

## **West Yorkshire Lifelong Learning Network**

### **Director's Report**

#### **1. Strategic Advisory Forum**

- 1.1. The Forum met on November 18<sup>th</sup> at the Old School Board in Leeds. The format was different to other meetings with the Director's report being distributed prior to the meeting so that only questions were taken. This was scheduled towards the end of the meeting. The main focus was on Progression Agreements. Following a case study presented by Wakefield College, discussion around the targets the WYLLN might adopt for multi-exit progression agreements took place in small groups. Several issues were raised including increasing flexibility by using progression agreements to emphasise progression between modules and progression agreements designed to support employees, as well as support for multi-exit agreements. However, discussions did not progress sufficiently to address the issue of targets. Two sectors presented a progress report and other sectors will do so in future meetings. The meeting concluded with a short presentation from Tim Thornton, the new PVC Teaching and Learning at the accountable body.
- 1.2. Kaye Fisher will comment verbally at the Board Meeting on the SAF.

#### **2. Showcasing WYLLN Activity**

- 2.1. The range of activities supported by WYLLN is wide ranging. They include 18 different ones funded through partnership agreements, several development activities in each of our seven sectors, six commissioned activities to support progression and information advice and guidance and four other projects. These are in addition to the development of IAGNow, a range of employer engagement events and conferences. While partners may be aware of some of these activities, those within institutions and through sectors are less well known.
- 2.2. Communicating the outcomes of the project is more than just reporting on our project performance indicators. To improve on this area of communication we are planning to hold a poster event prior to the next Strategic Advisory Forum, in order to create an opportunity for each individual activity to present their work and achievement. Timetabled into this session will be a series of short verbal presentations. The logistics of this event are still being worked out, but it is hope that it will be held sometime before Easter.

#### **3. WYLLN Annual Conference**

- 3.1. The WYLLN's inaugural conference exploring the development of higher level skills from a range of stakeholder perspectives was held on December 2<sup>nd</sup> at Gandhi Hall at Leeds Metropolitan University. It was introduced by demonstrating some of the work our partners were undertaking on this agenda. Key note addresses were delivered by Bob Cryan (Vice Chancellor of the University of Huddersfield), Freda Tallantyre (Senior Associate of the HEA), Andrew Palmer (Assistant Regional Director, CBI), Hugh Tollyfield (HEFCE), Gary Lumby Head of Retail and Small Business Banking, Yorkshire Bank) and Thea Stein (Yorkshire Forward). Each addressed the key issues on delivering higher level skills from their own perspective. The delegates then put

questions to the panel with a focus on how joined up can stakeholders be in addressing the higher skills agenda.

- 3.2. The general view was that it was a successful conference. Unfortunately of the 146 delegates registered only 95 attended. The poor weather on the day may have been a factor

#### **4. Progression Activities**

- 4.1. All partners have received hard copies of the Progression Agreement Framework Resource Pack and two accompanying progression agreements leaflets, one aimed at partner staff and one for aimed at learners. Copies of these resources are available on the WYLLN website.
- 4.2. The Credit and Progression Task Group continues to meet quarterly and for this period has focused on activities which support the implementation of the progression agreement framework within partner institutions. The Credit Sub group has also established a pattern of quarterly meetings and to date has overseen the APEL Progression Commissioning Round 3, the production of a draft APEL leaflet aimed at learners, a credit jargon buster for the WYLLN website aimed at partner staff, and has helped to shape the programme for the 2<sup>nd</sup> Annual Progression Conference which will be held on the 16<sup>th</sup> March, Bodington Hall, University of Leeds.
- 4.3. The Progression Commissioning Round 3 funding of £49,000 with a focus on APEL has been awarded to three institutions: Leeds College of Technology – 1 project, Leeds Trinity and All Saints – 1 project, University of Bradford – 3 projects. The projects will be delivered between December 2008 and September 2009.
- 4.4. The Progression Commissioning Round 1 projects which are focused on Advanced Modern Apprentices and/or work based learners and are being delivered by the University of Leeds, University of Bradford and Davici Consultancy are progressing well. It is anticipated that an outcome of these projects will be 8 progression agreements. The projects are due to be completed by March 2009.
- 4.5. The Progression Commissioning Round 2 project which is focused on Progression from the 14-19 Diplomas in Construction and Built Environment, Creative and Media, and Society, Health and Development and is being delivered by the University of Huddersfield is progressing steadily. Two challenges have arisen since September which have led to a renegotiation of the project specification between the WYLLN 14-19 Steering Group and the University of Huddersfield. These challenges are, the low numbers of students currently undertaking the level 3 programme of the 3 diploma lines – approximately 30 students across West Yorkshire; and the resignation of the project researcher and the need to recruit a new member of staff to the post. Meetings have been held between the WYLLN team and with the Project Leader, the Dean of the School of Education and Professional Development, University of Huddersfield, to clarify and agree a revised programme of activity and timescale through to August 2009.
- 4.6. We expect to have received 30 progression agreements for recognition by the end of December. These agreements have been developed with the support of WYLLN 07/08 monies i.e. ASNs and partnership agreements. 16 of these agreements will be between level 3 and level 4 provision, 13 between level 5 and 6 provision, and 1 between level 6 and level 7 provision. At

least one will be between an employer and a university. We anticipate 5 will record multiple exits. To date, 7 progression agreements have been reviewed and recognised by the WYLLN Progression Agreement Recognition Panel. 5 of these are internal progression agreements for Leeds College of Art and Design and 2 are internal progression agreements for the University of Leeds. The WYLLN website is being developed to enable the publication of all WYLLN recognised progression agreements.

## 5. IAG

5.1. The IAG Task Group and associated Focus Groups continue to meet termly, activity focuses on reviewing and developing custom, practice and supporting resources. To date the activity within the groups has contributed to the further development and refinement of IAGnow, the shaping of training opportunities and compiling specifications for Rounds 2 & 3 of the IAG Commissioning and exploration of underpinning standards for IAG across West Yorkshire.

5.2. In the IAG Commissioning Round 1, Leeds College of Technology and The Lifelong Learning Centre within the University of Leeds were commissioned to deliver IAG to learners outside of traditional educational establishments. Leeds College of Technology were funded to support 600 individuals by September 2009, they have supported 250 to date. Lifelong Learning Centre were funded to support 150 learners by March 2009, 75 learners have been supported to date.

5.3. IAG Commissioning Round 2 focused on providing IAG to employees with the consent and approval from their respective employers. The projects were funded on a sector basis with the targets to be realised predominantly by March 2009 hoping to influence 2009/10 starts. The following table details the progress to date, the information presented is based upon the monthly project reports provided by the respective institutions.

| Sector                               | Institution                | Employers |        | Employees |        |
|--------------------------------------|----------------------------|-----------|--------|-----------|--------|
|                                      |                            | Actual    | Target | Actual    | Target |
| Advanced Engineering & Manufacturing | University of Huddersfield | 1         | 25     | 3         | 50     |
| Business Services                    | University of Huddersfield | 0         | 25     | 0         | 50     |
| Construction & Built Environment     | Calderdale College         | 9         | 25     | 3         | 50     |
|                                      | Leeds College of Building  | 6         | 25     | 2         | 50     |
| Culture, Media & the Arts            | University of Huddersfield | 12        | 25     | 14        | 50     |
| Digital Industries                   | University of Huddersfield | 3         | 25     | 0         | 50     |
| Health, Social Care & Early years    | Calderdale College         | 27        | 25     | 52        | 50     |
| Management, Leadership,              | Calderdale College         | 6         | 25     | 0         | 50     |

|                         |  |  |  |  |  |
|-------------------------|--|--|--|--|--|
| Innovation & Enterprise |  |  |  |  |  |
|-------------------------|--|--|--|--|--|

5.4 IAG Commissioning Round 3 has funded 5 of the WYLLN Partners institutions to conduct longitudinal studies exploring learner perceptions of IAG and informal support provided that influenced their decisions to progress into and through HE. It will aim to evaluate the key drivers and inhibitors and also identify additional support and guidance that on reflection would have helped in the decision making process. 10 learners per sector will be engaged over a period of 18 months with regular interactions with the project leads within the respective institutions. The first project steering group meeting was held on 28<sup>th</sup> November representatives from all the participating institutions attended, namely Wakefield College, Bradford College, Leeds College of Building, Calderdale College and Shipley College.

## 6. Staff Development

6.1. The Staff Development Task Group continues to meet quarterly and during this period has overseen the introduction and implementation of the WYLLN Staff Development Fund for a Professional Development Activity. To date 11 requests have been received from individuals, 7 of which have been approved and 4 have been declined.

6.2. Three staff development events have been delivered during this period - Creativity and Leadership; E-learning; and the Annual WYLLN Conference which this year focused on employer engagement. A total of 144 staff have attended these three events.

## 7. Projects

7.1. A Competency Framework for Creative Entrepreneurship - Culture, Media, Sport and Arts; Leisure, Hospitality and Tourism Sector Group

7.2. The aim of this project is to develop and apply a creative entrepreneurship competency framework for the creative sector:

- Design - Graphic, Product/Industrial, Interior, Fashion, Exhibition
- Media - Film, Radio, TV, Recorded Music, Interactive Games, Interactive Media, Animation
- Art and Culture – Performing Arts, Visual Arts, Literary Arts, Cultural Heritage, Technical Theatre Management, Events and Festivals Management

7.3. The project will build on previous competency work undertaken by CIDA (Creative Industries Development Agency) in the UK, USA and Singapore. The two stage project will be delivered through a partnership approach between CIDA and the WYLLN's Culture, Media, Sport and Arts; Leisure, Hospitality and Tourism Sector Group. The project will be managed by a Steering Group consisting of representatives from WYLLN central team, 3 WYLLN sector groups (Culture, Media, Sports and the Arts etc; Digital, ICT and Print; Leadership, Management, Innovation and Enterprise), CIDA, Yorkshire Forward, LSC, and Creative Skills (SSC).

7.4. The outcomes and benefits to be achieved by the two phases of the project (Phase 1 December 2008 to March 2009, Phase 2 April 2009 – September 2009 ) are as follows:

- A sector endorsed competency framework for the creative entrepreneurship for the creative sector
- A set of learning objects (produced from video of the focus group discussions held with employers)
- A curriculum review of HE level creative courses within West Yorkshire against the competency framework
- Curriculum development of HE level creative courses within West Yorkshire to enhance alignment with the competency framework
- Staff development to build the capacity of HE staffs' understanding of the sector needs and competency framework
- Trialling of the E.B.T.A. model with a existing in-house professional development programme

7.5. E-Portfolio for Foundation Degrees - Business Services Sector Group

7.6. The aim of this project is to design, develop and deliver an e-portfolio for Foundation Degrees which particularly engages part time and/or work based learners.

7.7. The e-portfolio for Foundation Degrees will take an existing e-portfolio platform which is currently being successfully used by a number of professional bodies e.g. Royal College of Nurses and Learndirect. Axia Interactive Media, a West Yorkshire based company is at the forefront of e-portfolio developments and has been leading on the development of the e-portfolio platform noted above. By using the existing e-portfolio platform and working with Axia Interactive Media the following benefits are achieved:

- Mutuality of benefit – data development work completed for the IAGNow system may support the data development work for the e-portfolio
- Community development – Axia operate a system whereby all parties utilising the e-portfolio platform benefit from development work undertaken for a customer i.e. WYLLN will benefit from development work funded for example by Learndirect
- Sustainability – guarantees regarding costs for individual partners through to July 2011 may be built into the contract with Axia.

7.8. The outcomes and benefits to achieved by the five phases of the project running from November 2008 – June 2011 are as follows:

- A secure, web based assessment planning, delivery and tracking system which is tailored to the requirements of Foundation Degrees being delivered primarily in the work place
- A system which can be easily branded and adapted to reflect the individual needs of partner institutions

- An assessment planning, delivery and tracking system which can operate at both an individual learner level and a cohort level

7.9. Currently three colleges within the Business Services Sector Group plan to introduce the new

7.10. FDs developed by the sector group during 2007/08 and to commence delivery to part time, work based learners from January 2009 onwards. These three colleges believe the introduction of an e-portfolio will significantly aid the successful delivery and management of the new FDs.

#### 8. Summary of performance against targets.

|                               | <b>Target</b> | <b>July 2008</b> | <b>Current</b> |
|-------------------------------|---------------|------------------|----------------|
| <b>Learners supported</b>     | 7500          | 2439             | 3315           |
| <b>Number progressing</b>     | 3000          | 132              | 599            |
| <b>Progression Agreements</b> | 25            | 0                | 7              |
| <b>FDs developed</b>          | 21            | 4                | 4              |
| <b>Staff development opp.</b> | 500           | 336              | 480            |