



**Sector Qualifications Strategy**  
**Biannual Action Plan July 2009- June 2011**

For the

**Aerospace, Automotive, Marine and Electronics (AAME)**

**Metals, Mechanical and Electrical (MME)**

and

**Bioscience**

Sectors

In

**England, Northern Ireland, and, Wales**

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## **PART A**

### **SECTION 1: SCOPE OF THE ACTION PLAN**

This Action Plan is for employers, policy makers, government bodies, regulators, awarding bodies and training providers in England, Northern Ireland and Wales.

The Semta footprint is covered by three Sector Qualifications Strategies: Aerospace, Automotive, Marine and Electronics (AAME) SQS, completed and approved March 2007, Metals Mechanical and Electrical (MME) SQS completed August 2008, and the Bioscience SQS, completed August 2008. These three SQSs are covered by the Semta SQS Action Plan, monitored by the Engineering and Manufacturing, and Bioscience SQS Steering Groups.

The action plan covers the Engineering and Manufacturing, and Bioscience sectors within the Semta footprint, across England, Northern Ireland and Wales and runs from July 2009 – June 2011. Wherever relevant and appropriate, the Action Plan is Sub-sector and Country specific.

Semta will realise the Sector Qualifications Strategies for Engineering and Manufacturing (AAME and MME) and Bioscience by managing its implementation and facilitating activities with key stakeholders, including employers, awarding bodies, training providers and regulatory authorities. A key aspect of implementing the strategy will be to maintain communication with all stakeholders, and review and update membership and appropriate working arrangements with groups such as the SQS Steering Groups and Awarding Body Forum.

The vision statements in the three Sector Qualifications Strategies detail the strategic priorities for qualification reform in solution to issues highlighted in the Sector Skills Agreements and extensive employer consultation.

The priority areas, for action which will be addressed through this plan are:

#### **Engineering (AAME / MME):**

Apprenticeships  
Technical Skills  
Leadership & Management  
Process Improvement (Productivity and Competitiveness)  
Continuing professional education and development for adults

#### **Bioscience:**

Top quality workforce  
Leadership & Entrepreneurship  
Networks and Clusters  
Image and attractiveness

In addition, the SQS Consultation process identified the following priority areas for action:

**Aerospace Automotive Marine Electronics (AAME):**

- Skills development interventions need to reflect the differences in time from product to market when reducing New Product and Process Development and Implementation (NPPDI) time.
- Supply chain integration and management will be increasingly important to achieving world-class standards: this is partly because small supply chain firms need to meet quality and skills requirements of larger firms.
- All sectors have identified the skills and the related National Occupational Standards embodied in these techniques as key to their future as high performance organisations with regard to continuous improvement and lean/process excellence.
- There is a need for a better supply of vocationally qualified team leaders. Automotive, Aerospace, Electronics and Marine have prioritised management and engineering skills.
- Increasing the supply of skills at Levels 3, 4 and 5, both through the recruitment of new entrants to the sectors and upskilling of the current workforce.

**Metals Mechanical and Electrical (MME):**

- Qualifications that are designed to allow for the transfer of credit across the four nations, in particular this is emphasised by employer organisations who were unanimous in their support
- Qualifications addressing the key occupations that are important to the sector
- The development of more flexible qualification provision that recognises bite-sized chunks of skills training and learning
- The development of skill-based qualifications aimed at adults that are delivered and assessed in the workplace by competent staff, that are flexible and avoid unnecessary bureaucracy
- The significant proportion of training by employers that is not formally recognised through national certification or qualifications and initiation of steps to draw this provision into the recognition process

**Bioscience:**

- Explore how increasing the use of Apprenticeships could free up graduate resources
- Improve practical skills as an integrated component of the education system at all levels
- Promote and develop a responsive system; to design short courses to address emerging specialist areas and upskilling requirements for the existing workforce
- Enable young people to aspire to a career in science by establishing a clear set of career pathways
- Explore how qualification developers can utilise a number of existing and emerging Competence Standards that could be of value to bioscience employers
- Change the metrics for undergraduate and university outputs to make them more responsive to employer needs

- Emphasise the importance and value of all science subjects with linkage to associated career paths
- Ensure Qualifications address the main areas of hard to fill vacancies and skills shortages as defined in the SSA
- Design and deliver a scheme to identify, nurture and develop the next generation of bio-innovation leaders.
- Explore how expanding capacity in Foundation Degrees (FDs), Higher National Certificates and Diplomas (HND/Cs) National Certificates (NCs) and Scottish Ordinary and Higher Awards could increase the number of “technicians” entering the sector.

### **Links to other plans**

#### HE Action Plan

A separate Higher Education Action Plan has been produced. This is presented in the Non Qualification Outcomes section of the Action Plan database. <http://www.actionplandb.co.uk/nonquals.php>

#### Migration plan

The Semta migration plan for QCF units and rules of combination for existing N/SVQs has been used to inform the plans on the qualification outcomes section of the Action Plan database and is key to the delivery of QCF deadlines. Dates are subject to review depending on reaching agreement on revised regulatory arrangements and criteria for QCF and forming a working protocol regarding the operation of the SCQF in relation to assigning credit values for SVQs that are consistent to that for NVQs. This plan is available on request.

#### Leitch Apprenticeship Implementation Plan

Apprenticeships have been identified as a key theme during the MME SSA and SQS process. There is a need to increase number and quality of apprentices to offset skills lost through retirement and people leaving the industry, and the new skills needed through changing technology. This will go some way to alleviate the shortage of technical skills identified.

Semta has developed a Leitch Implementation Plan to increase the quantity and quality of intermediate skills at Levels 2 & 3 held by the engineering workforce by doubling the number of apprentices by 2013.

#### Specialist Diplomas (England Only)

In England the new Diploma qualifications will provide an occupationally linked alternative to GCSEs and A Levels. Semta has been supporting the development of the Diplomas in Engineering, and Manufacturing and product design, and will now also be the lead Sector Skills Council on the Science Diploma Development Partnership.

#### Welsh Language

Where appropriate, delivery of qualifications through the medium of Welsh will be considered.

## SECTION 2: METHODOLOGY

The Action Plan has been based upon the SQS priorities, Sector Skills Agreements, Semta's Strategic Plan, and where relevant, the UK Sector qualification Reform Programme.

Semta has worked with key partners including employers, awarding bodies, trade associations, training providers and regulators to ensure the priority areas are appropriate to meet sector requirements and can be delivered within the defined timescales.

For the purpose of the Sector Qualification Reform programme, Semta formed SQS Steering Groups for the Sectors covered by Semta's footprint. Membership of these groups consists of employers with direct links into the Semta's Sector Strategy Groups, awarding bodies, regulators, training providers, professional bodies associations institutions, and other partners with knowledge of standards and qualifications and industry skills needs.

Skills Issues and learning priorities were identified through the Sector Skills Agreements. These were used for consultation with key partners, along with an Engineering SQS survey, and a Bioscience focus group targeting the requirements of the SQS Quality Standard.

### **Semta SQS Survey**

The survey was commissioned to provide both relevant and current feedback from industry at large, organisations, individuals and interest groups within the science, engineering and manufacturing technologies sector on issues identified as relevant to the development of the SQS. The focus of the survey was on perception of existing qualifications, views on how well learners are prepared for employment, and views on qualifications for specific fields of work.

The process, as well as canvassing some 3,100 individuals and organisations in contact with the Sector Skills Council, engaged other bodies and partners in the qualifications and recognition environment.

The bodies that participated by undertaking specific enquiry amongst their members were:

- The National Forum of Engineering Centres (NFEC)
- Engineering Employers Federation (EEF)
- Engineering Council UK (ECUK)
- Group Training Associations and training providers (GTA)
- Higher Education Academy (HEA)

### **Bioscience additional desk research and focus group**

The additional piece of desk research was conducted to identify any further information or more recent sources of data to inform the SQS. This secondary research paper was used in conjunction with the draft vision for the Bioscience SQS to consult with employers and stakeholders to ensure the vision for the future of Bioscience qualifications is fit for purpose and able to exploit opportunities that government

policies may offer. An Independent Focus Group was held with employers and other interested parties with regard to developing and inputting into the vision for the Bioscience sector.

The use of a focus group was an excellent way to promote discussion on topical issues and to ensure the attitudes of employers, regulatory bodies, higher education, further education, awarding bodies and other target groups were captured in the strategy.

The purpose of the event was to develop and consult on, the vision for the Bioscience Sector Qualification Strategy and to gain feedback from all those with an interest in developing the sector in establishing a short to medium and long term view on the main issues.

Collaboration with Bio networks and clusters and further dissemination through associations' member lists allowed representation from:

- all four UK nations
- employers
- training providers HE and FE
- awarding bodies
- professional institutions and associations
- Bio networks and clusters
- a student perspective
- recruitment agencies
- SSCs and other interested parties.

Following population of the draft template, the SQS Vision and the Draft SQS template were circulated for consultation to Semta team members, SQS Steering Groups, Semta Sector Strategy Groups awarding bodies, training providers and other stakeholders, including other Sector Skills Councils.

Throughout the entire SQRP process the SQS Steering Groups were used to discuss and agree issues, the outcomes were then put forward to the relevant Sector Strategy Groups for approval.

Awarding bodies, training providers and regulators have been involved from the start of the SQRP process agreeing in principle to recommendations being put forward and identifying any issues affecting qualification development to feedback to the industry and employer groups to ensure recommendations were not only fit for purpose but also realistic within limited timescales.

### **Production of the Annual Action Plan covering January 2009-December 2009**

Differing requirements and timescales across the four nations have influenced the way in which the template has been developed. The Learning and Skills council provided a list of qualifications on the Learning Aims Database, and requested the spreadsheet be completed based on this list, indicating developments, revisions, and withdrawal of qualifications. This task was completed in line with the

LSC's business planning cycle, and submitted in July 2008, prior to finalising the SQS document. This meant the template had to be treated as a working document, with a view to populating the additional fields prior to LSC's next business planning cycle, based on evidence obtained through the SQS Action Planning process.

Before completing the template for Wales and Northern Ireland, Semta contacted the regulatory authorities in the nations to gain agreement on which template fields to use, to ensure the action plan was fit for purpose in the four nations. A template detailing the following information was agreed:

Sector	Awarding Body	Qualification Title	Qualification Reference Number	Country(ies) and framework(s) to which qualification applies	Level (if relevant)	SQS Action (e.g. newly developed / revision to existing qualifications).	With whom (named partners indicating confirmation of their agreement to specific actions)	By when	NOS (Confirmation NOS will be in place and up to date to underpin qualification)	Current status (in development / planned)
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The original LSC data was split by relevant awarding body and awarding bodies were asked to indicate planned actions for qualifications. The Nation specific sections on the original spreadsheet therefore detail nation specific qualifications not already listed in the awarding body sheets of the spreadsheet.

Once formally agreed by partners, recommendations in the Strategy document were transferred onto the Action Plan templates. They were broken down by individual qualification and non-qualification actions and initiatives and then supplemented with further information on according to the template. Timescales were filled in according to the NOS development programmes timescales, the SSA Action Plan programme plans, Diploma development timescales and agreement with partners such as awarding bodies and national managers.

Once the first draft of the template was produced, this was circulated to stakeholders for review and comment. Feedback was incorporated, and a revised version re-circulated for agreement.

Agreement was obtained from the regulators in England, Northern Ireland, and Wales in December 2008.

### **Refreshment of the Action Plan and extension to Biannual Action Plan covering July 2009 – June 2011**

Since completing the Annual Action Plan in December 2008, covering actions to be undertaken between January 2009 and December 2009, the Action Plan has undergone a refreshment process between February 2009 and June 2009. This has resulted in the current updated Action Plan being extended to cover actions to be undertaken during the two year period from July 2009 to June 2011.

The SQS priorities on which the original Action Plan is based remain current; the documents have been extended to cover actions up to June 2011, and updated to reflect current policies and targets such as the 2010 deadline for QCF transition.

The refreshed Action Plan is made up of the following:

1. Sector Qualifications Strategy Report: Showing the transition from strategy to action plan.

2. Non-qualification outcomes: This document can be found on the Action Plan database <http://www.actionplandb.co.uk/nonquals.php> . On this section Semta have uploaded other documentation of relevance to the SQS Action Plan such as the Higher Education Action Plans.
3. Qualification outcomes: This information can be found on the Action Plan database <http://www.actionplandb.co.uk/quals.php>

There is a need to ensure priority qualifications are reviewed to meet the QCF requirements through close working arrangements and early dialogue with awarding bodies and regulators, to ensure that qualification development and revision meets the needs of the sector.

Awarding Organisations, training providers and regulators have been involved from the start of the SQRP process, responding to recommendations and identifying any issues affecting qualification development to feed back to the sector groups. This has ensured that the content of this plan is not only fit for purpose, but is also realistically achievable within limited timescales.

This Action Plan template will be reviewed annually with key partners and stakeholders to ensure that strategic priorities for the sector continue to be realised. This review will include evaluating standards and qualifications developments and identifying gaps in provision, along with the continuing review and measure of activities against the strategic priorities.

The strategy will initially be reviewed by the Semta SQRP Development team to ensure that it remains aligned to Semta's Strategic Business Plan. This review will also rely on feedback from key stakeholders, including employers, providers, learners, awarding bodies and regulators.

The qualifications outcomes section of the database will be updated on an ongoing basis in collaboration with awarding bodies to ensure information on qualifications being reformed and target dates for delivery are accurate and realistic. Stakeholders in the nations will be granted access to this system by UKCES.

Agreement was obtained from the SQRP Gatekeepers in England, Northern Ireland and Wales for the refreshed Action Plan in June 2009.

## **Section 3: Summary of outcomes**

The key themes of this action plan are summarised below

### **Engineering (AAME / MME):**

#### **Apprenticeships**

To maximise recruitment of new entrants to the sectors and to increase participation in apprenticeships at all levels.

To increase the quantity and quality of intermediate skills at Levels 2 & 3 held by the engineering workforce by doubling the number of apprentices by 2013

#### **Technical Skills**

To ensure that qualifications and relevant provision is appropriate to and meets the needs of employment and supports workforce development.

#### **Leadership & Management**

To address skills gaps and shortages especially in relation to new product and process development and implementation, supply chain management, management and leadership.

To rapidly grow the level of trained leaders and managers in MME SMEs across the UK by introducing them to a package of business oriented and cost-effective leadership and management training

#### **Process Improvement (Productivity and Competitiveness)**

To implement lean manufacturing processes to enable companies to improve quality, increase productivity and excel at customer service to directly increase bottom-line performance.

#### ***Continuing professional education and development for adults***

To address the providing of certification for training which is work based and in many cases of an informal nature. Most work-based training tends to be based on legislative need or vendor training and is driven by 'business need', as opposed to qualification driven.

To explore the flexibilities offered by the new qualification frameworks (QCF, SCQF, and CQFW) and emerging initiatives such as the Employer Recognition Programme, in addition to the N/SVQ system and based on the same National Occupational Standards that N/SVQs use.

### **Bioscience:**

#### **Top quality workforce:**

To close the skills gap by increasing the supply of quality people. Identify 'CORE' subjects and activities within the curriculum i.e. the STEM subjects and a focus on Practical skills.

To improve practical skills at all levels of the curriculum, to encourage a responsive FE and HE system, and to lead the development of the new Science Diploma (England only).

**Leadership & Entrepreneurship:**

To encourage leadership at a regional/local level in partnership and through existing clusters and networks in order to develop a critical mass of influence.

**Networks and Clusters:**

To ensure that qualifications meet the needs of the sector employers have stated that it is vital that they are designed, structured and delivered in ways that will help to build capacity.

**Image and attractiveness:**

To help the public at large have a better informed understanding of science generally (science literacy) and Bioscience as a consequence of improved general education and a more balanced representation of information in the public domain

To encourage young people aspire to a career in science and engineering.

To increase the attractiveness to employees in other sectors to consider Bioscience as an attractive and rewarding sector when retraining and up-skilling as a consequence of redeployment and/or career advancement.

Non-qualification outcomes in England, Northern Ireland and Wales:

The Non-Qualifications section of the Action Plan database, <http://www.actionplandb.co.uk/nonquals.php> provides a full breakdown of the non-qualification related projects and actions, across England, Northern Ireland and Wales, which will be taken forward during the period July 2009 to June 2011, including:

- Establish an Awarding Body Forum for Science, and review the Awarding Body Forum for Engineering
- Review and develop apprenticeship frameworks
- Ongoing CQFW support and development
- Semta to obtain licence to assign programmes to the CQFW
- Ongoing QCF support and development
- Semta to become a recognised submitting body for QCF units and rules of combination
- Develop sector approvals criteria and supporting systems and procedures
- Consistent and coherent approach to credit and levelling
- Development of a web based resource to support IAG, apprenticeships, NOS and qualifications

Qualification Outcomes in England, Northern Ireland and Wales:

The qualification outcomes section of the Action Plan database provides a full breakdown of the qualification related projects and actions, across all four nations, which will be taken forward during the period July 2009 to June 2011. <http://www.actionplandb.co.uk/quals.php>

Where relevant and appropriate, details have been provided on actions, target dates, and involved partners for the following areas, with an emphasis on target dates for migration to the QCF where applicable:

- Vocational qualifications relevant to the Semta footprint, including
  - NVQs
  - National Certificates and Diplomas (NC / NDs)
  - VRQs

Supplementary documentation can be found in the Non-qualification outcomes section of the database for the Semta Higher Education Action Plan. The Semta migration plan for NVQs is available on request.

### **Review of National Occupational Standards (NOS)**

Whilst the main priority during the period 2009 – 2010 is to undertake project work (with a range of strategic partners) to assign credit and level to the relevant Engineering and Science NVQs for the QCF, Semta will continue to consider any proposals put forward by its employers to make incremental changes to existing NOS during this period. From January 2011, Semta will set out detailed proposals to carry out a formal review of a range of existing NOS.

## Section 4: Partner Engagement and Working Arrangements

### Working with Key Partners:

In developing an action plan to drive change in the structure and content of sector relevant qualifications and awards Semta will seek to work with a range of partners to ensure employers are able to access qualifications that are fit for purpose across the UK.

### Working with Employers

Engineering and Manufacturing and Bioscience SQS Steering Groups have been established to support the implementation of both the SQSs and other key Semta policy drivers. On commencement of Action Plan development the membership and working arrangements were reviewed to ensure they were appropriate for the process.

A key role of the SQS Steering Groups, with the support of the Sector Strategy Groups, will be the development of an endorsement process to support the development and review of qualifications.

The purpose of the SQS Steering Groups is:

1. To advise on the future development of the draft SEMTA Sector Qualifications Strategy.
2. To provide feedback and advice to UKCES on the future development, refinement and improvement of proposed SQS Outcomes and Criteria.
3. To promote partnership working.
4. To contribute to the planning and review of consultations.
5. To plan work aimed at the development of action plans with key partners aimed at implementation of the agreed Sector Qualifications Strategy.
6. To report on progress, issues and to offer key recommendations where appropriate.

### Sector Strategy Groups

Overseeing the development of the Semta Sector Qualifications Strategies and resulting Action Plans are the employer Sector Strategy Groups.

Semta's Sector Strategy Groups (SSGs) drive every aspect of our work. Led by employers, there is a Sector Strategy Group for each sector that Semta represents.

SSGs are mostly made up of senior employers and include professional and trade association members. This ensures that they truly represent the interests of the entire sector and all employers – large, medium and small.

Senior trades union members, government representatives and other stakeholders make up the balance of SSG membership.

As the main advisory bodies to Semta's board, SSGs provide us with strategic leadership. They have led the development of Sector Skills Agreements, helping us to identify the critical issues that impact on the competitiveness of their sector.

SSGs are now working with us to implement Sector Skills Agreements. Our partnership with them is key to helping us achieve our aim: to promote the business benefits of skills development to employers throughout the sectors.

### Working with Awarding Organisations

Semta will work with awarding organisations through its regular Awarding Body forum to devise the best solutions for new qualification development compatible with the new qualification frameworks across the UK.

The Forum advises on current and future developments in relation to engineering qualifications. In particular it will offer advice in relation to the following:

- a) Keeping under review all aspects of the implementation of S/NVQs, related vocational qualifications including key and core skills.
- b) Supporting the development, implementation and promotion of relevant GCSEs, GCEs and other related awards in the area of Engineering and Manufacturing.
- c) Programmes of research, evaluation or development relating to these qualifications.
- d) The development and promotion of good practice in relation to the delivery and quality assurance of these qualifications to ensure consistency.
- e) The establishment of task groups to assist the Forum in fulfilling its responsibilities. Any such task group must have a defined: remit; period of existence; chair and membership
- f) Equal opportunities and access issues.
- g) Maintaining and improving the quality of these qualifications.
- h) Ensuring that these qualifications respond effectively to skill needs that are identified by employers and others.
- i) Progression and transfer issues.

Semta will establish a separate Awarding Body Forum for Science and review the membership of the Awarding Body Forum covering Engineering.

In addition to the Awarding Body Forum meetings, Semta has on going dialogue and meetings with Awarding Bodies to monitor progress and highlight issues against achievement of target dates set out in the action plan.

### Working with Providers

Providers are encouraged to attend relevant SQS Steering group meetings; members receive paperwork and copies of minutes and agendas for meetings. Semta has good links with provider associations, further extending the dissemination of information through member lists.

### Working with the UK Regulators

Whatever changes are proposed within the Sector Qualifications Strategies, it is important that regulatory requirements are clearly understood and that assessment and delivery options are approved by the regulatory authorities with pilot activity planned in advance if necessary. Semta sees the UK regulators as having a pivotal role in supporting the changes employers seek to ensure qualifications and awards continue to meet their needs.

Semta has produced a consultation log as a contractual requirement to the UKCES to demonstrate engagement with the UK Nations gatekeepers, this is available on request.

#### Employer recognition

We will continue to support work aimed at promoting the accreditation of employers' and providers' training, to include both whole qualifications and smaller 'parcels' of training, which are focused on specific areas of business. We are especially keen to consider ways in which the processes by which it is quality assured and validated can be delivered in ways that support achievement of the vision for the Sector Qualification Strategies.

Semta will consider its role in relation to the validation of progression pathways to level 2 and work with QCA and Ofqual to support FLT developments. It is expected that we will need to endorse appropriate vocational units and qualifications at Entry Level and Level 1 that will form part of Progression Pathways allowing learners (depending on the level of study) to gain skills and understanding relevant to a particular sector. We shall aim to support the development of an inclusive framework of vocational units and qualifications that are clearly understood by employers and learners and which support progression. Where appropriate we shall seek to develop vocational units appropriate for these levels for use by all awarding bodies operating in the QCF. We shall seek to lead on relevant collaborative developments aimed at credit and leveling of common FLT units onto the QCF.

Semta has 'Keep-in-Touch' meetings and ongoing dialogue to discuss and monitor the review and development of standards and qualifications relevant to the Semta Sector. We are keen for these to continue.

## Section 5: Risks and Assumptions

### Assumptions

Semta footprint remains constant  
Resources are available to complete projects

### Risks and Contingencies

Risk	Likelihood (H, M, L)	Impact (H,M,L)	Contingency
Failure to engage partners	L	M	Review membership and ToR for stakeholder groups
Interdependency of projects and initiatives affect delivery times	M	M	Regular updates with stakeholder groups, quarterly monitoring of progress
Capacity and Capability of partners – partners fail to deliver outcomes	L	M	Gain the commitment of key partners before the plan is finalised. Maintain close links with partners during the life of the projects
Semta and partners unable to access funding to support the activities outlined in the action plan	M	M	Continue to negotiate with funding bodies and UKCES to identify streams for activities outlined in action plan
Semta and partners fail to secure internal capacity to deliver activities	L	M	Implement robust recruitment processes. Access available training and funding for new recruits / existing staff
Significant change in policy affects roles and responsibilities, timescales, process, funding etc	L	M	Continue to engage with UKCES, Government and devolved administrations to monitor and influence policy development
Tight Timescale vs. Large Footprint. Semta has a larger footprint than many SSCs, but the same timescale for delivery of full footprint SQS action plan. May affect timescales	M	M	Maintain close links with partners, communicate delays at earliest opportunity to allow time to rectify/renegotiate. Quarterly monitoring of action plan plus regular updates.

## **Section 6: Monitoring Arrangements**

Semta will monitor the SQS Action Plan on a regular basis, at least quarterly, in collaboration with awarding body partners and through Keep in Touch (KiT) meetings with regulators and UKCES.

The information held within the Action Plan database site will be kept up to date through ongoing dialogue with awarding bodies and key partners, to ensure projects are on track, and current, and where slippage is identified this is reported to UKCES, through both the monthly consolidated contract report and through performance review meetings.

This Action Plan will be formally reviewed annually with the employer groups, key partners and stakeholders to ensure that strategic priorities for the sector continue to be realised. This review will include evaluating standards and qualifications developments and identifying new gaps in provision, along with the continuing review and measure of activities against the strategic priorities.

Internal review by members of the standards and qualifications team will ensure that work is continuing as planned, with review meetings being held at appropriate intervals to ensure unplanned or altered developments can be accounted for over the following 24 months. These meetings will be quarterly at a minimum.

Semta will work with all Key Stakeholders through forum arrangements, and inclusion in relevant meetings and dissemination of information.

Updates will be circulated and posted on the Semta website so that all stakeholders are aware of the project and the progress being made.

Up to date information and details of consultations and events will be kept up to date on the Semta intranet for Semta staff, the Semta website and where necessary distributed to relevant partners.

## **PART B**

### **1. Provision of information to funding bodies**

Semta recognises the value of collecting and providing data and information about qualifications and associated funding arrangements, and always endeavours to work in partnership with the relevant organisations to make this possible.

#### **England**

Semta will provide information required by the LSC, through completion of the online Action Plan database in line with LSC's business planning cycle.

#### **Wales**

Semta will provide requested information on an annual basis to WAG/DCELLS, in addition to the data provided on the Action Plan Solution.

#### **Northern Ireland**

Semta will provide requested information on an annual basis to DELNI, CCEA and Ofqual NI, in addition to the data provided on the Action Plan Solution.

### **2. List of non-qualification outcomes.**

Please refer to the Non Qualification Outcomes section of the Action Plan database for a full breakdown of the non-qualification related projects and actions which will be taken forward during the period July 2009 to June 2011.

### **3. List of qualification outcomes**

Please refer to the Qualifications Outcomes section of the Action Plan database for a full breakdown of the qualification related projects and actions which will be taken forward during the period July 2009 to June 2011.