

SEMTA Sector Skills Agreement



10.4 Action Plan for Northern Ireland

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10.4.1 Introduction (Main Issues, Policy Themes)



Philip Whiteman,
Chief Executive of SEMTA

SEMTA welcomed the opportunity to undertake a Sector Skills Agreement and to work with our employers, The Trades Unions and delivery partners to develop new and innovative approaches to the supply and demand for education and training products and services in our sector. We have been encouraged by the enthusiasm of all partners to agree Action Plans, which seek to make major improvements to the skills and competitiveness of the aerospace, automotive and electronics sectors.

Our employers currently invest £2bn in training each year and have identified actions which they will take collectively to develop their workforce and to support the changes agreed for the UK education and skills system.

SEMTA wish to thank the Engineering Training Council and its Board, the SEMTA Board, the members of the Sector Strategy Group (SSGs), employers across the sector and our partners who have worked with us to agree this Action Plan for Northern Ireland.
Philip Whiteman, Chief Executive of SEMTA



Bill Brown,
Chairman of Engineering
Training Council NI

The Engineering Training Council welcomed the opportunity to work with SEMTA to develop a Sector Skills Agreement Action Plan for Northern Ireland.

Sector Skills Agreements are reshaping the way skills are demanded and delivered in Northern Ireland.
Bill Brown, Chairman of Engineering Training Council NI



David Hatton,
Chief Executive of Engineering
Training Council NI

The relationship between ETC and SEMTA long pre-dates the inception of Sector Skills Councils, together both organisations have worked to improve the supply of education and skills training available to employers in Northern Ireland.

The ETC under agreement and on behalf of SEMTA operates as the Sector Skills Council in Northern Ireland.

This Action Plan sets out how the skills and policy issues identified in the Sector Skills Agreements will be delivered in Northern Ireland and provides a real opportunity of ensuring the sectors have the skilled workforce they need to increase their productivity and competitiveness.

David Hatton, Chief Executive of Engineering Training Council NI

10.4.1 Introduction (Main Issues, Policy Themes)

The Sector Skills Agreement Process



Sector Skills Agreements (SSAs) are compacts between employers, their Sector Skills Councils (SSCs) on the one hand, and providers and funders of education and training on the other. They are designed to ensure that 'the skills the sector needs are the skills the sector gets'. SSCs are expected to exert significant influence in shaping the supply of relevant education and training provision and to raise employer commitment to skills. SSAs will be key enablers in delivering this.

SSAs are the crucial mechanism through which SSCs will deliver the Skills for Business Network's (SfB) four strategic objectives of increasing productivity, addressing skills gaps and shortages, providing greater and wider opportunities and more responsive provision.

Sector Skills Agreements have five components:

- a) **Assessment of current and future skill needs:** a sophisticated analysis of sector trends, drivers of productivity, areas of 'low skills equilibrium' and consequent workforce development and skills needs which are required to increase competitiveness.
- b) **Assessment of current provision:** assessment of the effectiveness of current workforce development activity in meeting the requirements identified through the sectoral needs analysis phase.
- c) **Analysis of the gaps and weaknesses:** in current workforce development activity in light of the sectoral needs analysis, involving key delivery partners leading to agreed objectives under which specific measures are developed.
- d) **An assessment of the scope for collaborative action by employers:** what form the action to tackle skills deficiencies might take and an assessment of what employers are likely to contribute to the agreed measures.
- e) **Developing a costed action plan:** with key delivery partners which would include the rationale, actions to be taken, proposed contribution of each partner (private and public), quantified outputs, estimated impacts on productivity and competitiveness and an evaluation mechanism.

The focus of this Action Plan is on national sector issues to be delivered in Northern Ireland to address regional and local issues.

Moving from Action Plan to Delivery Plan

Implementing this SSA will require effective partnership working. This will be the critical success factor for SEMTA, employers and all partners.

Delivery of the SSA is a key objective of the SEMTA business plan for 2005 and beyond. Each Action Plan will be assigned a project team to ensure effective implementation and collaboration.

Reporting on Delivery Progress

Quarterly reviews of performance against delivery plan and targets will be undertaken with employers and partners. The Action Plans will be subject to continuous process of evolution. The Action Plan for Northern Ireland will be reviewed and reported on annually.

10.4.1 Introduction (Main Issues, Policy Themes)



The issues summarised below which form the basis for the action plans for the Sector Skills Agreement, emerged from SEMTA's Sector Strategy Groups (SSGs) when they considered macro business needs and identified the relevant skills and issues and the outcomes of the Stage 1 and 2 research.

The SSGs then identified the relevant skills needed to address these issues (described later in the delivery partner action plans as 'business to skills issues'). These skills areas were then agreed as the priorities in relation to the supply of education and training and these were used as the basis for discussion with key delivery partners in the development of the agreements.

The SSGs also identified the following Business to Skills issues as key priorities for employer action within the SSA to complement the delivery partner action:

Management and Leadership: The sector needs world-class management skills to be able to develop business in an international context. The UK workforce demonstrates important skill gaps regarding their capability in Management and Leadership. The employers have described a number of skill sets in management that are vital to the success of the business where the current competence across the industries is variable. Employers have also identified leadership development among intermediate level occupations as essential in implementing policy throughout the business.

Productivity and Competitiveness: Occupational competence is necessary, but not sufficient to compete globally. Training in 'Lean', 'Six Sigma' and other types of business improvement techniques, new product and process development and implementation, supply chain management and project management is essential. Those companies not directly operating in the international marketplace will increasingly be exposed to global pressures by their customers higher up the supply chain.

Technical Workforce Development: To support high value added investment, the sectors need to upskill across the board from skilled operators at level 2, craft and technician at level 3 and technicians at level 4. As with other sectors, they need multi-disciplined craftspeople, well grounded in fundamentals and able to absorb training for new technologies and business processes. They also need more Graduates, with relevant degrees, who are more ready for productive employment. This includes electronic engineering graduates capable of using the latest technology in materials and design.

Workforce Planning and Recruitment: The employers, through the SSA, are providing clear signals to the provision network on future skills requirement for their sectors. The need for skills will be met from two sources: development of the current workforce and new recruits into the companies. Due to the falling supply of young people to the sectors, the development of the current adult workforce is of increasing importance. Employers therefore want funding to be available for relevant adult training. They also want support for employers' training initiatives and for some vendor training particularly in electronics.

The plan addresses the key issues and sets out actions for employers, Trades Unions and individual delivery partners.

The main issues, which are common to all three sectors are further broken down into four main categories. (Table 10.4.2)

10.4.1 Introduction (Main Issues, Policy Themes)



Issue 1: Contribution to Shared Resources (Collaboration to Achieve Better Solutions)

Rationale:

There is a need for partners to work collaboratively to ensure that the sector is well placed to maximise the resources that are available. Business Models that provide measures of success need to be applied down the commercial supply chains many of which serve more than one sector. Companies have knowledge of the skills required to meet their business objectives and, within the confidence levels associated with forecasting business performance, are best to forecast skills needs.

Nationally, the automotive sector is already working towards a globally competitive standard (TS16949) and aerospace to a Process Excellence Model (related to AS9100). The electronics sector needs to develop a similar business model. This issue requires public and private funding to be utilised effectively so that employers can include and work with training providers to develop their quality and delivery methods. The application of the business to skills model will ensure that employers are more likely to access training to meet their business needs. The working relationship between company and provider needs to be scheduled around a regular series of contacts (perhaps as frequently as on a monthly basis). This concept is currently difficult for Small and Medium Sized Industries (SMEs) as their purchasing power is smaller, but through sharing best practice throughout the sector and contributing jointly to achieve the required solutions, the workforce can be developed in line with the business needs.

Issue 2: Demand-led Training

Rationale:

Nationally 8% of the workforce leaves annually (retirement, movement to other sectors etc) and a 5% decline in numbers over the next 10 years is forecast. There is a clear need to focus development on those currently employed in the sector through upskilling and progression to higher levels, particularly to level 4. The cyclical nature of different sectors means that mobility across corporate boundaries must be improved.

Issue 3: Integration of bite-sized, just-in-time training with programmes delivered in the workplace for all employees

Rationale:

Training programmes that reflect the requirements of a full qualification need to be broken down into small units. In addition, these Qualifications and Units need to provide the basis for progression and transferability. Companies and providers should ensure that training products contain the key elements of job competence: - the application of technical know-how, management processes and problem solving in the job role/environment. Breaking large programmes down will increase the flexibility of training within companies to meet specific business needs.

Issue 4: The right person, receiving the right training at the right time

Rationale:

Industry needs to maximise the value obtained from existing public and private expenditure. Good decisions, made in relation to who gets trained in what, are essential. Effective use of skills within the workplace can best be achieved when the links between the skills and business plans are established in the training programme e.g. Investors in People, Business Excellence Model. A useful aid to selecting the right person is a Progression Plan that sets out competency and skills needs in key functional occupational areas. We have drawn up matrices to establish a draft plan for each sector.

There is a requirement for a significant level of new entrants into the sector. The forecasted skills profile of occupations predicts a new combination of skill sets at, generally, higher levels, to meet the performance drivers in the sector including technology and working practice changes.

The following sections set out what SEMTA's delivery partners intend to do to help address sector needs and what commitment employers will make to increase the level of skills investment. It also includes the Stage 2 Assessment of Current Provision for Northern Ireland (Awaiting Approval).

10.4.2 Employer Plan for Agreeing the Scope for Collaborative



Issue 1: Management and Leadership ¹	ACTIONS. These actions outline the activities to satisfy the identified issues	Employer Commitment	Delivery Partner Commitment	Measure of Success
<p>1.1 Management Development</p>	<p>Develop infrastructure and support the development of programmes to deliver best in class skills in:</p> <ul style="list-style-type: none"> • Knowledge management • Project management • Change management • Risk management • Financial management • Negotiation • Entrepreneurial management • Innovation management • Application skills • Customer relationship • General management • New technologies • People management for scientists • Developing the workforce <p>Establish appropriate linkage to existing National Occupational Standards (NOS) and identify and close any gaps in the NOS</p> <p>SEMTA to develop national strategy</p> <p>Define Regional strategy from SEMTA action plans</p>	<p>In all three sub-sectors: Automotive Aerospace Electronics</p> <p>Employers to pilot a review of their own needs and their supply chain capabilities and deliver an Action Plan. Local cluster groups² will be central to achieving these objectives</p> <p>Employers to provide industry experts to support work on NOS</p> <p>Employers to engage with SEMTA and ETC (NI) to approve regional SSA and Action Plans</p>	<p>Advise relevant funders³ in NI to support the related Management Programmes and facilitate meetings with relevant providers</p> <p>Northern Ireland cluster groups to coordinate with SEMTA SSGs for their sub-sector</p> <p>In Automotive sector, NI representation to be agreed between SEMTA, employers, Government and others</p> <p>Work with companies to identify sector champions</p> <p>Raise awareness of the key features of these management activities</p> <p>NI input to work with standard setting bodies to provide a set of NOS for the related occupational areas if required</p> <p>Work with employers to ensure fit for purpose qualifications align with funding</p> <p>Involvement of Union Learning Representatives (ULRs) in engaging employers</p>	<p>SEMTA SSGs schedule for trialling relevant programmes with managers piloted or implemented in NI</p> <p>Increase in number of sector champions identified</p> <p>Increased number of companies undertaking management development</p> <p>Evaluate benefits of management development programmes introduced into these sub sectors</p> <p>Promotion of the database of NOS that underpin the related occupational competencies identified in the SSA</p> <p>Increased engagement of employers in the development of NOS</p> <p>Uptake of qualifications</p> <p>Agree regional funding</p>

¹Companies spoke about specific topics rather than the general concept of Management and Leadership. It was agreed to retain these specific topics when exploring the action plans in order to minimise the tendency to seek generic answers that do not satisfy specific needs

²Cluster groups should be contacted and briefed with a view to sharing common agendas. Where appropriate work with local agencies to establish such clusters where they do not exist

³Funders could include DETI (Invest NI), DEL, or others

10.4.2 Employer Plan for Agreeing the Scope for Collaborative



Issue 1: Management and Leadership	ACTIONS. These actions outline the activities to satisfy the identified issues	Employer Commitment	Delivery Partner Commitment	Measure of Success
1.2 Leadership Development ⁴	<p>Improve the skills of the sector in the areas of:</p> <ul style="list-style-type: none"> • Strategic Leadership • Commercial Leadership <p>Expand capability and capacity for Team Leader and First Line Supervisors</p>	<p>Engage with SEMTA and ETC (NI) to establish need for suitable Leadership Programmes for the sector in NI based on SEMTA's High Performance Working Forum</p> <p>Tailor and pilot suitable programmes in NI</p> <p>UK Vehicle manufacturers will drive up demand for programmes, NI employers must tailor and implement Automotive Academy Team Leader Programme</p> <p>Modify and pilot the programme in Aerospace and Electronics sectors – nationally Innovation and Growth teams will tailor these programmes</p> <p>Cluster groups for each sub sector to drive up the demand for Team Leader programmes locally in their companies and supply chain</p>	<p>Develop the skills of coaches in the workplace and engage support from Union Learning Representatives (ULRs)</p> <p>SSGs to identify employee mentors for the sub-sectors</p> <p>Work with providers and others to develop appropriate programmes and funding</p> <p>Union Learning Representatives (ULRs) to identify and engage Team Leaders</p> <p>Develop and promote progression routes for L3 – L4 – L5 skills and qualifications. This will include work towards a sector qualifications framework including credits and qualification units</p>	<p>Need for Leadership and Team Leader programmes established</p> <p>Tailored programmes developed and piloted</p> <p>Level of take up from companies and employees</p> <p>Promotion of Team leader opportunities and progression routes</p> <p>Benefits of leadership and Team Leader programmes evaluated from pilot programmes</p>

⁴Companies spoke about the leadership role of Team Leaders and Supervisors

10.4.2 Employer Plan for Agreeing the Scope for Collaborative



Issue 2: Productivity and Competitiveness	ACTIONS. These actions outline the activities to satisfy the identified issues	Employer Commitment	Delivery Partner Commitment	Measure of Success
2.1 Supply Chain Development	<p>SEMATA and Purchasing and Supply Lead Body (PSLB) to develop a Needs Analysis tool and training programmes that underpin occupational standards for supply chain development (POLEMICS³)</p> <p>Examine relevance of this work to NI</p> <p>Develop pilot programmes for needs analysis, training and use of standards if relevant</p> <p>Establish provision in these related activities in NI and develop further if required</p>	<p>Employer cluster groups for Aerospace, Automotive and Electronics to identify relevance and need for SEMATA/PSLB tools, training and standards</p> <p>Support introduction of pilot programmes if relevant</p> <p>Nationally SEMTA, Society of Motor Manufacturers and Traders (SMMT), Aerospace and Electronics Innovation and Growth Teams, Society of British Aerospace Companies and Electronics Leadership Council to drive up demand for the skill set in their sectors</p>	<p>Agree resources and support available from range of partner organisations to research supply chain requirements and deliver programmes as required for the sectors</p> <p>Work with QCA and other organisations to deliver and promote accredited qualifications</p> <p>Work with funders to map and develop the capability of Further Education, Centres of Vocational Excellence and other providers</p>	<p>NOS and related qualification developed</p> <p>Report on needs for supply chain development, training and programmes</p> <p>Programmes available if required and endorsed by the sectors</p> <p>Implementation of programmes with targeted numbers of companies</p> <p>Evaluation of benefits to participants on completion</p>

³POLEMICS is the overarching set of National Occupational Standards produced by the Purchasing and Supply Lead Body covering Procurement, Operational Management, Logistics & Transport and International Trade. These can be used in the development of supply chains

10.4.2 Employer Plan for Agreeing the Scope for Collaborative



Issue 2: Productivity and Competitiveness	ACTIONS. These actions outline the activities to satisfy the identified issues	Employer Commitment	Delivery Partner Commitment	Measure of Success
2.1 Supply Chain Development	<p>Support and develop the Department for Trade and Industry (DTI) Supply Chain Groups Initiative (SCGI)</p> <p>Identify NI position regarding SCGI for the sector</p> <p>Drive forward SCGI work in NI if required</p> <p>Use POLEMICS National Occupational Standards to identify skills needed by managers and practitioners using SCGI</p> <p>Develop provision network to deliver POLEMICS related qualifications</p> <p>Identify and promote benefits and successes of the SCGI in NI. This will increase engagement of companies and establish a self-sustaining process for supply chain development</p> <p>SEMATA work regarding competences and NOS for TS 16949 examined for the sector in NI</p>	<p>Utilise cluster groups to increase demand for SCGI and TS 16949 programmes</p> <p>Identify specific needs of NI or SMEs in relation to SCGI and TS1649</p> <p>Successful users of SCGI to support the launch of a campaign to drive up the demand for SCGI and define the factors that underpin self-sustainability</p> <p>Companies to provide industry experts to guide the work in defining the NOS</p>	<p>Seek support for this action nationally and regionally including funding and resources</p> <p>Develop the capacity of providers to deliver courses to meet demands</p> <p>Work with companies to develop fit for purpose qualifications</p> <p>Develop brokerage activity to ensure information, advice and guidance is fit for purpose.</p> <p>Utilise Union learning Representatives to sustain individual and employer take up of skills development</p> <p>Funders and providers to develop capacity and capability to deliver SCGI/TS16949 related training programmes and qualifications</p>	<p>Nationally SSG targets set for take-up of SCGI</p> <p>POLEMICS mapped to SCGI</p> <p>Report on NI position regarding SCGI and TS 16949</p> <p>Partnership between employers and others</p> <p>Programmes available if required and endorsed by the sector</p> <p>Uptake of relevant programmes</p> <p>Evaluation of benefits to participants on completion</p>

10.4.2 Employer Plan for Agreeing the Scope for Collaborative



Issue 2: Productivity and Competitiveness	ACTIONS. These actions outline the activities to satisfy the identified issues	Employer Commitment	Delivery Partner Commitment	Measure of Success
<p>2.2 Continuous Process Improvement</p>	<p>Increase the breadth of Business Improvement Techniques (BIT) national occupational standards to cover level 5 occupations and generate appropriate related qualifications</p> <p>Increase capability of FE and provider network in NI to deliver and assess BIT – related programmes and qualifications</p> <p>Increase funding of BIT qualifications in relation to productivity improvement</p> <p>Review and publish qualifications that relate to productivity, this should be promoted in NI</p> <p>Push 'Lean' through the sectors supply chains</p> <p>Encourage the use of models such as Productivity and Competitiveness Framework (PACMAN) and QCD measures within companies</p> <p>Examine national strategies for PACMAN with SEMTA and develop an action plan for NI. (National strategies developed in conjunction with Society of Motor Manufacturers and Traders, SMMT, Society of British Aerospace Companies, SBAC and Electronics Leadership Council, ELC)</p>	<p>Employers to endorse new BIT standards and qualifications</p> <p>Employers to support provider network to ensure assessors meet the standards required.</p> <p>Employers to provide demand for BIT qualifications</p> <p>Large companies in NI to participate in ways which may benefit smaller employers in relation to BIT</p> <p>NI cluster groups to participate in pilot programmes for BIT and competitiveness models</p> <p>NI cluster groups to endorse regional action plan based on national strategies</p>	<p>Funders to work with providers on initiatives to develop capacity and capability to deliver BIT qualifications</p> <p>Collaboration between organisations to support assessor development (infrastructure for BIT)</p> <p>Collaboration between organisations to develop brokerage activity (advice, guidance and promotion)</p> <p>Funders to support employer programmes for BIT and competitiveness models</p> <p>Funders and other organisations to endorse NI action plan</p>	<p>Database of approved BIT related provision</p> <p>Database of approved BIT related assessors</p> <p>Brokerage service available with positive feedback from employers</p> <p>Targeted number of employers⁵ to participate in assessment against competitiveness model and standards</p> <p>Targeted number of employees to achieve BIT certification</p>
<p>2.3 Capital Investment</p>	<p>Research undertaken in other UK regions (primary and secondary) regarding levels and focus of investment for the sectors to be extended where appropriate to include NI</p>	<p>Employers to support and participate in research, endorse findings and brief Government departments</p>	<p>Government departments to review findings and enter dialogue about recommendations regarding capital funding of Centres of Vocational Excellence and proposed new Academies</p>	<p>Research</p> <p>Report on findings</p> <p>Dialogue and Action Plan</p>
<p>2.4 Reduction in New Product and Process Implementation (NPPDI) Time</p>	<p>SEMTA to develop standards and qualifications developed for NPPDI and establish relevance for the sectors in NI</p> <p>Develop the capability and provision to support and deliver NPPDI programmes and qualification if required</p>	<p>Employer to participate in development and review of standards and qualifications</p> <p>Employers to define and provide demand for programmes and qualifications</p> <p>Employers to participate in programmes and take up qualifications if demand is established</p>	<p>Work in partnership to develop NOS and deliver funded qualifications</p> <p>Funders and provider network to develop capability and provision for NPPDI if required</p>	<p>SEMTA standards and qualifications developed by end of 2005</p> <p>Review of standards and qualifications</p> <p>Database of approved NPPDI provision available</p> <p>Uptake and achievement targets</p>

⁵Employers to be drawn from Aerospace, Automotive and Electronics sectors

10.4.2 Employer Plan for Agreeing the Scope for Collaborative



Issue 3: Workforce Development	ACTIONS. These actions outline the activities to satisfy the identified issues	Employer Commitment	Delivery Partner Commitment	Measure of Success
<p>3.1 Upskilling to Level 2 and to level 3 (for people currently employed in the sector)⁷</p>	<p>Upgrade operator skills in the industry (L2). Where appropriate gain skills accreditation to apprenticeship level (3) qualifications</p> <p>Retrain and redeploy operators within workforce</p> <p>Upskill operators to Technician (service and maintenance roles) within relevant sub-sectors e.g. electronics</p> <p>Ensure appropriate training programmes and frameworks are in place to guide and fund training routes for adults in NI. These may be Employer Training Programmes (ETPs) in NI in occupations up to level 3 and Adult apprenticeships</p> <p>Ensure appropriate training provider support is available where required</p> <p>Ensure programmes are suitable for high level craft and technician skills</p>	<p>Employers to select, train and upskill relevant employees to raise the skill levels of the workforce</p> <p>Support and participate in Employer Training Programmes and Adult Apprenticeship programmes</p> <p>Engage in process to confirm emerging frameworks are fit for purpose and meet employer needs</p> <p>SEMTA to merge Sector Skills Agreement process into dialogue with companies to pick up changing needs</p> <p>Employers to support and resource programmes where appropriate</p> <p>Employers to give early warning of changes in provision needs</p>	<p>SEMTA/ETC (NI) to co-ordinate funding sources and identify provision</p> <p>Implement Employer Training Programmes and Adult Apprenticeships</p> <p>Adult programmes and Apprenticeships to be adequately funded</p> <p>Examine suitability of skills passport initiatives for the sectors</p> <p>Support the development of sector qualifications framework including credit and units</p>	<p>Increase in numbers of skilled operators, craft and technicians</p> <p>Employer Training Programmes in place</p> <p>Adult Apprenticeships in place</p> <p>Increase in uptake and achievement of NVQs via these programmes</p>
<p>3.2 Improve supply of craft and technician skills through recruitment and upskilling of current workforce (not currently employed in the sector)</p>	<p>Target careers promotion, research, recruitment and advice to those not currently employed in the sector and those under represented including females and others</p> <p>Increase participation in the MA programme</p> <p>Develop appropriate programmes to train and accredit skills provided either through employer training or via training providers (specific skills and linked to specific qualifications)</p> <p>Ensure frameworks and funding mechanisms are in place to support this issue, this may also include Employer Training Programmes and Adult Apprenticeships</p>	<p>Support careers, research, recruitment and advice services and extend efforts to include those traditionally under represented in the workforce</p> <p>Participate in structured employer training programmes and Adult Apprenticeships</p> <p>Work with training provider where appropriate to ensure training and assessment methods are appropriate</p>	<p>SEMTA/ETC (NI) to co-ordinate funding sources and identify provision</p> <p>Examine suitability of skills passport initiatives for the sectors and implement where appropriate</p> <p>Collaboration between employer groups and Training Providers/Centres of Excellence</p>	<p>Increase in numbers of MAs including those currently under-represented</p> <p>Appropriate programmes in place</p>

⁷Despite the increasing pressure for higher skills, there are instances where an increase to level 2 will be as appropriate as the increase to level 3

10.4.2 Employer Plan for Agreeing the Scope for Collaborative



Issue 3: Workforce Development	ACTIONS. These actions outline the activities to satisfy the identified issues	Employer Commitment	Delivery Partner Commitment	Measure of Success
<p>3.3 Demand for craft/ technician development (Eng. Tech)</p>	<p>Identify demand in NI through employers</p> <p>Increase participation on MA and Adult programmes</p>	<p>Confirm emerging frameworks are fit for purpose and match needs</p> <p>Participate in structured employer training programmes and Apprenticeships</p> <p>Employers to provide resources and technical support for programmes</p>	<p>SEMATA/ETC (NI) to co-ordinate funding sources and identify provision</p> <p>Support the recruitment of Union Learning Representatives (ULRs)</p> <p>Set up employer networks through cluster groups</p>	<p>Numbers on MA programme sufficient to meet requirement</p> <p>Increase in qualification uptake</p>
<p>3.4 Improve supply of technicians at level 4 (Technician Engineers)</p>	<p>Establish demand for this occupational level in NI</p> <p>Develop and introduce a Higher Engineering Apprenticeship (HEA) programme for NI if required</p> <p>Develop capability and capacity of training provision to meet demand</p>	<p>Participate in research to identify demand</p> <p>Support implementation of HEA</p> <p>Work with training providers to ensure training programmes are effective</p>	<p>SEMATA/ETC (NI) to engage with delivery partners and employers to co-ordinate funding and resources</p> <p>Better FE/HE partnerships to be established</p>	<p>Completed research</p> <p>Pilot programme implemented</p> <p>FE/HE partnerships in place</p>
<p>3.5 Understand and tackle graduate level skills issues</p>	<p>Carry out study of graduate level skills issues including range and content of available HE courses</p> <p>Develop action plan to address key issues</p> <p>Increase vocational relevance of degree programmes, including sandwich placements</p>	<p>Participate in research to identify issues</p> <p>Support development of graduate skills action plan</p> <p>Work with HE providers to ensure training programmes are vocational and effective and provide placements and sponsorships</p>	<p>Funders to fund and recognise appropriate courses and programmes</p> <p>Additional programmes and frameworks could include progression up to NVQ L4/5, Graduate and Higher Engineering Apprenticeships and funding, Foundation Degrees</p> <p>Develop effective working relationships representing HE</p>	<p>Identification of graduate level skills issues and action plan</p> <p>Appropriate courses and programmes</p> <p>Better relationship between employers, HE providers and funders</p>

10.4.2 Employer Plan for Agreeing the Scope for Collaborative



Issue 3: Workforce Development	ACTIONS. These actions outline the activities to satisfy the identified issues	Employer Commitment	Delivery Partner Commitment	Measure of Success
3.6 Increase the quality and number of graduate population within the workforce to meet high value added requirements	<p>Develop and introduce a Graduate Apprenticeship (GA) programme for NI</p> <p>Develop capability and capacity of training provision to meet demand</p>	Support GA programmes in company	SEMATA/ETC (NI) to encourage FE/HE partnerships	<p>Increase in graduate population to meet industry requirements</p> <p>Reduce employer time to fill skill gaps on first recruitment</p>
3.7 Lack of specialist degree programmes to meet specific needs	<p>Establish need for bespoke⁸ degrees with Higher Education Institutions (HEIs) to meet sector requirements</p> <p>Develop and implement as required</p>	Employers to work with HEIs to specify and develop bespoke degrees	SEMATA/ETC (NI) to engage with delivery partners and employers to co-ordinate funding and resources	Process established to supply degree programmes for specialist and/or changing requirements to meet sector needs
3.8 Lack of young licensed aircraft engineers to replace retirees	<p>Review Aeronautical Foundation Degrees and Academy resources in other UK regions to investigate applicability of programmes (or similar) in Northern Ireland</p> <p>Review frameworks regarding need for aircraft maintenance repair and overhaul apprenticeships and training programmes</p>	Employers to participate in review or MA programmes	<p>Investigate the potential for development of initiatives such as foundation degrees and aviation Academy programmes.</p> <p>Review of available qualifications</p>	Identification of need in this issue in NI plus increase in available programmes and MA numbers to address needs

⁸In the same way that companies require their own unique bespoke training programmes, it is recognised that there may be instances where bespoke degree programmes will be required

10.4.2 Employer Plan for Agreeing the Scope for Collaborative



Issue 4: Workforce Planning & Recruitment	ACTIONS. These actions outline the activities to satisfy the identified issues	Employer Commitment	Delivery Partner Commitment	Measure of Success
<p>4.1 Lack of adequate supply to meet industry requirements due to demography and attractiveness of the sector</p>	<p>Ensure co-ordination, promotion, delivery and quality of routes for new entrants to the industry making best use of public and private spending on training and qualifications</p> <p>Academic Route Provide a suitable range of opportunities and qualifications for pupils studying national qualifications and courses in engineering, manufacturing and applied science as preparation for routes to work</p> <p>Ensure suitability and promotion of new qualifications including Foundation Degrees</p> <p>Ensure adequate support exists for university first degree sandwich placements</p> <p>Modern Apprenticeship Route Maximise uptake of Modern Apprenticeship places. Focus on the Employer-led route and simplification of recruitment, selection, co-ordination and delivery</p> <p>Investigate and pilot Young Person Apprenticeships</p> <p>Improve progression and achievement rates from entry-level training programmes (currently Jobskills Traineeships) onto the Modern Apprenticeship</p> <p>Improve quality of delivery through monitoring and making improvements</p> <p>Frameworks and standardisation to be regularly reviewed including consideration of training delivery and outcomes</p> <p>Post Graduate Route Ensure adequate industry support for second degree Masters/PhD qualifications</p> <p>Careers Promotion Utilise Employer Advisory Group for MAs to improve careers promotion for the sector</p> <p>Careers activities to be better co-ordinated and action plan to be developed for the sector</p>	<p>Better employer commitment in general to sector qualifications and Modern Apprenticeships in particular. Increase numbers of new entrants recruited to plan for future requirements.</p> <p>Employers to confirm qualifications are fit for purpose as part of their support for national qualifications and courses in engineering, manufacturing and applied science</p> <p>Employers to provide placements</p> <p>Employers to confirm that qualifications and frameworks are fit for purpose as part of their support for Modern Apprenticeships and Young Person Apprenticeships</p> <p>Employers to increase intake of new entrants to apprenticeships at craft and technician level</p> <p>Employers to strengthen their links with Universities</p> <p>Employers to support careers initiatives, promote positive images and role models for the sector</p>	<p>Ensure the different routes to careers and progression in the sector are given equal and adequate promotion and support</p> <p>Coordination of SEMTA/ETC, DEL, CCEA, schools, providers, employers to ensure academic qualifications are suitable and promoted</p> <p>All relevant partners to promote the MA route</p> <p>SEMTA/ETC and DEL to ensure frameworks and funding are adequate</p> <p>Monitor and improve quality of delivery</p> <p>All partners to ensure progression to highest level is available</p> <p>SEMTA/ETC funders and other partners to co-ordinate careers activities for the sector</p>	<p>Formalised co-ordination agreements for different routes</p> <p>Clear qualifications framework and progression routes for the sector available and promoted to employers and all new entrants</p> <p>Increase in numbers of academic entrants and improvements in employer involvement in different courses and sandwich placements</p> <p>Increase in uptake of Modern Apprenticeships</p> <p>Better co-ordination of the MA route</p> <p>Improved progression, retention and achievement rates</p> <p>Increase in R&D and innovation.</p> <p>Increase in number of postgraduate qualifications in the sector</p> <p>Coordinated approach to careers in the sector</p> <p>Increased quantity and quality of promotional activity for the sector in NI</p>



RESEARCH STRATEGY
FACTS AND THE FUTURE
THE SECTOR
THE VISION OF THE
SECTOR SKILLS AGREEMENT
RIGHT SKILLS
ADVICE & GUIDANCE
WORKING WITH THE GOVERNMENT
PROGRESSION
TRAINING PRODUCTS
EXPAND THE NETWORK
BEST PRACTICE
PROFESSIONAL AND
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10.4.3 - Delivery Partner Action Plans

Action Plan between SEMTA, ETC (NI) and DEL Careers Service in conjunction with the Collaborative Action Plans for Employers



Business to Skills Issues	Action	Output & Timeframe (S, M, L)*	Measure of Success
Issue 1 – Contribution of Shared Resources	Explore jointly how careers information advice and guidance service provided to individuals can be informed, and actively promoted and supported by SEMTA/ETC and partners	Short term	Shared resources and development of reviewed action plan
Issue 2 – Sustainable Demand-side Provision	To identify mechanisms to ensure all those providing careers advice use up to date LMI and research data	Short term	Improved sharing of information and better, more informed guidance
Issue 3 – Integration of Bite-sized, Just in Time Training	As initiatives develop SEMTA/ETC and DEL to produce case studies and materials for use in providing information advice and guidance	Medium term	Improved sharing of information and better, more informed guidance
Issue 4 – The right person receiving the right training at the right time	Agree and review mechanisms for accessing current advice and information for careers for the sectors	Short term and on going	Improved sharing of information and better, more informed guidance
	SEMTA/ETC to work in partnership with partners to explore and develop positive action to encourage entry into science and engineering	Medium	Increased participation of science and engineering subjects/courses
	To undertake joint research methods to increase the attractiveness of industry to people not traditionally recruited and eg take action to encourage women into science and engineering	Medium	More non traditional entrants into engineering

* S – Short term within 12 months M – Medium term to 24 months L – Long term 24 months

Business to Skills Issues	Action	Output & Timeframe (S, M, L)*	Measure of Success
Issue 1 – Contribution of Shared Resources	To work in partnership with DEL in identifying the need for change in Higher Education institutions and FE college provision	Ongoing	Improved collaboration and joint working activities
	To co-operate in the LMI gathering process in NI in order to influence change in Higher Education institutions and FE college provision	Short – medium term	Improved collaboration and joint working activities
	To work in partnership with DEL to enable brokerage in relation to future FE/HE provision and identifying collaborative solutions	Short – medium term	Improved collaboration and joint working activities
	To work collaboratively towards the improvement of MA completion rates by contributing within DEL's review of apprenticeship training. Focus on Employer-led programme and review training programmes from providers Maximise uptake of MA places Introduce adult MA programme Develop technician programme at Level 3/4	Short – medium term	Raised awareness of reasons for non-completion of MA and reduced drop out rates for provider programmes. Increase in MA uptake. Adult MA in place. Pilot implemented
	SEMTA/ETC to work in partnership with DEL and education providers to encourage young people, particularly those from non-traditional recruitment groups, to actively consider careers in science and engineering	Medium term	Increased participation from non traditional sources
Issue 2 – Sustainable Demand-side Provision	Encourage Higher Education institutions and FE colleges to consider ways in which the provision is planned to respond to the needs of industry	Long term	Courses that meet the needs of the sector. Improved planning for FE/HE provision in order to respond to the needs of industry
Issue 3 – Integration of Bite-sized, Just in Time Training	Undertake meetings with Higher Education institutions and FE colleges to explore the possibility of multiple delivery formats as a way of developing people with the appropriate mix of skills and academic knowledge	Ongoing	Individuals with the appropriate mix of technical skills , academic knowledge and generic skills necessary to thrive in the workplace
Issue 4 – The right person receiving the right training at the right time	Further engagement with SEMTA/ETC, DEL and Invest NI to ensure and maintain an effective working relationship	Short term	Maximisation of the impact from public and private funds

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Business to Skills Issues	Action	Output & Timeframe (S, M, L)*	Measure of Success
Issue 1 – Contribution of Shared Resources	<p>SEMTA/ETC to work in partnership with EEF to explore the potential for brokerage activity with respect to information and guidance aimed at developing the capacity of providers to support employer's needs</p> <p>Contribution of EEF membership employer perspective into policy formulation process</p> <p>At regional level to seek an integrated approach to the development and promotion of 'fit for purpose' occupational standards and qualifications</p> <p>SEMTA/ETC to work collaboratively with EEF towards the improvement in numbers of member companies participating in the MA programme</p>	<p>Ongoing</p> <p>Short</p> <p>Ongoing</p> <p>Short – medium term</p>	<p>Improved awareness of initiatives, funding, etc</p> <p>Timely response to requests for contribution to policy discussions</p> <p>Appropriate standards produced</p> <p>Increase in MA numbers</p>
Issue 2 – Sustainable Demand-side Provision	<p>SEMTA/ETC and EEF to work collaboratively and reciprocally to increase engagement with employers in order to enhance the productivity of the sectors</p> <p>SEMTA/ETC to explore with EEF possible actions to encourage non-participating companies to become involved in the delivery of the MA programme</p>	<p>Short – medium term</p> <p>Short – medium term</p>	<p>Increased employer awareness</p> <p>Increased MA participation</p>
Issue 3 – Integration of Bite-sized, Just in Time Training	<p>Support unitisation of accredited training programmes</p> <p>Encourage employers to consider training as a significant element in the achievement of the organisation's strategic objectives</p>	<p>Ongoing</p> <p>Ongoing – long term</p>	<p>Funding aligned with appropriate unit completion</p> <p>Training regarded as an investment not a cost</p>
Issue 4 – The right person receiving the right training at the right time	<p>Encourage employers to factor in employee skill levels to strategic plans</p>	<p>Long term</p>	<p>Employee skill levels recognised as part of competitiveness strategy</p>

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Business to Skills Issues	Action	Output & Timeframe (S, M, L)*	Measure of Success
Issue 1 – Contribution of Shared Resources	Joint involvement in key events and conferences in relation to training opportunities and workshops	Ongoing	Collaboration on key issues and opportunities for the sector Articles to be produced and promoted to organisations especially approved centres Joined up marketing opportunities Regulatory initiatives are viewed as a success by the engineering sector
	Utilise ETC Awards publications to promote SEMTA/ETC activity and vice versa with future SEMTA/ETC publications	Short	
	Marketing Summit	Ongoing	
	Working jointly on Engineering Qualification Strategy, Framework for Achievement and other regulatory initiatives	Short – medium term	
Issue 2 – Sustainable Demand-side Provision	Collaboration between supply and demand side. Working together to produce an Engineering Qualification Strategy that supports the SSA and ensures that qualifications, units and credits are available to all and that employers and learners have a choice of awarding bodies	Medium term	Completion of Engineering Qualification Strategy that meets demand side provision and provides flexibility to meet industry needs Consultation with key partners. SEMTA/ETC to provide access to Sector Strategy Groups for consultation and research purposes ETC Awards to provide resource to review NOS and assessment strategies
	Working with key partners to secure the necessary qualifications are available to support the SSA and to jointly promote qualifications	Medium term	
	Working jointly on the production of National Occupational Standards to ensure that learners and employers have access to relevant, quality qualifications and training	Medium term	

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Business to Skills Issues	Action	Output & Timeframe (S, M, L)*	Measure of Success
Issue 3 – Integration of Bite-sized, Just in Time Training	Raising awareness of Business Improvement Techniques (B-IT), Vocationally Related Qualifications (VRQ) and National Vocational Qualifications (NVQ). Jointly promote the bite- sized units and diagnostic within B-IT VRQ	Short term	SEMTA/ETC to promote bite sized delivery for these qualifications
	Briefings on developments	Medium term	ETC Awards to consult with SEMTA/ETC with regards to appropriateness and need for bite-sized qualification
Issue 4 – The right person receiving the right training at the right time	Ensure National Occupational Standards and qualifications are available being both relevant and timely	Short – medium term	Work with QCA to gain access to 5 day accreditation process
	Work together to support the provider network for engineering	Short – medium term	Articles to be produced for promotion purposes. Attendance at relevant events and conferences

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Action Plan between SEMTA, ETC (NI) and Trades Unions in conjunction with the Collaborative Action Plans for Employers



Business to Skills Issues	Action	Output & Timeframe (S, M, L)*	Measure of Success
Issue 1 – Contribution of Shared Resources	Further work to be undertaken to ensure effective communication between SEMTA/ETC and the Trade Unions network. Unions and SEMTA/ETC to brief full time officers on the Sector Skills Agreement, and the role of Union Learning Reps within this process. Unions then to brief Union Learning Reps and Stewards	SEMTA to provide briefing papers or emails to update Union Learning Reps Short – medium term	Greater awareness among Full Time Officials, Union Learning Reps and Stewards Greater awareness and involvement – ownership by all involved
	Develop an infrastructure to regularly update Trade Union staff and representatives on the sector Business to Skills Issues. To include SEMTA/ETC input to Union Learning Reps training and briefing events. Union Learning Reps briefing to include current and valid content on the role of SSCs, citing SEMTA as example	SEMTA and wider SSC news to be communicated via Union Learning Reps e-bulletins Short term	Ongoing dialogue between Unions and SEMTA officials
	Examine relevance for NI of Sector Skills Information Toolkit for Trade Union/Union Learning Reps developed for the rest of the UK. Implement if useful. The toolkit developed needs to be accessible to all union reps with the principle of sharing and exchanging with other partners	Sector Skills Information Toolkit Medium term	Greater number of Union Learning Reps and Stewards with access to resources developed
Issue 2 – Sustainable Demand-side Provision	SEMTA/ETC and the sector Trades Unions to work together to maximise the impact of the Union Learning Reps . SEMTA to provide briefing and training in the sector skills needs to Union Learning Reps	Dissemination and roll out across the country Medium – long term	Delivery of Sector Skills Agreement
	SEMTA/ETC and the sector Trades Unions to work together to maximise the impact of Union Learning Reps to sustain both employer and individual take up of skills development. To jointly explore Diversity and Equality issues relating to the sector in NI	Identify barriers where they exist and to explore ways of overcoming them Short – medium term	Greater awareness of the gender segregation of workforce development. More women and people from ethnic communities participating in training and development
	SEMTA/ETC and trade unions to work together to ensure sustainable quality provision in the Higher Education and wider public sector	Short – medium term	

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Action Plan between SEMTA, ETC (NI) and Trades Unions in conjunction with the Collaborative Action Plans for Employers



Business to Skills Issues	Action	Output & Timeframe (S, M, L)*	Measure of Success
Issue 3 – Integration of Bite-sized, Just in Time Training			
Issue 4 – The right person receiving the right training at the right time	SEMTA/ETC and the sector Trades Unions to work together to maximise the impact of the Union Learning Reps to sustain both employer and individual take up of skills development. SEMTA to promote Union Learning Reps within the sector and support companies who commit themselves to the recruitment of Union Learning Reps in conjunction with union members and officials. Statement to be produced jointly within the Sector	Skills Agreement that stipulates that the industries covered by SEMTA/ETC support Union Learning Reps Ongoing	Union Learning Reps actively involved in the Sector Skills Agreement delivery process
	SEMTA/ETC to provide briefing and training in the sector skills needs to Union Learning Reps. (Work is currently underway to take this work forward in the North West region of England. ETC and unions to explore the potential for similar work in NI)		Increased awareness and knowledge of SSA amongst Union Learning Reps

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Action Plan between SEMTA, ETC (NI) and Invest NI in conjunction with the Collaborative Action Plans for Employers

Business to Skills Issues	Action	Output & Timeframe (S, M, L)*	Measure of Success
Issue 1 – Contribution to Shared Resources	To work in partnership to explore the potential for brokerage activity with respect to information and guidance aimed at developing the capacity of providers to support employers' needs	On going	Improved awareness of initiatives, funding mechanisms etc
Issue 2 – Sustainable Demand-side Provision	SEMTA/ETC and Invest NI Cluster Managers to work collaboratively, and reciprocally to increase engagement with employers in order to enhance the productivity of the sectors	Short – medium term	Increased employer awareness of SSA and engagement of Cluster Groups in SEMTA/ETC Sector Strategy work
	To explore possible actions necessary to encourage non-participating SMEs and micro businesses to become more involved in the delivery of the training programmes	Short – medium term	Improved MA and other training participation and completion rates
	SEMTA/ETC Invest NI Cluster Managers to work collaboratively to build upon current activities to support a tailored team leader programme with respect to supply chain companies	Short term	Identification of complimentary activities to support Workforce development
	SEMTA/ETC in partnership with Invest NI contribute to the development of provision to support and deliver New Product and Process Implementation (NPPDI) programmes and qualifications	Short – medium term	

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Action Plan between SEMTA, ETC (NI) and Invest NI in conjunction with the Collaborative Action Plans for Employers

Business to Skills Issues	Action	Output & Timeframe (S, M, L)*	Measure of Success
Issue 3 – Integration of Bite-sized, Just in Time Training	To work in partnership to identify and implement the most appropriate level and type of support available to assist with upskilling the workforce eg: Leadership and management; Business Improvement Techniques (B-IT);	Short – medium term	Increased upskilling of the workforce and increased joint working activities
	To work in partnership to support current workforce development activities, in particular to identify complimentary priorities, and build upon current activities to develop best practice for the sector	Short – medium term	Identification of complimentary activities to support Workforce development
	To explore the compatibility of 'Bite sized' training with Invest NI's business support programmes	Short term	Increased joint working activities and 'fit for purpose' training and qualifications
Issue 4 – The right person receiving the right training at the right time	To work collaboratively to identify and build upon existing activities to enable effective information advice and guidance to employers on supply chain management and workforce development issues	Short – medium term	Improved joint working and fit for purpose information and guidance
	To work in partnership to identify the most appropriate qualifications for the sectors and ensure funding is based upon strategic analysis of sector requirements	Short – medium term	Identification and production of complimentary activities

Action Plan between SEMTA, ETC (NI) and Management and Leadership Network in conjunction with the Collaborative Action Plans for Employers



Business to Skills Issues	Action	Output & Timeframe (S, M, L)*	Measure of Success
Issue 1 – Contribution to Shared Resources	To work in partnership to explore the potential for brokerage activity with respect to information and guidance aimed at supporting employer's needs	Ongoing	Improved awareness of programmes, initiatives and funding mechanisms
Issue 2 – Sustainable Demand-side Provision	SEMTA/ETC and MLN to work collaboratively and reciprocally to increase engagement with employers in order to enhance the productivity of the sectors	Short – medium term	Increased employer participation in management and leadership programmes
Issue 3 – Integration of Bite-sized Training	To work in partnership to identify and implement the most appropriate level and type of management and leadership training. Programmes should be modular in structure and readily accessible	Short – medium term	Increased throughput of people on management and leadership programmes in the sector
Issue 4 – The right person receiving the right training at the right time	To work collaboratively to identify and build upon existing activities to enable effective delivery and evaluation of learning and development opportunities	Short – medium term	Improved joint working and fit for purpose guidance, implementation and evaluation

* S – Short term within 12 months M – Medium term to 24 months L – Long term 24 months



Action Plan between SEMTA, ETC (NI) and QCA/CEA in conjunction with the Collaborative Action Plans for Employers



Business to Skills Issues	Action	Output & Timeframe (S, M, L)*	Measure of Success
Issue 1 – Contribution to Shared Resources	Development of an Engineering and Science Qualification Strategy for the sectors that have an approved Sector Skills agreement	Short term	Draft SQS prepared for UK wide employer consultation. Delivered by June 2006
	Support SEMTA to help providers and employers develop quality and delivery methods by providing information advice and guidance	Short term	Delivered by Dec 2006
	Work in partnership to further develop the National Qualifications Framework	Medium – long term	Delivered by July 2008
	Provide SEMTA with information and advice to develop new NOS to deliver NPPDI and related programmes and qualifications	Short term	Delivered by Aug 2006
	Provide SEMTA with information and advice to support SEMTA to increase the breadth of NOS to cover level 5 occupations and generate appropriate related qualifications supporting Business Improvement Techniques and Engineering Management	Short – medium term	Delivered by July 06 for B-IT Level 5 and April 07 for Engineering Management Level 5
Issue 2 – Sustainable Demand-Side Provision	Provide information and guidance to both industry and providers through liaising with SEMTA to ensure provision meets current standards	Short term	Delivered by Dec 2006
Issue 3 – Integration of Bite-sized Training	Working in partnership together, along with other stakeholders to Test and Trial a credit and level rating for relevant SEMTA vocational qualifications in the science and engineering sectors	Medium term	Delivered by Sept 2008 if a SEMTA project is selected in the first phase of Test and Trial
Issue 4 – The right person receiving the right training at the right time	Working in partnership in NI together with other stakeholders, to support the implementation of the following:		
	Sector Qualifications Strategy. (assuming additional funds are secured from SSDA to further develop the draft SQS delivered by June 2006)	Medium – long term	Delivered by 200????
	Framework for Achievement	Long term	Delivered by 2010

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