Yr Adran Addysg, Dysgu Gydol Oes a Sgiliau
Department for Education, Lifelong Learning and Skills

Llywodraeth Cynulliad Cymru
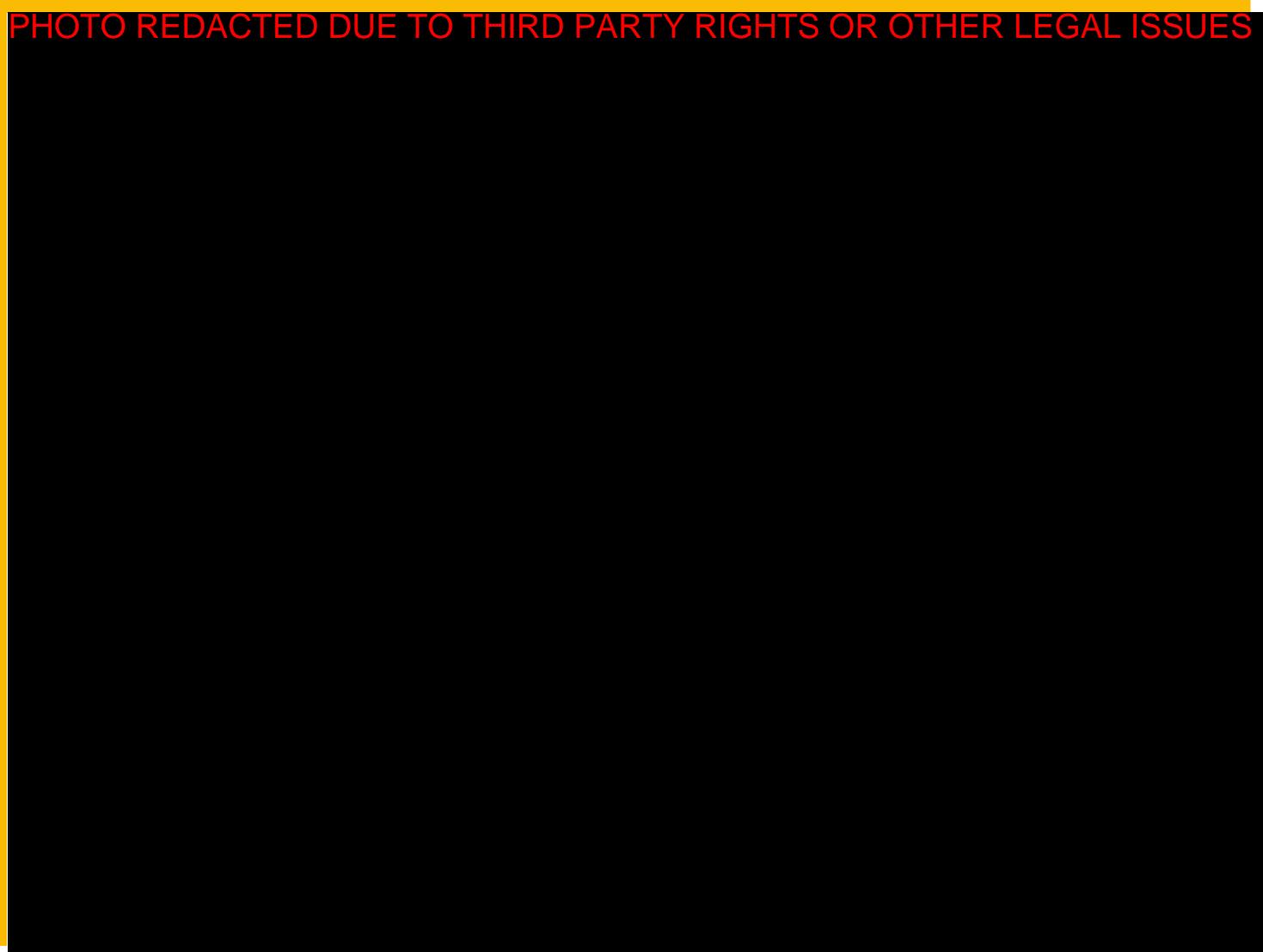Welsh Assembly Government

National Learning and Skills Assessment 2007: Priority Setting

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Consultation

Date of issue: 19 February 2007
Action required: Responses required by 14 May 2007

Audience
- Further education institutions; local education authorities; local authority chief executives; work-based learning providers; schools with post-16 provision; community learning providers; higher education institutions with further education provision funded by the Welsh Assembly Government.

- National and local bodies in Wales concerned with education, training and skills in Wales.

Overview
This consultation is seeking your views on the priorities for change that will form the basis of the National Learning and Skills Assessment for 2007 and will inform the National Planning and Funding allocations from August 2008.

Action required
The consultation period ends on 14 May 2007. Responses to be sent to: Nicola Evans, Department for Education, Lifelong Learning and Skills, Unit 6, St. Asaph Business Park, St. Asaph, Denbighshire.
E-mail: intelligenceandmarketing@wales.gsi.gov.uk

Further information
Enquiries about this document and the consultation process should be directed to Nicola Evans at the above address.

Additional copies
Further copies may be obtained from Nicola Evans at the above address.

This document can also be accessed from the Welsh Assembly Government website at **www.wales.gov.uk/consultations**

Related documents

- The National Planning and Funding System National Planning Framework 2007 Information Document ref: 002-07

- The National Learning and Skills Assessment - May 2006

- Regional Statement of Needs and Priorities South East Wales 2006 - August 2006

- Regional Statement of Needs and Priorities South West Wales 2006 - August 2006

- Regional Statement of Needs and Priorities Mid Wales 2006 - August 2006

- Regional Statement of Needs and Priorities North Wales 2006 - August 2006

Contents

Summary

This consultation document is seeking your views on the priorities for change that will form the basis of the National Learning and Skills Assessment for 2007 and will inform the National Planning and Funding allocations from August 2008. It explains that from 2007 the National Learning and Skills Assessment and the Regional Statement of Needs and Priorities will be combined into one document and highlight the process now in place to produce the National Learning and Skills Assessment 2007.

Consultation Period

The consultation on the priorities for change for inclusion in the National Learning and Skills Assessment 2007 will commence on the 19 February 2007 and will last until 14 May 2007. Responses are invited on the enclosed proforma either electronically or in hard copy. Alternatively, respondents can respond in a format of their choice, or download an electronic copy at **www.wales.gov.uk/consultations**

Responses to the consultation may be made public. Normally, the name and address (or part of the address) of the author are published along with the response unless you indicate otherwise.

Section One
Introduction

National Planning and Funding System

1. The National Planning Framework (NPF) complements the National Funding System and together they form the National Planning and Funding System (NPFS). The framework has been designed to inform and improve decision-making by highlighting strategic priorities for change to post-16 learning and education to be supported by the Welsh Assembly Government and its learning providers at national, regional, sub-regional and local level. It is also a framework that seeks to respond to the needs of learners, businesses, communities and the Welsh economy.

The National Learning and Skills Assessment – May 2006

2. The 2006 NLSA was the launch pad for the 2006 planning cycle. It is set within the context of The Welsh Assembly Government's learning and economic agendas as set out in Wales: The Learning Country; Wales: A Vibrant Economy; and the Skills and Employment Action Plan 2005.

3. In order to support the National Planning Framework, the NLSA highlights a number of priorities for change which focus on those learning and skills areas where the evidence base suggests that change is necessary and where intervention can make a difference in improving the skills base of Wales. They also reflect those areas where the learning market place may not at present be developed sufficiently, may not be moving quickly enough, or where there is a requirement for a further growth of skilled labour.

4. The 2006 NLSA identified the six priorities for change in Section Two. They represent the areas of intervention that the Department for Education, Lifelong Learning and Skills (DELLS) believes providers need to respond to across Wales. These are having a direct impact upon planning and funding decisions for the academic year 2007 / 2008.

5. It is recognised that the identified priorities for change are ambitious. It will take time and a great deal of effort on the part of all concerned if they are to be realised.

6. For this reason, the 2006 NLSA provided a three-year forward perspective. This assessment will be reviewed and updated on an annual basis. This consultation is part of the process for updating and reviewing the NLSA for 2007. The 2006 NLSA can be found at www.snipurl.com/NLSAEnglish

Regional Statements of Needs and Priorities

7. Following the completion of the NLSA in 2006, each of the four the regional offices within DELLS, produced their Regional Statement of Needs and Priorities (RSNP). These reports gave a regional focus to national priorities described in the NLSA. These were published in August 2006 and can be found at www. snipurl.com/RSNPEnglish

8. The 4 RSNPs were produced in consultation with partners, including CCETs, Local Authorities, education and training providers and representatives from employer and voluntary sector organisations.

9. Each RSNP includes the 6 national priorities for change plus a small number of regionally or sub-regionally determined priorities that reflect the region's more unique characteristics and learning requirements. They also focus on those learning and skills areas where the evidence base suggests that change is necessary and where DELLS believes direct intervention can make a difference in improving the skill base of the region and Wales.

The National Learning and Skills Assessment 2007

10. Following a review of the planning process it has been agreed that the current arrangements could be improved upon by combing the documents into one.

11. Therefore the NLSA and RSNP documents for North, Mid, South East and South West Wales, scheduled for production in August 2007, will be combined into one document, 'The National Learning and Skills Assessment 2007/10' which will be published in July 2007.

12. This document will be the launch pad for the 2007 National Planning Framework planning cycle and will also be set within the context of the Welsh Assembly Government's learning and economic agendas. It will highlight current and future skills requirements and contain the context, rationale and evidence base used to set strategic priorities for change to post-16 learning and education at the national, regional and sub-regional level. The NLSA will provide a three-year forward perspective, updated annually in future planning cycles. The Minister for Education, Lifelong Learning and Skills will approve the document.

13. The NLSA published in May 2006 highlights 6 national 'priorities for change'; these are shown below, along with supporting information.

Priority 1: Developing, supporting and implementing the 14-19 agenda

14. The Welsh Assembly Government's 14-19 agenda aims to promote a step-change in the learning provision for young people and is about giving learners choice in their individual learning pathway from the age of 14. The learning pathways may be a blend of general, applied, formal, non-formal and informal learning. The overarching aim is to increase skill levels, provide

work focused skills development opportunities and to reduce the number of young people not in education, employment or training.

15. The focus for provider development activities include collaborative working between, schools, FE institutions and training providers, driving up the quality of provision and practitioner development including the learning coach role. The main emphasis for these activities will be to develop clear progression routes through 14 -19 education and training into employment, apprenticeships, further and/or higher education.

16. Alongside these developments, priorities for funding include piloting vocational pathways, developing capacity for the Welsh Baccalaureate and embedding key and generic skills provision.

Priority 2: Increased provision and support for those requiring basic skills training

17. There are long term basic skills deficiencies in the Welsh population. Statistics from the Basic Skills Agency - National Survey of Adult Basic Skills in Wales 2004, indicate that:

    • 25% of adults in Wales have literacy skills below level 1, and
    • 53% of adults have numeracy skills below level 1.

18. Targeting resources in order to reduce the number of adults without at least a level 1 standard of literacy and numeracy skills, and to achieve the challenging targets set by the Basic Skills Agency (i.e. for 80% of adults to have reached level 1 literacy and 55% of adults to have reached level 1 numeracy by 2010), therefore, has to be an essential priority for all those involved in the development and delivery of post-16 education and training. Training additional adult basic skills teachers will also need funding and support if these targets are to be achieved.

19. In terms of the target group, the basic skills deficit is greater amongst the economically inactive or unemployed, those with learning difficulties and disabilities and those who have English as an additional language. The number of migrant workers across Wales is growing rapidly and many require basic skills and ESOL support. These groups may require different levels of support and tailored provision.

Priority 3: To support the needs of the "Built Environment" – with a focus on plumbers and gas installers, supporting more level 3 qualifications and full apprenticeships as opposed to level 2 qualifications for plumbers, and to support the construction sector with the implementation of OSAT (On-Site Assessment Training).

20. Many of the challenges facing one sector are often repeated in other sectors. This is especially true for the group of Sector Skills Councils (SSCs) that make up the Built Environment industries. These include Construction Skills, Asset Skills, Summit Skills and Energy and Utility Skills. Together, these sectors are facing short to medium term increases in demand for their skills.

21. In order to meet this increased demand, Construction Skills SSC indicates that there is a need to reduce current skills shortages in craft (level 3), management, and technical occupations (at levels 4 and 5) through the provision of additional learning opportunities. Up-skilling the existing construction workforce by providing funding for the OSAT programme is also highlighted as a priority area for support.

22. Progression opportunities also need to be improved and the industry itself has a key role to play in this regard. This issue particularly affects the plumbing courses being run within FE colleges where trainees cannot find suitable work experience that supports their development and progression up to the industry standard.

23. Within the gas sector, level 2 allows an individual to operate in the market place - but without the ideal industry standard, which is level 3. Measures will need to be taken by all concerned to ensure that trainees gain suitable work experience in order to achieve this standard. E&U Skills Sector Skills Council suggests that the new gas apprenticeships at levels 2 and 3 are the most direct and appropriate route for individuals to work and progress in the field of gas installation and maintenance.

Priority 4: Working with E-skills, the Welsh Assembly Government will seek to re-align the funding of the IT user provision to the ITQ competence based qualification and those qualifications that contribute to the ITQ. Also to ensure that all learners are able to complete the e-skills passport diagnostic tool prior to undertaking an IT user qualification

24. Research from E-Skills UK Sector Skills Council indicates that 25% of the workforce in Wales has IT user skills gaps. It also suggests that there is a need to improve the IT skills of more than 424,000 people if we are to address current gaps and forecast IT user skills needs for the next three years.

25. E-Skills recommend that in order to address this need, support should be given to the introduction of the recently developed, competence based qualification for IT users – the ITQ – that meets the needs of employers. The ITQ is a flexible qualification, allowing individuals to undertake units across different levels (from levels 1-3), with the level of qualification depending on the number of unit values achieved. At the front end of the ITQ is the e-skills passport, a diagnostic tool used to assess IT user skills and to diagnose the pathway for the ITQ. E-Skills recommend that this should be used to support IT users undertaking the ITQ.

26. As the new, employer-led qualification for IT users, E-Skills have recommended that any IT provision in Wales that does not contribute to the ITQ should not funded. This is to ensure support for provision that is more aligned to employer needs. DELLS will

be seeking to work with E-skills and its funded learning providers to progress the recommendations.

Priority 5: To increase the number of workers within the early years and childcare services with appropriate level skills

27. The early years and children's services sector has expanded in recent years, and is likely to grow further. It is a sector that is experiencing a great deal of change in terms of regulation and implementation of new policy and initiatives. In order to develop a workforce that is fully able to deliver the services children and parents expect in the 21st century, there is an urgent need to develop and support qualifications and training related to childminders and play work.

28. New legislation requires that play leaders and senior staff require a level 3 in play work by April 2008 and 50% of others employed in the sector require level 2. All childminders also need to be qualified to level 3 within 5 years of registration.

Priority 6: To increase support for, and the volume of Customer Service NVQ programmes and bespoke courses delivered to selected sectors (i.e. hospitality and catering, retail, construction, food and drink, leisure and tourism)

29. Generic skills play a central role in the Welsh Assembly Government's education and training agenda. The Future Skills Wales (FSW) 2005 Sector Skills Survey indicated that, whilst nearly one in five employers complained that current staff lacked the generic skills needed to do their jobs, a significant number are not taking any measures to deal with the problem. The survey also suggested that the lack of customer service skills was of particular concern and that the sectors most affected include hospitality and catering, retail, construction, food and drink and leisure and tourism.

30. It is important that all generic skills are embedded throughout learning. In order to achieve this, we all need to continue working with the appropriate bodies to encourage the development and delivery of generic skills within the national curriculum and to integrate generic skills training into practitioner training and qualifications. It will also be important to include appropriate elements of generic skills training in all workforce development programmes.

31. Increasing the focus of attention and resources on one generic skills area in the short term, however, should enable us to make a more immediate impact. It is therefore recommended that customer service programmes be prioritised in this instance and that support be given to delivering the programmes to the identified sectors.

Section Three
The Regional Priorities

32. The priorities for change contained within the 4 RSNPs, published in August, focus on those learning and skills areas where the evidence base suggests that change is necessary and where intervention can make a difference in improving the skills base of the particular region and of Wales. They also reflect those areas where the learning market place may not at present be developed sufficiently, may not be moving quickly enough, or where there is a requirement for a further growth of skilled labour

33. The regional priorities were developed in consultation with CCETs, 14-19 Network members, Local Authorities, education and training providers and representatives from employer and voluntary sector organisations.

34. Mid Wales Regional and Sub-regional Priorities for Change

REF. NO	PRIORITY FOR CHANGE	AREA
MW1	Adoption of flexible learning methods to increase collaboration in the region, to include, for example, e-learning, mobile units, learners spending time in other institutions and peripatetic tutors.	Mid Wales
MW2	To increase the provision of learning provided through the Welsh language and bilingually by at least 5% in 2007-08 and increasingly thereafter; and specifically in the Care, IT and Preparation for Life and Work sectors.	Mid Wales
MW3	Develop and shape management development and leadership learning provision in Mid Wales to ensure it meets the needs of businesses, and specifically by enhanced delivery of WAG's LMD programme.	Mid Wales
M1	Ensure the funding being made available via the decommissioning of Trawsfynydd nuclear power station is	Mid Wales

REF. NO	PRIORITY FOR CHANGE	AREA
M1	maximised effectively, to increase the opportunities available to learners.	Mid Wales
M2	Increase the training available in the Outdoor Pursuits sector, in line with Y Gamfa's recommendations, to fulfil the potential for an internationally renowned leisure destination.	Mid Wales
C1	Contribute to the development of Aberystwyth as a regional centre by addressing identified skills needs, including those of the enlarging public sector presence in the town and any associated review and reconfiguration of infrastructure.	Ceredigion
P1	Establishing a closer relationship between businesses (particularly in the Severn Valley) and learning providers in order to better meet the needs of those businesses.	Powys

35. North Wales - Regional and Sub-Regional Priorities
for Change

REF. NO	PRIORITY FOR CHANGE	AREA
NW1	Ensure the learning infrastructure and the provision of learning is adequate to meet current and future needs of businesses and individuals involved in the Tourism and Hospitality sectors.	North Wales
NW2	Ensure the provision of learning is responsive to the needs of those who are economically inactive and helps remove barriers to working.	North Wales
NW3	Develop collaboration in the learning network in engineering, building upon ELWa's £2.9m investment in engineering equipment in Further Education institutions.	North Wales

REF. NO	PRIORITY FOR CHANGE	AREA
NW4	Ensure the provision of learning is responsive to the needs of all those affected by the decommissioning of the Wylfa nuclear power station.	Principally Ynys Môn

36. South East Wales - Regional and Sub-Regional Priorities for Change

REF. NO	PRIORITY FOR CHANGE	AREA
SEW1 (NLA1)	Support the 14-19 Learning Networks to enhance vocational and skills based options including provision through the medium of Welsh.	South East Wales
SEW2 (NLA2)	Provide strategic direction and guidance for basic skills provision in the region and consider the establishment of a strategic regional partnership.	South East Wales
SEW3 (NLA3)	Identify demand across the region and align provision and funding to address demand for skills within the Built Environment.	South East Wales
SEW4	Provide appropriate training programmes to support the economically inactive to take up employment opportunities and respond to sectors experiencing growth i.e. Built Environment/Construction, Social Care, Leisure and Tourism, Catering and Hospitality, Media and Retail Distribution.	South East Wales
SEW5	Support partners to review, propose and implement strategies that consider the reorganisation of 16-19 learning provision.	South East Wales
SR1	Increase provision and support for ESOL, including work based ESOL, to meet the learning needs of established communities and new arrivals to fill the skills gaps that a wide cross-section of sectors are experiencing.	Cardiff, Vale of Glamorgan, Newport

REF. NO	PRIORITY FOR CHANGE	AREA
SR2	Establish a strategic forum to oversee the implementation of the RISE sustainability strategy and build upon the earlier capital investment programme.	Blaenau Gwent, Caerphilly, Monmouth, Newport, Torfaen
SR3	Increase higher level training provision in communication and technology skills, including media, information technology and creative skills.	Bridgend, Rhondda Cynon Taf
SR4	Through partnership ensure that education and training pathways are well co-ordinated and complementary, providing opportunities for both vocational and academic learning that meet the requirements of the local economy and potential inward investors.	Heads of the Valleys

37. South West Wales - Regional and Sub-regional Priorities for Change

REF. NO	PRIORITY FOR CHANGE	AREA
SWW1 linked to NLA3	To support the needs of the 'Built Environment' – with a focus on plumbers and gas installers, supporting level 3 qualifications and full apprenticeships as opposed to level 2 qualifications for plumbers, and to support the construction sector with the implementation of OSAT (on-site assessment training). In response to local recommendations the SWW region will address the needs of a broad range of construction occupations.	South West Wales
SWW2 linked to NLA6	To increase support for additional NVQ and bespoke Customer Care courses in selected sectors (i.e. hospitality and catering, retail, construction, food and drink, leisure and tourism). SWW region will support and develop	South West Wales

REF. NO	PRIORITY FOR CHANGE	AREA
SWW2 linked to NLA6	responses to the training and education needs of the extensive regional hospitality, leisure and tourism sector.	South West Wales
SWW3	To provide targeted support for training in the care of the elderly.	South West Wales
SWW4	To work with key stakeholders to provide viable and sustainable routes into employment for the economically inactive.	South West Wales
SWW5	Through collaboration and joint working, to develop learning responses to meet individual and community needs identified in local regeneration strategies.	South West Wales

Section Four
Updating the National and Regional Priorities for Change

38. The National Learning and Skills Assessment produced in 2006 highlighted priorities for funding and policy development for the period 2006 – 2009.

39. DELLS wishes to update and refine this Assessment in light of views gathered from a wide range of stakeholders.

40. This will take into account a whole range of learning and skills policy issues including:

    • What skills and learning profile is Wales likely to have between now and 2010?
    • What skills and learning profile should Wales aim to achieve by 2010?
    • What are the implications of this ambition for policy and the funding of learning?

41. We would like to get the views from our partners and providers on whether the national and the regional priorities remain valid or need to be replaced by more pressing priorities. We are also looking to refine these priorities further and need your help to do this. We are of the view that the priorities do remain valid and would require a compelling case to be made to remove a priority or to add / replace it with a new priority.

42. This year we are aiming to update the 2006 analysis within the Assessment in the following areas:

    • Skills gaps, shortages and priorities across Wales
    • Future challenges for learning and skills

Section Five
The National Learning and Skills Assessment 2007 Consultation Pro Forma

Name: _____

Organisation: _____

Address: _____

_____

Telephone: _____

E-mail: _____

Please tick one of the following boxes that best describes you as a respondent:

Learning Provider	[ ]	Employer/Employer Representative Body	[ ]
Local Authority / Public Funded Organisation	[ ]	Voluntary Sector	[ ]
CCET	[ ]	14-19 Group	[ ]
Sector Skills Council	[ ]	Other (please specify)	[ ]

_____

Responses to the consultation may be made public. Normally, the name and address (or part of the address) of the author are published along with the response unless you indicate otherwise. Would you prefer that your response is kept confidential?

Yes   [   ]   No   [   ]

Please comment as fully as possible to help us with the consultation.

Section A
Analysis / Data

Please complete the boxes below

A1	For your sector or region, do you consider the current skills profile of the existing workforce to be adequate? Please give details of why/why not.

A2	Do you believe that you have sufficient numbers of people learning and training in your sector / region? Please give details of why/why not.

A3	What new analysis research and intelligence gathering have you undertaken this year that DELLS needs to take into account?

Section B
Challenges to your Section / Region

Please complete the boxes below

B1	What are the key learning and skills demands in your sector / region up to 2010?
B2	What types of learning and skills will be required to cope with these demands?
B3	If the current education and training system is maintained, will these learning and skills needs be met? Please explain why / why not and give details of the likely economic and social implications.
B4	How could education and training change to meet the future learning and skills needs of your sector / region?

Section C
National Priorities for Change

	NATIONAL PRIORITY FOR CHANGE	VALID NATIONALLY YES OR NO	VALID REGIONALLY YES OR NO SPECIFY REGION(S)
C1	What are the key learning and skills demands in your sector / region up to 2010?		
C2	To increase provision and support for those requiring **basic skills.**		
C3	To support the needs of the **'Built Environment'** - with a focus on plumbers and gas installers, supporting level 3 qualifications and full apprenticeships as opposed to level 2 qualifications for plumbers, and to support the construction sector with the implementation of OSAT (on-site assessment training).		
C4	To re-align the funding of IT user provision to the **ITQ** competence based qualification and those qualifications that contribute to the ITQ. Also, to ensure that all learners are able to complete the e-skills passport diagnostic tool prior to undertaking an IT user qualification.		
C5	To increase the number of workers within the **early years and childcare services** sector with appropriate skills levels.		

	NATIONAL PRIORITY FOR CHANGE	VALID NATIONALLY YES OR NO	VALID REGIONALLY YES OR NO SPECIFY REGION(S)
C6	To increase support for additional **NVQ and bespoke Customer Care courses** in selected sectors (i.e. hospitality and catering, retail, construction, food and drink, leisure and tourism).		

Using your knowledge of post-16 learning and skills issues, sector and/or regional developments, please respond to the following questions where relevant.

F10	Should any of the national priorities be refined? Indicate how.
F11	Do you believe that any of the national priorities should no longer be a priority for change? If so, why?

F12	Do you think that we should replace an existing priority with an alternative national priority? If so, what should this be and why?

	MID WALES PRIORITIES FOR CHANGE	VALID YES/NO
D1	Adoption of flexible learning methods to increase collaboration in the region, to include, for example, e-learning, mobile units, learners spending time in other institutions and peripatetic tutors.	
D2	To increase the provision of learning provided through the Welsh language and bilingually by at least 5% in 2007-08 and increasingly thereafter, and specifically in the Care, IT and Preparation for Life and Work sectors.	
D3	Develop and shape the management development and leadership learning provision in Mid Wales to ensure it meets the needs of businesses, and specifically by enhanced delivery of WAG's LMD programme.	
D4	Ensure the funding being made available via the decommissioning of Trawsfynydd nuclear power station is maximised effectively, to increase the opportunities available to learners.	
D5	Increase the training available in the Outdoor Pursuits sector, in line with Y Gamfa's recommendations, to fulfil the potential for an internationally renowned leisure destination.	
D6	Contribute to the development of Aberystwyth as a regional centre by addressing identified skills needs, including those of the enlarging public sector presence in the town and any associated review and reconfiguration of infrastructure.	
D7	Establish a closer relationship between businesses (particularly in the Severn Valley) and learning providers, in order to better meet the needs of those businesses.	

Using your knowledge of post-16 learning and skills issues, and regional developments, please respond to the following questions where relevant.

D8	Should any of the Mid Wales regional priorities be refined? Indicate how.
D9	Do you believe that any of the Mid Wales regional priorities should no longer be a priority for change? If so, why?
D10	Do you think that we should replace an existing priority with an alternative priority for the Mid Wales region? If so, what should this be any why?

	NORTH WALES PRIORITIES FOR CHANGE	VALID YES/NO
E1	Ensure the learning infrastructure and the provision of learning is adequate to meet current and future needs of businesses and individuals involved in the Tourism and Hospitality sectors.	
E2	Ensure the provision of learning is responsive to the needs of those who are economically inactive and helps remove barriers to working.	
E3	Develop collaboration in the learning network in engineering, building upon ELWa's £2.9m investment in engineering equipment in Further Education institutions.	
E4	Ensure the provision of learning is responsive to the needs of all those affected by the decommissioning of the Wylfa nuclear power station.	

Using your knowledge of post-16 learning and skills issues, and regional developments, please respond to the following questions where relevant.

E5	Should any of the North's regional priorities be refined? Indicate how.

E6	Do you believe that any of the North's regional priorities should no longer be a priority for change? If so, why?
E7	Do you think that we should replace an existing priority with an alternative priority for the North region? If so, what should this be and why?

Section F
South East Wales Regional and Sub-Regional Priorities for Change

	SOUTH EAST WALES PRIORITIES FOR CHANGE	VALID YES/NO
F1	Support the 14-19 Learning Networks to enhance vocational and skills based options, including provision through the medium of Welsh.	
F2	Provide strategic direction and guidance for basic skills provision in the region and consider the establishment of a strategic regional partnership.	
F3	Identify demand across the region and align provision and funding to address demand for skills within the Built Environment.	
F4	Provide appropriate training programmes to support the economically inactive to take up employment opportunities and respond to sectors experiencing growth i.e. Built Environment/Construction, Social Care, Leisure and Tourism, Catering and Hospitality, Media and Retail Distribution.	
F5	Support partners to review, propose and implement strategies that consider the reorganisation of 16-19 learning provision.	
F6	Increase provision and support for ESOL, including work-based ESOL, to meet the learning needs of established communities and new arrivals to fill the skills gaps that a wide cross-section of sectors are experiencing.	
F7	Establish a strategic forum to oversee the implementation of the RISE sustainability strategy and build upon the earlier capital investment programme.	

F8	Increase higher level training provision in communication and technology skills, including media, information technology and creative skills.	
F9	Through partnership ensure that education and training pathways are well coordinated and complementary, providing opportunities for both vocational and academic learning that meet the requirements of the local economy and of potential inward investors.	

Using your knowledge of post-16 learning and skills issues, and regional developments, please respond to the following questions where relevant.

F10	Should any of the South East regional priorities be refined? Indicate how.
F11	Do you believe that any of the South East regional priorities should no longer be a priority for change? If so, why?

F12	Do you think that we should replace an existing priority with an alternative priority for the South East Wales region? If so, what should this be and why?

	SOUTH WEST WALES PRIORITIES FOR CHANGE	VALID YES/NO
G1	To support the needs of the 'Built Environment' - with a focus on plumbers and gas installers, supporting level 3 qualifications and full apprenticeships as opposed to level 2 qualifications for plumbers, and to support the construction sector with the implementation of OSAT (on-site assessment training). In response to local recommendations the SWW region will address the needs of a broad range of construction occupations.	
G2	To increase support for additional NVQ and bespoke Customer Care courses in selected sectors (i.e. hospitality and catering, retail, construction, food and drink, leisure and tourism). SWW region will support and develop responses to the training and education needs of the extensive regional hospitality, leisure and tourism sector.	
G3	To provide targeted support for training in the care of the elderly.	
G4	To work with key stakeholders to provide viable and sustainable routes into employment for the economically inactive.	
G5	Through collaboration and joint working, to develop learning responses to meet individual and community needs identified in local regeneration strategies.	

Using your knowledge of post-16 learning and skills issues, and regional developments, please respond to the following questions where relevant

G6	Should any of the South West regional priorities be refined? Indicate how.
G7	Do you believe that any of the South West regional priorities should no longer be a priority for change? If so, why?
G8	Do you think that we should replace an existing priority with an alternative priority for the South West region? If so, what should this be and why?

Notes

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