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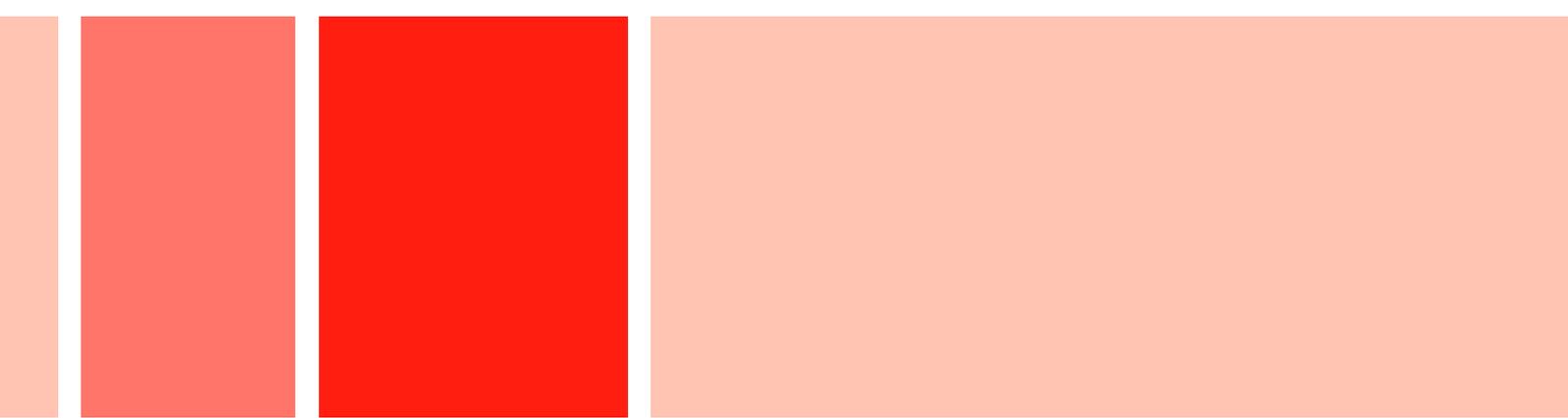
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Evaluation of the Sector Priorities Fund Pilot Programme Annex



Evaluation of the Sector Priorities Fund Pilot Programme

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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Annex 1

In this Annex, we first outline the work programme undertaken (Section A1.1) before explaining how the work programme related to the terms of reference for the evaluation.

1.1 Work Programme

The Work Programme was undertaken in two phases, the first between August and November 2011 the second between February and April 2012.

The work programme for the first phase of the evaluation, which was undertaken between August and November 2011 involved:

- Reviewing policy literature and programme documentation, notably the Business Plan agreed with WEFO and the Prospectus issued to SSCs, to put the Programme in its broader context;
- Receiving internal monitoring data from the SPFP Unit as at 31 July and 2 November 2011;
- Developing a questioning framework and related research instruments for fieldwork with central Programme stakeholders and staff, the advocates, lead SSCs, other project partners (notably learning providers), and SSCs not participating in the Programme;
- Undertaking semi-structured face-to-face interviews with eleven key stakeholders: these included key Welsh Government staff, the staff of the SPFP Unit, and representatives of WEFO, Colleges Wales, the National Training Federation Wales (NTFW), and the Alliance of Sector Skills Councils;
- Undertaking two focus groups with the Regional and the Sector Advocates and observing a meeting of the advocates and Welsh Government officials;
- Undertaking semi-structured telephone interviews with three non-participating SSCs (three others declined to be interviewed);
- Undertaking packages of fieldwork with each of the 14 SPFP projects and developing internal working papers on each project. This involved:

- Desk research, including review of the agreements between the Welsh Government and individual SSCs, any evaluation materials already produced, and research 'products' already produced;
- Interviews with the lead SSC for each project: in total, 23 SSC representatives were interviewed, mostly on a face-to-face basis;
- Interviews with eight SSC representatives about their involvement as partners in projects led by other SSCs¹;
- Interviews with 17 learning provider representatives (13 from Further Education Institutions [FEIs] and four from private training providers). In some cases, lead SSCs were reluctant for us to speak to learning providers at this stage as they were already being contacted by project-level evaluation teams²;
- Interviews with 10 other project partners (three of whom were retained evaluators);
- Drafting a Working Paper reporting on work to date and proposing the work programme for the second phase.

The second phase of the work programme has involved:

- A meeting of the evaluation steering group to discuss the emerging findings of the first phase of the study, as set out in the Working Paper and to agree the next phase of work;
- Receiving internal monitoring data from the SPFP Unit as at 2 March and 25 April 2012;
- Updating the existing research instruments and developing additional research instruments for qualitative fieldwork with employers and participants and with individuals from organisations not involved with SPFP projects but supported by the Advocates;
- Undertaking follow up semi-structured face-to-face interviews³ with six of the key stakeholders interviewed during phase one: of the others, two said they

¹ This included two separate interviews with the same individual involved as a 'junior' partner in two collaborative projects, while a further two interviews were with SSC staff who had also been interviewed as the lead partner for other SPFP projects.

² In the case of most of the projects, lead SSCs have themselves commissioned independent evaluations.

³ Two were undertaken by telephone at the request of the interviewee

had nothing more to add, one had been made redundant, one was on maternity leave and one was unable to attend a pre-arranged meeting due to illness;

- Undertaking telephone interviews with eight of the nine individuals working as Advocates⁴;
- Receiving from the Advocates names and contact details of 56 individuals and organisations who had been assisted by the Advocates and drawing a sample of 16 from these names (with 16 reserves);
- Undertaking telephone interviews with 16 of the individuals assisted by the Advocates. This ensured at least one individual who had worked with each of the Advocates: in total, the 16 individuals were able to comment on the work of different Advocates in 23 cases⁵. In terms of organisations:
 - Four of the individuals worked for SSCs;
 - Three worked for HEIs (though one of these worked exclusively on a Welsh Government ESF project);
 - Three were involved with 14-19 Partnerships (two were local government officers and one a Deputy Headteacher);
 - One was a local government officer working on labour market issues;
 - One worked for Careers Wales;
 - Three worked for third sector organisations;
 - One was from a trades union;
- Undertaking further packages of fieldwork with each of the 14 SPFP projects and updating the internal working papers on each project. This involved:
 - Review of additional research 'products' produced since the first phase of fieldwork;
 - Review of the findings of project-level evaluations;
 - Face-to-face or telephone update interviews with the lead SSC for each project (with the exception of one project where the project manager had left and no-one else was able to take about the project): in total, 16 SSC representatives were interviewed;

⁴ One of the posts has been covered by two individuals as a job-share.

⁵ Several of the interviewees had worked with more than one Advocate.

- Qualitative face-to-face interviews with 15 employers and 13 participants from seven project to complement the work undertaken by the project-level evaluations⁶;
- Drafting the final report.

1.2 Methodology

The methodology was designed to enable the research questions originally posed in the brief to be answered. Table A1.1 shows how triangulation between different elements of work programme has enabled the research questions to be addressed.

⁶ In the case of the one remaining project which had directly supported employers, the project manager was reluctant to provide us with access to employer and participant details because all had participated in the project-level evaluation. We are hoping to undertake a small number of additional interviews before the report is finalised.

Table A1.1

Research Question	Evidencing
1) Data Collection and Use	
How effective are the processes and practices [for data collection] adopted by Sector Skills Councils, training providers and advocates to collect labour market intelligence?	Stakeholder interviews; advocates interviews; case-study fieldwork (interviews with SSCs, training providers)
Has data collection and analysis improved the utility of the existing evidence base? For example, to what extent has data collected, as part of the pilot, enhanced upon previous labour market intelligence in terms of identifying issues of supply and demand at the local level?	Stakeholder interviews; advocates interviews; case-study fieldwork (interviews with SSCs; learning providers; review of research products)
To what extent are Sector Skills Councils and training providers using labour market intelligence effectively to inform the SPFP?	Stakeholder interviews; case-study fieldwork (review of project documentation; interviews with SSCs, training providers)
Are [performance management and monitoring] data collection arrangements in place to facilitate the assessment of outputs and outcomes in terms of individual projects and the programme as a whole?	Desk-based review of monitoring data and EDMS data; Stakeholder interviews (SPFP team); case-study fieldwork (interviews with SSCs)
2) Performance Management	
What management practices and processes have been put in place to analyse and respond to performance monitoring data	Desk based review of monitoring data; stakeholder interviewers; case-study fieldwork (interviews with SSCs and training providers; review of project-level evaluations)
Whether projects have established processes to facilitate effective decision-making in response to monitoring data and analysis	Stakeholder interviews; case-study fieldwork (interviews with SSCs and training providers; review of project-level evaluations)
The extent to which performance management data is shaping the development of projects and training provision.	Stakeholder interviews; case-study fieldwork (interviews with SSCs and training providers; review of project-level evaluations)
3) Project Design	
To what extent has the theory of change been used to inform the project design – activities, objectives and targets – in ways which address policy issues/ policy solutions identified in Skills that Work for Wales, fit the local	Desk-based review of policy documentation; stakeholder interviews; advocates interviews; case-study fieldwork (document review e.g. project business plans, interviews with SSCs, training providers, employers and

context and respond to both employer and workforce demand locally?	review of project-level evaluations); researcher assessment applying principles of programme logic model to the project design
4) Communication and Dissemination	
How effective is communication and dissemination of the programme aims and objectives to programme stakeholders? For example, have employers been provided with information to raise their awareness of the ESF cross-cutting themes of environmental sustainability and equal opportunities?	Desk-based review of programme documentation (particularly prospectus); stakeholder interviews; advocates interviews; case-study fieldwork (interviews with stakeholders, training providers and employers, review of project-level evaluations)
How effective is the communication between the project participants? For example, have employers put in place processes and practices in response to information about equal opportunities?	Stakeholder interviews; case-study fieldwork (interviews with SSCs, training providers, employers and participants, review of project-level evaluations)
How effective is communication and dissemination about the programme from Sector Skills Councils to training providers involved in the pilot?	Stakeholder interviews; case-study fieldwork (interviews with SSCs and training providers; review of project-level evaluations)
How effective are sector advocates and provider advocates in brokering dialogue between Sector Skills Councils and training providers?	Stakeholder interviews; advocates interviews case-study fieldwork (interviews with SSCs and training providers); interviews with advocates contacts
5) Role Development	
How effective are partnership arrangements? That is: <ul style="list-style-type: none"> o Are pilot projects and advocate teams developing and implementing mechanisms which will facilitate the development of sustainable partnerships between Sector Skills Councils and training providers? o Are partnerships working towards developing effective strategies and practices which will result in the development of skills interventions, targeted at employers, becoming more demand-responsive? 	Stakeholder interviews; advocates interviews; case-study fieldwork (document review, interviews with SSCs, review of project-level evaluations)
Have partnerships had any impact on mainstream funded programmes outside of the Sector Priority Fund pilot projects?	Stakeholder interviews; advocates interviews; case-study fieldwork (interviews with SSCs and review of project-level evaluations)
Has the project resulted in collaborative working across Sector Skills Councils in terms of developing and delivering strategic project activity across, for example, sector skills and training issues?	Stakeholder interviews; advocates interviews; case-study fieldwork (SSC interviews and review of project-level evaluations)

6) WEFO Evaluation Requirements	
What effect, if any, has ESF support had on participants' ability to progress in the workforce, in terms of the skills level and pay level of employment?	Review of monitoring data; case-study fieldwork (interviews with SSCs, employers and employees and review of project-level evaluations)
How many participants have received part qualifications as a result of ESF assistance?	Review of monitoring data.
What effect, if any, has ESF support had on the matching of training provision with employer need and sector demand?	Stakeholder interviews; advocates interviews; case-study fieldwork (document review of business plans; interviews with SSCs, training providers, employers and employees; review of project-level evaluations)
What effect, if any, has ESF support had on the ability of enterprises and workers to adapt to new forms of work organisation and new technologies?	Stakeholder interviews; advocates interviews; case-study fieldwork (document review of business plans; interviews with SSCs, training providers, employers and employees' review of project-level evaluations)

Annex 2

This Annex provides an overview description of the 14 projects that were piloted as part of the Sector Priorities Fund Pilot Programme.

The projects were designed to reflect and consider the following over-arching SPFP themes and objectives;

SPFP Themes and Objectives

1. Produce Research Studies, Learning and Development Strategies and evaluation reports, in order to provide a stronger evidence base and more detailed Labour Market Intelligence (LMI) to better understand the issues of supply and demand when targeting training to employers, and to inform planning and funding decisions of both Government and training providers.
2. Deliver innovative training support programmes capable of raising and widening the overall skills levels of participants engaged as part of the SPFP Programme. Training support programmes will include:
 - Targeting areas of training delivery new to Wales, be that new qualification delivery or new methods and systems for the delivery of training to participants.
 - Adding value to existing training delivery mechanisms and approaches of training providers, but where further improvements could be made to release additional benefits to employers, so that the quality and volume of training services can be raised
3. Provide mechanisms to facilitate the development of sustainable partnerships between SSCs [Sector Skills Councils] and training providers – particularly the FE sector – with a view to ensuring skills interventions targeted at employers become more demand-responsive in the long-term, and are based on the priorities articulated within the

SSAs [Sector Skills Agreements] and SQSs [Sector Qualifications Strategies]

4. Provide opportunities to encourage SSC collaboration through the development and delivery of strategic project activity across wider sector footprints², or broader sectoral skills and training issues and, through the evaluation of project outcomes, produce recommendations for future partnership working across SSCs.
5. Test the demand for innovative training support programmes targeted at employers... and, through levying an employer cash contribution to training, at the completion of SSC pilot projects, evaluate the conditions and drivers for raising employer investment and engagement in skills development and training to inform the ongoing development of a fees policy.
6. Provide guidance to employers in raising their awareness of the ESF Cross-Cutting Themes of environmental sustainability and equal opportunities
7. By the end of the SPFP Programme, deliver a series of activities, either as separate SSC project proposals or integrated as part of collaborative SSC project proposals, to promote equality in employment

SPFP PROGRAMME EVALUATION PILOT PROJECT CASE STUDY

**PROJECT NAME: DEVELOPING QUALIFICATIONS DELIVERY FOR THE
BUILT ENVIRONMENT**

LEAD SSC: ASSET SKILLS

PROJECT AIMS AND OBJECTIVES

According to the contract, the objectives of the project were to deliver a new range of apprenticeships and qualifications across Wales and establish a network of providers to ensure sustainability. To achieve this goal the project would:

- promote the learning programmes to employers and learning providers;
- implement a procurement process through which providers tender for funding to deliver the pilot programmes;
- recruit candidates;
- recruit and train assessors;
- manage the delivery partners.

The project would also involve monitoring performance, assess progress and report on outcomes with recommendations for improvement to assist future delivery.

RATIONALE AND FIT WITH PROGRAMME OBJECTIVES

The project clearly fitted with the second objective of the SPFP programme (provision of innovative training). It was also intended to contribute to the third objective (new partnerships between SSCs and providers) and the fifth objective (testing the willingness of employers to make a financial contribution to the costs of training).

MAIN ACTIVITIES

The project involved pretty much what was anticipated in the contract in other words:

- publicising the project to both training providers and employers;
- procurement of a network of training providers;
- delivering a range of Level 2 foundation apprenticeships and Level 3 framework apprenticeships in the fields of facilities management, cleaning, property sales and letting, environmental services and surveying;
- ensuring the assessment and accreditation of participants;
- reporting progress to Asset Skills Wales Employer Board.

Qualifications were a mix of qualifications wholly new to Wales (for example, facilities management and cleaning and a Chartered Institute of Housing qualification, Engage to Change, for those working with the homeless, which was piloted during the extension phase of the project) and ones which had been previously developed with the National Federation of Property Professionals but not widely deployed.

SPFP PROGRAMME EVALUATION PILOT PROJECT CASE-STUDY

PROJECT NAME: COGENT GOLD STANDARD

LEAD SSC: COGENT

PROJECT AIMS AND OBJECTIVES

According to the contract, the aim of the project was to improve productivity for companies in the sector and to build the capacity of the provider base by implementing the Cogent Gold Standard with pilot groups of employers in Wales. The Gold Standard is a national framework for continuous professional development in the process industries which describes and maps the competencies required to do each job within the sector.

The objectives of the project were to:

- increase the level of adoption of the Gold Standard in Cogent sector companies in Wales;
- assess the needs of target companies against the Gold Standard;
- source appropriate training provision to address those needs;
- build the capacity of relevant training providers in Wales to deliver appropriate world-class training;
- provide information to Welsh Assembly Government to inform the future direction of the Sector Priorities Fund.

The project was focused in particular on the petroleum and pharmaceutical sub-sectors, centred on employer clusters in Pembrokeshire and south-east Wales respectively.

RATIONALE AND FIT WITH PROGRAMME OBJECTIVES

The Gold Standard, although operational in England, had not previously been deployed in Wales because of the lack of any clear source of funding to take forward any training needs identified. The project therefore was intended to

make an innovative approach to meeting sectoral needs available to Welsh employers (the second programme objective) as well as to test the concept of employers' contributing to the cost of training identified within the relevant SQS and SSA (fifth objective). It was also intended in part to contribute to the third objective, building new links between SSCs and providers and had a strong environmental element to it, relating to the seventh objective of the programme.

MAIN ACTIVITIES

The project struggled to deliver what it had intended to achieve. In reality, the main activities were:

- procurement of a network of training providers;
- marketing the provision and recruiting employers from within the two identified clusters;
- taking the employers through the diagnostic process associated with the Gold Standard (using the National Skills Academy for Process Industries, a subsidiary of Cogent);
- commissioning some new training/learner materials relating to the NEBOSH Safety, Health and Environment for the Process Industries Award and the Edexcel Contributing to Business Resource Efficiency Award;
- delivering a CPD programme to six providers.

SPFP PROGRAMME EVALUATION PILOT PROJECT CASE-STUDY

**PROJECT NAME: RESEARCH TO INFORM TRANSFORMATIONAL
CHANGE IN CONSTRUCTION SKILLS PROVISION
LEAD SSC: CONSTRUCTION SKILLS**

PROJECT AIMS AND OBJECTIVES

According to the contract, the aim of the project was to undertake analysis/research to inform the case for fundamental transformational change in the supply of construction-related training which Construction Skills had been making for some time, but which was largely based on anecdotal evidence.

The objectives were to:

- build on existing research to map the current provision of skills training and to identify gaps particular to the Welsh economy;
- map the gaps in provision taking into account locations, trades/courses, frequency of use or availability
- from the research, analyse the most suitable and cost effective method(s) for plugging the gaps;
- provide an evidence base for a more demand responsive training provision;
- promote best practice through the findings to the Built Environment sector.

The research would involve analysing secondary data on both the demand side and the supply side and undertaking primary research with training providers (via telephone interviews and focus groups), with employers (via a postal and a telephone survey) and with construction trainees (via telephone interviews and focus groups). The findings of the research would also be

disseminated to research participants and via various sectoral groups and fora.

RATIONALE AND FIT WITH PROGRAMME OBJECTIVES

The project fitted clearly with the first programme objective (production of more detailed LMI).

MAIN ACTIVITIES

In line with the stated aims and objectives, the project has involved:

- procurement through a competitive process of a consultant (Pye Tait Consulting);
- research comprising
 - a literature review and analysis of existing construction training provision;
 - a telephone survey of a representative sample of 400 construction employers;
 - a telephone survey of 100 construction sector employees in training
 - focus groups with training providers and professional bodies;
 - telephone interviews with Construction Skills National Construction College
- publication of the research report;
- dissemination of the report.

Since the conclusion of the project, Construction Skills have engaged with key partners and established a task and finish stakeholder group to take forward its recommendations (the Construction Skills Transformation of Construction Training provision Strategy Working Group).

SPFP PROGRAMME EVALUATION PILOT PROJECT CASE-STUDY

PROJECT NAME: DELIVERING LOW CARBON SKILLS
LEAD SSC: CONSTRUCTION SKILLS

PROJECT AIMS AND OBJECTIVES

The project was a collaborative project between four SSCs, Construction Skills, Asset Skills, EU Skills and Summit Skills and each SSC's element of the project had separate aims and objectives laid out in the contract.

For the **Construction Skills** element the aim was to support the implementation of the Welsh Government's ambitions to significantly reduce carbon emissions from the processes and practices of the construction industry and to inform and support the development of appropriate qualifications and apprenticeship frameworks, pilot relevant training programmes with employed individuals and support the upskilling of college tutors.

The objectives of this element were to:

- develop and pilot delivery of accredited training to plug gaps identified from existing sector intelligence and by a Low Carbon Skills research programme;
- train FE providers to deliver new accredited training and promote the training to providers;
- encourage employers to access the training;
- inform future FE funding reform;
- implement a procurement process through which providers tender for funding to deliver the pilot programmes.

The **Asset Skills** element aimed to develop and pilot two separate learning pathways for domestic and commercial energy managers/advisers. In doing so, the objectives were to:

- research detailed job descriptions for the two roles;
- review existing National Occupational Standards and other relevant standards;
- work with other partners to analyse the emerging market for each role;
- facilitate the development of recognised vocational qualifications at level 3 or level 4 for each strand;
- procure a network of providers to establish delivery models;
- deliver the qualifications on a pilot basis to candidates from ‘diverse backgrounds’;
- evaluate the process.

The **Summit Skills** element aimed to develop the capacity of the supply-side training provider facilities in Wales for Building Services Engineering. Its objectives were to:

- build on existing research to develop products and services which could be offered across Wales covering 11 environmental technologies;
- procure training providers to deliver the new qualifications/units;
- deliver the training on a pilot basis.

Finally, the **EU Skills** element aimed to build supply-side capacity and capability to provide the built environment sector workforce with skills training and development relevant to the low carbon economy. More specific objectives were to:

- identify and develop training to meet functional changes to existing jobs resulting from the introduction of new renewable energy technologies;
- map knowledge, skills and training needs in Wales against evidence of present and future demand for low carbon energy;
- develop and pilot a wind turbine maintenance apprenticeship;
- develop other innovative training support programmes at levels 2 – 4;

- develop the knowledge and skills of providers about low carbon energy (CPD);
- use providers to pilot training courses developed through the project.

RATIONALE AND FIT WITH PROGRAMME OBJECTIVES

Although some elements of the stated aims and objectives were somewhat vague, the project clearly fitted with the range of the objectives of the SPFP programme, notably:

- LMI (the first objective) – particularly the Construction Skills and EU Skills elements;
- innovative training provision (second objective) – all elements;
- developing new partnerships between SSCs and training providers (third objective) – all elements;
- encouraging SSC collaboration (fourth objective) – through the project mechanisms themselves;
- testing the willingness of employers to make a financial contribution to the costs of training (fifth objective) – though in the case of Construction Skills, the employer contribution was to come through funds controlled by the SSC but raised via the statutory levy in the sector;
- contributing to the equal opportunities and environmental sustainability cross-cutting themes (sixth and seven objectives) – through the Asset Skills strand in the former case, and through all the strands in the latter.

The project originated with an approach from the Welsh Government to the pre-existing Built Environment cluster of SSCs encouraging them to develop a collaborative project on the low carbon theme.

MAIN ACTIVITIES

In practice, the project has developed somewhat differently than originally envisaged. It has involved:

- Three inter-related pieces of research, commissioned by Construction Skills which reported in late 2011:
 - the Retrofit Skills Project, analysing skills gaps and shortages in terms of the skills needed to improve the environmental performance of the existing housing stock (report by BRE)
 - the New Build Skills Project, analysing skills gaps and shortages in terms of the skills needed for construction of new low carbon housing (report by BRE)
 - Low Carbon Skills in Wales Research Study, to identify and analyse ‘the demand for and supply of built environment training in low carbon skills within the further education sector in Wales and assessing demand in relation to need as a result of present and anticipated future investment in low carbon technologies taking place in Wales’ (report by GHK).
- procurement of a network of training providers;
- delivery of a range of specific courses notably:
 - Domestic Energy Advisors project (Asset Skills)
 - Construction Skills External Wall Insulation project (Construction Skills)
 - Sustainable Construction for New Entrants (Construction Skills)
 - Sustainable Construction for Existing Workforce (Construction Skills)
 - Sustaining Construction – Train the Trainer (Construction Skills)
 - Sustaining Traditional Buildings – Plastering (Construction Skills)
 - Sustaining Traditional Buildings – Brickwork (Construction Skills)
 - Sustaining Traditional Buildings – Lead work (Construction Skills)
 - Sustaining Traditional Buildings – Train the Trainer (Construction Skills)
 - Skills linked to Wind Turbine Technology (Energy and Utility Skills)
 - Framework Project (Energy and Utility Skills)

- Repair and Maintenance of Pre-1919 Buildings (Construction Skills)
- development of learning materials for Domestic Energy Advisors training (Asset Skills);
- commissioning and receiving an evaluation of the project undertaken by GHK.

SPFP PROGRAMME EVALUATION PILOT PROJECT CASE-STUDY

**PROJECT NAME: CREATIVE AND CULTURAL SKILLS
APPRENTICESHIPS**

LEAD SSC: CREATIVE AND CULTURAL SKILLS

PROJECT AIMS AND OBJECTIVES

According to the contract, the objectives of the project were to:

- through the procurement of training providers, support the establishment of regional hubs for providing Creative Apprenticeships across five pathways (Cultural Heritage, Community Arts, Technical Theatre, Live Events and Promotions, Costume and Wardrobe);
- provide support to training providers operating as the four regional hubs to deliver the apprenticeships through an Apprenticeship Coordinator (to be employed by Creative & Cultural Industries Ltd);
- deliver a fully accredited apprenticeship framework over the two year project period;
- provide mentoring services to employers engaged as part of the apprenticeship delivery serviced through a series of mentoring events;
- undertake a series of marketing and promotional events to secure employer engagement;
- conduct a final evaluation of the project;
- provide additional industry specific training to 20 individuals in areas such as rigging, lighting and sound, supported through the levying of a 30% direct cash contribution from Small and Medium sized Enterprises (SMEs) or 50% from Large sized Enterprises;
- raise the diversity of those individuals entering the creative and cultural sector by drawing recruits from non-traditional backgrounds;
- test demand and the commercial viability of each Apprenticeship pathway to better inform and encourage training providers in Wales to allocate resources to the creative and cultural sector.

RATIONALE AND FIT WITH PROGRAMME OBJECTIVES

The project aimed to pilot in Wales a series of apprenticeship pathways which had been developed on a UK wide basis, drawing on an Australian model and which were already operational in England. The project required the development of new links between CCS and training providers and was the top priority identified in CCS SSA. It thus fitted with the second (innovative training) and third (new partnerships between SSCs and providers) of the programme's objectives.

MAIN ACTIVITIES

The project involved pretty much what was anticipated in the contract in other words:

- procurement of a network of training providers;
- publicising the project amongst employers within the CCS footprint;
- delivering the apprenticeship frameworks to a mix of existing employees and new recruits;
- providing a range of support to employers and participants, including a mentoring strand and offering additional training outside of the frameworks;
- commissioning an evaluation from Wavehill.

For apprentices recruited specifically for the project, employers were also able to benefit from the Welsh Government's Young Recruits scheme, which provided an additional wage subsidy.

**SPFP PROGRAMME EVALUATION
PILOT PROJECT CASE-STUDY**

**PROJECT NAME: (i) WOMEN AND WORK IN WALES
(ii) WASTE MANAGEMENT HEALTH AND SAFETY
TRAINING AND REGISTRATION SCHEME (SHEA)**

LEAD SSC: ENERGY AND UTILITIES (EU) SKILLS

PROJECT AIMS AND OBJECTIVES

This aim of the Women and Work in Wales strand was ‘to develop the skills and abilities of women working in the energy and utilities sector with a view to also helping address the gender imbalance by making the sector more attractive to female entrants in the future’. This was to be achieved ‘piloting the delivery of a suite of bilingual training courses focusing on industry specific skills and knowledge for women working in the sector to enhance their career opportunities’. Modelled on a similar project in England, it was designed to tackle issues of women’s progression within the sector.

The aim of the SHEA project was to deliver health and safety skills and knowledge training to the waste management industry through SHEA training - a one day course suitable for employees of all levels within an organisation (from operatives to senior managers) and comprising several units of training, to be developed by EU Skills as part of the project. The contract stated that the project ‘will include the identification, training, assessment and approval of 10 trainers to deliver a SHEA course in the future’, with these 10 trainers in turn training 300 participants from the waste management sector.

The aim of the SHEA training was to underpin the introduction of an EU Skills Register card (effectively a license to practice), modelled on, and affiliated with, the Construction Skills CSCS card, in order to address the poor health and safety track record across the industry.

RATIONALE AND FIT WITH PROGRAMME OBJECTIVES

The project addressed specific employer needs within the EU skills sector. In particular it was intended to meet the objectives of the SPFP programme by delivering innovative training (second objective) and testing whether employers would be prepared to contribute towards the cost of training (fifth objective). The Women and Work strand was also relevant to equal opportunities (sixth and seventh objective) while the SHEA strand fitted well with the environmental sustainability cross-cutting theme (sixth objective).

MAIN ACTIVITIES

Although it was originally intended that the Women in Work strand would compile a new suite of training courses tailored to the needs of women working in the energy and utilities sector in Wales, the suite of courses was not developed and employers were instead given the opportunity to work with a preferred training provider to identify pre-existing courses which would be most appropriate to their workforce. The courses selected and undertaken by participants on the pilot varied, depending on the needs of the individuals taking part in the pilot programme.

EU Skills procured training providers that employers could draw down training from. In all 14 providers were selected for the call-off framework, although in practice only five of these providers were used to deliver training.

Under the SHEA strand, EU Skills identified and worked with ten trainers who were trained, assessed and approved as SHEA trainers for the waste management sector. These trainers were sourced via an open recruitment process on sell2wales, with some providers not previously known to the SSC.

The ten trainers delivered a pilot training programme to 300 participants working in the waste sector. Participants who received training enrolled on to the EU Skills Register (EUSR) and received the EUSR card (which is affiliated to the Construction Skills CSCS card).

EU Skills were responsible for the administration of the pilot whilst trainers were responsible for sourcing participants. Trainers had to deliver more sessions than anticipated due to the low attendance rates at training sessions.

SPFP PROGRAMME EVALUATION PILOT PROJECT CASE-STUDY

PROJECT NAME: MAINTAINING COMPETITIVENESS IN EMERGING TECHNOLOGIES

LEAD SSC: IMI

PROJECT AIMS AND OBJECTIVES

According to the contract, the purpose of the project was 'to provide opportunities for employers in the automotive sector to develop the level 3 technical skills of their workforce in emerging technologies', with a primary focus upon delivering Climate Control standards training at Level 3 but also offering employers a course in Emerging Technology of Hybrid System awareness at Level 2. The contract noted that the project intended to 'upskill the automotive maintenance and repair workforce in order to address technical components of modern cars, and bring up to date technicians who originally trained at a time when this technology was not in existence'.

According to the contract, the objectives of the project were to:

- design and deliver an effective Training Needs Analysis (TNA) for employers in the sector;
- identify from the TNA businesses who have a workforce who would benefit from up-skilling;
- deliver a nationally accredited project of learning which meets the needs of the business and individual;
- establish a good practice model for engagement and delivery;
- raise employers' awareness of other learning opportunities;
- train the trainer;
- assist providers in submission for Training Quality Standard (TQS) by establishing support required in delivering the Employer Responsive model;

- ensure that strategies and methodologies are recorded for use in TQS activities.

RATIONALE AND FIT WITH PROGRAMME OBJECTIVES

The pilot project provided an opportunity for IMI to develop subsidised and flexible training provision which would meet the needs of employers in the automotive sector. The project therefore intended to contribute directly towards the second (innovative training) and third (sustainable partnerships with training providers) objectives of the SPFP programme. Whilst the SPFP pilot was deemed to be logically sound the delivery experience demonstrates that the importance of meeting employers' needs at the right time is critical.

MAIN ACTIVITIES

The project involved:

- sourcing providers to deliver the project. Whilst initial interest was good only two tenders were received from Cardiff and the Vale College (CAV) and Llandrillo College;
- contracting with both FE colleges to recruit participants and employers and deliver the training courses;
- marketing the project to prospective employers: IMI distributed project promotional materials via its newsletters and providers actively contacted prospective businesses;
- the FEIs investing in capital equipment (hybrid vehicles) which could be used for training purposes;
- dealing with employer queries and recruiting employees – this involved visiting employers, arranging initial interviews and assessment
- delivering training (typically delivered in two hour sessions once a week for 12 weeks or three hour sessions once a week for eight weeks);
- commissioning an evaluation from Strategic Marketing.

The original intention was to provide training to enable the sector to comply with new regulations requiring employers to have at least one employee qualified to Level 3 Climate Control Standards. However, given the

considerable length of time that was taken between the initial development of the SPFP concept and IMI being awarded the funding, providers had entered the Welsh market, with prices falling substantially below the level envisaged when the project was conceived. Given this, a decision was taken to incorporate Level 2 Hybrid System training into the project. This was considered to be a new technology for the sector and demand from employers was currently un-met.

SPFP PROGRAMME EVALUATION PILOT PROJECT CASE-STUDY

**PROJECT NAME: FROM PLOUGH TO PLATE - FOOD & DRINK SUPPLY
CHAIN DEVELOPMENT**

LEAD SSC: LANTRA

PROJECT AIMS AND OBJECTIVES

The project originally intended to undertake a phased approach from secondary research, through primary research to the production of new LMI which in turn would lead to the development and piloting of new qualifications relevant across the food supply chain. The aims (as set out in the contract) were to:

- determine the current LMI on a sub-regional and sub-sectoral basis;
- assess the demand for education and skills from employers across the food and drink sector, and investigate how this demand is likely to change over the next 10 years;
- assess the supply and impact of sector specific learning from the current education and training system on a sub-regional and sub-sectoral basis;
- develop and evaluate training solutions based upon current best practice;
- work with the major training providers to disseminate the most robust training solutions developed to a wider audience and to ensure sustainability of the programmes through capacity building in the training sector.

The contract outlined six phases to the project:

Phase 1 A baseline analysis of the size of the SSC sub-sectors to ascertain current LMI on a sub-regional basis, including engagement with a range of stakeholders including employers and Local Authorities.

Phase 2 Building upon the LMI obtained, undertaking a thorough analysis of the current demand for education and skills training across the food

and drink supply chain, from agriculture, fisheries and aquaculture, through to retail and hospitality, including change in the landscape over the previous five years, leading to an informed prediction of the change in requirements for the next 10 years, mapped against current provision.

- Phase 3 Investigating the current supply of sector specific learning by engagement with training providers and employers and assessing the impact of the training by stakeholder interviews, including providers, employers and trainees, leading to a gap analysis to compare needs and supply will be undertaken.
- Phase 4 Mapping identified best practice onto the needs identified by the stakeholders and developing a range of purpose built, integrated training packages to meet the needs of the stakeholders to fill the gaps identified in Phase 3.
- Phase 5 Running a series of stakeholder events to disseminate and pilot the new education and skills packages and, following evaluation, formulating the final education and skills packages and undertaking capacity building to support existing or new delivery structures.
- Phase 6 Marketing of the new education and skills packages to all the training providers in Wales.

RATIONALE AND FIT WITH PROGRAMME CRITERIA

The project fitted well with objectives of the programme, particularly the first (generating new LMI) and the second (piloting innovative training). The project was also a collaborative project between four SSCs (Improve, Lantra, People 1st and Skillsmart Retail), so also contributed to the fourth programme objective (encouraging SSC collaboration) – though in turn it built on pre-existing collaboration through the Skills Sub-Group of the Welsh Government's Food and Drink Advisory Board.

MAIN ACTIVITIES

In the event, only part of the intended work programme was achieved. In essence, the project involved:

- commissioning a major piece of research from Miller Research with Beaufort Research which involved desk research and some mapping of existing provision, as well as a large-scale survey of 1,875 employers within the food and drink supply chain. The study led to a summary report and a full research report which was launched at a major conference on 20 October 2011 in Llandudno;
- developing a number of other reports and product from the research, including individual data sheets covering each of the four SSCs footprints;
- a dissemination phase (with the project extended by three months to March 2012 to enable this to be completed. This involved:
 - working with Careers Wales to produce a ‘Spotlight’ document which highlighted careers opportunities in the sector and which was very widely distributed both physically and electronically;
 - developing a food and drink website as the basis for an information ‘hub’, in particular commissioning a series of videoclips highlighting different careers in the sector;
 - holding a number of events/presentations of the research;
 - distributing the summary report to all 1,875 employers who had taken part in the research, and asking whether they were happy to be cited as ‘assisted employers’: this yielded 800 favourable replies.

In essence, only phases 1 and 2 of the original plan were fully realised. Phase 4 (and consequently Phases 5 and 6 also) were largely abandoned, because the Welsh Government decided in summer 2011 that the timescales made it unrealistic to move from the LMI analysis to develop new qualifications or courses and to pilot these.

SPFP PROGRAMME EVALUATION PILOT PROJECT CASE-STUDY

**PROJECT NAME: DELIVERING SKILLS TO THE HOSPITALITY AND
TOURISM SECTOR**

LEAD SSC: PEOPLE 1ST

PROJECT AIMS AND OBJECTIVES

According to the contract, the aim of the project was to build supply-side capacity and capability to deliver on the skills issues relevant the increasingly important hospitality and tourism sector in Wales. The project essentially comprised six work-streams or mini-projects, each of which involved a range of activities, as set out below:

- developing and delivering a world class customer service training programme for businesses in the hospitality and tourism sectors;
- developing a shared apprenticeship programme in Cardiff;
- developing and piloting a 'Triple A' training programme for senior chefs;
- developing learning resources based on the use of local produce and the preparation of traditional Welsh recipes;
- establishing an 'Educators Learning Programme' in order to improve the capacity of learning providers;
- researching the career pathways of chefs.

RATIONALE AND FIT WITH PROGRAMME OBJECTIVES

Different elements of the project were intended to involve the delivery of innovative training approaches, including the introduction of provision new to Wales, and thus fitted with the second objective of the programme. Individual work-streams also sought to build provider capacity and to increase engagement between People 1st. and the provider network in Wales, thus addressing the third objective of the programme.

MAIN ACTIVITIES

The project involved:

- establishing a world class customer service training programme, which involved:
 - the development of a new accredited customer training programme, based on the tried and tested WorldHost model;
 - training learning providers to deliver the new WorldHost programme;
 - marketing the programme to businesses, both directly and via intermediary organisations and learning providers;
 - delivering WorldHost training to workers in the hospitality and tourism sectors, though the numbers of participants recruited onto courses were substantially below People 1st's initial expectations;
- exploring the feasibility of developing a shared apprenticeship programme in Cardiff, along the lines of a 'virtual academy' established in London. In practice, there was little appetite for such an approach in Cardiff and this work-stream was abandoned.
- developing and piloting a 'Senior Chef' award as part of the 'Triple A' programme, which previously comprised a 'Foundation Chef' award and the 'Chef' award. The work-stream included:
 - the development of a 36 module training programme;
 - recruiting suitable candidates to participate in a pilot programme;
 - piloting the programme, which involved participants undertaking a skills assessment, developing personalised action plans, participating in training and mentoring sessions and which culminated in an examination comprising practical elements, knowledge tests and aptitude appraisals;

Fewer participants than anticipated were recruited and the programme turned out to be too challenging for several of those that took part, which led to a dilution of elements of the training undertaken;

- commissioning a third party to develop learning resources designed to introduce a Welsh theme into the training of chefs. Whilst a limited number of resources were produced, these fell well short of People 1st's expectations both in terms of quality and volume;
- establishing an 'Educators Learning Programme' to afford learning providers a greater exposure to employers and experts in the hospitality and tourism field, as a means of bringing their industry knowledge up to date, inspiring them and honing their skills. The work-stream involved:
 - bringing hospitality and tourism lecturers together with employers to discuss the sector's skills needs;
 - a programme of visits to specialist learning providers' premises, hotels, restaurants, key hospitality/tourism related employers' premises and culminating in a 'skills conference';
 - encouraging participants to network with colleagues from other learning providers.
- researching the career pathways of chefs, which included a particular focus on the experiences of women chefs. This work-strand culminated in the production of a report which provides readers with a guide to becoming a chef at various levels.

SPFP PROGRAMME EVALUATION PILOT PROJECT CASE-STUDY

PROJECT NAME: TAILOR MADE TRAINING

LEAD SSC: SEMTA

PROJECT AIMS AND OBJECTIVES

According to the contract, the aim of the project was to develop ‘a distributed, virtual manufacturing skills academy (the Academy) as a network of providers (FE, HE, private and some employers including educational, vocational and professional development) based around clusters of communities of interest able to collaboratively deliver new and innovative skills development programmes – the ‘right programmes for the right industry’.

The objectives were to:

- ‘collate and analyse the outcomes... to inform policy, strategy and tactics for both the private and public purse (Theme 1 of SPFP);
- develop and sustain the capacity and capability of providers to work collaboratively to design and deliver the skills programmes required by employers and employees based on National Occupational Standards (Theme 2 of SPFP);
- award these programmes using Full NVQs, VRQs, Units or CQFW. (Theme 2 of SPFP);
- provide the right development programmes in the right manner to the right person at the right time (Theme 3 of SPFP);
- utilise communities of interest (clusters) to direct the work of the Academy and Alliance (e.g. manufacturing Forum Skills sub group)’.

In practice, the project intended to procure a network of providers and to use them to deliver bespoke training solutions (based on a diagnostic process) – short, sharp programmes - to individual companies within the manufacturing sector.

RATIONALE AND FIT WITH PROGRAMME OBJECTIVES

As outlined in the objectives (above), the project fitted with at least the first three of the programme objectives (generating LMI – through use of the diagnostic process; providing innovative training solutions and facilitating new links between providers and SSCs). As a collaborative project involving Cogent and Improve as well as SEMTA, it also contributed to the fourth programme objective (encouraging SSC collaboration).

MAIN ACTIVITIES

The project has involved:

- establishing a Steering Group, including representatives of various industry bodies and fora as well as the SSCs;
- procurement of a network of training providers;
- publicising the project amongst employers, with SEMTA playing a direct role in this;
- referring employers to providers who then undertake a diagnostic process with each company leading to a proposal for a training plan;
- putting in place a mechanism to scrutinise and approve training plans and related funding via the pilot;
- providing the bespoke training to each employer;
- commissioning an evaluation from Montalt Enrich Ltd.

SPFP PROGRAMME EVALUATION PILOT PROJECT CASE-STUDY

PROJECT NAME: PLAYWORK

LEAD SSC: SKILLS ACTIVE

PROJECT AIMS AND OBJECTIVES

The overall aim of the project was to develop a new nationally recognised and accredited 'Award, Certificate and Diploma 'Playwork Principles into Practice' qualifications (P³) at Level 3 for the primary target audience of the playwork and childcare sectors'.

According to the contract, the project involved:

- commissioning and managing the contract which included the writing and development of units and evidence requirements appropriate for the QCF;
- creating assessment materials and assessment guidance for each level;
- commissioning and managing the development of candidate learning packs and tutor support packs for the award.

In practice, there was a need to develop a Level 3 Playwork qualification that would be specific to Wales to respond to employer demand and to build on a pre-existing Level 2 qualification developed for the sector using ESF Equal funds. Employer demand was being driven by the introduction of the Children and Families (Wales) Measure which puts a duty on each local authority to provide sufficient play opportunities for children and young people, thus a resulting increase in training demand. The qualification was intended to address key weaknesses in the existing provision – particularly the lack of a suitable training curriculum for seasonal staff, the lack of training specific to Welsh employers, the lack of bilingual provision, the lack of a flexible training

provision and training which could accommodate employees with different learning abilities.

RATIONALE AND FIT WITH PROGRAMME OBJECTIVES

This idea for this small project was largely initiated by Play Wales, but was supported by Skills Active, who had decided against submitting a more strategic project in the light of the tight timescales for the SPFP as a whole. The project could be seen as contributing towards the second objective of the programme (delivering innovative training) though it is notable that it only involved the development of a qualification rather than training delivery: this was not seen to be practical within the timescales available.

MAIN ACTIVITIES

The project involved:

- putting in place a project board to manage the project;
- the procurement via sell2wales of a provider to develop the qualification: Play Wales and SQA, who had developed the Level 2 qualification were successful in the tender and were thus able to 'hit the ground running';
- the development and accreditation (in December 2011) of the qualification;
- dissemination activities around the qualification.

Despite only being approved in early 2011, the project was delivered within timescales.

SPFP PROGRAMME EVALUATION PILOT PROJECT CASE-STUDY

PROJECT NAME: FUTURE PROOFING THE DIGITAL ECONOMY IN WALES

LEAD SSC: SKILLSET CYMRU

PROJECT AIMS AND OBJECTIVES

According to the contract, the aim of the project was to undertake research that would explore in depth, the future skills challenges facing the 'digital content' sector in Wales.

This would involve procuring a consultant who would research the views of employers on likely future skills needs on the basis of a series of workshops with digital content employers and support organisations across Wales and develop a number of future scenarios, clearly spelling out the implications of each for skills needs. In parallel, the research would map current provision of relevant skills.

On completion of the report, Skillset would engage with FEIs to understand how it could be used/applied to inform current and future provision.

RATIONALE AND FIT WITH PROGRAMME OBJECTIVES

The project fitted clearly with the first programme objective (production of more detailed LMI).

MAIN ACTIVITIES

In line with the stated aims and objectives, the project has involved:

- the completion of a research study commissioned (Future Skills Needs of the Digital Media Workforce in Wales, TBR and Olsberg SPI), a draft of which was submitted to Skillset in September 2011;
- two dissemination events, engaging a small number of HE and FE providers, and some employers (mainly from Skillset's Wales Board).

SPFP PROGRAMME EVALUATION PILOT PROJECT CASE-STUDY

**PROJECT NAME: SKILLSET CREATIVE MEDIA APPRENTICESHIP
PROGRAMME
LEAD SSC: SKILLSET CYMRU**

PROJECT AIMS AND OBJECTIVES

According to the contract, the objectives of the project were to:

- work with employers, regional partners and education institutes to establish the Creative and Digital Media Apprenticeship in Wales;
- consult with industry as to whether existing Level 3 Apprenticeship frameworks meet Welsh requirements, develop any additional components required (including Welsh medium materials) and secure CQFW approval for the qualification;
- work with employers to ensure they are engaged and committed to providing jobs for the apprentices and paying their wages;
- identify potential providers and procure provider(s) to deliver the pilot;
- develop and produce the additional components required in multi-platform and the Welsh language;
- procure an evaluation consultant to undertake a project evaluation;
- hold a 'lessons learned' and 'next stages' event with providers/employers;
- embed the new Level 3 Preparing to work in Creative Media qualification within FEI's, and into new entrants training schemes;
- hold an event in collaboration with Colegau Cymru and employer bodies, to update/promote the qualification;
- identify providers/colleges/employers interested/able to offer the qualification;
- establish an advisory group to support the project: Skillset, FE, HE, awarding organisations, industry.

RATIONALE AND FIT WITH PROGRAMME OBJECTIVES

The project aimed to pilot in Wales a work based apprenticeship programme that would enable Skillset to develop new links with the FE sector in Wales (work which was already in train in England and Scotland). It thus fitted with the second (innovative training) and third (new partnerships between SSCs and providers) of the programme's objectives.

MAIN ACTIVITIES

Overall, the activities delivered by the project aligned with those specified in the contract and included:

- establishing a steering group;
- finalising the apprenticeship frameworks;
- publicising the project with employers and providers and securing employers willing to offer apprenticeships;
- procuring provision through two Colleges (Cardiff and Vale and Llandrillo College);
- delivering the apprenticeship frameworks;
- commissioning an evaluation from Arad.

Employers were also able to benefit from the Welsh Government's Young Recruits scheme, which provided an additional wage subsidy towards the costs of employing apprentices.

SPFP PROGRAMME EVALUATION PILOT PROJECT CASE-STUDY

**PROJECT NAME: NETWORK OF RETAIL SKILLS SHOPS IN WALES
LEAD SSC: SKILLSMART RETAIL**

PROJECT AIMS AND OBJECTIVES

According to the contract, the aim of the project was to start the process of establishing a network of physical and virtual Retail Skills Shops in Wales. It was intended to take forward the concept of skills shops: these are partnerships between retailers, developers, training providers and other local agencies to develop the skills and professionalism of the retail sector in specific locations which operate under a franchise from the National Skills Academy (NSA) Retail. In more detail, the project was intended to:

- map existing skills shops in Wales;
- consider the feasibility of a Skills Shop Network in Wales;
- share best practice with other National Skills Academies in Wales;
- assess the level of demand for Welsh-medium training in the sector and build capacity to deliver it;
- identify new locations where skills shops might be appropriate by using the well-established Location Model (a diagnostic process assessing the retail offer of a specific location);
- establish a funding model for skills shops in Wales;
- contextualise existing NSA resources for Wales;
- assist developing partnerships to develop into full skills shops;
- develop an action plan for the Network's future sustainability.

RATIONALE AND FIT WITH PROGRAMME OBJECTIVES

The project was not intended to involve any delivery of training. It was however intended to deepen understanding of the skills needs of retail employers in Wales, and thus fitted with the first objective of the programme (better LMI). It also aimed to build provider capacity and to increase

engagement between Skillsmart Retail and the provider network in Wales (the third objective of the programme).

MAIN ACTIVITIES

The project involved:

- commissioning a mapping of existing skill shop activity from Peter Heath Consultancy;
- commissioning a feasibility study for a Skill Shop Network in Wales from Bangor University: the Terms of Reference also included the requirement to learn from good practice from other NSAs in Wales and to assess the demand for Welsh medium provision;
- undertaking Location Model exercises in Rhyl, Newport, Swansea, Ammanford, Llanelli, Carmarthen and Wrexham (the project originally intended only to undertake two Location Model exercises, but additional funding was made available by the SPFP Unit to undertake five more);
- securing the membership of three Skills Shops (Llandrillo College, Cardiff and Vale College and Acorn Training) in the NSA at a subsidised rate;
- producing Welsh medium versions of publications (e.g. the NSA brochure) and the NSA website;
- mediating contacts between the Skills Shops and large retailers;
- commissioning an evaluation from C2 Associates.