale for Continuance

2.1 The group has been successful in facilitating dialogue and effective partnership working between providers of education and training (from both the public and private sector), accrediting and awarding bodies, and the Sector Skills' Councils. This has resulted in innovative new curriculum, new learners in higher education, meaningful employer engagement, debate on issues relating to leadership, management and enterprise, and new ways of accrediting learning.

2.2 The continuation of the group for a fourth year would facilitate further dialogue with key stakeholders with the potential to lead to successful development of relevant higher levels skills' provision. Examples of curriculum development work to-date include: work with the Skills for Care Sector Skills Council to develop a two new foundation degrees in the management of care both of which have been developed in response to the needs of employers in the region to meet specific management skills shortages; engagement with the Construction Skills Sector Skills Council to

explore curriculum development that meets management and leadership needs in the construction sector; development of new curriculum in social enterprise.

2.3 The group has also been particularly successful in meeting the aims of the WYLLN to provide routes into and through higher education for vocational learners, widening participation in higher education, and engaging new learners in higher level study. For example, two of the new awards are targeted at work-based learners and sections of the care workforce who have traditionally not had higher level progression routes tailored to their sectors. The work with a private training provider on the accreditation of employer based training is designed, through the recognition of non-accredited work-based learning, to facilitate progression for those already in the workforce. The group has also been the catalyst for the development of progression agreements, linking learners from non-traditional backgrounds to university and higher level study opportunities.

2.4 Contribution to a strategic approach to the development of leadership, management, innovation and enterprise across the region has been achieved through close engagement with Skills for Care, the Open Space events with employers, work with the Northern Leadership Academy, and active involvement of the LMIE Sector Officer with developments in other sector skills groups (e.g. construction). A fourth year will enable the group to build on this success and extend its strategic engagement and impact.

2.5 Going forward effective management and leadership skills will continue to be a key to the development of successful businesses in the region. Regional strategies identify higher level skills and raising aspirations as key to economic development. The Regional Spatial Strategy for Yorkshire and the Humber identifies the need for economic growth, restructuring and diversification to take account of job growth and promote investment. It highlights the links between job opportunities, skills development, business productivity and investment with the promotion of a knowledge-driven economy. The Regional Economic Strategy (RES) for Yorkshire and Humber 2006-2015 focuses on improving local skills and growing businesses to create new employment. Flexible higher education delivery, catering for the business demands and encouraging learning progression will raise aspirations and skills.

2.6 At national level recent government publications on the future of higher education and skills build on and extend earlier ambitions as set out for example by Lord Leitch as well as the recommendations contained in the report on access to the professions (Unleashing Aspirations). In this context HE, FE and HE in FE continue to be regarded as key contributors to achieving a range of challenging government targets to widen participation in higher education and raise skills levels - see 'Higher Ambitions', and the White Paper 'Skills for Growth' (November 2009) which propose a new overarching ambition for higher education and skills systems that three quarters of people should participate in higher education or complete an advanced apprenticeship or equivalent technician level course by the age of 30.

2.7 The ambitions set out above can only be achieved through partnership, especially partnership between further and higher education. The LMI E group has attracted a broad membership and is unique in tackling this issue from a higher and further education perspective. Membership includes HEIs with different missions and diverse business and management curricula and FECs offering a range of management and related qualifications from level 1 to 7.

2.8 The terrain of management and leadership qualifications is complex. Lack of understanding and recognition of learning among both providers and consumers creates barriers to individual progression and the take up of training. The sector group has already undertaken a detailed curriculum mapping exercise as part of its role and identified the issue of credit and credit transfer as problematic. In response to this the group has already commissioned a project to further research the issues surrounding credit equivalence and value in the sector. It is envisaged that the results of this research would form the basis of the fourth year activity with the recommendations being implemented and further research carried out where necessary.

2.9 The feedback from the survey of sector members' show strong support for this activity as the basis of a fourth year of activity and would give a focus for activity moving beyond the fourth year. The survey evidence found strong support for a fourth year with 100% of respondents supporting the proposal. The areas that respondents had found particularly useful included providing a reference point for the cross cutting theme of leadership and management across all the sectors, enabling collaboration, team working and networking, enabling links with the SSC's not easily found elsewhere, opportunities to map progression opportunities and learner journeys, the development of new curriculum and foundation degrees, the collegiality across the HE/FE sector, opportunities to discuss practice and approaches and a shared understanding and opportunities to collaborate with like minded individuals in addressing development areas. The survey showed that the sector group had been rated as very useful for developing partnerships, sector events, information sharing, enhancing the curriculum offer, understanding the wider context, developing innovative practice, providing environmental context data and links to the Sector Skills Councils and professional bodies.

3. Options analysis

1. Member funded model

Evidence gathered from sector group members suggest that given the current state of public and private finances this model is not currently viable and that given the size of the public sector debt that less money is likely to be available in the future.

2. In kind contribution model

An in kind contribution model is a possibility based on the willingness of partner institutions to provide in kind support in relation to staff time, meeting room space, administrative support, refreshment and catering etc. It is unlikely that this model on its own would generate sufficient resources to enable the group to continue in its current format.

3. External funding model.

Another option is to seek financial support from external agencies and other funding bodies. Initial research into this option has not identified any current sources of finance to support the groups continued existence however research continues. The group has received some limited financial contribution from the UKRC to support some of its employer engagement events. Given the likely reduction in public sector expenditure over the next few years it seems unlikely this is a sustainable option.

4. WYLLN supported model with in kind contributions.

This model appears the most attractive model whereby the group continues to exist supported by a more limited WYLLN budget contribution but supplemented by in kind contributions from sector group institutions and the sector lead institution on a quasi match funding approach. This approach would enable the group to continue its work in the area outlined whilst allowing further opportunities to identify other funding sources or more fully explore a member funded approach.

5. Subscription for individual products model

This model would be based on the group being able to develop effective curriculum products which other agencies would then be able to buy, thereby creating an income which would support the groups operation. This model is attractive and further exploration of this funding model is being undertaken.

4 Preferred Option

The preferred option would be model 4 WYLLN supported with in kind contributions as this would enable the continued operation of the group and a continued but more limited continuation of the sector officer role. However model 5 would also be incorporated as income generated from the sale of curriculum products would enhance the in kind contribution and maximise the benefit to WYLLN and the sector group of the funds invested.

Aims/objectives

The aims of the fourth year would be to continue to investigate the issues of credit equivalence and value of leadership and management qualifications and non accredited learning. This would act as the basis for opportunities to develop further progression agreements in this area to support West Yorkshire learners.

It would also enable the continued close collaboration with Sector Skills councils and the development of new and innovative curriculum materials to continue and be further developed. The sector group would also continue to work on the enterprise agenda in West Yorkshire and further develop the links with region strategic bodies for enterprise.

The sector would also link up with other activity that related to the LMIE agenda including Knowledge Transfer activity especially where this related to management and related fields.

Scope of activities

The activities of the group would be determined by mutual agreement of the members but would largely centre on the themes identified above. The group would retain sufficient flexibility to respond to local and regional issues pertaining to leadership and management as they arose. The results of the survey identified the following areas that members would like the group to focus on:

- Further developing pathways for leadership and management within a flexible framework for the Health and Social Care Sector
- Credit recognition and QCF
- APEL and leadership and management qualifications
- Further developing a common understanding of the qualifications landscape.

This activity would fit the recommendations outlined in the WYLLN interim evaluation report for areas for further development.

Participants

The participants would include current sector members

University of Leeds
Leeds Metropolitan University
University of Huddersfield
University of Bradford
Leeds Trinity University
Wakefield College
Bradford College
Calderdale College
Leeds City College
Leeds College of Building
Private training providers

Sector Skills Councils
CMI and other professional bodies
Northern Leadership Academy
UKRC

Resources

The resources available to the group would include the funding available through WYLLN supplemented by in kind contributions from sector members and income from the sale of curriculum and other products. The initial funding would support a fourth year of operation giving opportunity for longer term sustainability to be considered.

The sector officer role would be reduced in remit and scope to match the funding available.

Potential for longer term sustainability

The potential for longer term sustainability would be determined by discussion with sector members and the lead institution management. Sources of external funding would also be investigated including Yorkshire Forward or potential EU monies. This would form part of the remit of the sector officer in the fourth year.

5 Recommendations.

It is recommended that the Board approve the financial support to enable a fourth year of activity for the LMIE sector group.

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