

## PEER EVALUATION BETWEEN WEST YORKSHIRE LIFELONG LEARNING NETWORK & SOUTH WEST LIFELONG LEARNING NETWORK

The two networks are at different stages of delivery, with the WYLLN entering its second year and the SWLLN completing its second year of activity. The two Directors met in April 2008 to agree the process for peer evaluation which has included:

1. The exchange of key documentation including business plans, committee minutes etc
2. A two day meeting held in Bournemouth in September 2008
3. A summary of key findings and recommendations

In general both LLNs have more similarities than differences, the main difference being in the differing levels of formality of management structures. On reflection the SWLLN thought the less formal structure may have impacted on senior management buy-in which differed across the partner institutions. The WYLLN, having just completed its first year of activity, shows similarities to the SWLLN in that the level of activity is only just beginning to gather momentum. Both networks have secured strong commitment from HE in FE providers.

	<u>SWLLN</u>	<u>WYLLN</u>	<u>Cross over/Comments</u>
<b>Governance and Management</b>	Less formal with evidence of <ul style="list-style-type: none"> <li>• lack of high profile engagement which may have impacted on senior management buy-in</li> <li>• lack of visible lead HEI involvement</li> <li>• focussed sector activity</li> </ul>	More formal with evidence of <ul style="list-style-type: none"> <li>• secured greater collaboration at senior level</li> </ul>	Both Directors felt their roles were autonomous, providing a level of freedom and flexibility to respond pro-actively to specific issues without recourse to formal meetings
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• 3 strand leaders reporting directly to Director and other staff solely engaged in network activity</li> <li>• Activity plans of LLN linked to work plans for individual staff appraisals</li> </ul>	<ul style="list-style-type: none"> <li>• 7 Sector Officers report to Joanne Beaumont, who then reports to Director</li> <li>• All sector officers are employed by their host institution which differs from that of the core team.</li> <li>•</li> </ul>	Partial roles across LLN/institution can lead to conflicts WYLLN felt that that the SWLLN approach to linking activity plans to individual appraisals could avoid potential conflicts as it would bring clarity to expectations
<b>Data</b>	<ul style="list-style-type: none"> <li>• importance for credibility</li> </ul>	<ul style="list-style-type: none"> <li>• Clear targets set out in business plan and precise definitions for performance indicators have been agreed with the Management Board</li> <li>• Investment in infrastructure to assist with the management of ASNs, recording IAG</li> </ul>	Earlier negotiation away from funding some of the posts noted within the Business Plan in preference to funding activity Definitions of outcomes were agreed prior to the introduction of the HEFCE monitoring templates. As a result there is a lack of consistency of

		interventions and progression	monitoring performance.
<b>ASNs</b>	Model 1	Model 2	Model 2 may provide greater ability to influence cultural change and buy in to the aims and objectives of LLNs
<b>Finance</b>	Underspend in first year provided scope for development funds to secure partner engagement	Underspend in first year	<ul style="list-style-type: none"> <li>• 10% holdback not applied to either LLN although some LLNs were subject to this condition recognition of real costs of developments</li> <li>• SWLLN's underspend in year 1 allocated to a development fund which secured additional partners and activity over and beyond that envisaged in the business plan</li> <li>• flexibility and creativity around financial allocations to secure value for money.</li> </ul>
<b>Risk Management</b>	Developed for the business plan and reviewed every six months	Developed for the business plan and subsequent funded project and reviewed on a regular basis by WYLLN Management Team. Project is overseen by the Risk Assessment Manager at the accountable body, who produces reports to every Management Board	Of key importance for short term initiatives
<b>Director's Role</b>	Main lead for the development of the business case to HEFCE	Appointed after funding secured/ business case made	Early involvement and established networks facilitated implementation but SWLLN still experienced slippage in staff recruitment, a common feature of project start up
<b>Partnerships</b>	A key element to the successful outcomes of the business plan	Vital to the successful outcomes of the business plan	<ul style="list-style-type: none"> <li>• Can be challenging</li> <li>• Both Directors already had positive relationships prior to the start of the LLNs which has facilitated progress</li> <li>• Differing degrees of engagement by stakeholders to be expected</li> <li>• Challenges of different organisations focussing on similar</li> </ul>

			<p>areas of activities require careful management but can be overcome</p> <ul style="list-style-type: none"> <li>Time element required should not be under estimated – both networks had established partnerships which assisted a relatively quick start.</li> </ul>
Geography	Large geographical area, challenging to cover	Covering five towns including Leeds a major travel to work area for the Yorkshire and Humber region, and parts of the North West region.	
Commitment of partners	Yes	Yes	
Variability across HEIs	Yes	Yes	
Agencies variable	LSC good/RDA increasing	LSC/RDA good	
Employers (sector skills)	Good	Good	
Local authorities	Adult Education OneCornwall initiative Bournemouth, Dorset & Poole Multi Area Agreement	14-19 agendas Skills Boards	
Chamber of Commerce	Limited contact	Good contact - Leeds Chamber of Commerce merging with York and North Yorkshire on 1 <sup>st</sup> October. In communication with Bradford Chamber and the Mid-Yorkshire Chamber.	
Higher Level Skills Pathfinder	The South West also has a Higher Level Skills Pathfinder with similar objectives, however collaboration is positive as evidenced through joint projects		<ul style="list-style-type: none"> <li>HLSPP &amp; Fdf strategic priorities similar to those of SWLLN, this has required additional focus and resource to avoid duplication of effort and effective collaboration to maximise impact and use of financial investments and to ensure future sustainability</li> </ul>
Fdf – leadership and management	Conflicting agenda	Conflicting agenda Linking with fdf in relation to Business Services and e-commerce FDs	
EBTA	Limited engagement in the SW	Good engagement – will be rolling out EBTA model during 2008/09	<ul style="list-style-type: none"> <li></li> </ul>
<b>Progression/Curriculum –</b>	Mapping – project works	1. Intelligence mapping and analysis	Sustainability through SWLLN

	<p>Demonstrators – climbing frame HCS Cultural Services (LMA) Tourism (Hospitality) Emergency Management IAG Flybe Openlearn trials in rural/coastal location Access to HE/NVQ 2/3/4 – HE</p> <p><b>Progression Agreement scheme</b></p> <ul style="list-style-type: none"> <li>- Facilitators</li> <li>- WAPA</li> <li>-14-19 Diplomas</li> <li>-Advisory group for progression / curriculum</li> </ul>	<p>of curriculum by the 7 sector groups, including input from 16 SSCs and various employer representatives</p> <ol style="list-style-type: none"> <li>2. Curriculum developments e.g. 4 new Fds, 4 in development, nearly 20 development activities in total ranging from bite size learning to full courses</li> <li>3. Progression Agreement Framework signed up to by 22 partners. Progression agreements starting to be put in place through ASN activity, partnership agreement activity, sector supported curriculum developments and commissioned activity. To date, progression commissioned activities include 7 projects focusing on progression for apprentices/work based learners; 1 project focusing on progression for 3 lines of the Advanced Diplomas</li> <li>4. Credit and Progression Task Group established and functioning very well. Focus for 2008/09 will be on rolling out progression agreements and developing an agreement for use with employers/training providers. Credit sub group established and focusing activity on APEL and credit tariff/transfer issues</li> </ol>	<p>Progression Agreement Facilitators group Possible sustainability through WYLLN Progression Agreement Framework</p> <p>This is a continuing area of activity for both LLNs including the development of a 14-19 Diploma Scheme by SWLLN and a possible Diploma progression framework for WYLLN.</p>
	<p>PF/Curriculum – IAG info services. IAG&amp;LS is a distinct area of activity</p>	<p>Partnership agreements developed with each partner institution. Monies</p>	<p>Sustainability – Partnership Agreements / Progression</p>

	with dedicated resource. Generic developments are now being applied to specific sectors	available to fund IAG and/or progression activities.	Agreements and enhancing organisational/individual capability
		<p>A series of staff development activities have been available to all Network members. January – June 2008, 9 events delivered 351 attendees.</p> <p>Opportunity for partner institutions and individuals to seek support for professional development activities.</p>	<p>Sustainability and Student Voice – Discussion on “meaning” of PAs</p> <ul style="list-style-type: none"> <li>• WYLLN template</li> <li>• Learner entitlement</li> <li>• Staff Development to assist effective progression (despite validation docs)</li> <li>• Admission to be consistent and communicated to learners</li> <li>• Obligations on learners and institutions</li> </ul>
	CPD – Professional studies levels 4-7, eg Civil Contingency, Emergency Planning	Construction and Built Environment sector group has developed 5 modules focusing on sustainability and renewable energy. These may be delivered as a clusters or built into existing FDs	Sustainable
	WBL APEL under development to create a generic scheme (this involves collaboration with other LLNs and other regional APEL developments)	Business Services sector group, with the involvement of fdf and 3 SSCs has developed a generic framework for FDs and from that 4 FDs in Business, Finance, Logistics and Retail.	Sustainable
	Pilots: local govt, Cultural Services, IAG Provisiion	Advanced Engineering and Manufacturing sector group is developing FDs in Packaging Technology and Applied Science	Sustainable
	Learners/IAG:	Leadership, Management, Innovation and Enterprise group is working on activities to support the introduction of the EBTA model within West Yorkshire, credit tarriffs for non-prescribed and professional qualifications, and an FD Leadership in Social Care.	Sustainable

	Employer Engagement – varied across the priority sectors, but also including local government developments – OneCornwall initiative, Bournemouth, Dorset & Poole Pilot Multi Area Agreement	Health, Social Care and early Years group is working with Skills for care on the new framework for Social Care; with the Strategic health Authority on progression for apprentices and CPD modules/programmes	Sustainable
		Culture, Media, Sports and the Arts; Leisure, Tourism and Hospitality group are working with the Creative Industry Development Agency on a Competency Framework for Creative Entrepreneurship; with the Royal Television Society on sub-regional creative/competition module, with Yorkshire Sport on a graduate sports placement model	APEL – user friendly statements to be agreed (review Derby model) APEL – requires a single point of contact/point of appeal
<b>IAG&amp;LS</b>	Capacity building – through the identification of 10 'hubs' (ie existing providers in a variety of organisations such as FE Colleges, Adult Ed, Private Training Provider Network) and enhancing the capability of other providers and their staff to deliver HE specific IAG&LS	Partnership and commissioned activities, partnership focuses on activity within institutions, commissioned predominantly focuses on activity supporting potential learners not currently engaged with one of our partner institutions. Mutually agreed deliverables and reporting requirements All learners logged onto IAGnow	Both networks provide resources building capacity and enhancing capability. IAG&LS is an area of increasing importance which is being nationally recognised in respect of the Skills Agenda Both LLNs have looked at the future scope for further collaboration and will build on these initial engagements
	SWLLN has some planned provision for ensuring sustainability.	Have IT system to support the delivery of IAG and track the progression of learners, also used to collate HEFCE returns for ASNs – looking for potential commercial application.	Commercial buy in might help sustain the system especially if national/regional resource is made available
	.	Looked at way WYLLN may hook into partners. Need to engage with learning providers and employers	
	Assistance being given to help partners be self sustaining to support learners in the community.	Move towards IAG supporting Progression agreements where possible	Get HEI to track learners and provide support

<b>Staff Development – internal and external</b>	Cultural Services, Heritage Groups and Public Services have been the main focus to date to inform curriculum development/modification (the latter mainly in terms of delivery mechanisms/bite sized learning)	Digital, ICT and Print sector group has worked with 16 employers to redesign the assessment strategies and activities for 8 modules within FDs in ICT	Sustainable
<b>Monitoring and Evaluation</b>	Part of CHERI evaluation Six monthly and annual reports	Not part of CHERI evaluation	Both LLNs recognise the key role that regular monitoring and evaluation plays in successful project management providing opportunities to review and amend/adjust activity to ensure successful outcomes
	Decided against external evaluation at end of project as the development of an Exit Strategy is a key objective for the final year and is being facilitated by an external consultant which includes review of activities	Currently tendering for external evaluators	HEFCE monitoring requirements changed post business plans and provide some challenges in terms of <ul style="list-style-type: none"> <li>• Definitions re learners</li> <li>• Definitions of progression agreement</li> </ul> Both LLNs have adopted a pragmatic approach

**Steve Challenger on behalf of WYLLN**  
**Belinda Payne on behalf of SWLLN**