

South Yorkshire Lifelong Learning Network Business Plan

May 2006

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Executive Summary

1. This is a proposal submitted on behalf of the two Universities, eight Further Education Colleges and a network of Work-based Learning Providers in South Yorkshire in response to HEFCE's invitation to develop a Lifelong Learning Network. The proposal has the full commitment of the Vice Chancellors and Principals of these institutions. The proposal also has the support of key sub-regional stakeholders, including the Learning and Skills Council. All partners involved in the planning and delivery of provision and development of higher level skills, education and training have been consulted.
2. The mission of the South Yorkshire Lifelong Learning Network (SYLLN) is to transform access to and participation in Higher Education (HE) by vocational and work-based learners, through effective collaboration:
 - enhancing the supply of HE provision and transforming institutional cultures, processes and procedures;
 - improving progression opportunities to HE through vocational routes;
 - increasing demand from employers and vocational learners for higher level skills and education;
 - improving access to information, advice and guidance (IAG) and transition support;

thereby contributing to the developing learning culture within South Yorkshire, the achievement of individual personal potential and fulfilment, and the economic and social well-being of the sub region.

3. SYLLN will achieve these aims by enabling around 6,000 learners undertaking vocational and work-based learning across the Network to access Higher Education provision in South Yorkshire. SYLLN will aim for an increase of 5% in the number of learners accessing the identified HE provision through new Progression Agreements.
4. SYLLN activity will deliver:
 - a sustained strategic alliance of partners including HE, FE, Schools/LEA, Sector Skills Councils, and employer and sector representatives with a commitment to ensure a high quality vocational learner experience at each stage on the pathways into HE;
 - identifiable and measurable changes within institutional processes and practices for the recruitment and admission of vocational and work-based learners into HE programmes across the Network;
 - at least 18 Progression Agreements, formally ratified and implemented by partners, to create smooth progression pathways for vocational and work-based learners, including a new local credit framework and articulated pathways;
 - forums for each occupational sector that actively involve representatives from all the stakeholders with a focus on developing joint initiatives;
 - the development of at least 4 new Foundation Degrees (Fds) in the priority areas;
 - the ability for 150 vocational learners from the identified sectors accessing new or adapted HE provision;

- at least 9 employer/education and training provider CPD exchange opportunities;
 - the development and establishment of a coordinated IAG strategy across the network, referencing and adding value to existing provision;
 - opportunities for 6,000 learners to access specific vocational IAG and transition support via face to face contact, email and web-based media;
 - a system for tracking learners and supporting engagement and re-engagement of vocational learners through the HE journey;
 - an established procedure for the use of ILPs/PDPs;
 - a series of staff development activities with teachers, trainers, and advisors to influence the culture of progression to HE by vocational and work-based learners and to support the implementation plan of the Progression Agreements with qualitative evidence of changes in attitudes and practices in support of vocational and work-based learners' progression to HE provision;
 - the dissemination of good practice to support the principle and culture of lifelong learning in South Yorkshire.
5. SYLLN has identified 3 occupational sectors as a priority in order to pilot a range of initiatives and projects to address the gaps in current provision. The 3 pilot sectors chosen are aligned to the regional priorities set out in the Regional Economic Strategy, LSC Strategic Review and by the Regional Skills Partnership. They include:
- Engineering,
 - Health, Social Care and Early Years,
 - Public Well-being and Sustainable Communities.

The Network activity will build on existing areas of strength within the sub-regions' FE/HE providers in these priority areas (e.g. Centres of Vocational Excellence, HE research and teaching and learning excellence) and will look to disseminating activity to other key occupational sectors relevant to the sub-regional economy.

6. At the end of the proposed funding period SYLLN will have created:
- an inclusive and sustainable partnership that builds on existing areas of excellence, links with other local partnerships, and ensures the continuation and integration of effective working practices by the Network's stakeholders;
 - network-wide progression agreements that remove barriers faced by vocational and work-based learners in accessing HE opportunities, and will have brought about attitudinal change within the partnership for supporting progression within and between vocational and academic learning;
 - sustainable infrastructures for actively engaging employers in the design of new curriculum, for revising the content and accessibility of existing provision, and generating increased awareness and take up of higher level skills and education opportunities by employers, training providers and vocational learners;
 - a sustainable information, advice and guidance service designed to equip vocational and work-based learners with the knowledge to determine the most suitable route for

them into HE, and which provides enhanced support during their learning journey to ensure that they can achieve their full potential.

7. The proposal requests a total of 160.62 fte Additional Student Numbers (ASNs) in the period 2007/08 – 2008/09 and a total of £3,146,208 from the HEFCE Strategic Development Fund for the period 2006/07 – 2008/09 in order to implement the activities within the business plan.

1. Mission

The mission of the South Yorkshire Lifelong Learning Network (SYLLN) is to transform access to and participation in Higher Education by vocational and work-based learners, through effective collaboration:

- enhancing the supply of HE provision and transforming institutional cultures, processes and procedures;
- improving progression opportunities to HE through vocational routes;
- increasing demand from employers and vocational learners for higher level skills and education;
- improving access to information, advice and guidance (IAG) and transition support;

thereby contributing to the developing learning culture within South Yorkshire, the achievement of individual personal potential and fulfilment, and the economic and social well-being of the sub region.

To achieve this mission, SYLLN will:

- **create an inclusive and sustainable partnership** that builds on existing areas of excellence, links with other local partnerships, and ensures the continuation and integration of effective working practices by the Network's stakeholders;
- **develop** network-wide progression agreements to remove the existing barriers faced by vocational and work-based learners in accessing HE opportunities, and bring about attitudinal change within the partnership for supporting progression within and between vocational and academic learning;
- **actively engage employers** in order to influence the design of new curriculum, revise the content and accessibility of existing provision, and to generate increased awareness and take up of higher level skills and education opportunities by employers, training providers and vocational learners;
- **improve information, advice and guidance** to equip vocational and work-based learners with the knowledge to determine the most suitable route for them into HE, and provide enhanced support during their learning journey to ensure that they can achieve their full potential.

Our Key Commitments for the LLN

SYLLN will have both a strategic and operational focus and we shall follow through on our commitments and delivery proposals and deliver the following for learners, employers and partners:

For learners, you can expect our network to:

- Provide access to participate in the SYLLN Community of Learners and benefit from network wide developments.
- Provide guaranteed progression opportunities which will allow learners to transfer vertically and horizontally across HE pathways.
- Provide accessible and timely information, advice and guidance on the progression opportunities available, with supportive infrastructures for first and subsequent HE experiences including progression into and through FE Higher National and Foundation degree programmes
- Encourage learners to engage and re-engage with HE through SYLLN tracking and communications systems
- Recognise and give value to prior and future qualifications and achievements through an articulated credit and transfer process across the network in the priority sectors.
- Ensure future qualifications fit within the agreed credit transfer system.
- Provide opportunities to access flexible learning developed in partnership with local employers.
- Provide opportunities for learner contribution to the on-going work of the Network.

For employers, you can expect our network to:

- Provide constructive information and advice about the higher education, training and education pathways available across the network in the priority sectors.
- Promote the benefits of combining higher education knowledge and skills with work experience to promote a lifelong learning culture in support of professional development.
- Ensure employer contribution to the work of the Network is valued and prioritised.
- Develop and deliver new and adapted curriculum in partnership, in order to meet the needs of current and new employees.
- Remove unnecessary barriers and make access to higher level skills training and education easier for local employers and their employees for first and subsequent access to higher education.

For partners, you can expect our network to:

- Provide a strategic partnership approach to programme planning to meet the needs of the target group of learners.
- Provide an effective opportunity for individual providers to work to their strengths whilst reducing adverse effects of competition.
- Encourage and support holistic approaches that will enable economic development, provide access to new markets, reach out to under-represented groups of learners, and draw in greater participation of employers.
- Provide joint staff development opportunities in an efficient and effective manner.

The Target Group

The target group for SYLLN is vocational and work-based learners in Further Education Colleges (FECs) and work-based learning settings. These can be defined as learners who are currently studying for a range of vocational qualifications such as BTEC National Certificate/Diploma, AVCE; Access and Foundation year programmes; and work-based qualifications for example NVQ 3 and Advanced Apprenticeships (including post-16 young people and adults), Higher National and Foundation degrees and professional/technical qualifications. Employees in the priority sectors and other adult learners, undertaking, or wishing to undertake, higher level education and training, and/or to gain accreditation for prior experience and achievements towards HE qualifications at the appropriate level are also included.

The Sectors

SYLLN has prioritised 3 occupational sectors in order to pilot a range of initiatives and projects to address the gaps in current provision. The 3 pilot sectors chosen are:

- Engineering,
- Health, Social Care and Early Years,
- Public Wellbeing and Sustainable Communities.

These sectors have been chosen in order to build on existing areas of strength within the sub-regions FE/HE providers (e.g. Centres of Vocational Excellence (CoVEs), and areas of research excellence) and are aligned to the regional priorities set out in the Regional Economic Strategy, LSC Strategic Review and by the Regional Skills Partnership. It is envisaged that as SYLLN develops, the monitoring and review of activities will highlight models of good practice that can be applied to other sectors. In particular, the development of initiatives in the Construction and Digital and Creative Industries sectors will be explored due to their growing significance within the sub-region's economy. Developments in these sectors in the sub-region are at an early stage, particularly in the identification of higher level skills requirements. For example, the construction consortium CoVE has recently been given interim status.

2. The Sub-Regional Context

This section outlines the environmental context of the South Yorkshire sub-region which has informed the formulation of the SYLLN business plan. It examines the economic, social and employment situation in the region, existing higher level skills provision and current initiatives and collaborations in the education sector in order to analyse where opportunities and gaps exist.

The South Yorkshire sub-region consists of four districts (Sheffield, Barnsley, Doncaster and Rotherham) and has a population estimated at around 1,266,300¹. The metropolitan district of Sheffield has the largest population within the sub-region, accounting for 40% of the total number of residents, followed by the former coalfield areas of Doncaster (23%), Rotherham (20%), and Barnsley (17%). In terms of employment, 63% of the population are deemed to be economically active, with 80% of these working in full or part-time employment.

Economic and Social Background

The sub region has experienced both economic and social decline over the last quarter century to a level requiring support from the European Objective One funding strategy. The economic profile of the region is changing and a number of initiatives are underway to improve the economic and related social conditions of the area.

Some of the headline features of the local economy include:

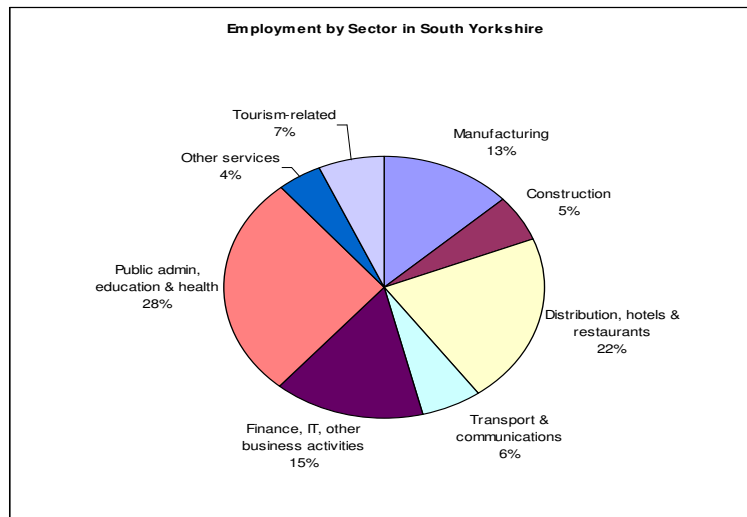
- The local economy is over-represented by lower growth sectors, and, the sub-region is under-represented in high value and faster growth sectors.
- Productivity in the sub-region is below the UK average, with Barnsley, Doncaster and Rotherham having significantly low levels (65% of the national average).
- Levels of foreign direct investment are low and, in the recent past, potential investors have cited poor image, lack of high quality strategic sites/premises ready to occupy and low or inappropriate skills as some of the reasons against investing in the sub-region.

Objective One status for the sub-region ends in 2007, but ring fenced European Social Fund (ESF) funding will continue until 2013. This will support the embedding of Objective One funded activity and will be related to improving competitiveness, employability and research innovation within the sub-region.

Employment

South Yorkshire's largest employment sector is the public services, which accounts for just over a quarter of the total workforce, followed by Finance, IT and other business activities and Manufacturing. Manufacturing employs 13% of all employees in the sub-region. Within manufacturing, the production of basic materials and components dominates, with few examples of high value end-products being developed and made locally.

¹ Source: '2001 Census of Population: Key Statistics', LSC, July 2003



Source: Office for National Statistics, Annual Business Inquiry, 2004

In 2000 there were just under 105,000 people employed in medium and high tech industries in the Yorkshire and Humber region². This represents 5% of the workforce and hence the region has the lowest percentage of medium and high tech workers of any region outside of London.

The occupational structure remains weighted towards lower order skills occupations. Managerial, professional and associate professional jobs together represent 32.5% of the sub-regional total employment base, compared with 36% nationally.

| Occupational Group | % |
|---------------------------------------|------|
| Managers and Senior Officials | 11.7 |
| Professionals | 9.2 |
| Associate Professional and technical | 11.6 |
| Administrative and Secretarial | 11.9 |
| Skilled Trades | 13.0 |
| Personal Service | 7.6 |
| Sales and customer service | 9.2 |
| Process, plant and machine operatives | 11.2 |
| Elementary occupations | 14.3 |

(Source: '2001 Census of Population – Key Statistics for South Yorkshire', LSC, 2003)

Qualifications and Educational Attainment

South Yorkshire is characterised by a low take-up of education and training, even when compared to other Objective One and neighbouring sub-regions:

- Nearly 36% of adults in the sub-region have no qualifications, which is 7% higher than the average across England and Wales.
- The proportion of people of working age with NVQ level 3 qualifications (or equivalent) and above is 40% (compared with 47% in the UK as a whole).
- Participation in HE within the sub-region for 18–30 year olds is around 24%, this significantly lower than the national average.
- The proportion of people with a first degree or higher (Level 4/5) is 14.5%, which is lower than both the national (19.8%) and regional (16.4%) average. Within the sub-region, Sheffield has the highest level of qualifications but, at 18.8%, is still below the national average.

² 'Annual Business Inquiry', Office for National Statistics, 2001

In terms of workforce development and training, the Yorkshire Forward Survey of regional Economic trends (April 2005) notes that:

- The majority of businesses that provide training for their employees do so through private training providers (62%). 55% of businesses provide training in-house and 26% use further education colleges or universities.
- 22% of businesses expected to increase their investment in training and retraining during 2005/06.
- Management skills remain the most in need of improvement. Historically, marketing has been the skill most in need of improvement; however, the proportion of businesses indicating marketing as a skill in need of improvement has been declining over the last year.

Emerging Employment Patterns and Regional Priorities

The Yorkshire and Humber Regional Development Agency, Yorkshire Forward, has identified a number of Economic Clusters which together could develop the industrial, economic and social capital of the region. These Cluster activities are supported by the RDA in South Yorkshire and the Local Learning and Skills Council, and include:

- Advanced Engineering and Metals
- Digital and Creative Industries
- Chemicals and Biosciences
- Food and Drink
- Environmental Technologies
- Healthcare Technologies

The LSC Strategic Area Review (StAR)³ identified that there may be some decline in employment opportunities in production based industries, metals and manufacturing and in public administration up to 2010, but identified growth areas in the caring services, business and personal services, transport, education, wholesaling, hotels and catering, creative and digital industries and professional and finance occupations. Additional priority sectors can therefore be identified as: Construction; Care; Tourism; and Transport.

The Regional Economic Strategy (RES) outlines its priority actions around skills and workforce development as (a) creating a culture in which education, learning and skills are highly valued by individuals and businesses, (b) improving educational attainment and vocational skills amongst labour market entrants, (c) raising the skills and flexibility of the region's workforce, and (d) increasing the quality, flexibility and responsiveness of education, learning and skills provision.

The Regional Skills Partnership (RSP) has been reviewed and a new RSP Board has been established. To date, the RSP has had a key objective to develop a 'better skilled workforce with fewer people out of work' in the Yorkshire and Humber region and sets out a sector skills approach to (a) create a culture in which education, learning and skills are highly valued by individuals and business, and (b) increase the quality, flexibility and responsiveness of education, learning and skills provision. This strategy initially focuses on the construction and health sectors, as sectoral models, with the view to widening initiatives to include other key economic clusters in the region as outlined in the RES. The new RSP Board will be revisiting these objectives in line with the recent White Papers, and through HEFCE, HEI and Association of Colleges (AOC) representation on the RSP Board will ensure effective links are developed.

³ 'Strategic Area Review of South Yorkshire' (Main report and consultation document, Section 12), LSC, 2004

In terms of occupational forecasts, the Yorkshire Forward/Experian Business Strategies Ltd regional econometric model highlights that in the period between 2005 and 2009 it is predicted that there will be over 47,000 more jobs across Yorkshire and Humber (an increase of 1.8%). The occupational area showing the largest increase is Caring and Personal Services, followed by Clerical and Administration. Proportionally, the biggest increase is forecast within the Health Professionals group.

In summary, the economic profile for South Yorkshire is changing from a traditional low skilled base, and it will be important for the sub-region's skills development to keep pace with these changes. In particular, there is a move towards more of a 'knowledge based' economy, with higher levels of skill and competence being required across all sectors, which mirrors a national trend. The StAR notes that employment trends will require an up-skilling of the workforce with 40% of new jobs created at Level 4. Consequently the promotion of opportunities for learners to achieve this level of skill is conversant with local needs.

Current Higher Level Skills Provision

The largest provision of Higher Education (HE) in the area is that offered in Sheffield Hallam University (c22,791 FTE) and the University of Sheffield (c22,437 FTE) as well as that available through the Open University. In addition around 10% of HE provision in the sub-region (c400 courses, including professionally accredited programmes) is delivered through FECs.

The HE opportunities offered in these institutions is wide-ranging and combines the strength of both HE and FE provision. For example, the University of Sheffield and Sheffield Hallam University have research excellence in a number of vocational areas such as medicine, nursing and allied health professions, law, engineering, the built environment, food, hospitality and sport. The programmes on offer within University of Sheffield are generally undergraduate honours programmes whereas Sheffield Hallam University has undergraduate degrees and HE Diplomas/Foundation Degrees on offer. In addition HE provision within the partner FECs includes Higher Education Certificates, Diplomas and Honours degrees, with all HE providers in the sub-region (FECs and HEIs) beginning to broaden their offers around new Foundation Degrees (Fd).

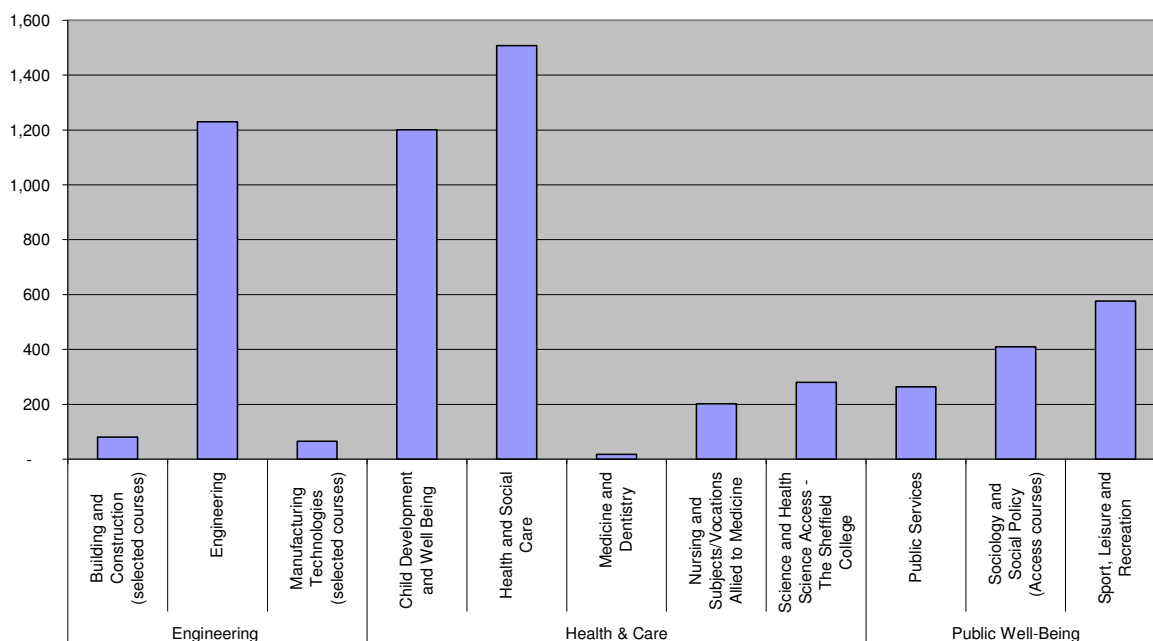
In terms of learner numbers by sector, it can be noted that within SYLLN's priority sectors in 2004/05, there were around 5,900 vocational and work-based learners studying for Level 3 qualifications within the sub-region.

| Sector | Level 3 |
|--------------------|----------------|
| Engineering | 1,377 |
| Health & Care | 3,208 |
| Public Well-Being | 1,249 |
| Grand Total | 5,834 |

(Source: South Yorkshire LSC)

The graph below illustrates how these learner numbers are distributed between specific courses within the sectors.

NVQ Level 3 Learners in the South Yorkshire Sub-region - SYLLN Priority Sectors (2004/05)



(Source: South Yorkshire LSC)

Information on progression to HE nationally, highlights that 90% of young people with two or more A-levels enter higher education by the age of 21, compared with 50% of those with vocational qualifications at Level 3⁴. Within the sub-region, the LSC estimates that progression to HE from vocational qualifications is significantly lower than the national average (based on the lower overall HE participation rates within the region). It is envisaged that SYLLN will play a key role in helping to (a) provide a clearer picture of progression within the sub-region, (b) understand the barriers to progression, and (c) increase progression rates in the pilot sectors in order to contribute to an overall increase in progression within the sub-region.

Existing Partnerships and Complementary Activity

A key feature of SYLLN is that it will be high profile, high impact and transformational in its aspirations. It will be a major investment in a sustainable infrastructure, focusing on the efforts required to increase the numbers of vocational and work-based learners progressing to HE. The Network is a partnership of both universities and eight FECs geographically located in South Yorkshire and two FECs from neighbouring areas (see Section 5). Other active participants include work-based learning providers and stakeholders with associated interests in the SYLLN.

The process of progression means ensuring learners are adequately prepared for learning. This requires the Network to develop close working relationships with organisations and institutions involved in local initiatives to promote vocational learning, skills education and training and to take account of local responses to national and regional developments.

SYLLN will build on the successful track record of FE-HE collaboration established by the Building Pathways Project, the sub-region's Aimhigher partnership, and the work of the collaborative Centres of Vocational Excellence. In addition, across the sub-region there are other existing partnerships which SYLLN will develop congruence with and add value to. SYLLN provides an opportunity for greater strategic direction and coherence in sub-regional

⁴ 'Five Year Strategy for Children and Learners', Department for Education and Skills, July 2004

HE provision, the further development of new curriculum, and opportunities for sharing good practice and resources.

University Partners

The two partner universities in the sub-region are in the process of reviewing their Corporate Plans and SYLLN will work with them in support of their individual institutional missions. Both institutions support the principle of influencing and changing internal attitudes towards vocational and work-based learners in order to increase participation. Some of the HEI initiatives currently underway that will complement the work of SYLLN include:

- The first year of implementing individual institution OFFA agreements. Both HEIs have proposed Access Agreements, built around long-standing partnership arrangements with local schools and colleges. SYLLN will have close working relationships with the internal implementation teams in each university.
- SYLLN will ensure that new Progression Agreements and entitlements for learners are clearly linked with internal policies and that, where appropriate, individual institutional bursaries and access agreements for learners are reflected in the offer of SYLLN.
- SYLLN will link, as appropriate, with initiatives generated by the universities in response to the National Skills Strategy, to the emerging Leitch Review of Skills, and the new White Paper for Further Education. With respect to the latter, SYLLN developments will provide an important model for the identification of clear progression pathways between HE and FE and the new opportunities for expanding the HE provision in FE in a planned manner.
- A central mission of both universities is to produce graduates with highly valued employability skills and to support the retention of graduates in the region. SYLLN will add value to the existing strength in this area and work closely with the Centre of Excellence in Teaching and Learning (CETL), for Enhancing, Embedding and Integrating Employability, the White Rose CETL for Enterprise, and the joint activity in support of the Graduate Yorkshire initiative.
- A further CETL at Sheffield Hallam University on Promoting Learner Autonomy has relevance to the arrangements for understanding and improving the teaching and learning experiences of vocational and work-based learners and SYLLN will work closely with a Special Interest Group of this CETL on learner transitions.
- All the CETLs have an interest in changing university processes. Again this work will overlap with the work of SYLLN and it is proposed that joint activity will be developed as appropriate.

FE Partners

The new White Paper for Further Education 'Raising Skills, Improving Life Chances', identifies the need for FE colleges to focus their activity on employability and supporting economically valuable skills. The activities of SYLLN will reflect this vision.

The FE partners in the Network provide opportunities for drawing in a wider range of stakeholders into the activities of SYLLN. For example, all the local FE Colleges have strong partnerships with LEAs and Local Learning Partnerships (LLP) particularly in relation to 14-19 local implementation plans. The SYLLN proposal has been endorsed by the Rotherham LLP and the Sheffield Learning4Life team. Sector Brokers based in the LSC and working with local LEAs have links with CoVEs and have endorsed the SYLLN. SYLLN will ensure that 14-19 strategy coordinators have involvement in each Sector Working Group and that there is a sub-regional representation on the SYLLN Strategic Management Board.

SYLLN will take into account elements of the developing schools strategy such as the requirement in the '14-19 Education and Skills Implementation Plan' for the LSC and Local

Authorities to produce a local prospectus on the opportunities and provision available to learners and the requirement through, 'Harnessing Technology – Transforming Learning and Children's Services', for developing electronic Individualised Learning Plans. SYLLN will coordinate developments for the target learners in the Network with these initiatives.

In addition, a number of other initiatives, currently underway, complement the work of SYLLN, including:

- As the new LSC HE strategy emerges, SYLLN will work closely with Workforce Development teams in the local LSC and respond, as appropriate, to the changing structures and priorities of the LSC.
- Local LEAs across South Yorkshire have already developed very strong vocational provision in schools, including Young Apprenticeship and Apprenticeship frameworks, utilising Objective One funding. The utilisation of 'Increased Flexibilities Funding' has also increased extensive FE provision for 14-16 year olds. SYLLN will ensure that developments in progression pathways and new curriculum take account of this, and the emerging 14-19 Vocational Diplomas particularly at Level 3.
- FECs currently work closely with stakeholders involved in initiatives such as Level 2 entitlements, New Deal and Employer Training Programmes (Train to Gain). Objective One funding has also provided 'Invest in Skills' funding for employers and FECs. There are opportunities for SYLLN to liaise closely with partners in delivering elements of these initiatives and to ensure that progression information is disseminated to the stakeholders involved in these activities.
- With respect to the new Train to Gain initiatives, SYLLN will develop close links with the Business Link and Sector Skills Brokers. The current aim of these brokers is to develop company training plans with targeted employers, with a focus on Level 2 qualifications. Through coordination with local CoVEs, Level 3 and 4 skills training and education needs will be identified to feature as part of these plans.
- Local FE colleges are encouraging all HE students to achieve the Level 2 Skills for Life national test to support basic/functional skills requirements. This will be particularly relevant for the targeted work-based learners undertaking Higher National, Fds, and professional qualifications who may lack confidence in their literacy and numeracy abilities. One aspect of SYLLN will be to develop greater awareness amongst HE providers of the value of these qualifications and review how they can be enhanced for progression to HE as well as to raise their importance with learners.
- The issue of 'additionality' for FE learners is important in determining what would be appropriate learning to support progression. Some vocational qualifications provide candidates with technical skills and key underpinning knowledge for use in applied situations in the workplace. Technical qualifications, particularly at Level 3, such as NEBOSH, are significant in the requirement of intellectual analysis and application, and demonstrate that a potential candidate can work at higher levels. It will be important for SYLLN to work within the Network in order to take these additional qualifications into account when developing the Progression Agreements.
- Additionality also has relevance in terms of the development of new Fds by SYLLN. Whilst the LSC are reducing funding for some sectors and some programmes, the intervention of ESF funding in South Yorkshire, through the 'Invest in Skills' initiative, provides a route for additionality to be funded in the workplace. Up to December 2007 part of any additionality strategy can be funded through Objective One funding, and beyond this LSC funding will be available for QCA accredited programmes and a range of Access programmes as well as vocational qualifications to Level 3. SYLLN's proposals to bridge or provide learning support will take these funding methodologies into account, as well as qualification reforms in the developing national Framework for Achievement.

- SYLLN will promote opportunities for developing progression for learners on adult education provision to progress on to the Open College Network Access programmes. This will complement the existing Access to HE programmes and build on the previous work completed through Aimhigher.
- SYLLN will work closely with community adult learning providers via partners such as Northern College, to support the engagement and re-engagement of adult learners. Northern College have established relationships with the community and voluntary sector and contribute to the 'Sustainable Communities' and the regional New Deal for Communities agenda. There is also an opportunity for linking with the regional-based National Academy of Sustainable Communities which will be explored further.
- Strong links with the trade union education sector in the sub-region provide a sound platform for engagement with the TU Learner Representatives and the emerging Trade Union Academy. The network of Learner Representatives offers SYLLN a valuable alternative point of access to, and source of IAG within the workplace, as well as providing an additional pool of work-based learners who may wish to progress into higher education.

Centres of Vocational Excellence

SYLLN is provided with excellent opportunities for linking with FE based Centres of Vocational Excellence (CoVEs). All the FECs in the sub-region are involved in at least one CoVE. This proposal is centred on the CoVEs in Health and Social Care, Early Years, Manufacturing and Sport and Leisure. Cross-boundary FE partners also have relevant CoVE status.

Appendix 1 provides a summary of the findings, drawn up as part of the feasibility phase of the development of this plan, in relation to each of these sectors. SYLLN will work closely with the CoVEs in the implementation of this plans objectives. The benefits of these partnerships are identified as including the following:

- CoVEs will provide SYLLN with a conduit for linking with a wide range of stakeholders. Most of the CoVEs in South Yorkshire are consortia which include partnerships with FECs, Training Providers, employers, employer representatives such as Chambers of Commerce/EEF, Yorkshire Forward, South Yorkshire Business and Education, and Sector Skills Councils. This will provide SYLLN with good opportunities to develop common outcomes with the CoVEs, for example responding to the recent CoVE surveys undertaken on the needs of local employers for learning and training.
- Partnership and progression are key criteria in the action plans of each CoVE. Although a key aim of the CoVE is to enhance Level 3 learning, there is also a need to ensure progression to Level 4 and beyond. SYLLN will bring added value to the work of the CoVEs in extending this focus to higher level skills and education. Of particular relevance will be ensuring learners are informed about routes to HE in FE provision.
- The proposed SYLLN Sector Working Groups will be developed in partnership with the CoVE steering groups, taking into account the wider FEC and HEI partnership. SYLLN Sector Development Officers will be linked with the CoVEs and will be tasked with establishing relationships with stakeholders and facilitating the dialogue needed for developing curriculum, distributing information on Progression Agreements and ensuring IAG and transition developments meet employer, training provider and local employee/trainee needs.
- SYLLN IAG and transition developments will bring added benefits to CoVE partnerships. The proposed staff development element of the IAG strand will be developed in partnership with CoVEs and take into account employer and employee need.

- Both the Health and Social Care and Manufacturing CoVEs in South Yorkshire are in dialogue with Skills for Health and SEMTA, respectively, on submitting proposals for Skills Academies, in partnership with local employers. SYLLN links with the CoVEs will ensure synergy with these developments and also widen discussion to ensure that Progression Agreements developed fit with regional and national agreements.

Aimhigher

The SYLLN business plan has been developed through the close involvement of the South Yorkshire Aimhigher Coordinator and ASG Chair. In the recent submission of the 2006-08 Aimhigher Plan and through the objectives set out in this Plan, the intention is to develop complementary strategies for increasing and widening participation to higher level skills and education.

South Yorkshire Aimhigher has an active working group involved in projects to raise the awareness of vocational learners in schools and colleges about future employment opportunities requiring higher level education and skills development. In terms of complementary activity SYLLN will build on Aimhigher's achievements in this area:

- building the internal capacity of HE providers to (a) assure that the progression routes available to vocational learners are fully articulated, (b) create a positive attitude in HE providers towards the learners choosing these routes, and (c) create new curriculum opportunities.
- working with a target group of work-based learners where more extensive development is required to identify those learners with the potential to progress to HE and where the notion of a lifelong learning culture needs fostering.

Appendix 2 illustrates some of the existing and planned Aimhigher activity that has a relevance to the work of SYLLN and identifies how and where activities will be complementary.

Other stakeholders

The partners in SYLLN have identified a number of other stakeholders who have been consulted during the development of this proposal and will continue to add value to the work of the Network:

- Sector Skills Councils (SSCs) have been consulted and will continue to play an active role in the Sector Working Groups. Skills for Health, Skills for Care, Skills Active and SEMTA have developed Sector Skills Agreements and SYLLN will link closely with their ambitions for Level 4 skills development in these sectors. Each SSC has a developing policy and emerging development roles in the Yorkshire region and SYLLN will ensure a response to these changing ambitions and priorities.
- SSCs have identified skillsets for post-supervisory (Level 4) work in their sectors. Acknowledgement of these skillsets in any Progression Agreement provides for the appropriate range of experience and vocational qualifications required for undertaking higher level qualifications.
- The Sector Skills Development Agency is based in South Yorkshire and the developing role of the Regional Officers for the SSSDA will become an important link for SYLLN, particularly in relation to the Regional Skills Partnership. Also of interest to SYLLN will be the emerging work-based e-learning initiatives of the SSSDA.
- Employer sector intermediaries participate on local CoVE steering groups and have been consulted in the formulation of this plan. These include: the Engineering Employers Federation (EEF), NHS Trusts, Local Authority Social Services, Early Years partnerships, individual employers, South Yorkshire Chambers of Commerce. These organisations provide a direct link to employers with a mutual interest in the work of SYLLN.

- University partners have extensive links with employers in the priority sectors and these will be given more coherence through the work of the SYLLN. The relationships already established with regional officers of Foundation Degree Forward (FdF) will be built on. FdF and regional representatives of the HE Academy have been included in the development of this plan and opportunities for future joint activity have been discussed. Recent research undertaken by HEA/FdF with local Chambers of Commerce in promoting foundation degrees (Fds) will be utilised to inform new developments
- Some individual Training Providers are partners in the consortia of the Health and Social Care and Manufacturing CoVEs. The Yorkshire Training Providers group has been represented on the SYLLN planning group and will continue on the Operational Management Group. SYLLN will coordinate activity with Training Providers, engaging and increasing participation of NVQ trainees and Apprentices in HE.

Opportunity Gap Analysis

The development of this business plan has been an iterative and consultative process with participation from all network partners and stakeholders. This process has examined the regional context in relation to current and future skills needs as well as identifying initiatives currently underway within the sub-region that contribute in part to SYLLN's mission. This process has identified a number of gaps and possible opportunities that could be explored under SYLLN's umbrella in the following areas:

Workforce Development

- There are identifiable skills gaps in the region's workforce that need to be addressed by collaboration between employers and education providers, as noted in the Regional Economic Strategy, Regional Skills Partnership and South Yorkshire LSC StAR.
- Demand from employers for higher level and technical skills is currently poor.
- There is a lack of understanding amongst employers regarding qualifications, levels of learning and the added-value of the HE experience in general.
- Engagement strategies between FE, HE and employers are fragmented.
- There are differential levels of support from employers and training providers in encouraging their employees and trainees access to high level skills and education.
- New Skills Broker arrangements through the Train to Gain initiative are limiting employer subsidies for basic skills and Level 2 provision.

Providers

- There is a lack of quantitative data on the numbers of vocational and work-based learners in the sub-region and very little analysis of numbers of HE achievers coming through vocational routes.
- Perceptions of the knowledge, experience and strengths of vocational learners is poorly understood by education and vocational training providers.
- There is variable implementation of credit transfer and APEL strategies and processes within the HEIs in the sub-region.
- The support for vocational and work-based learners in transition between HE, FE, training providers and employer CPD programmes is neither strategic nor aligned.
- No systems are in place for the tracking of vocational and work-based learners, which limits potential re-engagement in higher level skills learning.

Learners

- Vocational learners are less likely to progress into HE in comparison to post-16 learners taking A-levels.
- Retention, achievement and progression for vocational and work-based learners is currently not maximised by the support arrangements and infrastructure of the region's FE/HE providers.
- There is a lack of coherent information, advice and guidance for learners and their advisors about progression from vocational and work-based learning into HE.
- Few role models are currently publicised showing success at having followed vocational routes into HE.

3. The Proposal

This proposal seeks a significant change in current activity. It is envisaged that the network will develop a number of projects and initiatives to bring about this change. These will include:

1. The creation of clear and transparent progression agreements to enhance the progression of vocational learners into local HE.
2. The development of the higher educational infrastructure to increase the attractiveness and flexibility of the offer for vocational learners.
3. Revisions to existing curriculum and delivery mechanisms and the development of new curriculum.
4. A number of Additional Student Numbers (ASNs) to support the development of new curriculum and additional vocational learners on existing courses.
5. Staff development and communication across the network and with stakeholders to champion the transition of vocational learners from further to higher education
6. A coordinated approach to Information, Advice and Guidance (IAG) for vocational learners to provide a seamless transition between further and higher education.
7. Developing a common learner support framework (e.g. ILPs, credit transfer agreements) and improving current learner support mechanisms to improve attrition rates for vocational learners.
8. Strengthening the engagement of employers, professional bodies and other stakeholder groups in the regions vocational education at all levels.
9. Strengthening existing partnerships and structures, and the creation of new relationships as part of the SYLLN activity.
10. Building on and complementing the work of existing initiatives e.g. Aimhigher, South Yorkshire Colleges Network, Local Borough 14-19 Strategies and Regional Skills Strategies.
11. Forming links with Business Link and Sector Skills Brokers to identify opportunities for progression to HE in the preparation of company training plans.

The work of SYLLN will be managed under the 4 aims outlined in Section 1. Each aim has a specific objective and a coherent set of activities, underpinned by staff and resources, which contribute to both quantitative and qualitative outcomes.

Aim 1 - The creation of an inclusive and sustainable partnership to enhance the supply of HE provision and transform institutional cultures, processes and procedures

Objective

To build on existing areas of excellence and link with other local partnerships, in order to ensure the continuation and integration of effective working practices by the Network stakeholders.

Activities

1. Establish a formal SYLLN partnership and effective governance and management arrangements for the network, including:
 - Implementing a formal constitution, that specifies the role, remit and membership of the Strategic Management Board and establishes processes for the approval of strategy, monitoring of finance, distribution of funding and reporting mechanisms.
 - Developing a Memorandum of Collaboration between partners in the network in order to ensure clarity for all partners in the network.
 - Ensure that the partnership infrastructure is in place to continue a formal mechanism for joint curriculum planning and the development of Progression Agreements at the end of the SYLLN funding period.
2. Establish a Stakeholder Forum to inform the Strategic Management Board and ensure stakeholder consultation in the development and activities of SYLLN. This will include:
 - Developing terms of reference and defining membership of the forum.
 - Establishing processes to ensure stakeholder representation across all the activities of SYLLN (e.g. in Special Interest Groups and Sector Working Groups).
 - Implementing systems to ensure the formal reporting of the work of Special Interest and Sector Working Groups to both the Stakeholder Forum and the Board.
3. Establish appropriate operational management capacity and support structures for the delivery of SYLLN's objectives by:
 - Establishing an Operational Management Group to oversee the operational running of SYLLN. This group will support the Board on an operational level and will have responsibility for approving the day-to-day running of the network. Clear terms of reference for the group and membership will be established during the development phase, but it is expected to have representation from each partner in the network and the CoVEs at minimum.
 - The recruitment of the central management team and other staffing arrangements outlined on page 34. It is envisaged that many of the posts will be filled through the secondment of staff from partners within the network in order to facilitate the embedding of developments into partner organisations after the SYLLN funding period.
4. Establish an effective communications and marketing strategy for the network, including:
 - The development and marketing of a SYLLN website and a quarterly newsletter highlighting progress on delivery of the project and achievements.
 - The establishment of structures that provide opportunities for incorporating the active views and participation of learner representatives.
5. Develop the future strategy of SYLLN, beyond the current funding period.

Outcomes

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| 1 | An established strategic alliance of partners including HE, FE, Schools/LEA and employer and sector representatives with a commitment to ensure quality vocational learner experience at each stage on the pathways into HE has been developed and |
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| | can be sustained. |
| 2 | A fully developed model of collaborative planning, which includes the input of key stakeholders, has been established with new ways of working evaluated in order to respond to local learner and employer needs. |
| 3 | A completed Action Plan with key targets, milestones and qualitative and quantitative performance measures has been met through the implementation of clear strategic leadership and a well-managed organisation including financial and operational systems and processes. |
| 4 | Identifiable and measurable changes have been established within institutional process and practices for recruitment and admission of vocational and work-based learners to HE provision across the Network. |
| 5 | Jointly developed marketing and communication processes and systems have been established for informing and engaging employers, training providers, vocational and work-based learners to participate in lifelong learning. |
| 6 | A monitoring and evaluation process has been undertaken, with completed reports to funding organisations and internal governance bodies, showing clear evidence of impact of the work of SYLLN. |
| 7 | An exit management process for the initial SYLLN has been established, with opportunities and structures in place for sustaining collaborative activities, in order to support sub-regional, regional and national skills strategies. |
| 8 | The dissemination of good practice to support the principle and culture of lifelong learning in South Yorkshire has taken place. |

Aim 2 - Improving progression opportunities through vocational routes

Objective

To develop shared agreements and practices across the network through the implementation of a vocational Learner Progression Framework to (a) remove existing barriers faced by vocational and work-based learners in accessing HE, (b) bring about attitudinal change within the partnership for supporting progression within and between vocational and academic learning, and (c) increase the numbers of learners progressing to the identified HE provision.

Activities

SYLLN will undertake the development and implementation of a vocational Learner Progression Framework which will require a number of staged activities to be undertaken as detailed:

1. Building on information gathered during the feasibility phase of SYLLN's development; undertake a detailed mapping exercise identifying, barriers to progression at the different levels and stages within each sector, the existing articulated progression routes between HE and FE, including from FE Higher National programmes, Fds and professional accredited programmes, and make recommendations of where improvements can be made.
 - This will be one of the first tasks for the Access and Progression Co-ordinator, as this mapping will provide a basis for discussion and action both within the Sector Working Groups and within institutions.
 - The mapping will review all provision in FE and HE including, Level 3 FE, Access and foundation year provision, HE in FE programmes such as HNC/D and new Fds plus similar level of provision in the universities. Professional accredited provision relevant to the sectors will be included. This activity will build on existing databases developed by partners through Aimhigher, the Building Pathways Project and other organisations e.g. Foundation Degree Forward.
 - The mapping will include details of existing transition support arrangements available in the Network, such as summer school provision associated with offers of places in HEIs on completion, for example the SHU Maths+ programme and the HEI mature learners summer school.
2. Develop and implement Progression Agreements between the institutions in the Network, formally approved by the Board, which give firm guarantees from each of the partner institutions to remove the identified barriers and provide smooth pathways between programmes for vocational and work based learners:
 - Progression Agreements will be developed through the activities of the Access and Progression Coordinator and Officers, with the active participation of the Sector Working Groups and agreement of the Board. It is envisaged that Special Interest Groups (SIG) will be established including membership by representatives on the Sector Working Groups in order to develop the required Progression Agreements and programme of entitlements. The SIGs will be working groups and actively participate to develop a common template for developing the agreements, namely:
 - a map of programmes and the core knowledge achieved on each of the identified progression pathway;
 - identification of any barriers to progression and the requirements needed for articulation of programmes from FE level 3 to HE at all levels of learning;
 - detailed pathways to learning that include all the possible options available to learners (developing a scaffold approach) in institutions across the Network including, Level 3 to HE in FECs such as HNC/Ds

and Fds, NVQs at level 3-4 and other professional/technical-occupational programmes, HE Certificates, Diplomas and Honours degrees in both FECs and the universities. Pathways will include how learners can choose provision across and between institutions in the Network;

- formal recognition of the pre-requisite academic and vocational skills required for accessing higher levels of learning;
 - clear and specific admission criteria, guaranteeing rights of progression from and to identified programmes which gives parity of esteem for vocational learning;
 - identification of what counts as equivalent for entry to HE;
 - identification of the prior and experiential learning that will be given credit and the work-based learning undertaken and formally recognised at each stage of learning;
 - detail of additional or enhanced learning required to support transition with clear evidence that completion of additional learning will be associated with offers of a place on identified programmes of study.
- Following discussion with individual institutions and obtaining agreement for implementation, the Progression Agreements will be formally ratified by SYLLN Board. Ratification will ensure that the Agreements are adopted Network-wide.
 - Articulated pathways to all levels of HE will be recognised as part of the Progression Agreements giving rise to a localised credit framework including accreditation of prior certificated and experiential learning.
3. Ensure that the new Progression Agreements are written into existing and new processes within the partner institutions, particularly through working with central admissions and registry departments and admissions tutors in HEIs.
- This will be a key responsibility for the Access and Progression Coordinator and Officers.
4. Develop and implement a CPD programme for staff from HE, FE and training providers to (a) provide enhanced knowledge of the pedagogy of vocational and work-based learners, and (b) improve teaching and learning practice in support of the transition between different learning provision.
5. As part of the Progression Agreements, develop and implement a range of progression entitlements for learners. This will include:
- A range of enhanced learning support facilities, developed as appropriate for each sector, to ensure a supportive net at the appropriate transition points in the learners journey. These will be developed using existing provision where possible and any new initiatives will be embedded within the institutional offer and/or feature as part of LSC funded activity. The Network will ensure such developments have clear association with accessing places on identified provision for learners who complete them. Further work on establishing the details of these will be carried out during the development phase of SYLLN.
 - Enhanced learning support and innovative opportunities such as joint teaching between FE and HE lecturers to support transition including links with Aimhigher master classes, weekend and/or summer schools, 'stepping on-stepping off' points along the progression pathway, and flexible delivery, visits to HEIs, UCAS application briefings and other special events.
 - Consultation with learners to support the development and implementation of the progression entitlements.
 - A coordinated work placement programme to support progression of vocational learners, linked to Aimhigher activity.

6. Investigate and implement a vehicle for the development of blended/e-learning programmes/modules of study accessible across the Network for work-based learners.
 - This would build on existing initiatives being undertaken by sub-regional training provider partnerships and in response to recent region LSC sponsored research into this area and any new developments will include appropriate CPD for teachers involved in the teaching and learning
7. Monitor and evaluate the progress of learners on the programmes and pathways featured as part of the progression agreements and entitlements.
 - This will be active research following through learners that enter onto the progression pathways. The purpose of this will be to inform further development for this work area.
 - The activities undertaken will be developed in synergy with the new 14-19 national diploma developments as appropriate.

Outcomes

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| 1 | A minimum of 18 Progression Agreements, formally agreed by partners, will have been established to create smooth progression pathways in identified programmes of study for vocational and work-based learners at all levels of HE. |
| 2 | Evidence of the implementation of the Progression Agreements including the new local credit framework and articulated pathways, and changes to admission criteria demonstrating recognition for a range of different qualifications and prior experiences of vocational and work-based learners in the network. |
| 3 | Evidence of a series of staff development sessions to support the implementation plan of the Progression Agreements with qualitative evidence of changes in attitudes and practices in support of vocational and work-based learners' progression to HE provision. |
| 4 | A series of learner consultations to assist in the development and implementation of the progression agreements and entitlements have taken place. |
| 5 | Evidence of new learning provision developed and implemented to support learner progression pathways to HE as appropriate to the learning group and stage of learning. including e-learning opportunities |
| 6 | A collaborative approach taken to the development of work-placement and work-experience provision in support of learner transition to HE. |
| 7 | 6,000 vocational learners enabled to undertake learning at HE level in the region as a consequence of the implementation of the progression agreements and access to the entitlements. |
| 8 | An increase of 5% in the number of learners accessing the existing identified HE provision featured within the progression agreements. |
| 9 | A qualitative review and evaluation of the progress made by learners following the featured progression pathways and the interventions developed to support their progression in order to further develop the model in other programmes and across different sectors/curriculum areas. |

Aim 3 - Increasing demand from employers and vocational learners for higher level skills and education

Objective

To actively engage employers to (a) influence the design of new curriculum and revise the content and accessibility of existing provision, and (b) generate increased awareness and take up of higher level skills and education opportunities by employers, training providers and vocational learners.

Activities

1. Establish an appropriate infrastructure for each Sector Working Group, bringing together employers, training providers, sector representatives, workforce (Union) representatives and FE/HE providers.
 - Each Sector Working Group will be established through early dialogue with partners and ensure links established with other relevant groups e.g. CoVE steering groups, FE/HE Employer Forum, LSC Sector Brokers, community/voluntary sector employer groups, and all SYLLN partners.
 - Each Sector Working Group will be chaired by the Access and Progression Coordinator. The activity of the groups in developing progression agreements and entitlements will be led by the Sector Development Officers in the HEIs and FECs. It is envisaged smaller Special Interest Groups will be set up to develop the progression agreements with the involvement of employers, their representatives and training providers.
 - Access and Progression Officers based in the HEIs will advise on the development of these initiatives and liaise with relevant HEI staff in order to change processes and procedures within their respective institutions.
 - The IAG and Transition Coordinator will attend the Sector Working Group in order to ensure communication of work progress.
 - Establish mechanisms for the continuation of effective stakeholder contribution in strategic development of higher level education, training and skills provision in the sub-region.
2. Carry out a detailed audit of existing provision and consultation process with employers and employer groups, by each Sector Working Group:
 - Identifying where provision could be adapted, both in terms of content and delivery and where new courses could be developed in order to respond to employer needs and regional priorities. This will also identify current barriers to progression from the employer perspective
 - Learner, trainee and employee representatives will be consulted on any proposed developments as appropriate.
3. Through the sector infrastructure, instigate and implement a programme of curriculum development as appropriate to each occupational sector, paying reference to and informing the ongoing work on progression agreements (Aim 2).
 - This would include the development of new Fds, bridging modules/programmes to support transition and progression, and flexible delivery of existing or new programmes e.g. through e-learning or blended approaches, weekend or summer schools.
 - The network will take a creative and innovative approach in this area and will pilot initiatives that will be carefully monitored in order to replicate good practice as it emerges.
 - Developments in this area will be embedded into the emerging progression agreements and the credit framework.

4. Building on the development of greater employer links, develop and fund exchanges between employers and FE/HE staff in order get greater understanding of the needs of each sector and facilitate the culture of lifelong learning at higher skills level.
 - As the sector working groups become established and SYLLN develops more consistent links with employers in the region, research will be carried out on the feasibility of developing funded exchanges between employers and FE/HE staff.

Outcomes

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| 1 | An established working group for each occupational sector involving representatives of all the stakeholders with a focus on developing joint initiatives for progressing vocational and work-based learners to HE and higher level skills training has been developed and can be sustained. |
| 2 | Evidence of a wide consultation exercise with representatives of each occupational sector including learners, to identify the areas for curriculum development and subsequent Action Plan developed and implemented to instigate changes. |
| 3 | A minimum of 4 new Foundation Degrees (Fds) developed in the pilot areas. |
| 4 | Evidence of programmes/modules for new vocational/study skills programmes developed and implemented at HE level to aid progression and embedded into progression agreements. |
| 5 | Evidence of programmes developed and piloted as an e-learning module/programme. |
| 6 | Evidence of existing vocational programmes adapted to meet employer and learner needs. |
| 7 | Quantitative and qualitative evidence of the employers involved in the work of the Network and supporting employee progression into identified programmes of study to aid progression to higher level skills training and education. |
| 8 | 150 vocational and work-based learners from the identified sectors access new or adapted HE provision. Evidence of retention and achievement as appropriate on newly developed and adapted provision. |
| 9 | 9 employee/education-training provider CPD exchange opportunities created. |
| 10 | Qualitative and quantitative evidence of impact of the work with proposal for sustainability of the activity. |

Aim 4 - Improving access to information, advice and guidance (IAG) and transition support

Objective

To improve information, advice and guidance to equip vocational and work-based learners with the knowledge to determine the most suitable route for them into HE, and provide enhanced support during their learning journey to ensure that they can achieve their potential.

Activities

1. Develop and implement an adapted version of the 'Impact' IAG model, currently used in both HEIs in the sub-region to provide coordinated IAG services for vocational and work-based learners.
 - Impact supports those groups which research indicates experience the most difficulties in entering and establishing themselves in the labour market after graduation. The SYLLN Impact model will:
 - be designed to support vocational and work-based learners with the potential to progress to HE at the pre-HE stage, managing their transition into HE, their establishment into the institution in their first year of study, a platform for their continuing progression into employment, and possible re-engagement in further learning during their careers;
 - develop a coordinated network of IAG and Transition Officers based at each HEI and at each of the partner colleges, trained to understand and champion the needs of vocational learners;
 - work alongside existing IAG services within the network partners, including careers and transition advisers, and the wider guidance network and university guidance services.
 - An IAG and Transition Coordinator will manage the network and work closely with the Access and Progression Coordinator in order to ensure that information of Progression Agreements is utilised by all advisors within the network as and when appropriate.
 - IAG and Transition Officers, operating as part of student services within the colleges and HEIs will engage in development work with the existing HE guidance network and establish internal referral networks between other guidance delivery wherever this occurs i.e. admission tutors, student recruitment, and outreach and access development activities.
2. Carry out a coordinated audit of existing IAG provision within CoVEs, colleges and work-based learning providers of the opportunities for work-based learners and vocational learners to access IAG.
3. Identify and meet the specific needs of vocational and work-based learners through the development of:
 - appropriate information, advice and guidance prior to entry into HE;
 - transition support to learners with specific emphasis on the first year experience;
 - continued support for the development of learners' career management and employability skills throughout their study and in their transition to employment or further study including from HE in FE programmes and across the Network;
 - liaison with local guidance services for graduates.
4. Develop and implement systems and processes for the delivery of IAG and transition support to vocational and work based learners. This will include:
 - Access to IAG through a variety of methods including face to face individual

- appointments, a remote e-guidance and telephone guidance service, and web based information.
- The development and implementation of systems to provide support for the preparation of Individualised Learning Plans (ILPs) for the target groups and the integration of ILPs with university/HE based PDP systems.
5. Develop a tracking system for encouraging participation in HE at different levels of learning and inviting learner engagement and re-engagement along the progression pathways.
- This will initially involve developing a pilot programme for tracking an identified cohort of existing learners through FE and into HE both in FECs and in local HEIS. The pilot will build on the existing experience and expertise of institutions in managing SI systems for identifying learners and work to establish a system that will be disseminated across all elements of the Network and will be embedded and maintained beyond the life of SYLLN.
 - A Special Interest Group involving a range of stakeholders including those managing Enquiry Management and Student Information systems in the institutions, marketing and registry personnel, will be tasked to develop a common framework for using individual learner identities to keep in touch with learners during and after their relevant FE-HE learning experience and include anticipatory interventions to influence future decisions on progression and career/professional development.
 - The pilot will develop a template identifying appropriate points along a learner's journey into and through HE for maintaining contact and be constructed in the context of introducing information about the developing progression agreements, entitlements and transition support arrangements. The pilot will be both institutional and student facing in that any computer software utilised (e.g. Razorsedge) will be associated with more individualised contact with the learners.
 - Protocol will be developed with Network partners to identify institutional roles and responsibilities for maintaining contact with identified cohorts of learners and ensuring cross- Network information and advice is available to all individuals.
6. Development of a web-based Virtual Learning Environment (VLE) for use by the identified 'Community of Learners' as appropriate which will enable access to:
- pooled resources from existing IAG databases and partner websites to provide a central point of information;
 - regularly updated information on progression routes, Progression Agreements, new programmes and learning support opportunities;
 - information on progression entitlements as detailed in Aim 2 as these develop e.g. visits in to HEIs, master-classes, summer schools, UCAS application briefings and other special events;
 - a mentoring scheme with mentoring training workshops for both mentors (sector specific wherever possible) and mentees.
 - IAG and Transition Officers will use the VLE to check on the current status of learners and to see if further help is required.
7. Using the website as a key point of contact and building on the work of the employer engagement strand, produce materials which provide information to potential learners about graduate employment opportunities in the sectors and raises employers' awareness of the learning opportunities and CPD available to their staff.
- This will include the development of a range of case studies illustrating successful progression to HE and into and through employment accessed lifelong learning
 - This will be integrated into the overall communications and marketing strategy for the network.

8. Deliver a programme of staff development, training and communication across the Network to include training officers based in local businesses linked to SYLLN through CoVEs, training providers and employer groups.
 - This will provide an opportunity for widening the guidance network and develop links with existing networks including college-based 'monitors' and accredited workplace learning advocates.

Outcomes

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| 1 | Evidence of the development and establishment of a coordinated IAG strategy across the network, referencing and adding value to existing provision. |
| 2 | 6,000 learners enabled to access specific vocational IAG and transition support via face to face, email and web-based media. |
| 3 | Evidence of a range of materials developed and distributed appropriately to the identified target group with evaluation of impact. |
| 4 | Evidence of a range of materials developed with employers and work-force representatives identifying progression and employment opportunities in the occupational sectors. |
| 5 | Evidence of the development of a VLE and its use by target learners. Evaluation of its effectiveness has been carried out. |
| 6 | An established system for tracking learners and supporting engagement and re-engagement is in place. |
| 7 | An established procedure for the use of ILPs/PDPs is in place. |
| 8 | Evidence of a number of staff development activities with teachers, trainers, advisors to influence the culture of progression to HE by vocational and work-based learners. |

4. Governance and Management

The governance and management arrangements for the SYLLN have been designed to enable partners to work together in an effective and flexible way in order to deliver the aims, objectives and outcomes of this plan.

The structure is designed to provide inclusive governance at the strategic level, combined with an operational structure that can give both direction to the day-to-day work of the network and support the strategic decision-making of the Board. A Strategic Management Board, made up of senior representation of HE-FE institutions will be established to take strategic responsibility for the work of the Network and ensure institutional responsibility for implementing and managing HEFCE policy and funding. The development of a wider stakeholder group, reporting to the Board, will ensure that these partners are given a formal role in influencing the work of SYLLN.

Strategic Management Board

This will be the senior body of the network, responsible for the formulation of policy and approval of strategy.

- This group will be chaired by a constituent Pro-Vice Chancellor of one of the HEIs and include representation at Pro-Vice Chancellor level by both Universities and Principals or Assistant Principals of the 10 FE colleges involved in the network.
- Representation from the senior management of South Yorkshire LSC, a representative of Yorkshire Forward (Regional Development Agency), a representative from the LEAs of the four boroughs of South Yorkshire, and the Yorkshire Regional Officer for the Sector Skills Development Agency will be invited to attend. An invitation will be extended to a HEFCE representative to act as an observer.
- The Board will have executive powers, be accountable for, and give strategic direction to SYLLN, taking decisions in response to HEFCE policy for the development of Additional Student Numbers and new curriculum in the context of the strategic direction of individual institutions.
- The Board will be responsible for the approval of SYLLN developments and activity, including ratifying formally developed Progression Agreements and new curriculum, and ensuring developments are appropriate (e.g. meet QAA regulations).
- The Board will meet on a quarterly basis, receiving update reports on each of the operational aims of the network and financial reports for monitoring progress, taking accountability for the financial strategy of the network.
- The Board will approve arrangements for the sustainability of activity beyond the life of the Network.
- The Board will take responsibility for SYLLN relationships with external stakeholders and ensuring articulation with other sub-regional activity as appropriate.

Stakeholder Forum

In order to ensure that representatives of key stakeholders will have a formal role to play in SYLLN, a Stakeholder Forum will be developed.

- The Forum will be made up of representatives from CoVEs, employers, training providers, Sector Skills Councils, FDF, LSC sector brokers, LEA 14-19 officers, Connexions/CEG representative, and the Co-ordinators of SYLLN. In addition, representatives from bordering LLNs, SY Aimhigher, and other associate HEIs with an interest in the Network, will be invited to participate. (It will be investigated if it is appropriate to have a trade union representative to act as the voice of the employee-trainee in the Network and for student representation at this level)

- The Forum will receive reports from the SYLLN Director and will report to the Board on the activities of the Sector Working Groups including the development of Progression Agreements, progression entitlements, curriculum, IAG and cross-border issues.
- The Forum will assist the Board in identifying sustainable initiatives and directing partners towards sustainability of activity beyond the life of SYLLN.
- The Forum, chaired by a senior representative from HE or FE (PVC/Principal), will meet three times a year.
- Three Sector Working Groups will be established which will report to the Stakeholder Forum. These groups will be made up of representatives from employers, sector groups and HE/FE providers including learner representation. The purpose of these groups will be to provide a forum for discussion and activity on issues such as curriculum, flexible delivery, information needs, and staff development specific to that occupational sector.
- The Forum will be responsible for the development of Special Interest Groups. It is envisaged that these groups will be active working groups with time-limited, specific cross-cutting tasks that support elements of the action plan, such as the development of the Progression Agreements, entitlements, lifelong learning, quality assurance and new curriculum. They will draw on expertise from across and within the partnership and the sector working groups.

Operational Management

An Operational Management Group, chaired by the Executive Director, will be established to oversee the implementation of the business plan and direct the work of the co-ordinators and officers. The following representative arrangements are proposed:

- One representative from each of the sub-region's two universities.
- One representative from each of the sub-region's colleges, including the two colleges within the sub-region's 'travel to study' area.
- A representative from each of the CoVEs participating in the network.

It is envisaged that representation on the Operational Management Group will be at a level that can advise and take responsibility for the implementation of network activities within the network partners.

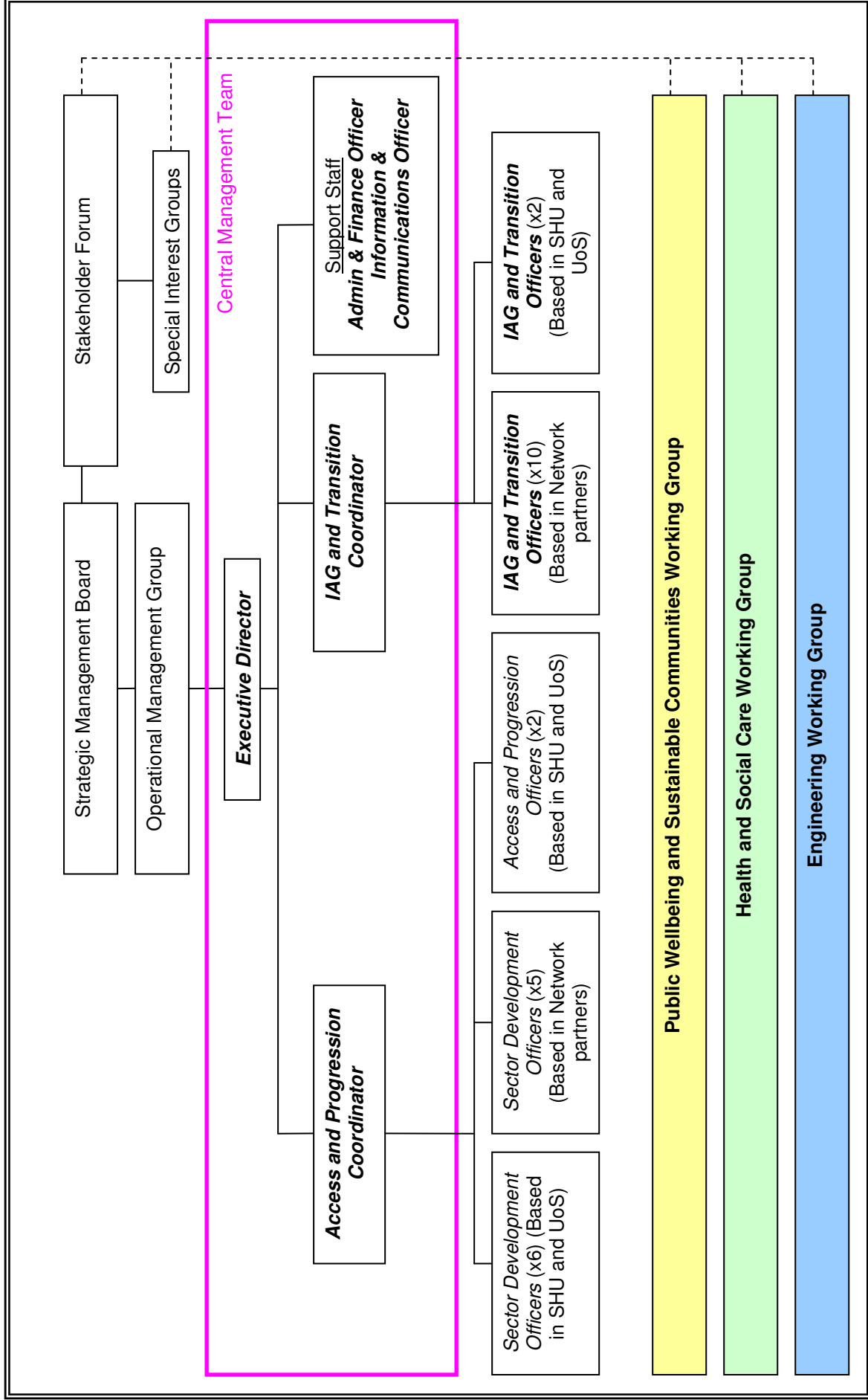
The day-to-day management of SYLLN will be the responsibility of a central management team. Led by the Executive Director, the team will comprise of 2 co-ordinators to take on the operational management and development of the networks aims, and 2 support staff to manage the administrative, financial and communications functions of the network. The proposed organisational structure is provided on page 34.

The Executive Director will be responsible for the management, development and delivery of the planned activities, collaboration with stakeholders, and the development of the future strategy and sustainability of the SYLLN, including exploring other funding sources. This management team will be located at Sheffield Hallam University (SHU).

In addition to the management team, further staffing will be appointed within the networks partner organisations to take forward the development of the SYLLN's objectives. This includes:

- 2 (2fte) IAG and Transition Officers (one in each of the HEIs)
- 10 (7fte) IAG and Transition Officers (one in each of the FECs)
- 6 (5fte) Sector Development Officers (3 in each of the HEIs)
- 5 (4fte) Sector Development Officers (based in the CoVEs) to progress the employer engagement strategy within each of the sectors identified.
- 2 (1fte) Vocational Access and Progression Officers based in Admission Departments of the HEIs

A summary of the roles and responsibilities of the network team is provided in Appendix 3. This also indicates the sustainability plans for each of these posts after the SYLLN funding period.



5. Implementation, Monitoring and Evaluation

The implementation of this business plan will take place in 2 phases. The initial development phase, lasting 6 months from approval of funding, will focus on the following activities:

- Recruitment of the central management team.
- Establishment of the Strategic Board, Stakeholder Forum and Operational Management Group, including membership, terms of reference and reporting arrangements.
- Establishing of baseline figures for the number of vocational learners in the region and their progression into HE.
- Creating a clear map of current routes into HE within the engineering, health and social care, and public wellbeing sectors.
- Carry out an audit of current IAG provision for vocational learners in the sub-region.
- Formation of the Sector Working Groups, including clear terms of reference and membership.
- Accommodation arrangements for the central management team.
- Initial information sharing and communications work, including the development of a launch event, newsletter and website for the SYLLN.
- Development of a detailed delivery plan, including plans for sustainability, and refining the implementation stage of the business plan.
- Establishing a monitoring and evaluation framework for measuring progress towards targets for the activities of the network.
- Further definition of the roles of the IAG and Transition Officers and Sector Development Officers and initiating recruitment.

An implementation phase, following on from the activities of the development phase will begin six months after the approval of funding. The details of the implementation phase will be further refined during the first six months of the SYLLN, but it is expected to include the following milestones:

| Aims | Year 1 | Year 2 | Year 3 |
|---------------------|---|---|--|
| Network Development | <ul style="list-style-type: none"> • Formal partnership processes are in place and running smoothly. • A Marketing and Communications Strategy for the Network has been finalised and is being implemented. • All Network based posts have been recruited. • An evaluation on the first year of SYLLN has been completed. | <ul style="list-style-type: none"> • Analysis has been undertaken on whether to extend the work of SYLLN to further sectors. • Communication materials have been produced for use by the Network. • Systems are in place for monitoring the number of vocational and work-based learners accessing HE in order to inform SYLLN plans and monitor targets. • An evaluation on the first 2 years of | <ul style="list-style-type: none"> • Agreement has been reached for sustaining the partnership beyond the SYLLN funding period. • An evaluation of the impact and added value of SYLLN has been completed with clear recommendations on future strategy for the network. • Exit management plans have been finalised and are being implemented. |

| | | | |
|-------------------------------|--|---|---|
| | | <p>SYLLN has been completed.</p> <ul style="list-style-type: none"> An exit management plan has been initiated. | |
| Learner Progression Framework | <ul style="list-style-type: none"> A template for the development of Progression Agreements has been established. Existing Progression Agreements have been taken through the formal ratification process and published and adopted Network-wide Work is underway for the development of Progression Agreements within each sector, initially at Undergraduate level. At least 1 staff development session within each sector has taken place. | <ul style="list-style-type: none"> A minimum of 8 Progression Agreements have been ratified and publicised and adopted Network-wide Learner consultations have taken place in order to establish clear progression entitlements. Progression entitlements have been defined and are being delivered within the priority sectors. Work is underway for mapping postgraduate/post professional provision to the Agreements developed. At least 2 staff development session within each sector has taken place. | <ul style="list-style-type: none"> A minimum of 10 further Progression Agreements have been ratified and publicised and adopted Network-wide All Progression Agreements have been reviewed and revised to include postgraduate/post professional levels. A further 2 staff development session within each sector has taken place. A clear local credit framework has been established within the priority sectors. An evaluation of the model for developing Progression Agreements has been undertaken, with clear recommendations for application in other sectors. |
| Employer Engagement | <ul style="list-style-type: none"> Sector Development Officers are working with SSCs, CoVEs and at least 12 employers to identify employer needs and gaps in current provision. At least 1 Fd has been developed for student intake in year 2. Current HE provision has been identified for | <ul style="list-style-type: none"> A further 2 - 3 Fds have been developed for student intake in year 3. Research and piloting of blended/e-learning modules has taken place. At least 2 joint staff development sessions with employers and education providers have taken place. | <ul style="list-style-type: none"> A further 1 - 2 Fds have been developed for student intake beyond the SYLLN funding period. A further 4 joint staff development sessions with employers and education providers have taken place. An evaluation of the employer engagement process has been |

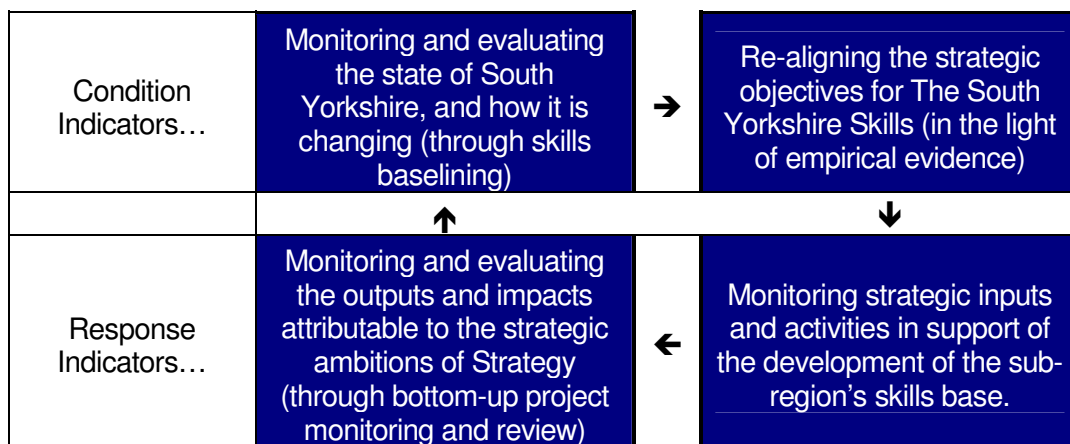
| | | | |
|----------------------------|--|---|---|
| | adaptation. | <ul style="list-style-type: none"> • Feasibility study on the employer/education provider exchange programmes has taken place. • A further 18 employers have been meaningfully engaged in the work of the network. | <p>undertaken, with clear recommendations for sustaining and building on the model in other sectors.</p> <ul style="list-style-type: none"> • Employer/Education provider exchanges have taken place and their benefit evaluated. |
| IAG and Transition Support | <ul style="list-style-type: none"> • The Impact model of IAG provision has been established with contact being made by vocational learners currently studying at Level 3. • The VLE for the IAG network has been established and is being utilised by advisers in the network. • Through the Sector Development Officers, contact with employers has been initiated in order to understand employer IAG needs. • At least 2 staff development sessions for IAG staff in the network have taken place. • A system for tracking learners accessing SYLLN programmes is being developed. | <ul style="list-style-type: none"> • Contact sessions for vocational learners are underway. • Protocols for contacting work-based learners have been established through training providers/employers. • A system for tracking learners accessing SYLLN programmes has been developed and is being utilised by network IAG staff. • A further 2 staff development sessions for IAG staff in the network has taken place. • The format for ILPs has been established and is being used in IAG contact sessions. | <ul style="list-style-type: none"> • The SYLLN IAG website is seen as a key source of information for potential learners wishing to access higher level skills training. • ILPs have been integrated with HE based PDP systems in order to facilitate transition. • Further staff development sessions have taken place and plans are in place to sustain the continued development of IAG staff within the network. • The learner tracking system is being used to make contact with learners after their initial HE engagement. • An evaluation of SYLLNs IAG activities has taken place, including recommendations for embedding the model within existing IAG provision. |

Monitoring and Evaluation

This plan represents a new approach to workforce development for higher level skills to the sub-region in a bold and proactive manner. However, the challenges faced are significant and during the course of delivering SYLLN's mission the environmental context may well change. In order to respond to these shifting priorities, to demonstrate progress and to champion successes, it is essential that the delivery and implementation is underpinned with a rigorous monitoring and evaluation framework, which is able to provide real-time and retrospective intelligence on the shifting strategic context and on the differences that the LLN is making.

In order to meet the above requirements, the monitoring and evaluation framework will need two sections. The first will be a top-down component that will monitor the changing state of conditions in South Yorkshire and that will require the use of condition indicators. The second component will be bottom-up, and will enable strategic activities, outputs, and impacts to be assessed using appropriate response indicators.

When taken together, the two components should provide a clear and robust insight into the LLN's efficiency and effectiveness in bringing about desired cultural changes.



The use and development of the approach will also be iterative. Over time, as operating evidence and experience grows, the monitoring and evaluation framework will guide partners in identifying those activities which are more effective and efficient than others, and allowing operational priorities to be reshaped accordingly.

It is envisaged that further clarification of this monitoring and evaluation framework will be developed during the first six months of SYLLN. It is planned that comprehensive evaluations will be completed at the end of each year of SYLLN funding in order to inform the future plans and provide examples of good practice that can be replicated within the network.

The implementation of the business plan will include robust mechanisms for reporting activities and outcomes on a regular basis. The activities under each of the aims will have clear and measurable targets associated with them at the start of the implementation phase. During the development phase the information requirements and reporting mechanisms will be determined. At a minimum, reports will be both quantitative and qualitative in nature in order to establish whether the aims of the SYLLN are being met. Under and over achievement will be reviewed and action taken to address issues where appropriate.

Appropriate and robust data will be essential for ensuring the success of any monitoring and evaluation framework. The SYLLN will collect data from UCAS, partner institutions, and

stakeholder organisations, as well as from current and potential learners in order to evaluate the impact of the SYLLN's activities. The network will also utilise the expertise within partner organisations in order to evaluate particular strands of work.

In terms of the dissemination of lessons and good practice, the network will use appropriate forums and routes at a regional and national level to make this information available. The network's website and planned newsletter will be essential for disseminating this information at a sub-regional level.

Key Performance Indicators

A number of key performance indicators, linked to each of the aims of the network, will be built into the monitoring and evaluation framework. These indicators will be both qualitative and quantitative in order to measure the progress and achievement for reporting to a range of stakeholders and the Strategic Management Board.

| Aim | Performance Measure | Year 1 | Year 2 | Year 3 | Total |
|-----|---|--------|--------|--------|-------|
| 1 | • High Attendance at Stakeholder Forum and Operational Management Group. | 85% | 85% | 85% | 85% |
| | • High levels of satisfaction measured as part of annual evaluation (indicators to be defined but increases expected over the 3 year period). | tbc | tbc | tbc | tbc |
| 2 | • New Progression Agreements developed and ratified. | 0 | 8 | 10 | 18 |
| | • Number of learners engaged with the work of SYLLN. | 300 | 800 | 1,200 | 2,300 |
| | • % increase in progression to existing HE within the sub-region. | 0% | 2% | 3% | 5% |
| 3 | • Number of employers meaningfully engaged in the work of SYLLN. | 12 | 18 | 0 | 30 |
| | • Number of Fds developed. | 1 | 2 | 1 | 4 |
| | • Number of learners accessing new or adapted HE provision. | 20 | 60 | 70 | 150 |
| 4 | • Number of learners benefiting from IAG interventions and activities. | 500 | 2,500 | 3,000 | 6,000 |

6. The Network

The SYLLN is made up of the following:

HE and FE institutions

- Sheffield Hallam University (lead partner)
- University of Sheffield
- Barnsley College
- Dearne Valley College
- Doncaster College
- Longley Park Sixth Form College
- Northern College
- Rotherham College of Arts and Technology
- Thomas Rotherham Sixth Form College
- The Sheffield College

Other Network Partners

- Yorkshire Training Partnership
- South Yorkshire Chambers of Commerce
- CoVE Representatives
- The Open University

In addition, there will be representation from colleges in the South Yorkshire 'travel to study area'. It is already the case that substantial numbers of learners from these colleges travel to South Yorkshire to access HE and this progression should continue to be facilitated so as not to disadvantage these learners.

- Chesterfield College
- North Nottinghamshire College

Other stakeholders already involved in the network and consulted in the formulation of this plan include:

- South Yorkshire LSC
- South Yorkshire Aimhigher
- South Yorkshire Chambers of Commerce
- Business Link South Yorkshire
- Yorkshire Forward (Regional Development Agency)
- Regional Skills Partnership
- Foundation Degree Forward
- Engineering Employers Federation (EEF)
- Workers' Education Association
- NHS Strategic Health Authority
- VC Train
- SEMTA
- Skills for Health
- Skills for Care
- Skills Active
- Local Learning Partnerships
- Local LEAs
- Neighbouring LLN Representatives
- Local Student Representatives
- CETL Managers
- Connexions

- Adult Guidance Providers

Role of the Lead Partner

Sheffield Hallam University (SHU) will act as lead institution for the Network and will be the accountable body. The SYLLN will be managed by the Executive Director, who will be an employee of SHU and will act in accordance with the institutions procedures.

Cross-boundary Issues

SYLLN partners have strong relationships outside as well as inside the South Yorkshire area. Of particular importance is the issue of 'travel to study' for learners outside the sub-region, specifically those located in North Nottinghamshire and North Derbyshire.

The involvement of both Chesterfield and North Nottinghamshire colleges in SYLLN is important not only for the recruiting HE providers but also for ensuring the learner and their needs are central to the Network. Previous activity undertaken through the SHU Associate College Network and the Building Pathways Project has demonstrated the advantages of having articulated progression pathways that facilitate mobility and opportunities for learners. SYLLN activities, such as a localised CATs framework and progression entitlements, will therefore extend to these FECs. Doncaster College is a partner in the Humberside LLN. The travel to study issue and the extending role of the college as an HE provider will be important for learners and SYLLN will work to ensure local learners have equal access to all South Yorkshire provision. The role of each of these partners in neighbouring LLNs is recognised and no duplication of resources will occur. This will be formally agreed in the approved Memorandum of Collaboration.

University Centre Barnsley (University of Huddersfield) will be an associate member of SYLLN in the first instance, working towards full membership as its HE offer and SYLLN develops. Central to this relationship will be the learner and how activities and developments of SYLLN are of relevance to their progression. University Centre managers will be invited to participate in the SYLLN Operational Management Group. Any developing links the University of Huddersfield has with a West Yorkshire LLN or indeed the University Centre Oldham and its role in the GMSA will be responded to as appropriate.

7. Finance and Sustainability

Funding and Budgets

It is envisaged that funding for SYLLN will come from two sources – HEFCE’s Strategic Development Fund and the resources of partners within the Network. This mix is important as it makes use of HEFCE funding to create short-term development capacity whilst signalling the intention of the network to ensure the long-term sustainability of activities within mainstream funding. In addition, SYLLN will take the opportunity to seek support for specific projects and initiatives developed in line with the business plan from other sources.

Overall, the total project costs for the period August 2006 – July 2009 is £3,146,208 with a further £270,441 from the resources of partners in the Network. A summary of the proposed budget for SYLLN and profile of funding contributions is shown below and a further detailed financial plan is contained in Appendix 4.

| | 2006/07 | 2007/08 | 2008/09 | Total |
|-------------------|-----------------|-------------------|-------------------|-------------------|
| Staff Costs | £489,470 | £849,907 | £882,037 | £2,221,413 |
| Partnership Costs | £109,030 | £124,030 | £104,030 | £337,090 |
| Overhead Costs | £122,860 | £148,985 | £152,701 | £424,546 |
| Delivery Costs | £123,600 | £144,100 | £165,900 | £433,600 |
| Total | £844,960 | £1,267,022 | £1,304,668 | £3,416,649 |

| | | | | |
|-----------------------------|-----------------|-------------------|-------------------|-------------------|
| <i>HEFCE Contribution</i> | <i>£792,460</i> | <i>£1,159,397</i> | <i>£1,194,352</i> | <i>£3,146,208</i> |
| <i>Partner Contribution</i> | <i>£52,500</i> | <i>£107,625</i> | <i>£110,316</i> | <i>£270,441</i> |

Additional Student Numbers

A small number of ASNs are being requested by the Network in order to support the development of new Fds and the expected additional demand stimulated by SYLLN activities. These ASNs break down as follows:

| Level | Mode | Price Group | 2007-08 | 2008-09 |
|--------------|----------------------|-------------|--------------|---------------|
| Foundation | Part-time (0.5 fte) | C | 4 | 10 |
| Foundation | Part-time (0.5 fte) | C/D | 7.5 | 17 |
| Foundation | Part-time (0.5 fte) | B | 3.5 | 9.5 |
| Foundation | Part-time (0.67 fte) | C | 8.04 | 16.08 |
| Foundation | Full-time | C/D | 30 | 55 |
| TOTAL | | | 53.04 | 107.58 |

Financial Management Arrangements

As lead partner for the network, all of the finances relating to the operations of SYLLN will be accounted for through the Finance Department at SHU. SHU will be responsible for the preparation of quarterly accounts, which will be presented as a standard agenda item at both the Operational Management Group and Board meetings. It will be the responsibility of the Executive Director to disclose any significant risks or issues relating to the SYLLN's finances to these groups.

Sustainability

The outcomes of the activities set out in this business plan are designed to bring about lasting changes to the culture and infrastructure of FE/HE in the sub-region. It is envisaged that the SYLLN will be able to demonstrate the following benefits to continued institutional involvement in the activities of the network and therefore sustainability:

- Increased awareness and role models for vocational learners, leading to new demand from learners not previously engaged in HE. This would lead to an overall growth in participation across the region and a mainstreaming of the funding they would bring.
- More efficient and effective partnership working relationships within the sub-region.
- Sustained links with employers and the business community through the emerging Skills Brokerage initiatives, Business Link and employer led forums.
- Opportunities to attract additional funds from a range of other funding sources such as ESF, Regional Skills partnership etc.
- Contributing to institutional strategies for widening participation and meeting Access Agreement commitments.
- Provide a new model for curriculum development with employer engagement embedded within it.
- Increasing the profile of FE/HE with business in the sub-region, therefore providing opportunities for further collaborations and knowledge transfer.

The first aim of the SYLLN, to transform the supply of HE provision, institutional cultures, processes and procedures, highlights the priority the network gives to bringing about change that will last beyond the 'funding' period of the network. These institutional changes are key to the success of achieving both increased numbers of vocational and work-based learners accessing HE and better employer engagement, in order to sustain activities beyond the funding period.

It is envisaged that beyond the initial funding period, the costs of maintaining the work of the SYLLN will be managed as follows:

- The majority of the posts within the Core Management Team and the Network based Access and Progression Officers will no longer be needed once the activities contained within this plan are completed. Much of the work of these posts is to develop and embed changed processes and procedures that can then be replicated across other occupational sectors. In addition, they will develop a partnership of providers that is self-sustaining in the benefits it brings to its members.
- It has been identified that 2 central posts will be needed in order to (a) support the partnership, (b) continue engagement with stakeholders, (c) maintain communication mechanisms and information produced by the network. The approximate cost of maintaining this central support is estimated at c. £120,000 per annum. It is envisaged that these posts will be located within one of the HEIs, as a sub-regional resource, and funding will be agreed between the partner institutions in the Network as the benefits of SYLLN activities are evidenced within institutions.

- The IAG and Transition and Sector Development Officer roles based in the Network will become embedded into institutional practice. It is envisaged that the IAG and Sector development roles will provide a model for future developments that FECs will fund from other sources and either mainstream the function of the roles in existing staffing or create new job roles that will continue this model of working. These posts are seen as important in terms of attracting non-traditional adult learners to HE, improving employer engagement and enhancing adult IAG capacity. In response to the new FE White Paper and the national and regional Skills Strategy it is recognised that FECs will have an increasing role to play in engaging employers in the curriculum. Over the next 2 years an additional 30% of LSC 19+ funding is being targeted for Train to Gain activity. This means more development, liaison and structured engagement of employers, and SYLLN will provide a model for good practice that can be mainstreamed.

Example of Sustaining Activity

South Yorkshire has had ESF Objective 1 funding for the last five years and educational institutions have been awarded funding for a variety of activities in order to improve achievement and participation of young people and adults.

All the South Yorkshire Colleges, except Northern College, have received approximately £4M from Objective 1 since 2002 for post-16 enhancement through Measure 12 and currently Measure 11 criteria. A bulk of this funding has supported additional staff in colleges relating to students support e.g. Learning Mentors, Study Advisors, Tutorial Officers & Progression Advisers. An individual college may have recruited up to 8 additional staff over the period to support students. In 2006 many of these posts have been mainstreamed and are now permanently funded through LSC funding allocation. Across the Colleges approximately 40-50 staff have become permanent as a result of the initial funding and these have had a recognised impact on recruitment, retention and achievement of 16-18 year olds.

- The Network based roles outlined in this plan have purposely been distributed amongst all partners in the network in order to limit reliance on any one institution at the end of the funding period and increase the likelihood of roles being embedded within institutions as the benefits from the work of SYLLN activities is seen.

8. Risk Management

A full risk assessment, following HEFCE guidelines, has been carried out in relation to the objectives within this business plan. It is envisaged that during the development phase these risks will be further clarified in order to ensure robust risk management processes can be implemented and risks reported on by the Executive Director.

| Description of risk | Risk Assessment (Probability/ Impact) | Risk Reduction Actions | Responsibility |
|---|--|--|---|
| Failure to stimulate adequate demand from vocational learners, particularly in less popular (Engineering) or less defined (Public Wellbeing) sector areas. | Medium/High | <ul style="list-style-type: none"> IAG and Employee engagement activities will be particularly focussed on these sector areas in order to ensure that demand is stimulated. In the case of Engineering, SYLLN will work closely with the CoVE in publicising and encouraging progression to HE in the sector. In the case of Public Wellbeing, SYLLN will identify and work closely with a range of employers to encourage participation of work based learners in existing HE and to understand the needs of employers in the development of new HE provision. | Access and Progression Coordinator/ IAG and Transition Coordinator/Executive Director |
| Failure to reach agreement between partners on progression and credit framework agreements, in particular if partners cannot agree on the standards of achievement in vocational programmes or professional body pre-requisites poses an immovable barrier. | Medium/High | <ul style="list-style-type: none"> In the development of these agreements, the most contentious pathways/areas will be identified in order to prioritise resources in these areas. Special Interest Groups will be tasked with focusing on priority areas and will be given specific timescales and deliverables to work to in the development of agreements. Ratification of any agreements developed will be through the Board. The representation of senior personnel from the network on this body will help to ensure institutional commitment to the implementation of agreements. Through employer organisations, work will be undertaken with professional bodies. | Access and Progression Coordinator |
| Failure to engage employers in the | Medium/High | <ul style="list-style-type: none"> Sector Development Officers will be tasked with ensuring | Access and |

| | | | |
|--|----------------------|---|---|
| <p>work of the Network, in particular in the engineering sector where many employers are SME/Micro employers or in the Health sector where NHS internal changes may make the work of the Network less of a priority.</p> | | <p>that adequate communication is undertaken with employers within these sectors in order to stimulate demand.</p> <ul style="list-style-type: none"> Representation from employers within these sectors will be encouraged at all levels of SYLLN through existing links with CoVEs and Sector Skills Councils. | <p>Progression Coordinator/Executive Director</p> |
| <p>Loss or inability to contribute of one or more partner in the network.</p> | <p>Medium/Medium</p> | <ul style="list-style-type: none"> The Memorandum of Collaboration will seek to establish the responsibilities of partners in the Network and ensure that measures are in place should a partner be unable to contribute. Responsibility for the development of activities will be spread across partners in the Network in order to minimise the impact of the loss of a partner. | <p>Executive Director</p> |
| <p>Failure to develop bridging programmes and modules that can be sustained through other funding</p> | <p>Medium/Medium</p> | <ul style="list-style-type: none"> LSC involvement in the Network and working groups will help mitigate the likelihood of this risk occurring. Discussions will take place at an early stage over the funding of any bridging programmes or modules developed. | <p>Executive Director</p> |
| <p>Failure to recruit and retain suitable staff within the timeframe.</p> | <p>Low/High</p> | <ul style="list-style-type: none"> The recruitment of key staff will be prioritised during the development phase of implementation. Secondments from within partner institutions will be sought to bring in staff with relevant expertise and facilitate speedy recruitment. Succession planning and plans to ensure work can be covered will be implemented by the Executive Director to minimise the impact of the loss of any staff member. | <p>Chair of the Board/Executive Director</p> |
| <p>Failure to recruit students to the new Fds developed due to the new fee regime.</p> | <p>Low/Medium</p> | <ul style="list-style-type: none"> The environment and impact of the introduction of fees will be closely monitored by SYLLN. As new Fds are developed, arrangements for bursaries and fee remission at the Institutions involved will ensure support for widening participation students. | <p>Executive Director</p> |

Appendices

1. Summary of findings from research conducted in the three pilot sectors:
 - a. Wellbeing and Sustainable Communities
 - b. Engineering
 - c. Health and Social Care
2. SYLLN and Aimhigher Complementary Activities
3. Roles and Responsibilities of the SYLLN Team
4. Detailed Financial Plan

Appendix 1a

Well Being and Sustainable Communities

1. Context

In discussion with partners we have identified the need to improve and strengthen the take up of higher education with a broad theme of Well Being and Sustainable Communities. The notion of Well Being and Sustainable Communities are recent concepts within society but have significant social and economic potential for HEIs and vocational education delivery in South Yorkshire.

The LLN has pulled together education programmes associated with current and emerging employment opportunities and have identified the areas that will need new curriculum requirements and clearer pathways for educational progression. They are sport (particularly active lifestyles), regeneration and sustainable community development. These are growth sectors as studies by the Sport Industry Research Centre at Sheffield Hallam University consistently show. For instance, sport related activity constitutes 1.5% of GDP and 2% of all employment which equates to approximately 500,000 jobs in the UK. These figures take on more significance when compared to other sectors such as agriculture/forestry and transport equipment manufacturing (cars, trains & aircraft engines) which make up 1% and 0.5% of GDP respectively.

The rate of economic growth for sport is faster than for the economy as a whole. In South Yorkshire, sport is even more significant within the sub regional economy, responsible for 3% of GDP (twice national average) partially as a result of the decision of Sheffield to use sport as a tool for regeneration and reinventing the City following the collapse of the traditional economy in the 1980s.

Value-Added from Sport-Related Economic Activity in Sheffield Actual and Predicted Figures

| | Value Added (£m actual) | % | Value Added (Predicted) | (£m)% |
|-----------------------------|-------------------------|-------|-------------------------|-------|
| Commercial Sport | 66.7 | 40.26 | 18.8 | 21.82 |
| Commercial Non-Sport | 89.9 | 54.29 | 46.1 | 53.49 |
| Voluntary | 2.9 | 1.75 | 13.3 | 15.49 |
| Local Government | 6.0 | 3.64 | 7.6 | 8.85 |
| Central Government | 0.097 | 0.06 | 0.3 | 0.35 |
| Total Value Added | 165.6 | 100.0 | 86.1 | 100.0 |

Overall, value added from sport-related economic activity in Sheffield is nearly twice as high as would be predicted from national estimates. Translating this into employment figures results in an estimated 3,600 FTE jobs in sport-related economic activity in Sheffield.

Well Being and in particular sport (and everything it constitutes), is a mainly vocationally orientated area of study which has proved consistently popular amongst students during the last twenty years. This demand has led to a significant growth in the supply of the number of student places available to study, and also in the number of disciplines and courses in which it is possible to study.

The Government has revised their approach to the public health and wellbeing agenda, moving the focus from the treatment of disease and social disadvantage to that of prevention through a user-engaged concept of service design and delivery that emphasises cross-agency collaboration. In similar ways they are also driving change with community development and the need to see a broader approach with an expectation of more local involvement to help secure sustainability.

Consequently, recent government policy and strategy publications in the Health & Wellbeing domain have been concerned with fostering a greater sense of responsibility within the public at large and also amongst all (mainly public sector) service providers. This has two main elements to it:

- the modernisation of sport, health and community services, with a greater emphasis on a holistic, multi disciplinary and empowering approach to the service user.
- the sensitisation of the population about, and the persuasion of people to engage in, behaviours and activities that constitute **active, healthy lifestyles**, and the use of personal and family discretionary spend and time on exercise and healthy diets.

Well Being and living an active lifestyle is a critically important area of public policy which the Government wishes to see seriously addressed in order to engender the population with an improved health status. To this end, an ambitious new strategy 'Health Work and Wellbeing – Caring for our Future' was launched in October 2005. This is a blueprint for change, putting a greater emphasis on healthcare providers, other stakeholders and employers working together to address health and wellbeing in every walk of life. As preventative measures are strengthened for all parties to improve health and wellbeing, this is likely to have a knock on effect – increasing the demand for people with the skills and abilities to help address these challenges.

The result of this combination of factors set out above means that Sport & Well Being is legitimately viewed as contributing to social and economic regeneration and there is a considerable demand for staff in all aspects of these fields. The demands of employees in these sectors require an ever more sophisticated approach with knowledge and skill application. The general operating environment and the requirements of "customers", whether they are commercial organisations or individual participants, are ever more exacting and discerning.

In recent years the respective education, health, community safety and economic policy drivers have been aligning the Well being agenda and sport with the broader outcomes/benefits it can provide to improve both the health as well as the economic well being of the community.

The diversity of the sector and its requirements also generate a demand for more specialised knowledge, skills and research. For instance, a facility manager designing and implementing a sophisticated marketing strategy to attract and retain customers has different education and skills needs of a sports technologist/engineer creating new lines of equipment or clothing for a commercial sports goods provider. Just as an exercise scientist using behavioural change theory to underpin a client centred approach in an exercise referral

scheme has against a project officer seeking to establish a multi-agency partnership to address levels of obesity arising from inactivity.

Clearly the “on the job” skill and knowledge requirements for each are varied, challenging and require insightful proven approaches specific to the task. The well being sector will require graduates with these types of abilities, just as employers will need to value the enhanced learning and higher skill levels of graduates and the improved capability they can bring to an organisation as a result of their University studies.

These demands also suggest that service providers adopt a client-centred approach, utilising flexible inter-agency practice and inter-professional learning.

The SYLLN could assist the Higher Education Institutions (HEIs) to anticipate and respond to the sector’s needs in fostering related knowledge and skills in graduates in order to enhance their future careers, and to enable the sector to achieve its full potential in contributing to many aspects of a modern society. In addition, the SYLLN could also consider the extraordinary opportunities that will be created for the Sport and Well Being sector as a result of mass participation arising from the inspiration of the London 2012 Olympics. An increased demand for learning opportunities at every level in health, sport and related wellbeing occupations can be anticipated, and there will be a need for the HEIs to have a coherent and flexible response.

Community Regeneration is similarly a broad term that covers a wide range of different occupations and activities. The primary focus for the LLN is with Neighbourhood Renewal, and Sustainable Communities. The sustainable communities’ agenda is also undergoing change with its curriculum driven by Government priorities for sustainable communities.

According to the Egan Review, ‘Skills for Sustainable Communities’ over one hundred different occupations are engaged with this agenda. Of these, Egan identifies a number of professions that have sustainable communities at the core of their work – built environment professionals, planners, policy makers and many community /voluntary sector organisations. A second group comprises of ‘associated occupations’ and includes workers from service providers who have a role in regeneration and renewal.

Many of those engaged in the sustainable community’s agenda will have professional qualifications which increasingly, may include elements from the regeneration curriculum such as community development. There is evidence to suggest that there are 6,000 Voluntary and Community Organisations in South Yorkshire, and as a result the number of volunteers or active citizens in the Region attached to groups is estimated at 300,000.

The Voluntary sector employs between 3 and 4% of the regional workforce. In terms of value added, investment in training and higher education opportunities for activists and workers is likely to have a high economic pay back .The Institute of Volunteering suggests that for every £1 spent by the public sector supporting VCOs it receives an economic pay back of £30. Rowntree research in the East Midlands in 1997 suggests a return of between £2 and £8 for every pound invested in volunteers by organisations.

There is no single Sector Skills Council covering community regeneration. Asset Skills includes housing and the built environment, Lifelong Learning UK, includes Community Development and service areas such as health and justice have their own councils.

Egan and Learning Curve (ODPM 2001) identified a range of generic skills, knowledge and behaviours that regeneration practitioners need to be effective. A similar list was identified by the Egan Review and includes:

- Strategic skills to establish the vision and priorities

- Organisational performance management
- Probity and stewardship of resources
- Listening skills
- Negotiating skills
- Consensus building, mediation and conflict management
- Communication skills
- Leadership skills
- Partnership working
- Problem solving
- Influence skills
- Facilitation skills
- Networking skills
- Management of people
- Valuing of diversity
- Working with the community
- Project management
- Risk assessment and management
- Finance and budgeting
- Research

2. Key Issues and Gaps

Although further work will be undertaken by the LLN, preliminary research suggests that improving vocational pathways in this broad theme will have significant local economic impact. From this analysis and discussions with partners and stakeholders, the following issues and gaps have been identified:

- Further research and analysis is needed on learner numbers and progression pathways in the sector, particularly from vocational routes, as only limited data is currently available.
- Skills Active are developing a Workforce Development Plan for South Yorkshire but this is unlikely to be completed in the near future. Once complete this should inform and influence the objectives of the SYLLN.
- There are currently limited employment and career progression opportunities within this sector. Education delivery needs to ensure that skills learnt are transferable and applicable for a broad range of employment and self employment opportunities.
- There is demand for foundation degrees in sport and well being (active lifestyle etc.) already identified through the CoVE and Skillsactive.
- Local people working in community and voluntary sector groups are less able to access qualifications that have direct relevance to the activity they undertake and the sector is a significant employer.
- There is a need for accelerated development for a foundation degree in community development with a focus on sustainable communities as identified in the Egan Review.
- Demand for high level short course provision appears high.
- There are new and emerging employment opportunities driven by a Government agenda for active lifestyles and more community engagement and sustainability.

- There is limited employer/business engagement with curriculum design and content.
- There is a need to strengthen and make more effective occupational guidance services.
- Research to understand the skill implications for the 2012 Olympics; particularly the specific needs and requirements for South Yorkshire.
- HE links with the Invest in Skills and Employer Training Programme are limited, and with new brokerage arrangements coming on stream in April 2006 there is an opportunity to rectify this problem.

3. Possible Projects and Developments for the SYLLN

In discussion with partners the main interventions for the SYLLN to address these issues and gaps in the sector are:

- An employer guide to qualifications and progression routes for vocational learning and workforce development.
- Interventions for higher level skills to support LSC Skills Brokerage arrangements and links to the new National Employer Training Programme – Train to Gain.
- A Foundation degree in Sport developed through the CoVE. The features would need to ensure that skills are transferable and allow for progression to a broader range of employment opportunities.
- Professional development for tutors and lecturers across the Well Being and Sustainable Communities theme.
- A promotional and marketing campaign to stimulate demand from employers for higher level knowledge and skills requirements (level 3 - 5).
- To fast track the preliminary development by the University of Sheffield for a Foundation degree in sustainable community development.
- Employer engagement and links to broader range of employment opportunities.
- Strengthen IAG – particularly vocational/employment advice.
- Develop and improve individual learning Plans and credit transfer.
- Use of technology to improve information and guidance services.

Appendix 1b Engineering

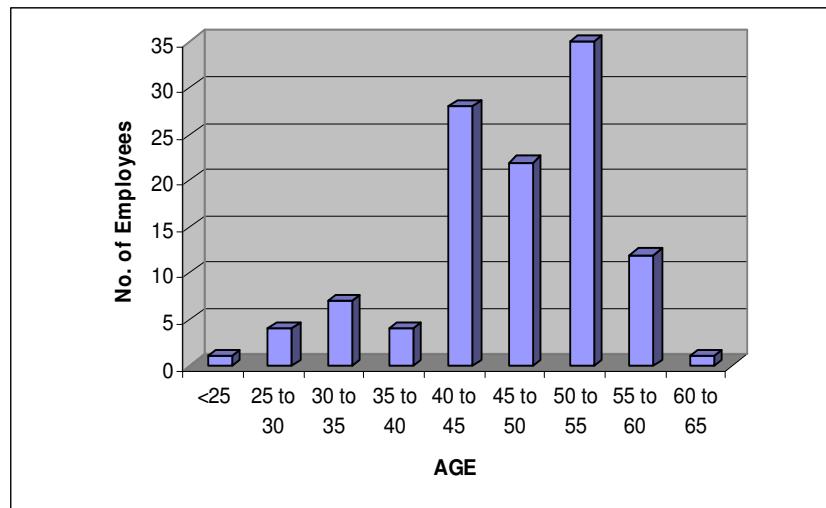
1. Context

The manufacturing and engineering sectors in South Yorkshire are currently facing a number of problems, the most serious of which include:

- an ageing workforce;
- a lack of adequate, up-to-date training equipment;
- a lack of capacity and flexibility of training provision;
- a poor image which makes them less attractive to young people choosing careers.

Some headlines from the sector (Source: SEMTA) include:

- The age profile of an average engineering company is weighted to the 40 – 60 age group. By 2010 is expected that over 17,000 manufacturing workers in the sub-region will have retired.



Age profile of an average South Yorkshire Engineering Company

- Almost a third of Manufacturing Employers in the sub-region currently believe that their work-force need more training.
- Current analysis reveals that students prefer to take up qualifications in other sectors as their perception of Engineering in South Yorkshire is of a declining industry.
- Currently 8% of people working in technology are leaving annually and there is a forecast 5% decline in numbers working in technology over the next 10 years.

It is envisaged that 32,000 new staff will need to be recruited each year for the next five years within the engineering/manufacturing sector in order to maintain the level of workforce as it stands. The majority of these new recruits will require qualifications at Level 3 and above in order to develop a flexible and dynamic workforce to ensure that UK companies can compete in a global market.

At current levels a third of these new recruits will be sponsored in some form, mainly by employers, to progress onto HE programmes. Of these, some 50% will require additional skills, training and education within three years of graduation in order to fulfil demand in areas other than their chosen sector. (Source SEMTA).

South Yorkshire Employers, responding to a survey carried out by Rotherham Chamber of Commerce in 2005, echoed these concerns and indicated that there was a need for other related skills and qualifications, in parallel to technical skills requirements. The most common requirements being: languages, business, finance and management at level 3 and above. There was also a call for lateral progression or transferable skills development to enhance current working practices across several sectors and to develop a more flexible workforce, for example, the training of a CNC Operator in CAD and IT.

The Advanced Manufacturing Park at Waverley on the Rotherham/Sheffield border has attracted both national and international organisations to re-locate to the sub-region. Boeing, The Welding Institute and Castings Technology International are now firmly embedded within the Park.

The four CoVE provider network partners (Barnsley College, Doncaster College, Rotherham College and Strategic Training Partnership (STP) together with associate partner, Sheffield College) have been developing how, by collaborative working, they can best address the needs of individuals and employers in the South Yorkshire region. However, a wider remit is required if the progression pathways to HE and lifelong learning are to be met. Working with other sectors, the SYLLN could assist organisations and HEIs to anticipate and respond to cross-sector needs in encouraging and nurturing a lifelong development strategy for individuals.

The CoVE provider network currently offers a range of programmes from pre-entry to level 5 along with vocational level 1, 2, 3 and 4 programmes. Progression routes are clearly defined with many full-time programmes offering specialist additional curriculum to suite employer requirements. The SYLLN could build on this existing provision in order to develop further progression routes for these learners into higher level skills and provide more flexibility to allow learners to develop transferable skills. This would help to fulfil opportunities for cross-sector progression; for example Sports Technology and equipment design has core parallels in skills needs with engineering

2. Key Issues and Gaps

Further work is needed by the LLN, but preliminary research suggests that improving the engagement with employers in curriculum design and content within this sector will have significant local economic impact. From this analysis and discussions with partners and stakeholders, the following issues and gaps have been identified:

- There is a need for providers to adopt a more demand led approach to the development of training.
- There is a clear need to focus interventions on those currently employed in the sector through up-skilling and progression to higher levels of skills attainment, particularly at level 4 and beyond.
- The cyclical nature of different areas within the engineering/manufacturing sector means that mobility across corporate boundaries must be improved, e.g. MG Rover, Midlands Engineering Industry Redeployment Group (MIERG) and the current activity to redeploy and transfer skills from displacement at Outokompu, South Yorkshire.
- There is a lack of sponsorship and support for vocationally trained individuals to progress to HE. Clearer and more flexible access routes are required.
- There is reluctance from employers to support the acquisition of lateral/alternative skills, even when a need is identified.

- There is untapped demand within the workforce of the sector for higher level skills programmes, both of short and medium duration.
- The sector currently has a poor image of the sector, so more success stories and anecdotal evidence of the value of a career in manufacturing and engineering is needed.
- Higher profile marketing and promotion of the sector is required, in particular to raise the status of engineers within society.
- There is a lack of awareness by individuals to recognise the benefits of gaining lateral progression/transferable skills within other areas to ease re-deployment in downsizing situations.
- There is a lack of synergy between like minded organisations to promote a united strategy for lifelong learning.

3. Possible Projects and Developments for the SYLLN

In discussion with partners some of the main interventions for the SYLLN to address these issues and gaps in the sector are:

- There is a need for partners to work collaboratively to ensure that the sector is well placed to maximise the resources that are available.
- Programmes for a full qualification need to be broken down into small units but still ensure that they provide the basis for progression and transferability. This will increase the flexibility of training and provide more opportunity to meet the needs of employers.
- A mentoring programme for individuals and organisations to assist in developing a lifelong learning programme and cross-area career development based on transferable skills.
- Local marketing events to employers on the benefits of lifelong learning and the progression opportunities available.
- Continual Professional Development opportunities for deliverers and curriculum decision makers within the provider network to share best practice across sectors and develop lifelong cross-sector strategies.

Appendix 1c

Health and Social Care

1. Context

In discussion with partners we have identified the need to improve and strengthen the take up of higher education within the Health and Social Care sector. The Health and Social Care sector in the sub-region is a mature one, employing significant numbers. Some headlines on the sector include:

- Health and Social Care remains the 5th highest contributor to Gross Value Added in Yorkshire & Humber region - £5,250 million in 2002.
- The sector has the 2nd highest employment rate (apart from Business Services) in Yorkshire and Humber in 2004.
- 7.6% of total employment in the Yorkshire and Humber region is in health alone.
- The Health and Social Care sector is forecast to have the 2nd highest sector growth rate in the region to 2012 [15.52%], behind the Communications sector.
- There are more than 3,600 health workplaces in the region.
- Significant issues relating to workforce demography include:
 - 42% of workforce are over 45 years of age;
 - 78% are female;
 - 68% of qualifications are NVQ3 or greater.

The LSC StAR for the South Yorkshire sub-region notes that:

- The sector is forecast to dramatically increase by a further 4,700 jobs by 2006, which will be followed by another rise in numbers to 2010, when the industry will have over 6,800 more employees than in 2002. The Health and Social Care sector in South Yorkshire will therefore be a major recruiter of employees in the period 2004 - 2010.
- There will be a requirement of almost 27,000 employees to fill jobs lost to those who on the whole retire from the industry between 2002 - 2010. Therefore, a key issue facing the sector will be to find replacements for those employees, especially in the broad occupational areas of health professionals and caring personal services.
- The Health and Social Care sector is characterised as being an important employer nationally as well as locally, and is a large employer of highly skilled people. On the whole, health care employees are generally more highly skilled and have better access to training and development when compared to those employed in social care occupations.

Some significant changes within the sector are currently underway and will impact on the skills needs and job roles within the sector. These include:

- Population structure & demands:
 - Emphasis on chronic conditions
 - Self-management in the community
 - Consumer choice

- Changing provision and accountability
 - More providers
 - More reliance on market forces
 - More independent provision and individual organisational accountability
 - Regionalised performance management (Yorkshire & Humber Strategic Health Authority and the implications for sub regional South Yorkshire development)
 - Financial pressures

2. Gaps and Issues

It is envisaged that further analysis by the LLN will lead to a greater understanding of the current gaps and issues relating to higher level skills provision and take-up within the Health and Social Care sector. From initial discussions with partners and stakeholders, the following issues and gaps have been identified:

- Age distribution of the work force and the relative lack of young entrants into the sector.
- The 'Christmas Tree' structure of the workforce, rather than 'pyramidal' structure
 - A relative lack of workforce at Level 3/4 (Senior Healthcare Assistants/ Assistant Practitioners respectively) leading to a 'pinching' of the workforce at this level
- Lack of appropriate and effective management and leadership programmes relevant to the sector.
- Links between training provision and employer needs:
 - sustainability of assumed workforce growth levels given financial pressures, especially at full professional level
 - increasing diversity of providers and employers
 - alignment of Sector Skills Agreements and competency frameworks to education provision
- Matching of workforce to population / customer structure
 - Diversity and gender mix
- Access to and participation in learning
- Learning linked to patient/customer needs, not professional hierarchies.

3. Possible Projects and Developments for the SYLLN

In discussion with partners some of the main interventions for the SYLLN to address these issues and gaps in the sector are:

Appendix 2

SYLLN and Aimhigher Complementary Activity

| Priority Activities of SYLLN | Relevant Aimhigher activities 2004 - 2008 | Proposed Complementary activity of SYLLN |
|--|--|--|
| Partnership | <ul style="list-style-type: none"> • Area Steering Group (ASG) • Special Interest Groups <ul style="list-style-type: none"> ○ Work-related and work-based learners ○ Careers Educational Guidance (CEG) ○ Research | <ul style="list-style-type: none"> • Targeted Membership of ASG and SYLLN Operational Management Group by key personnel • Membership on identified Aimhigher Special interest groups and complementary SYLLN groups • SYLLN activity will build on Aimhigher research and inform Aimhigher plans. |
| Progression Agreements, Credit Framework and progression entitlements | <ul style="list-style-type: none"> • Progression pathways developed • Information to raise awareness of progression opportunities developed which links with new Schools prospectus, CoVEs and priority sectors. • Information disseminated to CEG staff. | <ul style="list-style-type: none"> • Build on Aimhigher information in the development of Progression Agreements. • The work of SYLLN Access and Progression Officers in HEIs will be key to developing Progression Agreements and implementing change within HEI processes and procedures. |
| Progression Agreements, Credit Framework and progression entitlements | <ul style="list-style-type: none"> • Database of HE in FE established and HE fair promoting these routes to post 16 learners developed • Further development to include identifying Level 3 provision progression routes, linked to the new schools prospectus and in support of the new FdF database. | <ul style="list-style-type: none"> • Work with employers and Training Providers to share information on HE routes including new Fds • Newly developed Progression Agreements to be publicised on existing Aimhigher database • IAG & Transition Coordinator will undertake work with Aimhigher to discuss how this will be sustained. |
| Progression Agreements, Credit Framework and progression entitlements | <ul style="list-style-type: none"> • Apprenticeship progression opportunities have been identified and publicised, targeting schools and Young Apprenticeship schemes, and informing the development of new diplomas. | <ul style="list-style-type: none"> • SYLLN will work closely with Training Providers and employers to ensure that Progression Agreements recognise achievements within the Apprenticeship frameworks and other work based learning achievements. |
| Progression Agreements, Credit Framework and progression entitlements | <ul style="list-style-type: none"> • Resources to support vocational learners in schools on new 14-16 programmes. Work will continue with a focus on the first stage of the development of new Diplomas. | <ul style="list-style-type: none"> • Achievements at this stage of learning will be recognised within the Progression Agreements. • SYLLN will have Schools/LEA representation on the Operational Management Group. |
| Progression Agreements, Credit Framework and progression entitlements | <ul style="list-style-type: none"> • A programme of master-classes for vocational learners in schools and colleges will be developed. | <ul style="list-style-type: none"> • In SYLLN priority sectors master-classes will feature as part of the progression entitlement. |
| Employer Engagement | <ul style="list-style-type: none"> • Research undertaken with employers on the perceptions of progression to HE for apprentices in | <ul style="list-style-type: none"> • Implement recommendations of research activity in the SYLLN priority sectors |

| | | |
|-------------------|---|--|
| | <p>engineering and construction</p> <ul style="list-style-type: none"> • Build on research to identify opportunities for apprentices' progression to HE in other sectors • Continued programme of work-placements and work-experience opportunities for schools and college vocational learners. • Student ambassador scheme established and to be further developed. This provides links between vocational FE learners and HE students made through a formal programme of events including a volunteering scheme in SHU. • Sharing understanding of the teaching and learning experiences of vocational learners to support transition. | <ul style="list-style-type: none"> • Build on the relationships established between Training Providers and employers to target apprentices through the work of the Sector Development Officers. • Work to establish a template for effective work experience/placements from 14-19 which will feature as part of the progression entitlement and will be recognised within Progression Agreements. • Student Ambassadors to be utilised as part of progression entitlement and extended to work based learners. |
| <p>IAG</p> | <ul style="list-style-type: none"> • Role of Building Pathways Advocates established, raising awareness and guidance with Level 3 vocational learners. • Programme of CPD with guidance staff, teachers and college lecturers on vocational learning. • The development of web-based information resources on employment and career opportunities to continue. | <ul style="list-style-type: none"> • Further development in priority sectors including enhanced understanding of work-based learning achievements. • Re-define and widen role of Advocates to support IAG, targeting activity through work of IAG and Transition officers. • Joint activities with Aimhigher as the Progression Agreements are established, extending information on the piloting of ILPs and PDPs to ensure sustainability. • The model developed for IAG delivery will be sustained and embedded into practices that support the emerging 14-19 diploma developments and progression from these programmes. • Aimhigher partners involved in Guidance, local 14-19 strategies, Business and Education South Yorkshire, and the Industrial Trust will be actively involved in the work of SYLLN. |

Appendix 3 Proposed Roles and Responsibilities of the SYLLN Team

| Role | Key Responsibilities | Based | Possibility of future sustainability |
|--|---|--------------|---|
| Executive Director | <ul style="list-style-type: none"> Central coordination and implementation of SYLLN Business Plan Monitoring and evaluation Communications across the Network, with Strategic Management Board and SYLLN Council | SHU | Post-SYLLN there will be a need for a lead person to maintain coordination of partnership activity between HEIs, FECs and other stakeholders. |
| Access and Progression Coordinator | <ul style="list-style-type: none"> Coordination of activities of Sector Development Officers (SDO) and Access & Progression Officers (APO) Development of Progression Agreements: managing action plan for the development, ratification, and implementation of Progression Agreements Liaison with SYLLN Council and Management Board Embedding Progression Agreements within HEIs' processes and procedures through activities of the Access and Progression Officers. Consultation with and implementation of requirements of the Sector Working Groups Development of new curriculum as appropriate and support through HEI processes and procedures Liaison with IAG Coordinator and Officers Ensure Progression Agreements are publicised | SHU | <p>We will seek to embed this as sub-regional resource, funded from across the Network.</p> <p>This is envisaged to be a development only role and not sustained after the funding period.</p> <p>The Coordinator will work to change process and procedures in HEIs to sustain partnership agreements and ensure processes are embedded within routine procedures of universities through Registry, Quality Assurance procedures, Admissions, etc.</p> |
| IAG and Transition Coordinator | <ul style="list-style-type: none"> Development of impact model of IAG in HEIs and coordination of the activity of other IAG Officers across the Network Ensuring engagement with WBL/employees Development of system for ILPs/PDPs and the re-engagement of learners Coordination with Access and Progression developments Development of communication resources and staff development Day to day administration of the Network and maintenance of accounts | SHU | Aiming for sustainability of this activity after SYLLN funding and the extension to other employment sectors, through the establishment of a SY IAG network for vocational learners. |
| Admin and Finance Officer | | SHU | Not sustained. |
| Information and Communications Officer | <ul style="list-style-type: none"> Development of web and paper based communication and marketing | SHU | The maintenance of web and hard copy information and the VLE will need to be |

| | | | |
|---------------------------------|---|------------|---|
| | materials for the Network | | sustained after SYLLN funding. We will seek to embed this role within a sub-regional institution post-SYLLN, funded from across the Network. |
| Sector Development Officers | <ul style="list-style-type: none"> Working closely with Faculties in the identification of programmes for inclusion in Progression Agreements with FECs In partnership with Access and Progression Officers, liaise with Network to undertake articulation and development work for Progression Agreements. Coordination of activities for developing new and/or adapted curriculum Liaise with appropriate personnel to change admission criteria in Faculties Develop institution programme of entitlements for Vocational and Work based learners, linking with Aimhigher and other outreach activity in HEIs Act as the link person with Sector Working Groups on employer engagement Link person for IAG and Transition Officers with Faculties | SHU UoS | Principles established for clear links with FECs and other stakeholders in order to respond to sub-regional skills and training needs. The aim would be to embed these roles within HEIs with established links with Widening Participation Officers and Outreach activities of the HEIs. It is envisaged that these posts would be funded by the institutions involved at the end of the SYLLN funding period. |
| Sector Development Officers | <ul style="list-style-type: none"> Working closely with CoVEs in the identification of programmes for inclusion in Progression Agreements with FECs In partnership with Access and Progression Officers, undertake articulation and development work for Progression Agreements Act as the network link for new and adapted curriculum Liaise with Sector Development Officers in HEIs Develop institution programme of entitlements for Vocational and Work based learners, linking with Aimhigher and other outreach activity in HEIs Act as the link person with Sector Working Groups on employer engagement | CoVEs | We will work towards sustaining these roles within each CoVE in order to ensure the maintenance of Progression Agreements, IAG and dissemination to other sectors. It is envisaged that these posts would be funded by the institutions involved at the end of the SYLLN funding period. |
| Access and Progression Officers | <ul style="list-style-type: none"> Changing processes and procedures within HEIs Development work on Progression Agreements Development of new and adapted curriculum, liaising closely with internal HEI personnel to ensure quality and institutional procedures are followed Liaison within HEI to change admissions procedures and processes | SHU UoS | Development posts to establish change within internal processes and procedures and therefore not envisaged after SYLLN funding period. |

| | | | |
|---------------------------|--|------------|--|
| IAG & Transition Officers | <p>for recognising work based and vocational learner achievements</p> <ul style="list-style-type: none"> • Implementation of Impact IAG model • Carrying out IAG guidance sessions with individuals and groups • Management of web and paper based resources for communication with learners • Management of mentors • Dissemination of newly developed Progression Agreements, adapted curriculum, progression pathways etc to learners and other guidance staff • Liaison with Sector Development Officers, Access and Progression Officers and engagement with Sector Working Groups • Link with wider stakeholders and sub-regional guidance network | SHU UoS | <p>Work to embed roles in HEIs as part of educational guidance offer. It is envisaged that these posts would be funded by the institutions involved at the end of the SYLLN funding period.</p> <p>Management of web-site and VLE will become embedded in university provision.</p> |
| IAG & Transition Officers | <ul style="list-style-type: none"> • Implementation of Impact IAG model • Carrying out IAG guidance sessions with individuals and groups • Management of web and paper based resources for communication with learners • Management of mentors • Liaison with work-based learners/employers and training providers • Dissemination of newly developed Progression Agreements, adapted curriculum, progression pathways etc to learners and other guidance staff • Liaison with Sector Development Officers, Access and Progression Officers and engagement with Sector Working Groups • Link with wider stakeholders and sub-regional guidance network | FECs | <p>Work to embed roles in FECs as part of educational guidance provision. It is envisaged that these posts would be funded by the institutions involved at the end of the SYLLN funding period.</p> <p>Management of web-site and VLE will become embedded in jointly developed sub-regional provision with established links to Connexions/Adult guidance services.</p> |