

Operations

Train to Gain for local authority providers

Skills

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Foreword

The further education sector understands the need to improve skills levels if business is to compete and succeed in global markets. Further education providers recognise too the key role they have to play in innovation, training and support for employers. We are keen to learn from the many examples of effective practice in the sector to build provider capacity to deliver high quality, flexible provision that responds to employers' needs.

The Learning and Skills Improvement Service's (LSIS) World Class Skills programme (WCS) provides a range of products and services that are alert to the needs of individual providers as they seek to improve the responsiveness and quality of their offer to employers.

Fully funded, it provides a free-of-charge range of interactive workshops, seminars, consultancies and structured support to take forward reform and development through thematic development projects.

This publication is one of a group of resources that have been developed to support interactive workshops and seminars offered through the programme. We believe it brings together useful information to support providers as they gear up their business with and for employers.

Roger McClure
Chief Executive, LSIS

Welcome to World Class Skills

The *Leitch Review of Skills: Prosperity for all in the Global Economy, World Class Skills* (2006) investigated the UK's long-term skills needs and predicted that even if targets current at the time of the report were met, the UK's skills base would still lag behind many of its key comparators.

That's why the government has committed to ensuring that the workforce in England has world-class skills by 2020. This will call for an enormous shift in attitudes and aspirations within workplaces, schools, colleges, universities and society itself.

It will require every individual to think about updating their skills and qualifications to ensure that they are giving employers what they really need.

It will require employers to play an active role in helping to reform vocational qualifications to ensure that they are relevant and responsive to changes in the global economy.

In support of these reforms, the Learning and Skills Improvement Service (LSIS), working closely with national partners, was asked by the government to lead the development of a single, integrated improvement strategy to support the drive for excellence in the further education system that would succeed in the new demand-led environment.

“”

In the twenty-first century, our natural resource is our people – and their potential is both untapped and vast. Skills will unlock that potential. The prize for our country will be enormous – higher productivity, the creation of wealth and social justice.

Lord Leitch, *Leitch Review of Skills*, 2006

Introduction to the programme

The **World Class Skills – developing responsive provision** is an LSIS programme providing support for improvement activities for LSC-funded providers in enhancing their employer-facing provision. This will support organisations in developing provision to meet employers' skills needs and the aspirations of the *Leitch Review of Skills*.

KPMG and its consortium partners are delivering this major support programme. Together they can bring significant expertise to you and your organisation. KPMG has an in-depth understanding of the wider education and skills sector that can help further education colleges and independent training providers deliver improved outcomes for learners and employees, as well as achieve their organisational goals. They can also draw in the sector's most innovative and effective practice to share with you.

Programme benefits

Involvement in the programme will help LSC-funded providers of education and training to:

- develop and extend effective employer relationships
- ensure that growth and quality go hand in hand
- create fit-for-purpose organisational structures
- gain relevant accreditation, for example, Training Quality Standard (TQS) and Framework for Excellence
- access high-level support through a range of focused events
- network with peers and share effective practice.

Programme overview

The programme is designed to support the Train to Gain Plan for Growth, the changes to demand-led funding, the rolling out of the TQS accreditation, National Skills Academies and the development of specialist networks.

The focus of the programme is to work with providers and other stakeholders to be more responsive to the needs of employers and increase the capacity of the FE system to provide high quality, flexible training and support for employers and their employees in order that they can contribute to UK productivity and competitiveness in a global economy.

The programme comprises both seminars and workshops. Seminars provide a high-level introduction and overview of the topic. Workshops are designed for smaller groups: the sessions are more interactive and practical in nature, giving participants the opportunity to work with a range of proven tools and techniques. There will be an opportunity for providers to apply for individualised consultancy support to work within their organisation in an intensive way to focus on the development of employer-responsive provision.



Resources

HMSO (Her Majesty's Stationery Office) (2007) *World Class Skills: Implementing the Leitch Review of Skills in England*. Norwich: HMSO. Available online at:
www.dcsf.gov.uk/skillsstrategy/uploads/documents/World%20Class%20Skills%20FINAL.pdf

Lord Leitch (2006) *Leitch Review of Skills: Prosperity for all in the Global Economy, World Class Skills*. London: HMSO. Available online at:
www.dcsf.gov.uk/furthereducation/uploads/documents/2006-12%20LeitchReview1.pdf

QIA (Quality Improvement Agency) (2006) *Pursuing Excellence: An Outline Improvement Strategy for Consultation*. Coventry: QIA.

Learning and Skills Council: www.lsc.gov.uk
Learning and Skills Improvement Service: www.lsis.org.uk
World Class Skills: www.excellencegateway.org.uk/wcs

Consultancy

As part of the World Class Skills programme, there are a limited number of one-to-one consultancies available. Consultancy support may allow your organisation to explore in greater depth some of the issues you have identified in attending a seminar or workshop. For example, having attended the workshop on 'Building employer-responsive skills in your organisation' and the seminar on 'Legal advice on employment terms and conditions' you may feel that your organisation would benefit from individual support in reviewing current and future staffing profiles and how to ensure these are aligned to increase employer-responsive provision.

This consultancy support is fully subsidised by LSIS. It is a unique opportunity to gain professional consultancy to support organisational development in enhancing your employer-responsive provision. It will, of course, also require time commitment from staff in your organisation in order to bring about real change and development for the organisation. In order for these benefits to be maximised it is essential that this consultancy is supported from the top, both conceptually and with commitment and input to the process from the head of the organisation. Other members of the senior management team will also need to engage with the consultancy process, depending on the nature of this consultancy.

For each consultancy, a KPMG consultant will be assigned to your organisation to support you through the process of completing the diagnostic questionnaire and associated development plan, *A Framework to Measure and Improve Employer Responsiveness*. This development plan will be confidential to your organisation. If you have already completed this diagnostic questionnaire they will support you in updating this and validating its currency. They will then work with you to identify how additional consultancy support may help you to progress in implementing your development plan. They will take a flexible approach to ensure that this consultancy plan is customised to meet your needs but, as an indication, it may cover areas such as implementing effective labour market information (LMI) and/or customer relationship management (CRM) systems; organisational design for performance; implementing and maintaining change; or achieving the Training Quality Standard.

If you would like further information please contact
wcsenquiries@kpmg.co.uk

E-learning

Alongside the workshops and seminars, a suite of five online training modules is being developed. The topics are as follows:

- Building employer-responsive skills in your organisation
- Funding and finance for maximising business
- Identifying bottom-line benefits
- Sales and gaining repeat business
- Targeting SMEs for training.

E-learning is an alternative way for providers to interact with the programme and share knowledge within their organisation.

Each module will take between 40 minutes and an hour to complete, and will include interactive material such as multiple-choice questions, quizzes, games, scenarios and case studies.

The modules will be accessed from www.excellencegateway.org.uk/wcs

If you would like further information please contact

Adam Caldwell

adam.caldwell@kpmg.co.uk

Agenda

Coffee and registration
Welcome and introduction to the programme
Introduction to Train to Gain
Sources of support for Train to Gain delivery

Break

Delivering effective work-based learning

Lunch

Effective staff behaviours for employer-responsive provision
Embedding Skills for Life
A whole organisation approach to Skills for Life

Break

Effective communication
Overview of communication channels
Action plan
Closing session

Workshop outline

Aim

The aim of the workshop is to give local authority providers an understanding of effective practice in the delivery of Train to Gain provision in order to develop and enhance their own provision.

Objectives

- To update participants on the Train to Gain service, in particular about the new flexibilities.
- To outline effective work-based delivery models and practice for Train to Gain programmes.
- To identify sources of support and resources for effective Train to Gain delivery.
- To give an understanding of the skills and behaviours that support employer-responsive provision and how these might be developed.
- To demonstrate how Skills for Life can be embedded into Train to Gain programmes.
- To examine how Train to Gain may be used to develop local authority workforces.

Benefits

- Up-to-date information on the Train to Gain service.
- Better awareness of the key skills and behaviours required to be employer responsive.
- Improved understanding of your organisation's performance in relation to employer-responsive provision.
- Improved awareness of the key issues associated with work-based delivery from a LSC and OFSTED perspective.
- Enhanced understanding of integrated delivery models, particularly those that can support workplace delivery and approaches to this style of learning.
- Increased knowledge of how to use Train to Gain as part of your workforce development strategy.

Introduction to Train to Gain

Train to Gain is a national service to support employers of all sizes and in all sectors to improve the skills of their employees as a route to raising the performance of their business.

It gives employers specialist, high-quality advice and help in identifying training needs. Train to Gain is a commitment to invest in training jointly by employers and government.

““

We remain committed to the Leitch ambitions that, by 2020, over 90 per cent of adults will be qualified to at least Level 2 and 68 per cent will be qualified to Level 3.

LSC *Statement of Priorities 2009/10*, November 2008

In his announcement on 21 October 2008 John Denham, Secretary of State for the Department of Innovation, Universities and Skills (DIUS), set out how SMEs would be a priority for £350m of Train to Gain funds over the next two years. This was one of a number of government announcements made in response to the economic downturn. Further support was also to be made available to those facing redundancy and for pre-employment retraining.

Changes in funding

The following are fully funded:

- first Level 2
- repeat Level 2 from an agreed Sector Skills Council (SSC) list (up to 30 per cent of the total)
- Skills for Life qualifications at all levels
- first Level 3 for 19–24 year olds
- first Level 3 for individuals without a first Level 2
- first Level 4 for 19–24 year olds without a first Level 3.

There will be shared investment for:

- first Level 3
- repeat Level 3 from an agreed SSC list (up to 20 per cent of the total)
- English for speakers of other languages (ESOL)
- apprenticeships
- leadership and management
- full-cost bespoke training.

The core offer is to be enhanced to the benefit of small and medium-sized enterprises (SMEs) by a range of further flexibilities, as outlined below.

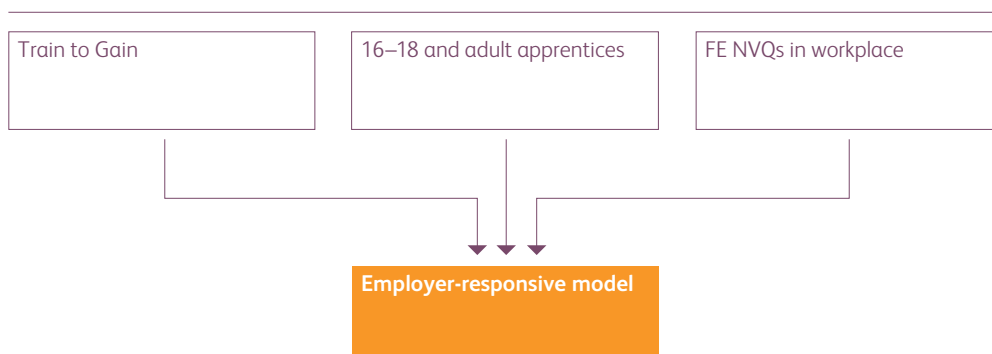
Level 2

- All first Level 2 and repeats on an agreed SSC list will be fully funded.
- There will be no limits on volumes of repeat qualifications for eligible SMEs.

Level 3

- For 19–24 year olds and Level 3 jumpers, the first Level 3 will be fully funded.
- Those aged 25 and over will be co-funded in line with the core offer including repeats on an agreed SSC list.
- There will be no limits on volumes of repeat qualifications for eligible SMEs.
- There will be bite-size units in business-critical areas.
- Leadership and management will be extended to employers with five or more employees.

Convergence of funding streams



For the purposes of the flexibilities, the SME definition will relate only to the number of full-time equivalent employees. Financial information will not be used.

Eligible employers

- Private sector enterprises
- Private/public schools
- Private prisons
- Third sector voluntary and charity employees
- Self-employed with employees
- Self-employed with no employees
- Franchises
- Sole traders

Ineligible employers

- Public sector enterprises
- State schools
- State-owned prisons
- Third sector voluntary and charity organisation volunteers
- Branches and subsidiaries owned by large enterprises

Units and thin qualifications

To respond to the issues facing SMEs, units and thin qualifications in the following business-critical areas will be eligible for Train to Gain funding for eligible SMEs.

- Business improvement techniques
- Business systems and processes
- Teamworking and communications
- Finance and credit
- Risk management
- Marketing and sales
- Customer service
- New product design
- Cash flow and profit management
- IT user and IT support

£30m Capacity Building Fund

A Capacity Building Fund of £30 million was announced by the Secretary of State, DIUS, at the Association of Colleges' conference on 18 November 2008 to be available from February 2009.

This represents a last-chance transformation fund for colleges and training providers.

Capacity building activity could include:

- gearing up to respond to changing employer demand in the economic downturn and demand from new sectors
- staff recruitment, retraining and restructuring
- assessor training and preparation to achieve the Training Quality Standard (TQS)
- promotion of the basic skills offer to employers and employees
- the cost of equipment, software and client-management system upgrades, etc.

Any capacity-building activity must complement support available from the World Class Skills programme and the LSC regional capacity-building activity.

Allocation of the fund

Allocation of the Capacity Building Fund is based on a minimum of 50 2007/08 starts, including those from further education NVQs.

Allocations will be between £20,000 and £200,000. Allocations not taken up from the initial offer will be offered in a second round to smaller training providers new to the market or to those whose grant has been capped at £200,000

Eligibility criteria are likely to include a minimum of an Ofsted Grade 3, those without a notice to improve and those not in a position of financial failure.

Plans for spending grants will have to be completed and be available for review.

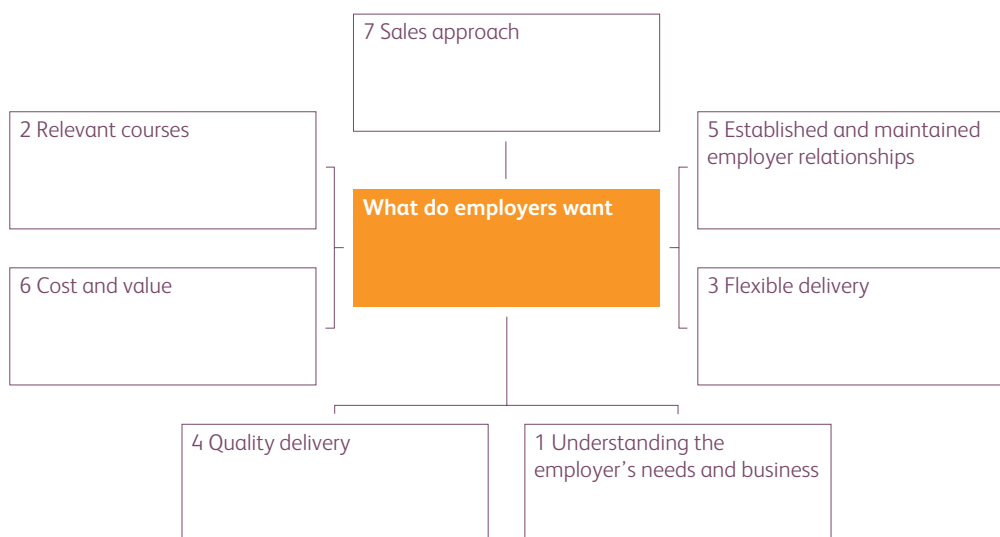
How do we know what employers want?

As part of the World Class Skills programme, KPMG undertook a number of telephone interviews with 15 large employers (those with 5,000 staff or more). These interviews focused on the employer’s experiences of dealing with further education providers, or independent training providers and ultimately the responsiveness they had encountered in their dealings with these organisations. This supplemented research undertaken previously by Ecotec for DfES (surveys and interviews with 135 work-based learning providers in 2005) and CFE (focus groups and 55 SMEs in 2007). The report of the research findings is available in the appendix to this publication. The key feedback is presented in the table below.

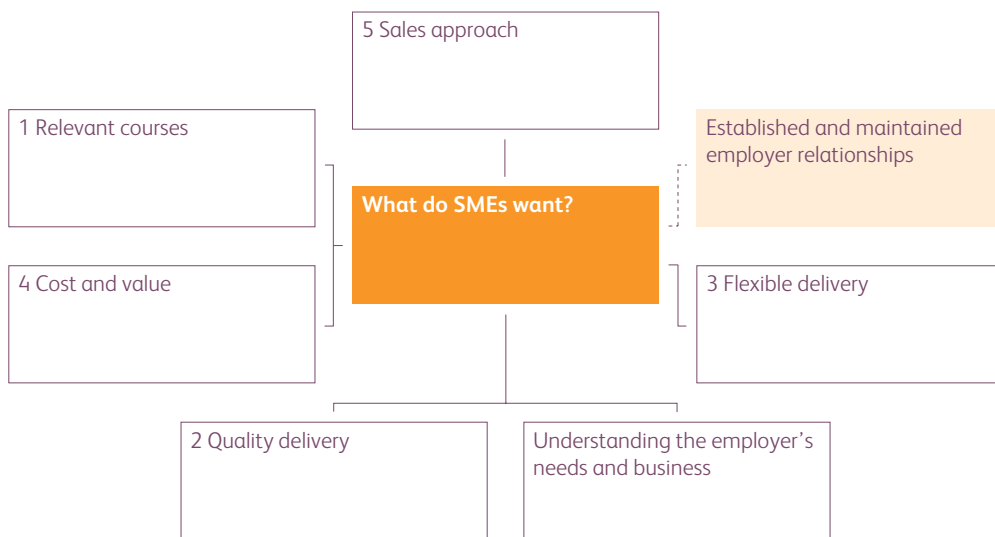
What large employers said ...	What SMEs said ...
Understanding your business	Relevant courses
Flexibility of provision	Quality delivery
Up-to-date sector/practice knowledge	Flexible courses
Relationship	Value for money
Cost	Flexible delivery
Proximity	Sales approach

Source: KPMG and CFE research

What do employers want?



What do SMEs want?



Effective work-based delivery models

Within the work packs circulated for today’s presentation, there are three exemplars of good practice for delivering effective work-based learning. These are:

- good use of IT to encourage lifelong learning
- engaging hard-to-reach learners
- improving retention.



Notes

Embedding Skills for Life

Poor literacy and numeracy skills could cost a company that employs between 51 and 100 employees £86,000 a year.

The cost of poor literacy and numeracy skills in an organisation that employs 1,000 or more employees could be as high as £500,000 a year.

GCSE results for 2008 show that the problem is not going away. During 2008, 43.7 per cent of school leavers left school without A*–C grade maths and 37.1 per cent of school leavers left school without A*–C grade English.

More than 12 million people in the UK workforce lack functional literacy and numeracy skills. These low-level skills cost the UK economy as much as £10 billion a year.

A whole organisation approach to Skills for Life

A whole organisation approach to Skills for Life is:

strategic support to help you position the needs of learners in literacy, language and numeracy (LLN) at the heart of your organisation's activities by adopting a whole organisation approach. (Skills for Life Improvement Programme: www.sflip.org.uk/woa.aspx)

Defining a whole organisation approach

There is no official definition of what is a whole organisation approach. The definition you give needs to be meaningful for your organisation.

Opposite are some quotes that illustrate examples of a whole organisation approach definition. Features of these may be useful for your own definition.



Adopting a whole organisation approach to employer responsiveness:

- is an opportunity to enthuse and access the talents of all staff and avoid silos
- can allay fears and misconceptions about what employer responsiveness means, and to reduce resistance from staff who might not see it as important
- can prevent lost opportunities due to lack of staff awareness
- can remove the impression that employer responsiveness is the sole responsibility of a few people
- means the more people that are involved, the greater the likelihood of engaging employers and meeting their needs, therefore enhancing the college or ITP's reputation as a provider of first choice and increasing income
- is a means of contributing to the new agenda and ensuring a consistent response and approach to employers' needs
- shows evidence for Ofsted inspections.



Exercise

On the following page are three case studies followed by a set of questions. Consider how the case studies relate to your own organisation.

Are there pockets of good practice? Is there a department responsible for employer engagement? Is everyone playing his or her part?

continued

Effective communication

Communications is an area that often is neglected. It is critical to the engagement of an organisation's key stakeholders.



KPMG research

- Every organisation consulted as part of KPMG's research rated good communications as a key factor in implementing change successfully.
- 70 per cent of projects fail because communication channels are ineffective.
- 34 per cent of organisations rate poor communications as the major barrier to implementing change successfully.

Overview of communication channels

Channel	Advantages	Disadvantages	Recommended usage
Face to face			
Presentations	<ul style="list-style-type: none"> • Direct • Informative 	<ul style="list-style-type: none"> • Can be boring or even dull • Difficult to schedule • Low audience acceptance • Bad presenters can make the presentation ineffective 	<ul style="list-style-type: none"> • Presentations are made almost immediately to communicate the benefits of the change programme and to sell the overall message, but the material can be easily forgotten
Workshops	<ul style="list-style-type: none"> • Interactive and promotes involvement. Interesting and promotes discussion • Communications may be made in all directions • Provide a forum for lateral communication • Good for formulating messages for upward communication 	<ul style="list-style-type: none"> • High cost per head • Difficult to organise • Requires lengthy lead time • Medium to high risk because return on investment is difficult to gauge and success is far from guaranteed 	<ul style="list-style-type: none"> • To inform and consult • Workshops are particularly suitable for middle management groups to encourage attitude and behaviour change. Carefully select a mix of participants and ensure that the session is well facilitated and highly interactive. Excellent for identifying barriers to success

Channel	Advantages	Disadvantages	Recommended usage
Face to face continued			
Staff/manager meetings	<ul style="list-style-type: none"> • Face-to-face • Useful in addressing local issues • Facilitates the sharing and exchange of local ideas and information • Can be set up on demand • Could include useful questions and answers sessions • Check for understanding and positive involvement 	<ul style="list-style-type: none"> • Limited numbers at each session • The message is as much to do with the manager who is delivering it as the information it contains • Geographically limiting 	<ul style="list-style-type: none"> • To involve and empower • Allows one-to-one tailoring of the message and ensures understanding and clarification • Ideal for continued dialogue of an issue • Adds to the credibility of the message • Provides an opportunity to raise questions and issues • Acts as a checkpoint to determine whether everyone is moving in the same direction
Team briefings	<ul style="list-style-type: none"> • Face-to-face • Local tailoring and a way of ensuring that key messages are in context • An opportunity for debate • Useful feedback loop to the centre • Useful for checking complete understanding of message 	<ul style="list-style-type: none"> • Involves a time commitment from managers and others in attendance • Success will be dependent on the ability of the briefing leader • Reinforces the hierarchical structure • Feedback mechanism may not be thought through sufficiently 	<ul style="list-style-type: none"> • Ability to inform using local knowledge • Useful for making corporate messages relevant and meaningful to local audiences • Shows a commitment to listen
Workgroups	<ul style="list-style-type: none"> • Clear subject focus • Specific issues can be dealt with quickly and by a familiar face • Local resources are available for collating and assimilating information • Communications are viewed as friendly rather than managerial 	<ul style="list-style-type: none"> • Adds a layer to the communication hierarchy that is costly and increases the risk of the message being distorted to suit a local audience 	<ul style="list-style-type: none"> • To conduct informal consultations
Paper based			
Employee, faculty, paper newsletter(s)	<ul style="list-style-type: none"> • Potential to reach all staff members • Consistency and control • Visual representation • Informal • Imparts information and expand on decisions • Shares organisational news with all staff members 	<ul style="list-style-type: none"> • Passive • If used externally, the external requirement may influence the message that is delivered internally • Sometimes seen as biased and therefore not entirely credible • Information dates quickly • Potentially irrelevant to some audiences • Unreliable distribution • Is it read? • Lots of messages in one package • No check can be made to ascertain whether there is full understanding of the contents 	<ul style="list-style-type: none"> • To inform in detail • To deliver consistent messages that are not time sensitive • To share information across an organisation • To generate pride and interest in an organisation • To establish a sense of affiliation to an organisation

Channel	Advantages	Disadvantages	Recommended usage
Paper based continued			
Payroll fillers	<ul style="list-style-type: none"> • Consistent, prepared message • Large, targeted audience • Fast, low cost 	<ul style="list-style-type: none"> • Lack of feedback • Possibly ignored 	<ul style="list-style-type: none"> • To inform and involve • Suitable for the explanation of key concepts
Posters, bulletin boards	<ul style="list-style-type: none"> • Visible • General information is easily seen and is readily available • Useful for circulating instructions or information on matters such as social and informal news 	<ul style="list-style-type: none"> • Needs careful upkeep • No guaranteed leadership • No owner • Targeting of messages may be difficult • No check may be made to ascertain whether there is full understanding of contents 	<ul style="list-style-type: none"> • To inform and involve • To reinforce advice delivered by other communication channels • Should be tidy and include only up-to-date information • Messages are of low importance and are useful only if they are kept current • Audience acceptance is usually high and complexity is low • To establish anonymous feedback, for example the inclusion of a mailbox or an empty section on the board where employees may affix notes
Technology based			
Email	<ul style="list-style-type: none"> • Real time communication • Direct to recipient • Consistent and controllable message • Easy to use for sender and recipient • May be accessed from almost anywhere • Inexpensive • In-built response mechanism • Efficient for wide distribution 	<ul style="list-style-type: none"> • Impersonal and open to misinterpretation • Limited access • Checks may not be made to ascertain if there has been a full understanding of an email's contents • Liable to be subject to technical interference or pollution • Need for etiquette • Does not prioritise • Age factor • Recipient may choose to ignore the message 	<ul style="list-style-type: none"> • To inform and instruct • Urgent factual information that does not require detailed explanation • Not useful for discussion or debate or issues that require buy-in • To generate dialogue when personal interaction is not possible because of distance or lack of availability • To give detail
Voicemail	<ul style="list-style-type: none"> • More personal than email • Access not determined by location • Quick to send • Real time • Useful as an answering machine • May have a built-in response mechanism 	<ul style="list-style-type: none"> • Checks may not be made to ascertain if there has been a full understanding of a voicemail's contents • May be used as a barrier to direct communication • Recipient may choose to ignore the message • Easy to delete a message 	<ul style="list-style-type: none"> • To instruct or inform quickly • Short and succinct • Personal messages that do not require a debate • To generate dialogue • For messages requiring targeting, consistency and speed

Channel	Advantages	Disadvantages	Recommended usage
Technology based continued			
Intranet	<ul style="list-style-type: none"> • Information pull • Changes the role of a manager towards being the facilitator of information rather than the owner or disseminator • Powerful search engines are available so that information does not have to be categorical • Easy to disseminate information or gather feedback in real time 	<ul style="list-style-type: none"> • Difficult to police so could lead to inconsistent messages • Computer access required • Tendency to surf for non-core information • Could lead to departments competing over which has the best home page • Old information often is retained long after it has served its purpose. There is no guarantee of readership 	<ul style="list-style-type: none"> • To inform or consult • Useful for distributing corporate or departmental messages • To reference information and real-time communication • Useful for communicating information to support people in their jobs
Electronic bulletin boards	<ul style="list-style-type: none"> • Immediate • Creative format • Available to all • High audience numbers possible 	<ul style="list-style-type: none"> • Relies on employees reading screens • Impersonal • Capital outlay required • Requires an understanding of the technology used 	<ul style="list-style-type: none"> • To inform • To deliver corporate messages consistently that are not time sensitive • As part of a wider briefing session to prompt debate • To distribute regular communication to a large or dispersed workforce • This form of communication is best used to convey comprehensive messages to large groups • Most often used by directors or executives to give project status and updates to employees
Videotaped meetings or informational sessions	<ul style="list-style-type: none"> • Can be more memorable and distinctive • Can be a voice for both senior managers and employees • Consistent message • Visual • Direct • Can be shown at the office or at home 	<ul style="list-style-type: none"> • Not interactive • Success depends on the person managing the presentation • Not good method of relaying lots of detail • Not immediate 	<ul style="list-style-type: none"> • To inform • To deliver corporate messages consistently that are not time sensitive • As part of a wider briefing session to prompt debate • To distribute regular communication to a large or dispersed workforce • This form of communication is best used to convey comprehensive messages to large groups • Most often used by directors or executives to give project status and updates to employees



Plan of action

What are the top three actions I need to carry out back in the organisation?

What are the timescales I need to set myself?

What resources do I need to support me in these actions?

How will I measure the success of these actions?



Contacts

Name

Job title

Organisation

Email

Telephone

Name

Job title

Organisation

Email

Telephone

Name

Job title

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Telephone

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Notes

Resources

Publications

HMSO (Her Majesty's Stationery Office) (2007) *World Class Skills: Implementing the Leitch Review of Skills in England*. Norwich: HMSO. Available online at: www.dcsf.gov.uk/skillsstrategy/uploads/documents/World%20Class%20Skills%20FINAL.pdf

LSC (Learning and Skills Council) (2008) *Government Investment Strategy 2009–10, LSC Grant Letter and LSC Statement of Priorities. Investing in Our Future Through Learning and Skills*. Coventry: LSC. Available online at: <http://readingroom.lsc.gov.uk/lsc/National/nat-statementofpriorities200910-nov08.pdf>

Lord Leitch (2006) *Leitch Review of Skills: Prosperity for all in the Global Economy, World Class Skills*. London: HMSO. Available online at: www.dcsf.gov.uk/furthereducation/uploads/documents/2006-12%20LeitchReview1.pdf

Websites

Learning and Skills Council: www.lsc.gov.uk

Learning and Skills Improvement Service: www.lsis.org.uk

Skills for Improvement Programme: www.sflip.org.uk

Train to Gain: www.traintogain.gov.uk

World Class Skills: www.excellencegateway.org.uk/wcs

Courses

Visit the World Class Skills website for listings of all seminars and workshops within the programme: www.excellencegateway.org.uk/wcs

Courses that may be of special interest are:

- Assessing your level of responsiveness
- Delivering successful work-based learning
- Gaining and maintaining employer involvement
- Identifying key skills and behaviours for engaging employers.

PDFs of all the courses are available to download.

E-learning

Visit the World Class Skills website for all e-learning courses within the programme: www.excellencegateway.org.uk/wcs

Courses that may be of special interest are:

- Building employer-responsive skills in your organisation
- Funding and finance for maximising business
- Targeting SMEs for training.

Appendix

Template for communication plans

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World Class