

# PART TWO:

## Case Studies










### Quick Reference Guide

This part of the report presents the full case studies, mini case studies and Marchmont case studies collected and analysed during this research. Cases are sorted by sector and each has been coded according to its sector and approach. The proceeding tables classify case studies by sector and approach to enable you to select the most appropriate ones for your requirements/interest.






#### Key

The following codes are used throughout this part of the report to indicate the sector(s) and type(s) of approach included in the initiative.

#### Sector

-  Advanced engineering (including aerospace and automotive)
-  Food and drink
-  ICT (including media and telecommunications)
-  Tourism (including hospitality and leisure)
-  Marine
-  Finance
-  Construction
-  Multi Sector (including those from the South West RDA priorities)
-  Other (non South West RDA priority sectors)
-  No specific sector focus






#### Approach






-  Employer networks
-  Individual training
-  Encouraging new entrants
-  Significant online emphasis
-  Other approach

### Listing by sector

This table gives a listing of projects by sector. To go straight to a particular case study please refer to the table of contents at the start of this report.

#### Project

Full case studies Listing by sector					
1. Aerospace Integrated Graduate Development Scheme (IGDS)	✓				
2. South West Regional IGDS in Competitive Product Engineering	✓				
3. Employer Learning Network for the Body Repair and Refinishing Trade	✓				
4. Food and Drink Net		✓			
5. Bakery Training Council - Employers Learning Network		✓			
6. Food Fen		✓			
7. IT Base - IT Skills Development Initiative			✓		
8. FutureSkills, solutions for IT services skills			✓		
9. People in Tourism					✓
10. North West Tourism Skills and Employment Network					✓
11. Workforce Development Programme	✓	✓	✓	✓	Multi-Sector
12. Let's Do I.T.!		✓	✓	✓	Multi-Sector

Mini case studies Listing by sector					
13. Bluer Sky Greener Grass	✓				
14. Formula Schools	✓				
15. Sainsbury's Supplier Development Programme		✓			
16. E-Skills NTO - Developing Employer Learning Networks			✓		
17. Digital Peninsula			✓		
18. Training for Convergence - South West Attachment Scheme			✓		
19. MARSK III: Application of Marine Skills Analysis					Marine
20. Strategic Training in Apparel and Textiles (STAT)					Textiles
21. LearnOnline					Homeless
22. Investors in People Sector Development Research Project					Multi-Sector
23. Teaching Company Scheme (TCS)					Multi-Sector
24. Dorset BusinessXChange					Non-Sectorial
25. Small Firms Enterprise Development Initiative - Employer Learning Network					Non-Sectorial

# Case Studies

## Project

Marchmont case studies Listing by sector						Other Sector
26. Bridging information technology skills	✓					
27. Corporate virtual university: BAA	✓					
28. Establishing learning partnerships within supply chains	✓					
29. Spreading learning through a supplier development programme case study: Frederick Woolley	✓					
30. Industry forum builds global competitiveness	✓					
31. Online learning system for vehicle sales executives (DRIVE)	✓					
32. Spreading learning change agents case study: Rover Group	✓					
33. Spreading learning through the supply chain case study: NASTECH	✓					
34. The automotive industry in the West Midlands	✓					
35. Towards a vision of recurrent education	✓					
36. Producing a Web based tool to promote professional development and lifelong learning amongst construction managers						Construction
37. Regional construction industry: Careers advice and guidance service						Construction
38. Women in construction project						Construction
39. Employee development schemes - First Data Resources						Finance
40. Implementing distance learning in Barclays Bank						Finance
41. Employee development schemes - Horizon Biscuits		✓				
42. Spreading learning through a supplier development programme case study: Sainsbury's		✓				
43. The food quality project		✓				
44. Corporate virtual university: Sema Group			✓			
45. E-commerce and the new media technologies			✓			
46. Employee development schemes - BICC			✓			
47. Interactive digital education and learning (IDEAL)			✓			
48. Language, multimedia and technology transfer for SME growth in European markets			✓			
49. Midlands media training consortium (MMTC) project			✓			
50. Open and work based learning in advanced telecommunications (OWLATEL)			✓			
51. The use and application of telematic training by small firms within a European context: implications for teaching and learning in the digital age			✓			
52. Yorkshire does IT well			✓			
53. CRINE network						Marine
54. Grimsby fish processors' training club						Marine
55. NVQs to accelerate career, pay progression at GEC Marconi Marine						Marine
56. All change - new market opportunities in tourism for redundant engineers				✓		
57. Guidance and information in a virtual environment (GIVE) for the hospitality, catering, leisure and tourism industry (HCLT)				✓		
58. Hospitality adding value for education (HAVE) final report - Hotel and Catering International Management Association (HCIMA)				✓		
59. Job-rotation utilising New Deal to provide training to the hotel/leisure sector				✓		
60. Towards the learning organisation				✓		
61. Training adventure for cultural businesses				✓		
62. Learning networks for SMEs - University of Plymouth						Multi-Sector
63. The NetMet management guide: FASNET - the Irish experience						Multi-Sector
64. The PRISM Project						Multi-Sector
65. Whitby IT Club cluster						Multi-Sector
66. Footwear industry project on optimising information technology						Clothing
67. Industrial adaptation through sector-based co-operative networks						Clothing
68. Strengthening the craft sector in Wales through technology - TELE 21						Craft
69. Regional Accord for Change (REACH)						Printing
70. The Care sector project						Care
71. The gas industry						Energy
72. The rail industry						Transport
73. EXCEL retail project						Retail
74. Return to work course: retail sector pilot						Retail
75. Towards a healthy high street: Training the independent retailer						Retail

Full case studies Listing by approach						Other
1. Aerospace Integrated Graduate Development Scheme (IGDS)		✓				
2. South West Regional IGDS in Competitive Product Engineering		✓				
3. Employer Learning Network for the Body Repair and Refinishing Trade	✓					
4. Food and Drink Net	✓	✓		✓		
5. Bakery Training Council - Employers Learning Network	✓					
6. Food Fen	✓	✓		✓		
7. IT Base - IT Skills Development Initiative			✓			
8. FutureSkills, solutions for IT services skills						✓
9. People in Tourism	✓	✓				
10. North West Tourism Skills and Employment Network	✓					
11. Workforce Development Programme		✓	✓			
12. Let's Do I.T.!		✓		✓		

# Case Studies

## Project

### Mini case studies Listing by approach

					Other
13. Bluer Sky Greener Grass	✓		✓	✓	
14. Formula Schools			✓		
15. Sainsbury's Supplier Development Programme	✓	✓			
16. E-Skills NTO - Developing Employer Learning Networks	✓				
17. Digital Peninsula	✓			✓	
18. Training for Convergence - South West Attachment Scheme	✓		✓		
19. MARSK III: Application of Marine Skills Analysis					✓
20. Strategic Training in Apparel and Textiles (STAT)		✓			✓
21. LearnOnline				✓	✓
22. Investors in People Sector Development Research Project					✓
23. Teaching Company Scheme (TCS)			✓		
24. Dorset BusinessXChange	✓				
25. Small Firms Enterprise Development Initiative - Employer Learning Network	✓			✓	

### Marchmont case studies Listing by approach

					Other
26. Bridging information technology skills					✓
27. Corporate virtual university: BAA		✓			✓
28. Establishing learning partnerships within supply chains	✓				
29. Spreading learning through a supplier development programme case study: Frederick Woolley	✓	✓			
30. Industry forum builds global competitiveness	✓				✓
31. Online learning system for vehicle sales executives (DRIVE)		✓		✓	
32. Spreading learning change agents case study: Rover Group		✓			
33. Spreading learning through the supply chain case study: NASTECH	✓	✓			
34. The automotive industry in the West Midlands	✓				
35. Towards a vision of recurrent education		✓			
36. Producing a Web based tool to promote professional development and lifelong learning amongst construction managers		✓	✓	✓	
37. Regional construction industry: Careers advice and guidance service			✓		
38. Women in construction project		✓	✓		
39. Employee development schemes - First Data Resources		✓			
40. Implementing distance learning in Barclays Bank		✓		✓	
41. Employee development schemes - Horizon Biscuits		✓			
42. Spreading learning through a supplier development programme case study: Sainsbury's	✓	✓			
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44. Corporate virtual university: Sema Group		✓			
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46. Employee development schemes - BICC		✓			
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51. The use and application of telematic training by small firms within a European context: implications for teaching and learning in the digital age		✓			✓
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53. CRINE network	✓				
54. Grimsby fish processors' training club	✓	✓			
55. NVQs to accelerate career, pay progression at GEC Marconi Marine		✓			✓
56. All change - new market opportunities in tourism for redundant engineers			✓		
57. Guidance and information in a virtual environment (GIVE) for the hospitality, catering, leisure and tourism industry (HCLT)		✓		✓	
58. Hospitality adding value for education (HAVE) final report - Hotel and Catering International Management Association (HCIMA)			✓		
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74. Return to work course: retail sector pilot		✓	✓		
75. Towards a healthy high street: Training the independent retailer	✓	✓			

## 1. Aerospace Integrated Graduate Development Scheme (IGDS)

Nation-wide, began April 1991



### Context

**Where** Delivered at the University of Bristol and the University of the West of England, Bristol with support from 9 other Universities across the UK.

**When** Began in 1991.

**Why** To help professional staff in the aerospace industry to broaden their technical competence and acquire managerial, personal and business skills early in their career. The structure of the Aerospace industry has changed radically during the last ten years. Graduates in the industry typically come from a wide range of backgrounds and now work in project teams driven by the need for the best business decisions rather than technical excellence. So there is a need for a broad reaching professional development scheme which is flexible enough to cater for the varied backgrounds and career aspirations whilst delivering the professional skills required to meet company business objectives.

**Who Paid** The programme was established nationally with the aid of funding from the Engineering and Physical Sciences Research Council (EPSRC) and has now been extended under the European Professional Aerospace Development Scheme (EUROPADS), with support from the European Union under the Leonardo da Vinci project. Individual students are sponsored by their employers or by the Panasonic Trust and the Sir Henry Royce Bursary Scheme through the Royal Academy of Engineering.

### Practice

**Who Involved** The programme was established by the Bristol IGDS Consortium, which comprises the University of the West of England, Bristol and the University of Bristol acting in partnership with Airbus UK, Rolls-Royce plc, Westland Helicopters, INBIS Technology, QinetiQ and the MoD. Over 65 companies and organisations are now involved. Modules are now provided by 11 UK and 6 European universities.

**What** The Aerospace Integrated Graduate Development Scheme (IGDS) is a professional development scheme which integrates education with industrial experience and can lead to the award of an MSc. Delegates from companies and organisations across the Aerospace industry come together to undertake selected technical and management modules as appropriate, plus an individual industry-based project. The intention is to develop the professional capabilities of engineers and managers, to enhance their technical and business awareness and prepare them for key functions within the industry. The underlying purpose is to enhance the competitiveness of the Aerospace industry with a quality professional development scheme that is tailored for the special needs of that industry.

**For Whom** The programme currently has about 250 delegates enrolled from over 50 different Aerospace companies (including a number of foreign students). They are from all sectors of the Industry, including designers of aircraft, engines and helicopters, pilots, flight test engineers, airline engineers, engineer officers from the armed forces, customer support and logistics engineers, avionics engineers, government specialists and specialists in air accident investigation. All have technical management potential and professional experience.

Delegates are normally company sponsored graduate with at least three and preferably five years of industrial experience. They may have degrees in Mathematics, Science or Engineering, or hold other appropriate qualifications such as an HNC/HND with experience of working as a professional engineer at the graduate level for at least two years. Special

arrangements are now available for non-science graduates to join the scheme.

**How** The MSc is a modular programme which can be taken part-time over a three to five year period or full-time over twelve to fifteen months. Studies can be commenced at any time during the year. An Engineering or Science Degree, (or an acceptable alternative such as an HND), together with at least three years post-graduate experience in Aerospace or a related industry, is a requirement for enrolment.

Over 35 modules are available to choose from in the fields of Aerospace Design, Manufacture and Management. About 25 of these one-week modules are held each year. For the award of the MSc, each delegate is required to take 12 modules, with associated post-module assignments, as well as an industrially-based research project, normally agreed with and supported by their own company or organisation.

A further 7 modules from 6 different European countries are now also available under the European Professional Aerospace Development Scheme (EUROPADS). This scheme is based on the same industry/university partnership in each country and replicates the Aerospace IGDS/MSc in structure while reflecting the European nature of the industry.

### Outcomes

**What Worked** This programme represents an effective partnership between UK and European Universities and Aerospace companies; a key feature being that it is developed, managed and delivered in partnership between the companies and the universities. The supporting companies are fully involved in the management of the Bristol Consortium, and in the development, delivery and review of modules. Companies may select modules for their sponsored graduates and influence the content of those modules. Companies also provide a proportion of the lecturers and of the case study material.

**What Evidence** The programme has been running for 11 years and has now become established as both a national and European graduate development scheme. It also has the ongoing support and involvement of a large number of influential aerospace companies, and is continuing to grow in spite of the events of last September.

**Any Problems** The initial challenge was to get the universities to work together and with industry in a true collaborative partnership. The drive came from the principal companies in the Bristol area supported by the EPSRC initiative to establish an IGDS. It is now an example of what can be achieved in this field and is one of the largest IGDS in the country.

There is a current challenge of how to involve more SMEs. This is currently being done by offering a number of bursaries and free places and getting the prime contractors to encourage their supply chain. The support of the West of England Aerospace Forum is acknowledged. Work-based learning credits are also being developed.

Some companies have requested the accreditation of in-company training courses at the Master's level and this is now addressed. Attention is now being given to meeting the new requirements for registration as a Chartered Engineer by developing Matching Sections for BEng (Hons) graduates within the IGDS programme.

**What's New** The Aerospace IGDS has enabled the establishment of a broad ranging, flexible employee development programme by drawing on new and existing modules being delivered by universities across the UK and

## Full Case Studies

Europe. In addition, companies have been involved from the outset to advise on the types of training they require and to provide input into teaching materials and delivery. The Management Board includes a 50:50 split of academic and industrial representatives, with a senior executive from Airbus UK in the chair.

**So What** This provides an excellent model for establishing academic partnerships and the involvement of industrial partners. If the programme manages to include accreditation for in-company training and work-based learning this will be a major step in breaking down academic/industrial barriers and promoting closer links for research and technology transfer.

**What next** This Aerospace IGDS is under continuous development to meet the varied needs of the increasing number of companies participating, and the necessary changes taking place in the industry. Full recognition of the scheme is being sought from the appropriate professional institutions, the Engineering Training Board and the Society of British Aerospace Companies. Further collaborative

arrangements with other universities are welcomed, either to provide specialist modules or local support for particular Aerospace companies. The EUROPADS programme is being further developed with the aim of establishing a European Masters Award. Also, the opportunities represented by e-learning are being examined to provide support for this successful scheme.

The underlying criteria is to ensure that the Aerospace IGDS/MSc programme remains a quality professional development scheme which demonstrates high academic and professional engineering standards and will continue to meet the evolving needs of the Aerospace industry and its highly skilled staff.

### Further Info

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## 2. South West Regional Integrated Graduate Development Scheme (IGDS) in Competitive Product Engineering

South West, began 2001



### Context

**Where** A partnership of 10 universities in the South West of England, co-ordinated by the University of Bristol.

**When** Began in 2001.

**Why** The South West Regional IGDS is intended to equip graduates, or their equivalent, in the engineering and manufacturing industry of the South West with the management, business and technical skills and the vision to prepare them for the challenges of the new millennium.

**Who Paid** The programme was established with the aid of funding from the Engineering and Physical Sciences Research Council (EPSRC). The cost of individual participation (about £9300 for the full Masters course) is usually covered by the employer.

### Practice

**Who Involved** The Competitive Product Engineering IGDS is run by a consortium of academic and industrial partners. There are 10 academic partners involved in the scheme, 5 Full Partners (Bournemouth University, University of Bristol, University of Exeter, University of Plymouth, and the University of the West of England) and 5 Associated Partners (the University of Bath, University of Portsmouth, University of Gloucestershire, Royal Military College of Science, and the Open University). At least half of the Management Board members are from South West industry.

**What** The SW Regional IGDS is a part-time modular professional development programme combining management and technology elements. The objective is to equip engineering staff with the skills they will need in their future career. Modules may be attended as stand-alone short courses to satisfy a particular professional development need or as part of a higher degree programme at one of the 5 full partner universities. MSc degrees, postgraduate diplomas or postgraduate certificates are available through the programme. The actual award will depend on the number of modules attended and their credit value. To gain an MSc in Competitive Product Engineering, delegates must also carry out a supervised industrial project on a subject of interest to their employer.

It is one of 56 national IGDS's covering a wide range of science and engineering topics. Courses are carefully structured so that they are easily tailored to individual needs and cause minimal disruption to the employee and employer

**For Whom** Graduate entry to the Scheme is normally limited to graduates in Engineering, Science or Mathematics with at least two years industrial experience since graduating. Applicants with HNC/HND, in addition, need to demonstrate to the Full Partner enrolling such applicants that they have the experience of operating at the professional graduate level for at least two years.

Delegates typically: have spent at least two years in employment after graduation before joining the Scheme; wish to acquire knowledge of business and management techniques; and wish to update their science or engineering knowledge to a Master's level.

**How** Delegates may attend individual modules to address a particular professional development requirement or study for a postgraduate award. To obtain an award delegates must register with one of the 5 full partner universities. The programme is based on a set of part-time taught modules, most of which are rated at 10 credit points. The MSc in Competitive Product Engineering involves a delegate accumulating 120 credit points through attendance at modules as well as conducting a supervised project on a subject of interest to their employer (over a maximum period of five years). To gain a Postgraduate Diploma, delegates are required to accumulate 120 credit points through attendance at modules without carrying out the supervised project and to gain a Postgraduate Certificate delegates are required to accumulate 60 credit points through attendance at modules.

For MSc and Diploma courses there are five mandatory management modules (Strategic Quality Management, Innovation and Technology Management, Financial Management and Control, Human Factors in Effective Organisations and Competitive Product Design Process) and a choice of over 60 optional technology and engineering management modules.

Typical module structure is as follows:

- i) Pre-module preparation by reading/distance learning;
- ii) 3 day course at the presenting academic partner;
- iii) An assignment involving typically 45 hours of work at home;
- iv) 1 day for assignment feedback and learning consolidation.

It is also possible for delegates to attend modules without studying for a qualification.

### Outcomes

#### What Worked

It is rather too early to report on the success or otherwise of this programme at this stage.

**What Evidence** See above.

**Any Problems** It has been difficult publicising the initiative and getting companies on board. There is perhaps some concern amongst employers that once trained, employees will leave and find work elsewhere and so the main challenge so far has been convincing employers of the need for and value of continuing professional development.

**What's New** The scheme is tailored to the needs of industry, whilst retaining the academic rigour required by institutions which are regularly inspected by the Quality Assurance Agency for Higher Education.

The keynote of the South West IGDS is flexibility. Delegates can study for an award or attend individual modules as short courses. Through this they can acquire business expertise not normally provided by their undergraduate course. Such

expertise was previously only available through non-engineering-based courses such as MBA's. In addition delegates will be offered technology modules with the object of upgrading, up to Masters level, their knowledge of topics in their field of interest and of bringing them up to date with developments since they graduated.

**So What** The South West Regional IGDS is a good model for regional academic/industry partnerships in any discipline. The high emphasis placed on management skills is particularly interesting, as these skills are not usually acquired during an engineering degree.

**What next** The programme is continuing to recruit new participants and promote itself within the South West and further afield.

#### Further Info

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Web: <http://www.fen.bris.ac.uk/igds/regional>

### 3. Employer Learning Network for the Body Repair and Refinishing Trade

South West, 2000-2001



#### Context

**Where** Wiltshire.

**When** 2000-2001.

**Why** The NTO for the Motor Industry identified a skill shortage in the Body Repair and Refinishing trade in Wiltshire that was exacerbated when all the local Further Education Colleges closed down their Body Repair training facilities for economic reasons.

**Who Paid** Initially funded by the DfEE, but then intended to be self-financing through subscriptions from network members.

#### Practice

**Who Involved** The Motor Industry College, local employers and MITC, the NTO for the Motor Industry.

**What** It was proposed to establish a network of employers in Wiltshire and surrounding areas who would be prepared to work together and share facilities in order to jointly provide high quality training for workers in the Body Repair and Refinishing trade.

**For Whom** Local employers (with from 2-50 employees) in the Body Repair and Refinishing trade.

**How** 80 potential participants were contacted through a postal mailshot, adverts in local papers and personal visits. Of 18 people who agreed to attend the first meeting, only 9 attended, from 3 different employers. Attendance at the next two meetings was likewise very poor.

The poor attendance was attributed to the real difficulties in employers being able to attend meetings and thus it was decided that an "online" or "virtual" network should be set up via email. This initiative involved publishing electronic bulletins and encouraging online discussion between network

members. Once again, however, participation was poor and the initiative was eventually abandoned.

#### Outcomes

**What Worked** Despite the poor attendance, those who did participate were positive about the experience and found it useful in networking with other organisations.

**What Evidence** The lack of success of the project was reflected in the low participation rates both at actual meetings and for online discussions.

**Any Problems** Yes, poor participation.

**What's New** The programme attempted to meet the skills development needs of small firms in a regional cluster through the establishment of an employer learning network.

**So What** This programme shows that despite the best intention of organisations, such as the NTO, to helping skills development and networking in small and micro-businesses, their endeavours will not be successful without the support and commitment of participants. This programme demonstrates the very real difficulties in providing assistance to those employers who may be most in need, due to their lack of time and lower priority of such activities in relation to day-to-day business concerns.

Furthermore, it demonstrates that the establishment of virtual networks, through email or web-based services, is not automatically the best alternative to face-to-face meetings when participants are short of time.

**What next** This programme has now finished.

#### Further Info

Brian Bullock, Managing Director WTTL  
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### 4. Food and Drink Net

West Midlands, began 2001



#### Context

**Where** West Midlands.

**When** Initial funding contract from March 2001 - March 2002, followed by a self-funded period of 12 months. It is

hoped that further funding will be available to continue the programme after this date. Funding for administration has been secured from Advantage West Midlands up until September 2002, but an income stream is required to move the project forward.

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**Why** Food and Drink Net has the clear aim of delivering regional excellence and specifically industry-focused learning which will be the driver of future growth and achievement. It is proposed that the encouragement of better trained and skilled personnel within the food & drink manufacturing and processing industry will help individual companies to maximise performance and profitability and place the West Midlands at the cutting edge of a vital and global industry.

**Who Paid** Advantage West Midlands (RDA) through the Skills Development Fund.

### Practice

**Who Involved** The initiative involves a large number of organisations including local employers, colleges, Chambers of Commerce, City and County Councils, national training organisations and Coventry University.

**What** The Food and Drink Net initiative involves encouraging participation in learning and skills development in a sector that has traditionally had a poor record of training and employee development. This is done by providing industry-focussed training for manufacturers and processors in the food and drink sector.

Activities are promoted through advisors, a website portal, events/workshops and other promotional activities. Related activities have included offering a subsidised 50/50 deal on computers for training use and also establishing a mentoring service to assist manufacturing and processing companies in the region to plan and evaluate their training provision over a six month period. The current offer is for 2 free visits per company. The project also contacts the sector via direct mailing of information leaflets a newsletter and telephone marketing.

**For Whom** Food, drink and related manufacturers and processors of all sizes in the West Midlands.

**How** The main focus of the initiative has been a web site offering details of training courses and training providers in the region. By working closely with training providers as well as users, efforts have been made to match training provision to demand. Use of the website service is free and the mentoring service is free of charge for the first two meetings.

### Outcomes

**What Worked** The initiative has been well received and Food and Drink Net are now working directly with 102

companies in the region. The website, itself received 20,000 hits in January 2002.

**What Evidence** Participation levels.

**Any Problems** There have been difficulties in the time needed to set up such a network in relation to the short, and limited duration of funding streams. If further funding is not secured, there is a risk that the initiative will terminate as it is not yet in a stage where it could become self-sustainable. In a similar vein, the project co-ordinator has found it hard to find out about other projects and initiatives with which they could partner and thus, potentially tap into other funding opportunities.

A further disappointment was the low up take of 50/50 computer deal. Companies were sceptical of the offer and as a result not all available deals were used.

**What's New** Promoting training message to employers in a sector with a high-staff turnover and poor attitude towards training. Establishing a web-based portal to training and learning opportunities. Translating the needs and aspirations of a relatively new sector (food manufacturing) to training providers.

**So What** A large part of the programme has been in persuading employers of the value of employee development in a sector with high staff turnover and relatively negative attitudes towards learning and training.

It has been argued that the duration of funding through streams such as the SDF may be too short to permit the establishment of sustainable initiatives and that perhaps consideration should be paid as to how they could be supported for a longer period once there is evidence of their effectiveness. This might involve providing improved access to information on potential partner initiatives and how different projects could be encouraged to work together.

**What next** Looking for more funding.

### Further Info

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Web: www.foodanddrinknet.org.

## 5. Bakery Training Council – Employers Learning Network

Nation-wide, 2000-2001

### Context

**Where** Networks were set up throughout England, Wales and Scotland.

**When** Initial phase from October 2000 to April 2001.

**Why** To support training and development in the bakery sector by establishing a series of employer networks to encourage small employers to share resources, expertise and knowledge.

**Who Paid** NTO-NC and the Bakery Training Council (NTO for the Bakery sector).

### Practice

**Who Involved** Bakery Training Council, Anglo-Welsh Bakery Training, National Association of Master Bakers, Scottish Bakery Training Council (SBTC), Scottish Association of Master Bakers (SAMB) and local employers.

**What** Employer Learning Networks (ELNs) were set up throughout the UK to support the sharing of training resources and knowledge between small employers in the bakery sector.

An ELN was established for each of the 6 Scottish regions and 8 English regions.

**For Whom** Employers in the Baking industry.

**How** Through a series of regional meetings, the Bakery Training Council and partners invited local employers to participate in ELNs to identify training needs of the profession and ways in which skills and training provision could be improved. This work was supported in England by a telephone survey of BTC members and identified some of the following difficulties:

- Recruitment: baking companies are finding it near impossible to recruit trained and/or experienced bakers regardless of their location.
- Retention: people agreed that staff retention was an issue and is largely affected by management style.
- Training needs: there is a recognition of the need for basic management training, IT, specific sector skills (such as cake decorating), good work placements for trainee and semi-skilled staff, improved NVQs and the opportunity for training needs analysis.



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- Training providers: there is limited knowledge of the specialist training providers for the industry and this knowledge is often quite out-of-date, indicating a need for better promotion and marketing by training providers themselves.
- Networking: there are many levels at which people may network but a variety concerns, such as lack of time, may cause employers to fail to pursue this.

In Scotland, a Project Manager was recruited who spent considerable time meeting individually with employers and arranging meetings to discuss the establishment of the ELN.

### Outcomes

**What Worked** In England and Wales the project met with limited success. The vast geographical region, crumbling infrastructure in terms of colleges providing training, combined with changes in financing of development opportunities and factors such as floods and foot and mouth led to low participation in the network meetings.

In this area, one-to-one visits and contacts were viewed as the most successful way forward both for gathering information and disseminating information on training and good practice. It was also believed particularly beneficial to share ideas that work in one region with others.

The project met with more success in Scotland, where it was well received by employers and has led to some active developments in terms of exploring ways of providing more training (Grampian) and establishing links with LECs (Highland and Islands).

In all regions, however, it was felt that the programme had led to an increased awareness of the need for training and skills development in the baking industry and a new sense of co-operation between bakers to address these issues.

**What Evidence** The project was evaluated throughout and written reports produced.

Of those networks set-up in England and Wales only one has

continued: the Northern region as the infrastructure for training provision was too impoverished elsewhere. More success has been achieved, however, in Scotland where a number of ongoing initiatives have now been established.

**Any Problems** A number of problems were encountered including low participation, poor training infrastructure, geographical dispersion, and lack of resources. The most significant difficulty for this project, however, was probably the short duration (6 months) which did not permit sufficient time for long-term implementation of the networks and the establishment of an appropriate training and development infrastructure.

**What's New** This initiative is interesting as it attempted to address issues of sector training needs and skills development across the whole UK through the simultaneous establishment of a number of regional networks.

**So What** The programme clearly indicates that such an approach has a differential impact between regions. The success, or otherwise, of a particular initiative will be influenced by a wide range of factors, such as existing training infrastructure, the degree of active facilitation and networking, the commitment and interest of employers within a particular area and the co-operation of local agencies (such as LSCs). Best practice lessons, however, are useful to share between regions and it is perhaps only through this that a true understanding of what works, and why, can be determined.

**What next** The programme is continuing to move ahead in the successful regions.

### Further Info

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## 6. The Development of an Innovative Production System for On-Line, Interactive Training materials for the Food Industry

East of England, began 2000



### Context

**Where** East of England.

**When** Began in 2000.

**Why** The FoodFen Partnership is a public and private sector initiative, with the aim of developing and strengthening the food production, processing and supporting industries which make up the "FoodFen Cluster". This sector is a highly significant element of the local economy and although it was a logical choice as the test-bed for the training concepts being developed, the outcomes of the project will be applicable across many sectors.

**Who Paid** East of England Development Agency (EEDA) through the Skills Development Fund.

### Practice

**Who Involved** The core partners are EEDA, FoodFen Ltd., College of West Anglia, Hills Road Sixth Form College, Fontal Ltd., R F Associates, Digika Ltd., APV Baker, Campbells Grocery Products, Garden Isle Foods and the Food Advisory Group.

**What** This public/private partnership has, over an 18 month period, developed and proven an innovative system for the design, production and delivery of generic and bespoke training for the food sector.

**For Whom** Employers and employees in the food industry in the East of England.

**How** The project has progressed through three distinct developmental phases each the subject of separate funding by EEDA.

The initial phase concentrated on forming a partnership that collectively possessed the skills needed to define training needs, develop a paper-based training program, script and conduct a videoconference version of the training, storyboard and shoot a video version of the training, create an interactive CD ROM version of the previous elements and install the product on an on-line delivery platform. As a test vehicle the project adopted a short manual-handling task involving the filling of a feed hopper of an industrial extrusion machine from a 25-kg raw material sack. This task allowed for the testing of all the above production and delivery elements in terms of integration efficiency and effectiveness. The resulting products were demonstrated to the food sector partners and the feedback used to define and drive the second phase.

Phase two used a refined production system and partnership derived from the initial activities to meet the clearly expressed needs of the sector for four distinct products.

- Bespoke, company specific materials which meet the precise training needs of identified staff in a particular factory or department and which is visually actually representative of their actual working environment and operational roles.
- Sector, but not company specific materials, which target issues common to the Food Sector but which do require site-specific visual elements.

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- The conversion of training materials content already defined and specified by employers into on-line delivery format.
- Training materials produced in collaboration with the major suppliers of equipment and services to the sector and which can provide the training support for them.

APV Baker, Garden Isle Frozen Foods, Campbells Grocery Products and the Food Partnership hosted the product development activities.

The final phase of the project is consolidating the training materials production systems as they apply to the preferred training formats from phases 1-2. Using the CD ROM technology of the project a dissemination disk is in production which will demonstrate the capabilities of the training materials design, production, and delivery systems that have been proven. The need for establishment of production standards is being investigated with a view to ensuring future compatibility of materials especially in production line situations. Additional studies are being conducted into the application of the products findings to other industrial sectors.

### Outcomes

**What Worked** The lessons and conclusions of the second phase suggested that at least for the food sector the demand is for highly bespoke training materials for single site locations/activities or for clusters of companies who are

working to agreed and well defined procedures involving standardised equipment. When highly motivated companies define, specify and even draft the training materials they need followed by conversion into interactive ICT based forms by the production systems of the project the experience and results are highly effective. The development of equipment and services related training materials has demonstrated a need within the industry for interactive information and training links between technical staff in multi-site company environments.

**What Evidence** Project evaluation.

**Any Problems** Not specifically.

**What's New** This project is innovative in that it is developing interactive online training materials for a regional business cluster through a private-public sector partnership.

**So What** The lessons learnt within the food sector in the East of England will be applied to other business sectors

**What next** The project has spun-off a production company SkillEdSolutions Ltd (01733 238898) which will take the expertise of the partnership forward into commercial production.

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## 7. IT Base – IT Skills Development Initiative

North West, began 1999



### Context

**Where** The centre is based in Manchester, but delivers services to the North West as a whole.

**When** Launched in 1999.

**Why** To address the shortage of high level IT skills in the region.

**Who Paid** IT Base was initially set-up as centre of excellence in IT training with funds from the Department for Education and Employment (DfEE). Funding for current projects comes from the North West Development Agency (Skills Development Fund), the European Social Fund and commercial income.

### Practice

**Who Involved** IT Base.

**What** Individuals are recruited onto high level IT courses and exam preparation leading to Microsoft Certified Professional (MCP) accreditation. IT Base also manages a Placement & Recruitment Service, providing CV and interview advice and assisting unemployed individuals to find employment.

**For Whom** The SDF project is aimed at unemployed, graduate level individuals living in the North West.

**How** Trainees are sourced through advertising in local press, through careers centres, graduate job bulletins, job centres, employment assistant sites and word of mouth. Interested individuals are initially asked to complete an application form in which they discuss their knowledge of IT and their career aspirations. Training is advance, and intense, and to be eligible, individuals must have prior knowledge lying in the technical field of IT, live in the North West and must want to take examinations.

Eligible trainees are invited for assessment and interview and their knowledge within the technical side of IT is tested through written tests and during an interview. Their

commitment to training and to taking examinations is also assessed.

Successful trainees commence on a high level IT training course lasting for 5 days leading to the vendor qualification Microsoft Certified Professional. This course (MS2151) covers the fundamentals of networking and specialises in the workstation. Successful completers of this course and examination are then able to sit the second course (MS2152) which specialises in the Server.

Whilst training, trainees are offered the opportunity to receive advice on CV writing and interviews. Further to this, IT Base manages a non-profit making placement service which involves a 12 week trial in a local company. This is ideal for trainees with little or no experience but who want to prove themselves to an employer. A recruitment service is also offered for more experienced individuals. Fees are charged for these services to cover the administration costs and two high level commercial courses that are delivered to the trainee after they have settled in to the workplace. The idea in offering this additional training is to encourage a commitment to lifelong learning.

### Outcomes

**What Worked** The programme was successful at training unemployed graduates to a recognised industry standard in IT (Microsoft Certified Professional). A particular benefit was seen to be in encouraging individuals to take responsibility for their own professional development and developing a commitment to lifelong learning. One of the reasons why the IT Base programme was so successful was that it offered free training.

**What Evidence** Over a period of 2.5 years over 280 students received training and 240 MCPs were awarded (an examination success rate of over 70%). Since training, over 200 trainees have now found employment, many of which are within the IT industry.

There is obviously still a large demand for training places, with applications numbering over 1000.

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**Any Problems** The work placement scheme, although a good idea, rarely had the chance of being put into practice as there was such a high demand for the trainees that many went directly into full-time employment.

**What's New** This initiative is interesting in that it retrains unemployed graduates with skills highly demanded in the workplace. Its focus on meeting individual needs means that it encourages people to become responsible for their own professional development and it is believed that this culture will disseminate out through the workforce. Finally, the provision of an integrated recruitment and work placement service greatly facilitates the trainees' transition into work and raises the awareness of employers of the skills and capabilities of these individuals.

**So What** The main lessons from the initiative include the following:

- Affordable training modules give individuals a taste for learning.

- IT training can unnerve some companies who fear salary increases and loss of staff, holistic and well-developed training programmes can help with staff retention. Also important to spell out business benefits of IT training to companies.
- Individual learners can become advocates for training when returning into their business environment.

**What next** The main test of the initiative will be when major funding is no longer available to cover the costs of training. IT Base are now looking for potential partners in the region and developing a sustainable model for the programme.

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## 8. Future Skills, Solutions for IT Services Skills

South East, began 2000



### Context

**Where** South East.

**When** Initial project run in 2000 but ongoing.

**Why** To develop links between FE and business to deliver higher-level skills for IT professionals.

**Who Paid** East of England Development Agency through the Skills Development Fund.

### Practice

**Who Involved** E-skills NTO in partnership with Compaq Computers Ltd, Cambridge Regional College, Harlow College, the College of West Anglia, and the Colchester Institute.

**What** The 2000 SDF project engaged employers and further education in partnership to increase the capability of FE colleges to support sector training. This extension aims to further improve the capability of FE colleges to address a number of advance skills requirements within the new ICT services sector. The output for students will be the award of a new higher level ICT qualification 'IT systems support professional' (ITSSP). This would compliment the ITSST qualification by enhancing technical knowledge and competence as well as increasing customer service planning and delivery knowledge.

**For Whom** Employees in the ICT sector.

**How** The project aimed to create a step change in the East of England by engaging employers to provide FE colleges for the first time with the hardware, the software and the training they need to deliver competent professionals trained to the needs of the sector by:

- providing detailed curriculum and high quality direct and distance learning materials
- providing specialist hardware and software for 5 FE colleges to enable course delivery

- training and accrediting FE lecturers so that they are skilled in latest industry standards

### Outcomes

**What Worked** The project was a good success and is now being rolled out to other regions including the South West.

**What Evidence** Specific project outcomes included:

- leading edge and specialist equipment installed in five FE Colleges
- high quality distance learning materials supplied to each college
- 10 college staff trained and accredited in course delivery
- marketing materials for employers and colleges
- at least 50 extra young people following college courses
- at least 50 extra young people on Modern Apprenticeship places
- at least 20 extra employers using FE provision for the first time

**Any Problems** No significant difficulties.

**What's New** This initiative is interesting in that it encourages employers to take responsibility for skills development in their sector by establishing links with FE and equipping them with the necessary equipment, knowledge and information to provide appropriate training.

**So What** This is a good model for FE-industry partnerships enabling colleges to provide the types of training opportunities required by employers.

**What next** This approach is now being tried out in other regions, including the South West.

### Further Info

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## 9. People in Tourism

East Midlands, began 2000



### Context

**Where** Heart of England Tourist Board, East Midlands.

**When** First phase ran from October 2000 to November 2001.

**Why** Research indicated a need for co-ordinated delivery of training and development opportunities for tourism operators in the East Midlands. The owners and managers of businesses in the sector viewed it as fragmented, believing that the problems relating to individual businesses

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are unique. The main issues for businesses in respect of current training provision and their perception of that were:

- Inappropriate/unsuitable training
- High costs of training
- High staff turnover - not thought to be worth training people as they move on
- Lack of relevant business acumen - people from many different backgrounds open tourism related businesses without having knowledge or understanding of tourism
- Need to obtain new and repeat business (therefore training not seen as a priority)
- Many have no commitment to change or to improvement of business standards

**Who Paid** East Midlands Development Agency (EMDA) through the Skills Development Fund.

### Practice

**Who Involved** The project involved tourism businesses across the region (Derbyshire, Leicestershire, Lincolnshire, Northamptonshire, Nottinghamshire and Rutland); local authority economic development and tourism staff; private training providers; colleges; universities; The East Midlands Arts Board and Arts Training Central; The East Midlands Museum Service; Business Links and TECs (now LSCs) and others.

The Regional Tourism Training Consortium was formed in February 2001 to act as a focus for the development of a response to the training needs identified by the skills study. Members came from further and higher education, business organisations and private training providers. The work carried out by the Consortium aimed to identify need, develop or create links to existing training and begin to work towards future strategies.

**What** The project was designed to assist in the development of careers and businesses for people in hospitality, tourism and related services. The project aim was to establish a self sustaining Tourism Training Consortium for the East Midlands that would deliver an increased range of training across the region that is designed to meet the needs of the industry. The project initially looked at information technology needs; customer service training and management/administration development.

**For Whom** The project was designed to provide access to development opportunities for people in hospitality, tourism and related services. Delegates to the courses came from a wide range of organisations from accommodation providers and activity holiday companies through country parks, freelance artists, farm holidays, heritage properties, historic sites (including a Battlefield), local authority tourism and arts staff, museums, potteries, railways, theme parks, universities, water and visitors centres.

**How** The project had three main elements: a skills audit, establishment of a Regional Tourism Training Consortium, and delivery of a series of training sessions.

- *Skills audit:* The skills audit involved holding focus groups in each county, plus telephone and postal surveys to identify skills needs in six main categories: ICT, management and administration, sales and marketing, customer services, developing for the future, and developing the business brand. The study also addressed delivery mechanisms; the main difficulties experienced by businesses when accessing training and the cost implications of training. There were 630 responses from people in 606 businesses. Development needs divided into two distinct areas: those for which generic training was available, such as ICT skills and those that were industry specific and would benefit from a more focussed sector based content.

- *Regional Tourism Training Consortium:* The development of the Regional Tourism Training Consortium was seen as key to the development and delivery of an increased range of training across the region that is designed to meet the needs of the industry. It comprised the major FE training providers in the region with the purpose of promoting the business benefits of training in tourism in general; provide an exit strategy to ensure the continual delivery of this element after the end of SDF full funding.

- *Training programme:* The programme ran two series of courses: a summer programme from June to August and an autumn programme during October and November. A total of 49 courses were run on 6 subjects. Analysis of the feedback data revealed that a total of 163 organisations sent 471 delegates on 534 days of training. 38 of these were small businesses employing fewer than 5 people.

A comprehensive public relations exercise was also put in place to raise awareness of the project and its activities and a 'training map' was produced that shows all the centres providing tourism related training in the region and the range of courses offered.

### Outcomes

**What Worked** The main successes of the project were as follows:

- *The Summer Programme of Courses:* the Project offered an open programme of Welcome Host, Welcome All, Welcome Line and Welcome Management courses. A full programme of these had not been offered in the region for four years. The project initially intended to run 10 days across the region. Interest and commitment from businesses was so strong, however, that 44 days were delivered. Significantly more businesses were able to take part in this training than has been possible for some years.
- *Welcome to the Churches:* the Wales Tourist Board commissioned a new 'Welcome to the Churches' course and the People in Tourism initiative was able to take advantage of this and to run two courses in Lincoln as part of the pilot process. These two days were fully subscribed and enthusiastically received by the participants.
- *Derbyshire and Lincolnshire dissemination events:* thirty-five people attended the Derbyshire event and 60 in Lincolnshire. Participants at each said that they had found the events of value. In particular the access to information on further training and areas of business support was felt to be most useful. This fits well with the project's aims of supporting existing provision.
- *The Regional Conference:* this attracted an audience of 50 people, from businesses, local authority tourism and economic development teams, colleges and government agencies.

**What Evidence** Two independent evaluation exercises were commissioned: an analysis of the feedback from the training courses and a telephone survey. The Feedback analysis comprised an analysis of feedback forms completed by 534 of the participants on the day of the course. The Telephone survey was a post hoc survey of delegates, employers of delegates, owners of small businesses who took part in the training and a sample of businesses that had been notified of the programme but which did not send delegates. Findings were as follows:

- *Organisations new to customer service training:* 37% of employers polled whose staff took part in the programme had not attended Welcome training before.
- *Organisations new to training:* 10% of the employers had not offered staff training courses prior to the programme.
- *Size of organisation:* the project was concerned to ensure that the marketing message reached small and medium size organisations to encourage them to take part in the

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training. In previous years courses had been delivered to organisations able to pay for in house courses - these in the main employed over 50 people. The analysis of course take-up shows that the project was a success in reaching these businesses:

- *Delegate details:* 478 delegates attended courses. It is interesting to note that there was a wide spread of ages with 45% being aged 35 or over.

**Any Problems** The programme was less successful with regards to the following elements:

- *The autumn programme of courses:* The Consortium organised a programme of short courses for delivery during October and November. These were timed to fit with the recommendations from the skills needs assessment and other consultations with businesses. However, the effects of the foot and mouth outbreak had a longer-term impact on the region than was originally anticipated and the events in America had reduced the number of overseas visitors so business managers were being cautious about investing money in training. Invitations sent to 2600 businesses generated 8 delegates for one course at South East Derbyshire College and two courses of Welcome Host training. The telephone evaluation asked businesses in these counties why they had not accessed the courses offered. The most common response was that they were too busy to send staff.
- *Leicestershire and Nottinghamshire dissemination events:* the intention was to run a dissemination event in each county, with the Northamptonshire area being covered by their annual Tourism meeting. In practice the response from Leicestershire and Nottinghamshire was so low that the events in those counties were cancelled. The reasons given by the businesses surveyed by the external evaluators were that people were too busy or that there was not enough prior notice given.

**What's New** The project began by performing a training needs analysis in the sector and then worked with local partners to provide access both to generic training and sector-specific training. By establishing a consortium of

interested parties, the project has increased its chances of continuing once the initial SDF funding expires.

**So What** Lessons learnt include:

- a comprehensive, up to date mailing list can be an effective method of disseminating information
- long lead times need to be offered to allow businesses to make internal arrangements for staff cover etc.
- consultation with local groups is essential to develop the offer to meet the needs of each business community.

**What next** In order to build on the excellent work of the project and to progress the regional skills agenda for tourism it will be necessary to develop a region wide workforce development plan. This can be done by accessing the system already put in place by the IMPACT group of NTOs at a cost of around £70,000.

In working to progress this the People in Tourism initiative will be working with partners to:

- Enhance and strengthen the Regional Tourism Training Consortium
- Continue to develop a response to the skills needs identified
- Develop a 'beacon' scheme which uses ambassadors to advocate training and development to businesses and young people across the region
- Work with the National Training Organisations to develop a workforce development plan for the region
- Access recruitment packages which are already available through Springboard
- Assist in spreading good practice across the region by sharing the lessons from the many initiatives already in place or under development.

### Further Info

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## 10. North West Tourism Skills and Employment Network

North West, began 2000



### Context

**Where** North West.

**When** From Autumn 2000.

**Why** This network aims to increase the competitiveness and success of tourism businesses in the North West through the development of a skilled and motivated workforce. One of the major objectives being to bridge the gap between skills shortages and available provision - primarily through increased communication between employers and educators.

**Who Paid** North West Development Agency (NWD) through the Skills Development Fund.

### Practice

**Who Involved** The initiative is managed by the North West and Cumbria Tourist Boards in partnership with the IMPACT group of National Training Organisations (NTO) and Springboard UK. It is supported by the Regional Skills Forum, comprising representatives from industry, public sector and education.

**What** The initiative has involved a range of activities including - conducting research on skills shortages and tourism training needs in the region, creating a Tourism Workforce Development Plan (TWDP), establishing a Regional Skills Forum, setting up a web-site, disseminating best practice and benchmarking, and promoting training and

skills development opportunities amongst North West tourism businesses.

**For Whom** Hospitality and tourism businesses in the North West.

**How** The initiative began with a telephone survey of 650 tourism businesses, face to face interviews with 250 tourism businesses in the region and discussion with key agencies, such as the NWDA, to identify the main skills and development needs in the sector. This research was used to help develop the Tourism Workforce Development Plan.

Since this phase of the work, each sub-regional area has focussed on a different priority identified in the TWDP: building a bridge between the industry and training providers, enhancing the image of tourism as a career option, communicating best practice in skills development in the industry, building work experience programmes with schools, and developing the management skills of future industry leaders. This has been done through a mixture of conferences, careers events, networking events, awards ceremonies, newsletters, a skills information fact-file, training events and work placements.

### Outcomes

**What Worked** Evaluation of the first phase of the programme revealed an identification of key issues, improved

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publicity and communication, the establishment of partnerships, the development of demand-led training provision, improved strategic focus, improved employment practices and training provision, and an overall positive response to the initiative from the industry.

**What Evidence** The programme was evaluated at the end of the first year and subsequent participation at events has been good.

**Any Problems** Difficulties highlighted in the first phase included working with national bodies who do not have sufficient resources to focus at a regional level, engaging certain businesses (especially SMEs), bringing together the many disparate initiatives within the region, and responding to changes in the funding structure of the LSCs. Further difficulties have included getting lecturers and training providers out into the industry and developing a more systematic approach to work experience and placements.

**What's New** This programme is the first of its kind in the UK where tourist boards have worked in conjunction with national

and regional bodies to identify the most effective ways of developing the sector. By distributing responsibility for the different objectives to each sub-regional area, it has been possible for each to develop a best practice model which can then be rolled-out to the other sub-regional partners.

**So What** This network has showed how sub-regional, regional and national partners can work together to address a regional priority. Through co-operation and partnership it has been possible to develop transferable solutions to different challenges and encourage the dissemination of best practice. This has made it possible to address a much wider range of concerns than would have probably been the case had there not been the same degree of partnership.

**What next** Lessons will be rolled out across the region.

### Further Info

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## 11. Workforce Development Programme

South West, 2000-2002



### Context

**Where** Dorset.

**When** First phase 2000-2001, second phase 2001-2002.

**Why** To address skills development issues in priority sectors in the region through a demand led approach which upskills existing employees and brings new people into the industry.

**Who Paid** South West RDA (through the Skills Development Fund), contributions from partner organisations and the European Social Fund.

### Practice

**Who Involved** East Dorset Council, Dorset TEC/LSC and the Bournemouth, Dorset and Poole Economic and Learning Partnerships.

**What** The overall objectives of the programme are to widen participation in learning and skills development, to strengthen commitment to the Investors in People philosophy, to improve recruitment and retention practices, to embrace new technologies, to raise the level of higher skills (management, technical and graduate) and to encourage SMEs to participate in knowledge transfer and skills development to support their long-term profitability.

To meet this, there are two linked but separate elements to the programme. The first is concerned with providing support for improving productivity and competitiveness of businesses through advice and training, whilst the second aims to improve the employability of graduates by enhancing access to high level skills and knowledge by businesses in the target sectors. Both aspects contribute to the overall aims of the project and there is regular liaison between them.

**For Whom** Employees from SMEs (10-250 employees) in the Engineering, Food and drink, ICT, Printing and packaging, and Leisure and tourism sectors in Dorset. An additional category, micro-businesses (up to 10 employees), was included where advisors believed they might benefit from the initiative.

**How** The programme is delivered through independent sector based advisors and a graduates small business co-ordinator working in companies employing between 5 to 250 people.

Following a 3,000 mail shot, 335 responded and were visited

by an advisor; of these, 202 actually participated in the programme, this represents a relatively high-participation rate for such initiatives.

The Graduates Into Business element of the programme is coordinated by the Bournemouth University Careers Service which offers advice on CVs, interviews and marketing skills to local employers.

### Outcomes

**What Worked** In an external evaluation report produced at the end of the first phase of the programme the following strengths/successes were identified:

- *Process:* Although the programme did not reach the target number of companies it provided training for almost three times more participants than planned. Advisors were viewed as well focussed and helpful and the training needs analysis and flexibility in choosing training providers and courses was well received.
- *Training and content:* Trainees were made aware of the purpose of the training and the majority agreed that it had met its purpose. There was general agreement that the expertise and supportiveness of staff and the quality of training were particular strengths of the programme.
- *Effectiveness:* Trainees skills were improved by the programme and the fact that it was "relevant" to their job was seen as particularly beneficial. The commitment to training is well embedded in people who have taken part and they are motivated to apply what they have learnt at work. Accreditation was particularly well seen by employers.
- *Further training:* There is evidence that the programme has spread a culture of training, not only just to those who took part, but also to those who have not. There is a desire, however, that the training is subsidised in some way.

**What Evidence** Participation rates and an independent programme evaluation.

**Any Problems** In the external evaluation report the following areas for improvement were identified:

- *Process:* The scheme was a bit slow to get up and running. Evidence from surveys etc. indicates that some companies are put off by the administrative requirements.
- *Training and content:* There is a problem for companies

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to complete the training within the time framework of the programme. There was also evidence that some courses were seen as too easy or not long enough.

- **Effectiveness:** Whilst effectiveness was generally seen as good, it was less successful in the printing and packaging sector due to courses being too short and difficulty in covering staff absence.
- **Further training:** The programme may not convince those companies most cynical to training. This is particularly true of the ICT and Printing and packaging sectors.

A particular frustration of the Graduates Into Business programme has been in tracking participants once they have left the university.

**What's New** This programme is innovative in that it uses independent advisors, with specific sector knowledge, to act as a liaison between employers and training providers. Through training needs analyses, SMEs have been able to

discover their skills development requirements and identify suitable training provision to meet this.

**So What** The programme offers a good framework for the identification of training requirements in SMEs and micro-businesses and matching these with provision in the region. Through the use of specialised advisors, SME requirements can be matched to training provision in an effective matter. Moreover, the breadth of sectors covered by the programme demonstrates that this is an approach that is effective across a wide range of industries.

**What next** The programme is ongoing.

### Further Info

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Email: [wpd@eastdorset.gov.uk](mailto:wpd@eastdorset.gov.uk)

## 12. Let's Do I.T.!

South West, began 2000



### Context

**Where** Cornwall.

**When** Began September 2000.

**Why** To help Cornish SMEs in priority sectors develop their I.T. capability.

**Who Paid** Let's Do I.T. is funded by Objective One (ESF), the South West Regional Development Agency and a partnership which includes Cornwall College, Cornwall Enterprise, Cornwall Tourist Board, Penwith College, PROSPER, St Austell College and Truro College.

### Practice

**Who Involved** Partners include all the Cornish colleges, Cornwall Enterprise and PROSPER.

**What** Let's Do I.T. is a project providing ICT training to Cornish SMEs in the South West RDA priority sectors.

**For Whom** The programme was initially for Cornish SMEs in the Food and Drink, Leisure and Tourism sectors, but has now been extended to Marine Technology, Environmental Technology and ICT.

**How** The programme is mainly promoted online through the Lets Do IT website. Training is delivered at colleges throughout Cornwall, via CDROMs and the website, which also acts as a portal to other initiatives. Let's Do I.T. has also commissioned an e-commerce training product, updated a CDROM introducing the Internet and email, and brought the first tutor supported online courses dedicated to Cornwall. The above demonstrates both the range of training offered by the project and the way in which online training can be dynamic and rapidly adjusted to the needs of its learners. In addition, Let's Do I.T. has provided 150 training PCs to SMEs and established a Freephone Help Desk, which provides advice and assistance to registered participants.

Since September 2001 the project has grown its service, first by including three new priority sectors namely Marine Technology, Environmental Technology and ICT businesses. Second, by adding new ways of delivering training using its own dedicated tutors, both online and peripatetic. Third by improving the levels of training provided and encouraging more participants to obtain qualifications, particularly the European Computer Driving Licence (ECDL).

The final enhancement is a new strand providing support and an in-depth training package to facilitate Business to Business (B2B) Networking. This new strand has already

made very good progress in two sectors, Marine and Tourism and has helped the emerging Marine Network create a promotional and recruitment website, which can be found at [www.cornwallmarine.net](http://www.cornwallmarine.net).

### Outcomes

**What Worked** Over 600 SMEs are now registered on the Lets Do IT website and the programme has expanded considerably since September 2001.

**What Evidence** Feedback from the project's participants has been obtained both by word of mouth and by interviews for publicity purposes by the Objective One office, as well as a formal evaluation. All has been very positive with the evaluation showing that 78% of businesses would recommend the project and that 84% reported improved IT skills. In autumn 2001 the project won the One 2 One Best for Business award for the South West.

**Any Problems** No significant difficulties.

**What's New** This programme is using the development of ICT infrastructure in a predominantly rural area to encourage SME networking and participation in learning.

**So What** It has been argued (in the independent evaluation report) that the main strengths of this initiative lie in the commitment and commercial experience of the project director and manager, the development of tools and products matched to the requirements of SMEs, the real nature of the incentives for participants (e.g. subsidised ICT provision) and active marketing and competitions.

**What next** Recommendations from the independent evaluation propose that future challenges will lie in:

- Developing the level of training provision;
- Addressing long-term sustainability (i.e. financial contribution from participants);
- Targeting learners traditionally excluded from training opportunities;
- Effective follow-up, mentoring and evaluation.

### Further Info

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## Mini Case Studies

In addition to the full case studies, the following initiatives were also uncovered during this research, which due to their newness, lack of sector focus, and/or other factors were not considered appropriate as full case studies, however, they did reveal some interesting approaches to workforce development and so are outlined below.

### 13. Bluer Sky Greener Grass

South West, began 2000



This initiative is seeking to attract experienced, high tech engineering talent into Devon & Cornwall and follows on from research by PROSPER, the economic and business support organisation for Devon & Cornwall, which assessed the difficulty of attracting high tech engineers to the South West.

A long term public relations strategy has been developed that will consistently communicate with engineering, business and educational media. This will highlight achievements of Devon & Cornwall engineering companies, both collectively and individually. It will also focus on the initiative's educational programme. As well as media relations, the PR campaign will produce a regular newsletter, in both printed and digital forms. There is also a website, which provides introductions to many of the companies in the region, provides a range of information on the region and contains a substantial list of links to other useful sites.

The Bluer Sky Greener Grass initiative includes a selected team of young, high achieving engineers already working in the region making visits to careers fairs at universities. There is also a multi-faceted local schools programme. Devon & Cornwall school children are being encouraged to 'think engineering' for exciting and interesting career opportunities. Primary schools will get their own 'engineering advisors' and youngsters under the age of 16 will be able to go into firms on short work placements. The schools' programme will also foster the development of engineering projects involving manufacturing / engineering companies to encourage team working among students.

**So What** This is an employer-led initiative to attract graduates and qualified engineers to the South West and to improve the image of engineering to school leavers.

To find out more visit [www.bluersky-greenergrass.com](http://www.bluersky-greenergrass.com).

### 14. Formula Schools

South East, began 1997



The Formula Schools scheme raises the profile of engineering within the school environment to engage young people in engineering related activities, providing curriculum delivery infrastructure. The scheme involves groups of pupils in designing, building and racing a petrol engine radio controlled car, learning and using a variety of engineering (and engineering related) generic skills. Schools engage with local businesses which offer funding or resources to help develop their car providing further excellent business experience for the pupils. The Race Day is the highlight of the scheme with all participating schools racing their cars in a true competitive environment. Trophies and many other prizes are awarded.

The evaluation exercise of the Formula Schools scheme has highlighted many strengths, including benefiting young people, the education and business sectors and ultimately the local and national economy. It is seen as a holistic scheme, which provides young people with the opportunity to learn both engineering specialist skills and generic skills meeting the needs of engineering employers.

Overall there is significant support from all the main stakeholders to see the project continue and expand albeit in a controlled manner. There are specific issues with how engineering fits into the structure of the national curriculum, which can be addressed through working with educational bodies to communicate the needs of the engineering industry.

The success of the scheme provides a firm platform to begin expanding the scheme including opening up the opportunity for other regions to participate. However, it is important to manage a central core to ensure the ethos and quality of delivery is maintained.

**So what** Through interesting projects in schools, local engineering companies are able to increase the profile of the sector as a career option and develop the next generation of engineers.

For more information please visit <http://www.formulaschools.com/> and [www.see-photonics.org.uk/schools/fseval.pdf](http://www.see-photonics.org.uk/schools/fseval.pdf)

### 15. Sainsbury's Supplier Development Programme

South West, began 2001



The Supplier Development Programme, supported by Sainsbury's with funding from the South West RDA and regional Business Links presents 10 West Country food companies with a unique opportunity to improve their understanding of working with Sainsbury's both at regional and UK levels and in turn increase their business.

The participating companies have all been identified by Sainsbury's buyers as having the potential to increase their existing business with the organisation and it is believed that the programme will provide each of them with the knowledge to make this possible.

The Programme takes the form of a series of seminars

covering areas such as understanding the UK market and identifying and exploiting product opportunities. They are supported by a number of one to one sessions which look at logistics, financial analysis and technical requirements.

**So what** This initiative uses the supply chain of a large organisation to encourage learning and skills development in those SMEs supplying it. Benefits are clear for all partners: Sainsbury's in improving the quality of its suppliers and the suppliers in ensuring improved business relations with this company.

For more information please contact Paul Neopham on 07712 678958 or email [Paul.Neopham@southwestrda.org.uk](mailto:Paul.Neopham@southwestrda.org.uk).

### 16. E-Skills NTO – Developing Employer Learning Networks

Nation-wide



This project is funded by the DfEE small business fund, the aim of which is to help SMEs group together to purchase and share training and therefore receive the same economies and benefits that a larger organisation would enjoy.

The project is run by the e-skills NTO in partnership with the Confederation of Group Training Associations. This confederation represents the interests of GTAs (not-for-profit training providers). The project seeks to develop these providers to deliver the IT Systems Support Technician (ISST) qualification and increase the numbers of Modern Apprentices in the IT services sector. This involves Training and Development of tutors in the GTA's to deliver the qualification and to conduct a technical survey of SMEs. The technical survey involves an audit of the IT systems and the training needs of the organisation to support their hardware and software. The IT Systems Support Technician will be offered to these organisations in order that they will have an in-house IT paramedic.

The 10 chosen GTAs are currently providers of Engineering and non-technical IT training: National Training Resources Ltd, Aylesbury Training Group, Camp Lane Development, Kirkdale Training, Leeds Training Trust, Mercia Training Ltd, North West Training Council, Pendle Training, Performance Through People, Southern Industries GTA, The Aspire Centre, Training 2000. Other partners include DfEE and 200 SMEs.

**So What** This initiative is increasing the availability of high-level ICT training by working with Group Training Associations and offering training needs analysis for SMEs.

To find out more contact Maxine Mayer on 07808 744038 or maxine.mayer@e-skillnto.org.uk and/or visit <http://www.e-skillsnto.org.uk/current/training.html>.

### 17. Digital Peninsula

South West, began 1999



This Network brings together individuals and small businesses working in creative and digital industries in Cornwall. Members have access to broadband, news on digital current affairs, discounts, training, skills & knowledge sharing and Internet resources. At the Network Centre in Penzance, members can use high-end professional computer equipment and software.

The Network was founded in the spring of 1999. It came about because a group of people in the west of Cornwall realised that there were many ICT professionals working in the area and that it would be useful for them to make links with each other. The idea was that a network of digital professionals could benefit its members, who could share work and professional expertise. It could also benefit Cornwall, one of the most attractive and least prosperous counties in the UK, which was then preparing itself for Objective One status.

The Network grew quickly. It became an unincorporated association in the autumn of 1999 and received a grant from the ERDF which allowed it to employ staff and lease premises. The Network has now become a company limited by guarantee. Many members have made new contacts, developed new skills and found new markets for their work through the Network. Several have gained a higher local profile in feature articles in the local press. A printed directory of members is available and members now have the opportunity to promote their businesses on through the network website.

The Network Centre in Penzance opened early in 2000 and has been the venue for meetings, seminars and informal networking. Thanks to funding from South West RDA, the Centre is now equipped with a superb range of computers and software, to be used to support members and other local businesses.

The Network also has a voice in debates about Cornwall's digital future. In July 2000 it produced *Catching the Wave*, a document that contributed towards the development of an ICT strategy for the county. The Network is represented on the Objective One ICT Task Force and several other local groups and committees that are planning the development of ICT in Cornwall. In 2000 the Network partnered BT in a survey of ICT needs in the area. They continue to campaign for a better telecommunications infrastructure in Cornwall, and their views have received extensive coverage in the local press and on radio and television.

**So what** This is a network of employers from related sectors who work together to share resources, development opportunities and gain a voice in regional development. Improved ICT usage has been central in this strategy and acts as a way of joining people in a primarily rural area.

For further details please contact The Network Centre, 1 & 2 Old Brewery Yard, Bread Street, Penzance, Cornwall, TR18 2SL. Tel. 01736 333700, e-mail [office@digitalpeninsula.com](mailto:office@digitalpeninsula.com), web <http://www.digitalpeninsula.co.uk>.

### 18. Training for Convergence – South West Attachment Scheme

South West, began 2001



This project aims to develop and deliver training solutions to meet rapidly changing creative and technical skills needs of companies at the cutting edge of digital and interactive media across the South West of England. It is a partnership of regional associations (South West Screen, South West RDA), SkillSet (trailblazer Sector Skills Council), E-skills NTO, FE/HE and private sector employers.

The project consists of various strands of activity at different stages of development, including bespoke broadband and business development training, new pilot qualifications for IT technicians, and advice and guidance within the industry. At the time of writing, the strand that is most established is the Graduate Gap placement scheme. This scheme is developing new routes into the broadcasting and film industry for graduates by piloting three approaches.

1. The South West Attachment Scheme introduces new entrants into the industry:- Five selected graduates started 18 month traineeships in November 2001. Two trainee PA Coordinators and three New Media technicians are receiving training and mentoring within their companies, and are also working towards NVQ Level 3 qualifications.

2. Graduate Gap 2 offers skills exchange by placing highly skilled graduates into industry, thus adding to the skills base of the company:- University of the West of England are running this scheme to place 12 of their Animation graduates into industry to work on specific projects.

To date two 12 week placements have started.

3. Graduate Gap 3:- Three young people have been supported in placements within companies producing web-based work.

**So what** This project supports the growth of the fast-expanding digital and interactive sector by concentrating on the needs of industry and filling the skills gaps within it. Research has been conducted to ascertain current needs of Production companies and bespoke training is being designed to answer those needs.

For more information please contact the Project Manager, Clare Thalmann, on 0117 377 9690 or [clare.thalmann@swwscreen.co.uk](mailto:clare.thalmann@swwscreen.co.uk).

Information on entrant schemes in other regions can be found on the SkillSet and Skillsformedia websites at [www.skillset.org](http://www.skillset.org) and [www.skillsformedia.com](http://www.skillsformedia.com).

### 19. MARSK III – Application of Marine Skills Analysis

South West and Europe, completed 2001



The overall aim of this project was to apply and extend the results of the MARSK 1 project (1995 Leonardo) to the European shipbuilding industry by analysing their evolving skills needs. More specifically, the project aimed to apply a workforce modelling methodology and to identify good practice in personnel planning and integration with training infrastructures.

The original MARSK 1 project identified contemporary and future skills gaps and requirements in European shipbuilding. Furthermore, the project identified some of the difficulties that shipbuilders had in planning their workforce needs in a highly cyclical market. From this survey and analysis, the project formed some key methodologies for anticipating future skills needs. This was encapsulated into an integrated action plan called Learning Networks.

The MARSK III project exploited this early work by applying the methodologies to real ship yard situations in Europe and validating the conclusions. The partnership aimed to achieve this in several ways:

- Applying Learning Networks to a cyclical sector (marine construction) to demonstrate how the techniques can help accommodate fluctuating and evolving workforce demands, and assist with achieving more effective supply chain management (involving many SME suppliers);
- Extending the network to involve a Member State (Italy) which is new to the project yet also has a strong marine construction industry;
- Broadening the participation in the network to include the National Training Organisation, EMTA, which is already working on complementary actions (Skills Pipeline) and which is keen to co-operate with MARSK partners;

- Linking the project with complementary actions at a European level (notably the FEMAR project of AMRIE and other MARIS activities).

The project has been implemented as a trans-national Multiplier Project under the Leonardo da Vinci programme, and started in May 2000.

**So what** This initiative attempts to map sector skills demand through the use of modelling and analysis of employment and skills trends in other European countries.

For further information contact  
Marinetech South Ltd, Waterfront Campus,  
European Way, Southampton, SO14 3ZH,  
<http://www.marinetech.co.uk/main/projects.htm>,  
Tel: 023 80596140, Fax: 023 80596149.

## 20. Strategic Training in Apparel and Textiles (STAT)

Nation-wide, began 2001



This project, organised by the Apparel NTO (CAPITB Trust) and the Textiles NTO (NTTO) and with the support of the Textile and Clothing Strategy Group (TCSG), using funding from the DTI, DfES and Employment Services to offer improved training in the sector. In essence, £2 million has been set aside to assist textile and clothing companies to achieve greater productivity, implement new strategies or advance into new markets by funding relevant training. From the beginning it has been the aim of the partners to cut the “red tape” and bureaucracy that is often associated with funding.

The programme only stipulates two conditions.

- That the training sought is to implement a strategic change to the business. Any training activity will be supported that will enable the achievement of business goals, e.g. companies who want to sell into the foreign market might require language skills. However, it is for the company to decide what they consider strategic.
- That business and training plans of participants meet the criteria, if they do not a business manager will be sent free of charge to develop an integrated business and training plan for the organisation.

Once a company is approved an account is created for them to use the grant funding to purchase training from whomever they feel appropriate.

By January 2002 funding support had been allocated to 86 companies across the country with a further five proposals being processed, in contrast to the 60 initially anticipated.

**So what** This initiative offers funding for companies to spend on strategic training depending on their specific requirements. It uses business advisors to offer assistance in the development of business and training plans and gives participants the freedom to choose training from whichever provider they believe most suitable.

Strategic for a micro business is very different from an SME or large Public company. It must be for the company to determine the strategic Business and Training Plans.

For more information contact Gwen Elgar in the STAT office on 01274 652124 or visit <http://fp.textilesnto.plus.com/Tnto/Projects%20and%20Services/stat.htm>.

## 21. LearnOnline

Homeless sector, began 2001



This is a three-year research project to investigate online learning, assess its potential impact for homeless people and provide guidance and advice for learners, trainers and training providers about how to make the best use of online learning. The project is carried out by RIS on behalf on OSW, who receive funding from the Community Fund to make the project possible. One of the aims of this project is to monitor the many developments in online learning in the statutory and commercial sectors and to evaluate them for use by homeless people and agencies working with them.

The publication ‘Learn Online’ is the first product of the Online learning research project and is intended as a guide and instruction manual to online learning.

This guide aims to answer the following key questions:

- What is online learning?
- Can online learning have a real impact on the OSW partnership?

- How should online learning be introduced into the work of the OSW partnership?

**So what** This initiative is interesting in that it aims to provide guidance on the most effective mechanisms of online learning for a particular client group: the homeless and people working with them.

For further information contact Amber Place, Senior Projects Manager, Off the Streets into Work, Tel: 020 72260909, Email: [amber@osw.org.uk](mailto:amber@osw.org.uk) or visit <http://solutions.ris.org.uk/learnonline>.

## 22. Investors in People Sector Development Research Project

Nation-wide, ongoing



Investors in People is one of the most widely used models of workforce development, leading to accreditation. Although widely used in some sectors, the standard remains little used in others and so this initiative was established to raise the profile of the Standard and create practical working plans to increase its uptake amongst employers on a sectoral basis.

The work is centred primarily on research evidence drawing on primary and secondary evidence and extensive consultation with employers, National Training Organisations, Trade Associations and other sector bodies.

**So what** This programme is of interest as it explores ways of extending the use of practices, which are not clearly sector-specific, to those sectors where it is under-utilised. This involves identifying which aspects of the standard are influenced by sector and attempting to align them with existing requirements within that sector (e.g. employment practices).

For further information contact: Nicky Day, Sector Development Manager, Investors in People UK. Tel: 020 7467 1913, email: [nickyd@iipuk.co.uk](mailto:nickyd@iipuk.co.uk) or visit <http://www.iipuk.co.uk/thestandard/sectoractivity>.

### 23. Teaching Company Scheme (TCS)

Nation-wide, ongoing



TCS is a UK government scheme that enables firms to take advantage of the wide range of expertise available in the knowledge base. Through TCS, partnerships are formed between UK companies and groups of staff, often from different disciplines, in the UK knowledge base organisations. The partnerships are called TCS Programmes.

TCS Programmes focus on innovation projects that are central to the strategic development of the company partners. The projects are supervised by staff from both the company and knowledge base partners and implemented by recently qualified graduates (known as Associates) who are recruited to the partnership.

Each TCS Programme involves one or more Associates, can last 2, 3 or exceptionally 4 years, and the knowledge base partner is a higher education institution or research organisation.

Through TCS

- Companies improve operations; expand sales and markets.
- Knowledge base organisations develop staff and reputations; relate research and teaching to business.
- Graduates experience responsible employment with competitive salaries; gain business-related training and personal development.

**So what** This is an interesting partnership between education and business that helps develop the skills of new entrants through extensive work placements, whilst also offering a platform for the sharing of ideas and innovation.

For further information please visit  
<http://www.tconline.org.uk>.

### 24. Dorset BusinessXChange

South West, began 2001



A Business to Business Network created by Business Link Wessex for companies across Hampshire and the Isle of Wight proved so successful that it was extended into Dorset. From January 2002 the mutual benefits of the BusinessXChange Network are available to the owners and managers of small to medium sized companies from all sectors in Dorset.

The BusinessXChange is a non-profit making high level platform for organisations who want to solve day to day problems and achieve their objectives, irrespective of their size or product. Since first launched in March 2001 it has brought together 125 businesses, from fruit importers to solicitors, who want to share ideas, trade experiences and build better businesses

By extending the network into Dorset, Business Link Wessex expects overall membership to reach around 200 by March 2002.

To encourage interest it is offering a range of techniques, such as business development planning, a "Business Buddy" mentoring programme, a trading directory and the use of a dedicated website. There is also a regular programme of company open days and seminars, such as those planned to mark the BusinessXChange's official launch in Dorset. The DfES has now identified this programme as their No1 Best Practice Case Study for such networks.

**So What** This is a problem-solving network for business leaders that operates independently of sector and size.

To find out more call the Business Link Wessex Advisory Line on 08454 58 85 58 or visit <http://www.businesslinkwessex.co.uk/business-exchange>.

### 25. Small Firms Enterprise Development Initiative - Employer Learning Network

Nation-wide, began 2001



This initiative aimed to develop online training/advice for start-ups and micro-businesses. Materials were generated on a range of issues including human resources and legislation and are now hosted on private sector business websites such as BusinessEurope.com, SkillUp and LiveWire.

The use such sites (rather than more formal government sites) was to help overcome the resistance which many small firms have to government branded training. The web resources not only offer practical advice but also signpost firms to a range of other initiatives such as liP, ILAs and Modern Apprenticeships.

**So what** This initiative is interesting in that it provides learning materials directly to SMEs through existing web portals, independently of sector and is a powerful way of disseminating information about the availability of other learning initiatives.

For more information contact Tony Robinson Small Firms Enterprise Development Initiative, PO Box 1753, Sheffield, S11 8WT. Tel 0114 209 6269. <http://www.sfedi.co.uk>.

The following case studies were identified from the Marchmont Good Practice Database and have been grouped by sector. If you are reading this as an electronic document you can read the full case study by clicking on the link. Otherwise, please visit the Marchmont website at [www.marchmont.ac.uk](http://www.marchmont.ac.uk).

## 26. Bridging information technology skills

North West, 1998-2001

**Who** North Trafford College, North Stafford.

**What** This project piloted innovative approaches to training trainers in the analysis and training of IT skills needs amongst employees within SMEs in the chemical process and engineering sector. The aim was to enable these companies to gain the necessary skills to adapt to the information age and to bridge the gap of technological advance.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=431>

## 27. Corporate virtual university: BAA

International, began 1996

**Where** BAA and the University of Surrey/International Management Centres.

**What** Training and development are at the heart of the strategies aimed to meet BAA's mission of being the most successful aerospace company in the world. An innovation in 1996 was a move to institutionalise learning experiences for managers and to seek synergy between internal training programmes and external business-school qualification structures. The company did this by establishing a learning partnership with the International Management Centre at the University of Surrey.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=268>

## 28. Establishing learning partnerships within supply chains

Midlands, finished December 2000

**Where** Engineering Business Support Unit (EBSU), University of Coventry.

**What** This project provided educational support for industry by establishing a network of learning partnerships based along the automotive manufacturing supply chain. The project complimented the existing work of the EBSU and enhanced their partnership approach.

**Online case study:** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=243>

## 29. Spreading learning through a supplier development programme case study: Frederick Woolley

Midlands, began 1996

**Where** Frederick Woolley Ltd, Birmingham.

**What** The programme aimed to create a structured and sustainable approach to improving supplier reliability by improving the measures of quality, cost, delivery and partnership through the development of senior and middle managers and team leaders. It is intended that this would create and spread ownership of the improvement processes throughout each business, cascading it through teamwork.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=230>

## 30. Industry forum builds global competitiveness

Nation-wide, 1998

**Where** Motor Manufacturers and Traders Industry, UK.

**What** This project aimed to develop companies and workforces within the motor industry to increase the number of learning organisations and build global competitiveness in the sector. The intention was to help all companies in the sector, but particularly those well down the supply chain, the small and medium enterprises that form the second and third tier suppliers. This was done by establishing a Forum - a group of major motor manufacturers working to facilitate major quality improvements right through the component supplier chain. Rather than simply offering sound advice and encouragement, the Forum also had a system of sending engineers into companies, and working with them to change attitudes and practice.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=417>

## 31. Online learning system for vehicle sales executives (DRIVE)

London, 1998-2000

**Where** London.

**What** The DRIVE project was a partnership of private and public sector organisations led by Hendon College. To enhance training opportunities for small and medium-sized retail motor dealers the project introduced computer-based training into the workplace.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=427>

## 32. Spreading learning through change agents case study: Rover Group

United Kingdom, 1998-2000

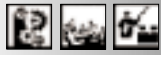
**Where** Rover Group, United Kingdom.

**What** Rover recognised that the effectiveness of any change management process depended on the people driving change forward throughout the organisation. But these people, often known as change agents, require a new set of skills which need to be recognised and developed. In order to develop the new skills required by these change agents, a change management learning programme was established. This programme developed 75 competencies spread over the 12 stages of change management that Rover had identified.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=234>

## 33. Spreading learning through the supply chain case study: NASTECH

Midlands, began in 1995



**Where** Coventry.

**What** NASTECH (a joint venture between Torrington and NSK) recognised that, if they are to remain competitive within the global market, they need to work with their supply chain to improve current performance on quality, cost and delivery. NASTECH first assessed the skill levels they required to run improvement activities at their suppliers. Next they approached the Society of Motor Manufacturers and Traders (SMMT)'s Industry Forum established to develop and sustain world class competitiveness in the UK-based vehicle and component industry. Using the same basic approach, tools and techniques developed for SMMT's Masterclass programme, NASTECH set up the "50 day Supply Chain Group activity". Carried out over six months, this brought a structured but flexible series of activities.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=229>

## 34. The automotive industry in the West Midlands

West Midlands, 1998



**Where** Automotive Skills Task Force, Birmingham and Solihull TEC, West Midlands.

**What** This initiative aimed to improve the skill base of the whole automotive sector in the region through a shared strategy for skills development. It was seen that there was a need to engage employers as a group in training provision and infrastructure issues, but no existing forum existed for this purpose. Consequently the Automotive Skills Task Force was set up in 1998 through a joint initiative between industry leaders and the Birmingham and Solihull Training and Enterprise Council (TEC). The Task Force comprised vehicle manufacturers, key suppliers, Learning and Skills Councils (LSCs), the Government Office, Advantage West Midlands (the Regional Development Agency) and DTI. Its role was to identify and meet skills gaps in key areas affecting competitiveness and sustainability.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=495>

## 35. Towards a vision of recurrent education

Nation-wide, began 1987



**Where** Ford Motor Companies across the UK.

**What** The Employee Development and Assistance Programme (EDAP) of Ford Motor Company was agreed during the 1987 contract negotiations between Ford of Britain and the unions with which it negotiates. The key EDAP objective was to provide opportunities for personal development and training outside working hours for all employees of the Company. The programme responds to the needs and interests identified and expressed by its own students: Ford employees. EDAP commissions new and tailor made courses on site. It provides courses and enhanced educational opportunities for the rotating shift worker hitherto at a disadvantage in relation to conventional courses and least reached by most access initiatives. Over 500 courses are now available through EDAP - ranging from learning to read and write, 'O' and 'A' Levels to degrees, wood-working, car maintenance, decorating, cookery, languages, health and leisure courses.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=237>

## 36. Producing a Web based tool to promote professional development and lifelong learning amongst construction managers

Leicestershire, 1998-2000



**Where** Department of Civil and Building Engineering, Loughborough University.

**What** This project aimed to develop reflective and learning skills by encouraging the adoption of an ongoing model of development from school, through higher education to professional membership and beyond within the construction industry. To enhance employability of students and to further increase this sector's contribution to the national economy. To find ways to encourage both undergraduates and postgraduate students to reflect upon and record their personal development during their academic and non-academic activities by recording achievement.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=338>

## 37. Regional construction industry: Careers Advice and Guidance Service - Training Organisation for Professionals in Construction (TOPIC)

United Kingdom, 1998-2000



**Where** Throughout the UK.

**What** This programme aimed to better manage the process of transition into the workplace from higher education for graduates by providing support to graduates and their employers. The project sought to achieve its aims through means such as: setting up local networks, locating companies which had employed recently qualified graduates, and developing, piloting and evaluating different models of offering advice and guidance to recent graduates.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=486>

## 38. Women in construction project

North East, began 1998



**Where** Redcar and Cleveland College.

**What** The Women in Construction Project was developed in recognition of the problems faced by women who wish to take up employment in the construction industry, which is predominantly considered to be a male domain. The college undertook to deliver a range of construction industry courses specifically for women. The aims were to promote equal opportunities for women alongside men and enable them to learn the skills necessary to enter the construction labour market, and to equip women with the necessary skills and confidence to seek employment or to enable them to set up their own business in painting and decorating or other construction trade.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=389>

## 39. Employee development schemes – First Data Resources



South East, began 1996

**Where** First Data Resources, Southend.

**What** FDR is a UK subsidiary of a large US corporation dealing with card transaction processing and related financial information services. This project followed from the introduction of the US of the parent company's policy to further develop existing links with community education. Computer skills courses were introduced, largely for people who had few formal qualifications and were faced with new skills to learn within a different company culture. The Union Learning Fund finance supported the training of a small number of 'Learning Representatives'. There were union members who could advise and help employees to take up learning opportunities on this course and beyond.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=290>

## 40. Implementing distance learning in Barclays Bank



Nation-wide, 1989-1992

**Where** Branches of Barclays Bank located throughout the United Kingdom.

**What** The project was undertaken to encourage greater use of self-managed learning at all levels and particularly for high fliers in a major banking firm. Barclays Bank expected to adopt the general approach to using distance learning methodologies to teach knowledge and formal courses to teach skills. The training was designed to: address the knowledge and skills that job holders were required by the business to demonstrate in the workplace; ensure that the knowledge and skills required were structured in a manner that facilitated learning; be delivered using the highest quality and cost-effective means available.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=224>

## 41. Employee development schemes – Horizon Biscuits



North West, began 1996

**Where** Horizon Biscuit factory, Moreton, Merseyside.

**What** This project aimed to develop the existing job and training programme and self-directed personal development at a major multi-national food and drink manufacturing company: Horizon Biscuits. A Joint Steering Group was established, a review of needs and facilities carried out and a local provider selected. An on-site learning facility was then opened as a focus for personal development.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=289>

## 42. Spreading learning through a supplier development programme case study: Sainsbury's



**Where** Sainsbury's, UK.

**What** The aim of this project was to improve the quality of products, generate new product ideas, improve supply chain performance and increase the choice offered to customers. This has meant a high level of co-operation between all the businesses.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=231>

## 43. The food quality project



Midlands, 1997-1999

**Where** Wychavon District Council and food distribution companies, South Worcestershire.

**What** This ADAPT project was designed by the Wychavon District Council to assist growers, to safeguard jobs and markets and to achieve competitive advantage by attention to food quality standards. Although the creation of APS was a positive step for the food sector as a whole, some SMEs needed assistance in order to keep up with the changed legislation. In response, this project acted as an intermediary between the scheme and small growers.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=319>

## 44. Corporate virtual university: Sema Group



International, began 1996

**Where** Sema Group and the University of Surrey/International Management Centres.

**What** Major challenges for Sema, like most IT companies, are developing and retaining key managers, managing rapid growth and ensuring step and continuous process improvements. Investing in management development is seen as the route to these objectives, but not just any development - Sema worked in partnership with International Management Centres to create a learning environment, and a culture of change through projects. In September 1996, a team of Sema managers began an in-company postgraduate Diploma in Quality Management (DQM) led by a faculty combining academics from International Management Centres with senior executives from the company. All projects were work-based, real-world problems. The completion of a successful assignment was expected to lead to change and quality improvement.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=269>

## 45. E-commerce and the new media technologies



London, 1997-2000

**Where** University of Westminster, London.

**What** This project aimed to assist and provide support for companies and individuals working in the new digital media sector. This sector is a fast-moving, volatile and rapidly growing one that includes companies offering services such as Web design and software engineering. The project provided information on the very latest developments in e-commerce technology because it was believed essential for anyone in the new media industry to keep up with these changes.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=424>

## 46. Employee development schemes – BICC

North West, began 1993



**Where** BICC, Blackley, Manchester.

**What** In the early 90s the telecommunication sector underwent significant change. As a consequence, BICC lost much of its share of BT's cable production and redundancies became necessary. The company realised the need to invest in raising the skill level of its workforce and introduce new ways of working. Despite the commitment from management and unions to a new training philosophy, the workforce was somewhat less enthusiastic. The unions believed that the answer lay in promoting an Employee Development Scheme (EDS) and in setting up work-based learning centre to support self-directed learning.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=292>

## 47. Interactive digital education and learning (IDEAL)

London, 1997-2000



**Where** Thames Valley University, London.

**What** This project aimed to upskill SMEs in the media sector in recognition that ICT is revolutionising the industry. Created by Thames Valley University (TVU), and Module Communications, IDEAL is a distance learning course taught exclusively online via the Web. Recognising that new technologies are revolutionising the industry, the course was tailored for small and medium-sized businesses and unemployed media professionals. It covered the key areas of new media and gave students the essential toolkit for success in the digital workplace.

**Online case study:** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=474>

## 48. Language, multimedia and technology transfer for SME growth in European markets

Wales, 1998-2000



**Where** Department of Welsh - University of Wales, Lampeter, Wales.

**What** This project aimed to improve the competitiveness of SMEs working mainly in the multimedia and audio-visual sectors in West Wales. This project provided training in Welsh language skills and ICT skills to SMEs within a supply chain who serviced a lead company.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=453>

## 49. Midlands media training consortium (MMTC) project

Midlands, 1999



**Where** Midland Media Training Consortium (MMTC) and Skillset.

**What** This project aimed to help freelancers and companies in the broadcast, video, film and multimedia industries keep up with new technology, new working practices and new markets by working with beneficiaries to analyse individual training needs and identifying suitable courses.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=409>

## 50. Open and work based learning in advanced telecommunications (OWLATEL)

Middlesex, 1998-2000



**Where** Middlesex University and partners.

**What** Project OWLATEL provided a multimedia framework for the interactive, computer assisted delivery and assessment of telecommunications training for SMEs. The system allowed businesses to provide employees with just in time training whenever and wherever needed. OWLATEL enabled learners to study for nationally recognised qualifications, by providing the necessary underpinning knowledge in telecommunications.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=236>

## 51. The use and application of telematic training by small firms within a European context: implications for teaching and learning in the digital age

North West, 1998



**Where** Bolton Business School.

**What** Research into the use of ICT (Information and Communication Technologies) in small and medium-sized enterprises led to the development of a multimedia-based learning package which was designed to:

- provide important information and data about strategic changes taking place within the textile and clothing industry.
- enable managers to improve performance in the areas of personal development, teamwork, quality, organisational culture, strategy and planning.
- review new technologies and technological change affecting the industry.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=218>

## 52. Yorkshire does IT well

Yorkshire, 1993-1997



**Where** Colne Valley, West Yorkshire.

**What** This project aimed to tackle unemployment and promote economic regeneration in the area by helping women who wanted to return to work (usually after raising families), but were prevented from doing so by a general shortage of jobs as well as a lack of adequate transport and childcare facilities. The project offered courses designed to give trainees new or updated skills in IT, and also to enhance their confidence and job-seeking abilities.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=351>

## 53. CRINE network

North East, 1998



**Where** Northern Offshore Federation (NOF) in association with Teesside and Tyneside TECs, Tyne and Wear.

**What** The CRINE Network (Cost Reduction Initiative for the New Era) provides a framework for developing best practice in offshore industries, reducing costs and increasing the efficiency of the supply chain. The organisation was established by members of an earlier cost reduction programme and gave 22 of the region's offshore businesses the opportunity to develop, and create potential for improved supply chains and joint contracting arrangements.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=519>

## 54. Grimsby fish processors' training club

North East, began 1998



**Where** Grimsby, United Kingdom.

**What** This initiative aimed to raise standards in the fish processing industry because of increased requirements of their major customers, and to tackle a skills shortage in the industry, particularly for filleters. When the Sea Fish Authority won a funding bid, this proved to be the catalyst needed to bring the owners of the processing firms together - the Grimsby Fish Processors Training Club was thus established.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=518>

## 55. NVQs to accelerate career, pay progression at GEC Marconi Marine

UK, began 1999



**Where** GEC Marconi Marine shipbuilding company, United Kingdom.

**What** This project aimed to develop a new system of career and pay progression for Marconi Marine employees in order to retain staff and stop them moving position within the company purely to obtain a pay rise. This was done by establishing a new system of career and pay progression based on National Vocational Qualifications (NVQs), occupational standards, and behavioural competencies rather than the traditional grade structure.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=285>

## 56. All change - new market opportunities in tourism for redundant engineers

Yorkshire, 1995-1997



**Where** College of Ripon and York St John with York and North Yorkshire tourism bodies.

**What** This project aimed to link the declining engineering/industrial manufacturing sector with the tourism and leisure industry, a sector with potential for growth. This was done by retraining people who had recently been made redundant from the engineering/industrial manufacturing sector and preparing them for a career in leisure and tourism.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=321>

## 57. Guidance and information in a virtual environment (GIVE) for the hospitality, catering, leisure and tourism industry (HCLT)

South East, 1998-2000



**Where** Brighton College of Technology, Sussex.

**What** This project researched and developed on-line access to information and learning services for hospitality, catering, leisure and tourism (HCLT) SMEs. The project aimed to enable the SMEs to respond to the priority skill shortages, hard to fill vacancies and high labour turnover in the sector and to accelerate the adaptation of the HCLT work force to industrial change through upskilling and qualifications.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=286>

## 58. Hospitality adding value for education (HAVE) final report - Hotel and Catering International Management Association (HCIMA)

Nation-wide, 1998-2000



**Where** Hotel and Catering International Management Association (HCIMA), UK.

**What** This project aimed to test how far, and at what costs and benefits, established good practice of supervised work experience might be applied to the learning acquired by students during casual employment in the hospitality sector. The project initially focused on generating base-line information about the nature and extent of higher education students' part-time and vacation work within the hospitality industry. It also investigated good practice in supervised work experience and current thinking about employability skills. This base-line data was then used to inform the staged development of a student pack (the HAVE pack) and a website to support students in the informal work experience within the hospitality industry.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=466>

## 59. Job-rotation utilising New Deal to provide training to the hotel/leisure sector

International, ongoing



**Where** EU-Jobrotation Network - projects across the UK and overseas

**What** This particular example of Jobrotation involves the use of New Dealers and the hotel leisure sector. The scheme works by encouraging the SME to release two or three staff for training on separate days, with the New Dealer substituting for them, and working as an additional staff member on the remaining days. This frees staff for training and upskills the New Dealer.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=250>

## 60. Towards the learning organisation

North West, began 1998



**Where** Manchester Holiday Inn Crowne Plaza Midland, Manchester.

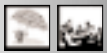
**What** Holiday Inn's objectives for the Learning Centre were that it should:

- help deliver the level of person that would be able to meet the hotel's standards and business goals
- play a role in improving communication and guest care skills
- assist in encouraging and motivating people to improve their skills, by being an accessible resource available to all levels of staff
- enable people to take responsibility for their own development.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=278>

## 61. Training adventure for cultural businesses

North West, 1998



**Where** Cumbria.

**What** This project aimed to improve and sustain the profitability of businesses through training and skills development programmes, linked directly to business plans, to establish long-term professional and employee development schemes in each business and to communicate the benefits of learning. The Training Adventure for Cultural Businesses brought together 10 private sector cultural and tourism businesses in Cumbria - museums, galleries and tourist and visitor attractions. The group was set up so that they could work together on joint training and development activities.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=510>

## 62. Learning networks for SMEs - University of Plymouth

South West, 1998-2000



**Where** University of Plymouth Business School.

**What** This project aimed to develop, deliver and assess the potential for creating learning networks for SMEs in order to assist individuals to recognise and exploit the benefits associated with collaborative forms of lifelong learning. Research indicated that managers of SMEs see networking as a more effective approach to problem-solving than the use of formal training schemes to stimulate learning. Networks of similar companies have the advantage that a specific problem might already have been solved by a contact within their ranks, whereas formal learning and training schemes do not always enable transfer of knowledge acquired into company practice, especially when such schemes have been designed with large national/multi-national organisations in mind (eg, DMS and MBA). This project thus set out to create learning networks for SMEs in the region.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=489>

## 63. The NetMet management guide: FASNET - the Irish experience

Republic of Ireland, 1995-1996



**Where** Dublin-West and Kildare, Republic of Ireland

**What** The Dublin-West and Kildare networks drew together the needs of owner-managers of SMEs, the concepts of the Learning Organisation, and the benefits of networking. The process enabled owner-managers to learn what a Learning Organisation was, and the benefits it could bring, not through lectures and presentations, but through participation in a learning network.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=265>

## 64. The PRISM Project

Republic of Ireland, ongoing



**Where** The Chambers of Commerce, Ireland and Telecom Eireann, Republic of Ireland.

**What** PRISM trains staff in local Chambers to deliver the Internet Business Strategy Training Programme. This programme helps SMEs grasp the essentials of the Internet and E-Commerce, develop a strategy for growing, or improving their presence, on-line and learn the basic skills for using the Internet.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=260>

## 65. Whitby IT Club cluster

Yorkshire, 2000



**Where** Whitby.

**What** This project shows how DJ Associates (DJA) worked with Whitby Business Development Agency and North Yorkshire TEC to try to develop an online forum to support the IT development of local SMEs.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=413>

## 66. Footwear industry project on optimising information technology

United Kingdom, 1999



**Where** UK.

**What** This project aimed to establish a strategy for developing a cohesive approach to optimising the use of ICT for the footwear industry. This was done by offering training support, workshops, access to beta versions of software, aid with system selection and a mailing list.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=372>

## 67. Industrial adaptation through sector-based co-operative networks

Midlands, 1997-2000

**Where** Centre for Local Economic Development, Coventry University.

**What** This project assisted vulnerable companies in the Coventry clothing industry, whose workers were threatened with redundancy, to become more viable and competitive through the development and implementation of an industrial development strategy. Activities were undertaken to improve market knowledge and information, raise manufacturing standards, improve workplace conditions, raise skill levels, promote co-operation and linkages, improve management systems, and promote the exchange of best practice.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=306>

Other Sector



## 70. The Care sector project

South East, 1998-2000

**Where** Canterbury Christ Church University College, Kent.

**What** This project aimed to strengthen the viability of small businesses in the care sector for older people and to improve the quality of care and flexibility of staff through research and innovative approaches to training and development.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=305>

Other Sector



## 68. Strengthening the craft sector in Wales through technology - TELE 21

Wales, 1998-2000

**Where** Wales.

**What** This project aimed to help small craft businesses increase their competitiveness and flexibility by using new computer and communications technologies in a way that will support long term sustainable development and growth. This was done by: establishing a network of key people, providing an Internet homepage, designing, accrediting, delivering and evaluating a training programme in telematics, and helping rural craft industries in Wales to develop and maintain their own Web-site as a marketing vehicle.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=472>

Other Sector



## 71. The gas industry

Nation-wide, 2000

**Where** Gas Industry Skills Taskforce, local TECs, Learning and Skills Council, colleges and local employers.

**What** Following privatisation of the gas industry, the lack of training (especially of new entrants) resulted in a workforce with a poor age profile and insufficient capacity to cope with expanding demand. The extreme fragmentation of the industry (moving in effect from a single employer - British Gas - to some 46,000 employers, of whom over 30,000 are sole traders) meant that investment in new entrant training was not in the interest of any single employer. A joint Government-industry Gas Industry Skills Taskforce was thus set up in February 2000. This led to a number of priority initiatives to bring in new entrants, both modern apprentices and older entrants, in partnership with New Deal, the Employment Service, local TECs and subsequently the Learning and Skills Council (LSC), colleges and consortia of local employers, local authorities and others. Support was committed from other sources including RDAs' skills development funds, SRB and the European Social Fund.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=498>

Other Sector



## 69. Regional Accord for Change (REACH)

South West, began 1999

**Where** Graphical companies in the central south of the UK, GPMU, local training providers and South West TUC.

**What** This project aimed to re-build training capacity and culture within the publishing, printing and packaging industry for SMEs in the central south. To strengthen the partnership of union members, companies and public sector institutions using the REACH project as a "Motor for Change". The resources gave the Graphical, Paper and Media Union (GPMU) the opportunity to rebuild training capacity in companies and colleges within the region relevant to members' needs. The project focused on building awareness of skill changes, stimulating knowledge of training systems, creating training opportunities and sustainable partnerships. It was also intended to develop a training directory of relevant courses within the region for every member.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=280>

Other Sector



## 72. The rail industry

Nation-wide, 2001

**Where** Learning and Skills Council (LSC), five major rail employers (Railtrack, GNER, National Express, Virgin Trains and Amey) the Rail Industry Training Council, the Adult Learning Inspectorate, the Government and five colleges, UK.

**What** This programme aimed to significantly increase the number of qualified individuals in the rail industry by assessing the appropriateness of current NVQs, piloting rational approaches to funding that require employer contributions commensurate with the benefits received and clarify the responsibilities of the state, and increasing the supply of responsive industry specific training provision and expertise. The first step was setting up of a working group from the industry to advise on targets for the acquisition of transferable qualifications by a fixed proportion of the workforce. Once set, progress towards these targets will be reinforced and supported via the franchising and regulatory systems. Good performance in training and updating staff will be rewarded, while under-performance will be penalised.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=499>

Other Sector



## 73. EXCEL retail project

London, 1998-2000



**Where** Wood Green, North London.

**What** This project aimed to help improve the capacity of independent retailers to manage and market their businesses more effectively and become more profitable and safe from redundancy by providing free general business advice, career guidance and business-related training to independent businesses in Wood Green.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=438>

## 74. Return to work course: retail sector pilot

South West, 2000



**Where** Bristol and South Gloucestershire.

**What** The project developed a Return to Work Course which runs for up to 26 weeks, providing 30 hours support, activity and input. Each week equates, over 26 weeks, to one day of vocational training, two days of work experience, and two days of Job Search and Key Skills development activity, distributed throughout the programme. The pattern of delivery in relation to each individual client is determined through the individual training plan. Where appropriate there is the opportunity for Key Skills accreditation and basic skills support and development.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=515>

## 75. Towards a healthy high street: Training the independent retailer

Nation-wide, ongoing



**Where** Manchester Metropolitan University and other partners throughout the UK.

**What** This project aimed to identify ways in which best practice can be transferred from large to small retailers, to adapt and develop learning materials for small retailers, to design and develop a learning delivery and support system, and to establish a communication/support network for small retailers.

**Online case study** <http://discus.open.ac.uk/goodprac/mm/result.ihtml?docid=468>

# Tables and Appendicies

## Table of Abbreviations

BMG	Bostock Marketing Group	ILA	Individual Learning Account
DfEE	Department for Education and Employment (now DfES)	IT	Information Technology
DfES	Department for Education and Skills (formerly DfEE)	LSC	Learning and Skills Council (formerly TECs)
DTI	Department of Trade and Industry	MBA	Master of Business Administration
EDP	Employee Development Programme	MSc	Master of Science
ELN	Employer Learning Network	NTO	National Training Organisation
ESF	European Social Fund	NTO-NC	National Council of National Training Organisations
EU	European Union	NVQ	National Vocational Qualification
FE	Further Education	RDA	Regional Development Agency
GTA	Group Training Association	SBS	Small Business Fund
HE	Higher Education	SDF	Skills Development Fund
HNC	Higher National Certificate	SLIM	Skills and Learning Intelligence Module
HND	Higher National Diploma	SMEs	Small and Medium Sized Enterprises
ICT	Information and Communications Technology	SSC	Sector Skills Council
IGDS	Integrated Graduate Development Scheme	South West RDA	South West of England Regional Development Agency
IiP	Investors in People	TEC	Training and Enterprise Council (now LSCs)

## Useful Links

The following web sites host information relevant to this project.

BMG	<a href="http://www.bostock.co.uk">www.bostock.co.uk</a>
DfES	<a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a>
Marchmont Observatory	<a href="http://www.marchmont.ac.uk">www.marchmont.ac.uk</a>
NTO-NC	<a href="http://www.nto-nc.org">www.nto-nc.org</a>
SLIM	<a href="http://www.swslim.org.uk">www.swslim.org.uk</a>
South West RDA	<a href="http://www.southwestrda.org.uk">www.southwestrda.org.uk</a>
Sector Skills Development Agency	<a href="http://www.ssda.org.uk">www.ssda.org.uk</a>

## Appendix 1 – South West RDA Priority Sector Definitions

Here is a brief description of each of the South West RDA priority sectors<sup>12</sup>.

### Advanced Engineering

The regional focus for Advanced Engineering is on two elements:

- Aerospace and related activities
- Generic supply chain development of Engineering processes

### Biotechnology

The Biotechnology sector has four main elements:

- Agri-bio and environmental i.e. agriculture, food technology etc.
- Biopharmaceuticals and human healthcare
- Diagnostics i.e. biological based systems with both clinical and industrial applications
- Suppliers of biological reagents, such as enzymes and monoclonal antibodies, and other proteins (i.e. the raw materials for biotech).

### Environmental Technologies

The Environmental Technology and Services sector comprises of companies involved in pollution control, water supply, waste management, environmental services and renewable energy.

### Food and Drink

The Food and Drink sector is defined as any added value activity (including processing) that takes places on a food or drink product after it has left the farm gate.

### ICT

The ICT sector is defined as activities involving component manufacture, ICT based intellectual property products (incl. Digital media/software development), telecommunications, and call & service centres.

### Marine

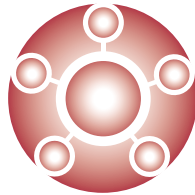
The Marine sector is defined by its market, namely any industry that is involved in the supply chain of Marine related products and activities. This consists of those companies involved in all forms of marine construction, engineering and consultancy, as well as the design and manufacture of technologies used in the marine industry such as navigation equipment. It also includes service elements such as brokerage and marine activity providers.

### Tourism

The Tourism sector has been defined to include all providers of visitor accommodation, as well as supporting services such as attractions, entertainment activities, and catering services where these serve a predominantly Tourist market.

<sup>12</sup> These definitions are taken from the SOUTH WEST RDA SDF Prospectus. Please refer to section 5 of the SOUTH WEST RDA "State of the Region" report for a more detailed description of the priority sectors and sub-regional variations.

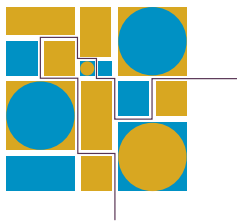
**SLIM**



**Skills and Learning Intelligence Module**

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