



Implementing the Workforce Strategy

for the Further Education Sector
in England, 2007-2012

A Guide for Learning Providers

Revised version: 2009-2010

Contents

This document has been produced by Lifelong Learning UK in consultation with, and on behalf of, partners and providers within the further education system.

Lifelong Learning UK would like to thank all the partners and providers who have contributed to this document.

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Preface



I am delighted to introduce the first *Guide for Learning Providers* to implement the *Workforce Strategy for the Further Education Sector in England, 2007-2012*.

Lifelong Learning UK facilitated the development of the first strategy to shape the future of the further education workforce during 2007 and early 2008. This was an ambitious task for all of us working in the sector. Identifying the four priorities for workforce development was a first step towards helping focus work at national level; and towards supporting providers with frameworks and resources they could use at a local level.

Working with individual providers, their national representatives and national partners, we have reviewed and refreshed the first workforce strategy. We have included two new themes around leadership and management; and a

flexible, fair and supportive working environment. A copy of the 2009 refreshed *Workforce Strategy for the Further Education Sector in England* is available at:

www.lluk.org/feworkforcestrategy.htm

In 2008 we produced a companion implementation plan to the workforce strategy. This year we have worked with providers and national partners to produce this document, *Implementing the Workforce Strategy: A Guide for Learning Providers*. The guide has been designed to provide information that will support you in the planning and development of your own workforce, based on discussion with providers.

Working with national partners and your colleagues in the sector, we are also developing accessible resources that you can adapt and use for your own workforce improvement needs. At national level, partners are working to ensure connection with the national improvement agenda within the context of a self-improving and self-regulating sector.

Whether you make extensive use of the resources listed or just dip into them, I hope this *Guide for Learning Providers* will be useful for you and your colleagues and that you will use it to reflect on how the workforce strategy priorities and strategic themes can be implemented in your organisation.

A handwritten signature in black ink, appearing to read 'D. Hunter', with a long horizontal line underneath it.

David Hunter
Chief Executive, Lifelong Learning UK

An evaluation of the first year of the *Workforce Strategy for the Further Education Sector in England, 2007-2012* can be found at **www.lluk.org/feworkforcestrategy.htm**

An online, searchable database of this information will be available on the website from summer 2009.

Introduction

Implementing the Workforce Strategy for the Further Education Sector in England 2007-2012: A Guide for Learning Providers has been compiled following consultation with sector employers and national partners. You can find out about these consultations on page 8. The guide is designed to support you in your own workforce planning and development by:

- providing sources of information and help in implementing the strategy in your workplace; and
- providing information about how you can become involved in national projects that will take the strategy forward.

The guide will also tell you about the progress that has been made in the last year and the changing environment in which the strategy needs to be implemented.

The strategy covers the whole workforce of the sector. As such it is applicable to all employees in:

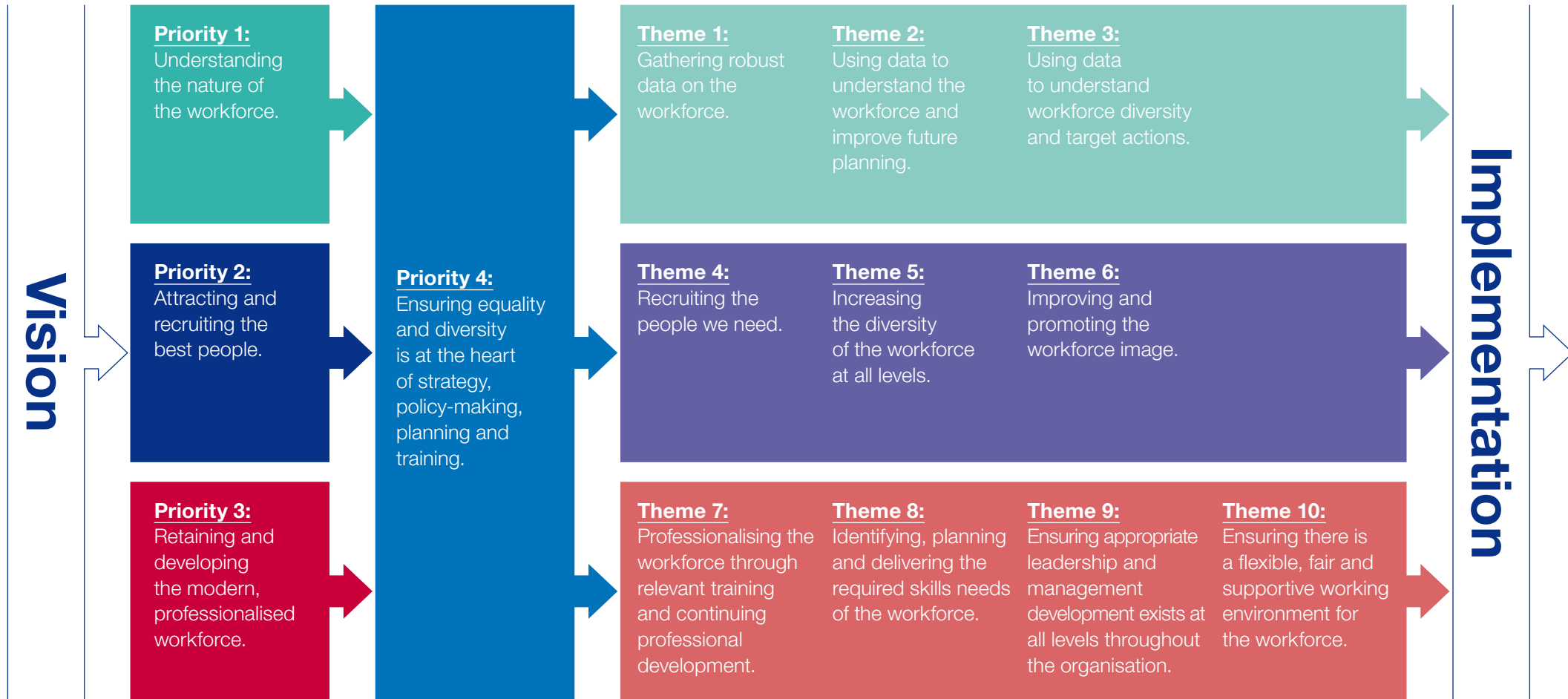
- further education colleges
- sixth form colleges
- specialist colleges
- publicly funded work based learning providers
- local authority or voluntary and community sector learning providers (also known as adult and community learning providers)
- offender learning providers.

This will also include some third sector provision in receipt of public funding.

‘National Partners’ describes those organisations within the sector that are working with Lifelong Learning UK at a national level to support the implementation of the strategy. They include government departments; sector organisations such as the Qualifications and Curriculum Authority, the Institute for Learning, the Learning and Skills Improvement Service and the Learning and Skills Council; and unions, professional bodies and provider representative bodies.

‘Employers’ describes learning providers in the sector who employ the workforce encompassed by the strategy and implementation guide.

The journey from vision to implementation





National partners: progress in the last 12 months

The last 12 months have provided a consolidating period for the further education workforce strategy and plan which were published respectively in December 2007 and March 2008. Since then, employers in the sector have been able to consider the priorities and themes alongside their own business plans and identify actions and projects that take their own workforces forward to meet the vision for 2012. Aligning business plans to the strategy in this way provides a basis for the sector to move forward together towards the achievement of a joint workforce strategy.

The period has been one of familiarisation and reflection. National partners and employers have been able to gain an understanding of the contribution that different organisations will make to the achievement of the strategy. They have been able to consider this in the light of their current projects and future organisational aspirations. In the future, this should lead to co-operation and co-ordination of resources and initiatives that will help the sector improve its efficiency and its support structures.

In addition, new and ongoing projects in the sector are beginning to address some of the priorities and themes.

This first annual review of the workforce strategy and plan has allowed us to share the successes and milestones of the past year and revisit the strategic priorities and themes to ensure their appropriateness in a rapidly changing environment. This in turn will support setting the agenda for the next 12 months and beyond.

The following sections look at some of the achievements and successes, which have marked our first year of working with the workforce strategy and plan.

Priority 1: Understanding the nature of the workforce

Projects to transform data collection and analysis are moving forward. Lifelong Learning UK has collected intelligence, via the Staff Individualised Record (SIR) data collection process for 2007-2008, about the whole workforce in further education colleges in England. Data has also been collected from work based learning providers and adult and community learning providers in England for the first time. Though less detailed than the SIR data collection from further education colleges, this will provide a basis for future

data collection and analysis across the whole sector. Data collection is ongoing.

Results of the data collection have been published and are available for employers to access, together with an online database that allows employers to use data for benchmarking and workforce planning. In addition, Lifelong Learning UK has published separate *Annual Workforce Diversity Profile* reports for 2007 and 2008. These interrogate in detail the diversity trends of the further education college workforce, and provide recommendations for providers on improving workforce diversity in the future. Results are published annually.

Highlights

- 93% of further education colleges returned SIR data in the 2008 data collection.
- The Institute for Learning (IfL) has collected practitioner data through registrations.
- Over 187,000 professionals have registered to date and the number is growing. This data will form the basis of a report in 2009.

Priority 2: Attracting and recruiting the best people

The Catalyst programme is working to support recruitment in the sector. Catalyst is made up of four projects. It is managed by Lifelong Learning UK and fully supported by the professional bodies representing the sector workforce and other key partners in the sector. 'Pass on Your Skills', part of the Catalyst programme, has attracted and trained individuals from outside the sector for sector shortage areas. 'Make a Difference' identifies and trains leaders from outside the sector and is now offering support to employers to recruit suitable leadership candidates.

The registration of practitioners by IfL, as well as programmes such as Catalyst are working to promote and improve the workforce image in the sector and practitioners' status.

Highlights

- 'Pass on Your Skills' aimed to offer 300 'Preparing to Teach in the Lifelong Learning Sector' training places to those outside the sector. There were 8,500 applications of which 2,500 met the criteria. 350 individuals have completed the 'Preparing to Teach in the Lifelong Learning Sector' qualification and are ready to start work in the sector.
- The Learning and Skills Improvement Service has offered six workshops to employers in the sector to improve skills in safe recruitment to protect learners. The workshops train facilitators who can pass on skills within their organisations.

Priority 3: Retaining and developing the modern, professionalised workforce

All new teachers entering the further education sector from September 2007 and teaching on Learning and Skills Council funded programmes must achieve the Preparing to Teach in the Lifelong Learning Sector (PTLLS) award within one year of appointment. PTLLS can be taken on a stand-alone introductory basis or as an integral part of either the Certificate in Teaching in the Lifelong Learning Sector (CTLLS) or Diploma in Teaching in the Lifelong Learning Sector (DTLLS) or equivalent. The (minimum) level 5 Diploma (DTLLS) or level 3 or 4 Certificate (CTLLS) or equivalent, must be completed within five years of appointment. Endorsed Certificate in Education, Professional Graduate Certificate in Education, and Post Graduate Certificate in Education awards meet these requirements.

Professional bodies and organisations representing the workforce have a variety of projects in place that provide training and development for the workforce and opportunities for continuing professional

development (CPD). The Institute for Learning successfully launched its online continuing professional development tool, with over 31,000 members using it to plan, review and record their CPD.

New national programmes commissioned for continuing professional development will specifically address skill shortages in areas such as e-learning and the STEM initiative, which tackles development issues in science, technology, engineering and maths. With the Learning and Skills Improvement Service (LSIS), Becta have introduced a leadership development programme for technical and support personnel working in further education.

Highlights

- 'Business Interchange', part of the Catalyst programme, supports practitioners in finding industry placements to update skills. Placements already completed number 32 from adult and community learning, 285 from further education colleges and 26 from work based learning.
- LSIS Skills for Life programmes engaged 600 sector organisations in developing 'whole organisation approaches' to skills for life.

- Over 350 providers contributed to the development of Generator, a technology improvement leadership tool (www.generatorfeandskills.com) which was launched in March 2009.

Priority 4: Ensuring equality and diversity is at the heart of strategy, policy-making, planning and training

Throughout all projects and work contributing to the workforce strategy, equality and diversity has been a key driver. Lifelong Learning UK's published data on equality and diversity gives employers an opportunity to benchmark their own workforce data against national and regional data. The Network for Black Professionals (NBP) is working to ensure that equality and diversity are at the heart of workforce planning. Other professional organisations regularly provide updates and advice to sector employers about equality and diversity issues.

Highlights

- Lifelong Learning UK published its *Annual Workforce Diversity Profile 2008* in March. This provides employers with detailed regional and national profiles with regard to the age, gender, ethnicity and declared disability of staff working in further education colleges.
- The Disability Equality Implementation Group has provided training to senior managers on disability equality and promoted the Disability Equality Commitment (www.lluk.org/disability-equality-commitment.htm).
- The Network for Black Professionals (NBP) has conducted research on workforce diversity and will publish its findings in April 2009.
- The Association of Colleges (AoC) held their Equality and Diversity Conference for member colleges in March 2009. Sessions included Impact Assessment, Gender Equality, Equality Monitoring, Promoting Disability Equality, Race Equality and Equality and Diversity in Ofsted Inspections.

The review process

Annual review of the strategy

The first annual review of the workforce strategy has brought together national partners and sector employers to review the strategy, evaluate progress over the last year and consider its validity for the future. National partners and sector employers have given their full support to the review process and made it a valuable exercise.

The review has been achieved by consultation events held over the review period and online questionnaires and consultations. Employers and national partners have been invited to take part and give their views on the strategy and how it should be taken forward.

In response to these consultations, the format and content of the documents provided to employers has changed to better meet the requirements of their own workforce planning towards the achievement of the strategy. In place of the *Implementation Plan* that was produced last year for providers, this *Guide for Learning Providers* has been developed.

The review also identified two new themes that will support the achievement of the strategy and these are included in the strategy and guide for the coming year. These are described below.

Theme 9 ‘Ensuring appropriate leadership and management development exists at all levels throughout the organisation’. This links to the National Improvement Strategy concern about the quality of leadership and management in the sector and provides for these skills to be developed throughout organisations. It will: ensure that these skills are continuously improved within the sector; ensure that management and leadership is understood and effectively implemented at all levels; and, enhance the career prospects of those wishing to move into leadership and management positions.

Theme 10 ‘Ensuring there is a flexible, fair and supportive working environment for the workforce’. This new theme recognises that to attract and retain high-quality staff within the sector, and to be leading employers with



a modern and flexible workforce, it is essential to create an environment and culture where employees are able to attain an appropriate work-life balance. Flexibility may also increase the diversity of the workforce by removing potential barriers for some existing and potential employees.

The profile and context for the further education sector

The workforce strategy and guide for learning providers have been developed taking account of the profile of the sector and the environment in which further education organisations operate. An understanding of these provides a context for their development.

Profile of the sector

The further education sector includes a wide variety of organisations ranging from small training providers to multimillion pound colleges employing hundreds of staff. The sector workforce includes teachers, trainers and other professionals; leaders and managers; and staff in essential support functions. The workforce vision and strategy supports all of these constituents which include almost a quarter of a million employees.

Environment for further education

The UK is a society characterised by diversity and change, and education is at the heart of both shaping and coping with such changes. If our society is going to continue to thrive, then we need truly world-class education and

training services. This is why the Government has tasked our sector to achieve a standard of quality and excellence equal to, or better than, any in the world.

The consultation on the revised National Improvement Strategy for the sector *Pursuing Excellence* sets out in Aim 3 that: ‘The further education system continuously improves so that colleges and providers aspire to and achieve excellence, and no provision is unsatisfactory’. Aim 4 specifically addresses the workforce as ‘Every single member of staff is a professional – they own what they do and take pride in it’, recognising that the foundation of a quality culture lies with the workforce. This vision for the future requires a professionalised workforce; greater levels of access for all learners; and a system that works with employers and communities to shape all our lives for the better. This is the backdrop against which this workforce strategy for the further education sector has been shaped.

In the wider economy, the collapse in access to financial backing and consequent recession

risks unsettling established relationships between industry, communities and the education and training sector. The Government are looking to the further education sector to provide support for those who are threatened with redundancy or require new skills. This presents opportunities on a variety of fronts such as: widening the pool of talent from which the potential workforce can be recruited; making use of current workplace experience; and, exploring new roles and new ways of doing things. It also increases the numbers of learners looking for individualised learning programmes to help re-train and develop new skills.

With the 14-19 agenda, the accountability of the sector to government is increasingly divided along the lines of those under, and those over, 19 years of age. Development needs have been created across the whole workforce as some staff come into contact with younger learners for the first time. For many employers the new diplomas and the transition to local authority-routed funding may require different approaches to workforce planning and development.

The profile and context for the further education sector

In 2008, consultation took place on the frameworks and mechanisms that will support self-regulation in the sector. The elements of the consultation prospectus for self-regulation were:

- a Framework for Performance Management and Improvement, setting out individual and collective provider responsibilities;
- a Framework for Accountability, setting out the sector's responsibilities;
- a 'Further Education Authority', with a Further Education Code, licensing system and a system of intervention and support for tackling underperformance;
- a Further Education Accord, setting out an agreement on regulatory matters between government and the sector; and
- a single Common Performance Assessment Framework, with new Key Performance Indicators.

The results of these consultations show strong support for self-regulation but also highlighted the need to address details in the light of radical changes in the machinery of government since the project started. The full report *Single Voice: Analysis of Responses* can be accessed at www.feselfregulation.org.uk

The new Qualifications and Credit Framework (QCF) will replace the existing National Qualifications Framework during December 2010 for vocational qualifications. This will mean that qualifications will offer credit which can be accumulated incrementally, using core and optional units which can be combined to create demand-led qualifications, designed to represent the different elements of specific work roles. The realisation of the Qualifications and Credit Framework will bring with it changes to qualification structures and awarding powers. Leaders and managers will need to fully appreciate challenges and opportunities associated with a unit-based and credit-based model for qualifications, including new funding mechanisms and potential implications for delivery and assessment.

Alongside the new qualifications framework, the increasing pace of the move to demand-led, adult funding will require a further education workforce that is fully trained and developed, to meet the changing needs of employers in other industry sectors. Employees in the lifelong learning sector will need to develop skills and knowledge that are transferable across sectors and curriculum areas.

From a national partner perspective, the increasing volume of adult funding through 'Train to Gain' may require significant recruitment of trainers, tutors and assessors, which can only be addressed through national campaigns.

The revised Ofsted inspection approach within the sector will help support professionalisation and an improved reputation for the sector as well as identifying good practice and areas for development. However, the workforce will need support to adjust to the new inspection regime. The consultation on arrangements for inspection in the sector was completed in January 2009 and the new approach is to be introduced from September 2009.

These are some of the challenges that the sector and its workforce must meet, and which this strategy is designed to anticipate.

Provider guide to partner activities



Provider guide to partner activities

The table on the following pages sets out what is happening in the sector to support sector employers in working towards the achievement of the workforce strategy. The table describes special projects and ongoing work that may be of interest to employers; how employers need to respond to this work; and the support and help available to employers. The table is organised under the priorities and themes that form the strategy. Projects and ongoing work will sometimes cross themes and so may have been included more than once.

The table is intended to support employers in their own workforce planning by identifying areas where work is being done and from which they could benefit, and in providing direction to further information sources.

Different aspects of workforce planning may involve selecting support elements from across different themes. For example, succession planning might include:

- looking at data available on equality and diversity and the profile of the national and regional workforce (themes 2 and 3);
- considering how diversity can be promoted within the workforce (theme 5); and
- ensuring that staff at all levels have the appropriate leadership and management skills (theme 9).

Further information on any projects and ongoing work is available from Lifelong Learning UK or national partners as appropriate.

The roles of national partners and their contact details are provided at the end of this guide. National partners are referred to in the table by their preferred acronym. These can be checked in the notes about national partners at the end of this document.

The Department for Innovation, Universities and Skills (DIUS) is working with national partners in the system to transform the sector into a more responsive one with a focus on skills, employability and social mobility. DIUS and other government departments seek to:

- raise participation and attainment by young people and adults in post-16 education and learning;
- tackle the skills gap amongst adults, particularly equipping people with literacy and numeracy skills; and
- increase the number of people, with science, technology, engineering and mathematics (STEM) skills.

DIUS and the Department for Children, Schools and Families (DCSF) are working together on the development and introduction of the 14–19 Diplomas, amongst other activities. These departments support many of the initiatives in the plan that are being led and managed by other organisations.

The Learning and Skills Council (LSC) is another key national partner not directly included in the table. In the *Government Investment Strategy 2009–10*, *LSC Grant Letter* and *LSC Statement of Priorities* the LSC highlights its national priorities which can be accessed via the following link: www.lsc.gov.uk/aboutus/lscstrategy/statementofpriorities/

With a changing landscape, and as the demand for learning amongst other sector employers, adults and young people increases, the further education system will need to be transformed to meet this demand. Workforce development is an important element of this transformation.



Priority 1 Understanding the nature of the workforce

Theme 1: Gathering robust data on the workforce

Employers need to collect data on their own workforce and submit this to the appropriate national partner organisations who can then analyse and report on the data.

| What is happening? | Actions Required | Support Available |
|---|--|---|
| <p>LLUK data collection</p> <p>LLUK are improving data collection and research capacity, and carrying out annual data collection. This is funded by DIUS and supported by the unions and professional bodies. It will help to develop a full understanding of the workforce. Data is collected across all parts of the sector.</p> | <p>Employers to provide data in response to requests. Data collection goes live from 1 August to 1 November 2009.</p> <p>Employers can also help to define what data should be collected by commenting on data specifications and signing into discussion forums at: http://sirdatacollection.lluk.org/consultation/</p> | <p>LLUK produce guidance and support on how to submit information and offers a helpdesk service to support providers during the collection process.</p> <p>There is also an online portal for providers to benchmark themselves against the 2007/08 Staff Individualised Record (SIR) return.</p> |

| What is happening? | Actions Required | Support Available |
|--|---|---|
| <p>Practitioner qualifications information</p> <p>IfL are collating information about practitioner qualifications and continuing professional development (CPD) as part of their practitioner registrations.</p> <p>IfL also have data from members on employment status, subject specialism, equality and diversity, roles and a range of employer perceptions from surveys. This information will be shared with employers. This information will be analysed and shared with LLUK.</p> | <p>Employers to ensure all practitioners to register and respond to requests for data about workforce qualifications.</p> | <p>IfL provide dedicated data and information support. (www.ifl.ac.uk)</p> |
| <p>Support staff information</p> <p>The AoC will be conducting a survey, developed in collaboration with support staff unions, to identify terms and conditions of employment for support to staff across colleges.</p> | <p>FE college AoC members to complete the survey, November 2009.</p> | <p>AoC and unions will provide support as appropriate for completion of the survey. Data will be available from January 2009.</p> |
| <p>Sixth form college information</p> <p>SFCF carry out an annual salaries and numbers survey covering all staff in sixth form colleges. The survey has an October census date.</p> | <p>Sixth form college employers to complete the survey.</p> | <p>Information about the survey is available from SFCF. (www.sfcf.lge.gov.uk)</p> |

Priority 1 Understanding the nature of the workforce

Theme 2: Using data to understand the workforce and improve future planning

Employers can access information available for benchmarking and to improve own workforce planning.

| What is happening? | Actions Required | Support Available |
|---|---|--|
| <p>LLUK data analysis</p> <p>LLUK produces a number of reports on further education Staff Individualised Record (SIR) data; work based learning data; adult and community learning data; and equality and diversity. An online analytical processing (OLAP) system is available for sector employers to access.</p> | <p>Use data for identifying skills gaps, under-representation, benchmarking and workforce planning.</p> | <p>Reports and OLAP will support these activities.</p> |
| <p>LLUK research into specific elements of the sector</p> <p>LLUK are carrying out research across the sector but specific projects look at areas where there are knowledge gaps:</p> <ul style="list-style-type: none"> • Adult and community learning workforce • Work based learning workforce • Skills for Life issues. | <p>Use data for benchmarking and workforce planning.</p> | <p>Information will be made available when research is complete via the LLUK website. (www.lluk.org)</p> |
| <p>Practitioner data analysis</p> <p>IfL are developing a dedicated area of their website enabling employers to analyse their teaching and training staff profile in terms of compliance and to benchmark themselves against similar local or national employers in the sector with these and other factors.</p> | <p>Employers can use data for benchmarking and workforce planning.</p> | <p>Data made available to support employers in planning and benchmarking.</p> |

| What is happening? | Actions Required | Support Available |
|---|--|---|
| <p>Support staff data analysis</p> <p>The results of the support staff survey, conducted by AoC and the unions, will help colleges to:</p> <ul style="list-style-type: none"> • benchmark their support staff terms and conditions of employment • highlight recruitment and retention issues that need tackling. | <p>Employers to use the survey results to benchmark their support staff terms and conditions against those of comparable corporations.</p> | <p>A report summarising the findings of the support staff survey will be published in January 2010.</p> <p>UNISON keeps a database with information on terms and conditions of employment across education and the wider economy.</p> |
| <p>Sixth form college data analysis</p> <p>SFCF analysis of sixth form college staff survey results are reported in spring.</p> | <p>Employers can use report to inform workforce planning and local strategy.</p> | <p>Report sent out to sixth form colleges.</p> |
| <p>Surveys on recruitment and retention, remuneration for senior staff, and staff absences</p> <p>The AoC carries out annual surveys of its members in relation to:</p> <ul style="list-style-type: none"> • recruitment and retention – annually in September and results published for members in October; • remuneration for managerial staff and senior post-holders – carried out in October and results published for members in January; and • staff absences – carried out August – October 2009 and results published for members in November. | <p>Member colleges to complete surveys as requested.</p> | <p>Results are published on the AoC website and made available to members with the exception of results of the remuneration survey, which will be published in hard copy for participating colleges. (www.aoc.co.uk)</p> |

Priority 1 Understanding the nature of the workforce

Theme 3: Using data to understand workforce diversity and target actions

Employers need to access data on workforce diversity and benchmark own workforce against national and local communities.

| What is happening? | Actions Required | Support Available |
|---|--|--|
| <p>Equality and diversity data</p> <p>LLUK, funded by DIUS, have analysed the SIR data in depth according to the age, ethnicity, disability and gender profile of staff working in further education colleges, and published a report. Employers will also be given access to interrogate the database, which will allow them to carry out benchmarking exercises.</p> <p>As well as supporting LLUK, the NBP independently collects and analyses data about workforce diversity.</p> <p>IfL holds data on diversity for teachers and trainers and will share this with employers. IfL is setting up interest groups on equality and diversity which will provide rich, qualitative information.</p> | <p>Use databases to identify under-representation, benchmark and inform workforce planning.</p> <p>Sector employers to take part in interest groups as required.</p> | <p>Analysis will be made available for workforce planning.</p> <p>Results of research will be made available to sector employers by the NBP.</p> <p>Support and information available from IfL. (www.ifl.ac.uk)</p> |



Priority 2 Attracting and recruiting the best people

Theme 4: Recruiting the people we need

Employers need to target appropriately skilled individuals when recruiting to the sector.

| What is happening? | Actions Required | Support Available |
|---|---|--|
| <p>Catalyst programme</p> <p>The Catalyst programme led by LLUK, funded by DIUS and supported by national partners, is working to attract individuals to the sector to address skills shortages and to attract new leaders and managers from outside the sector.</p> | <p>Sector employers to sign up to the Catalyst programme.</p> | <p>Resources to support recruitment of leaders and managers and to bring in new practitioners for areas where there are shortages.</p> |
| <p>National pay recommendations</p> <p>AoC and the unions negotiate annually on national recommendations on pay for FE colleges.</p> | <p>Employers should consider the national pay recommendations when budgeting annual awards.</p> | <p>UNISON and UCU can provide guidance on best practice and information about the recommendations.</p> <p>AoC offers specific training for college management and union representatives on the Further Education Job Evaluation (FEJE) scheme.</p> |

| What is happening? | Actions Required | Support Available |
|--|---|---|
| <p>Safeguarding learners</p> <p>LSIS provide training in safer recruitment for employers in the sector, including governors, to ensure learners are safeguarded.</p> <p>AoC represents colleges' interests to Government in developing safeguarding policy.</p> | | <p>Details of workshops offered are available on the LSIS website. (www.lsis.org.uk)</p> <p>Member colleges may contact the Employment Team at AoC for advice.</p> |
| <p>Recruitment and selection</p> <p>LSIS are providing workshops as required on recruitment and selection and effective career discussions at work.</p> | | <p>Workshops are available on a bespoke basis. Details available on the LSIS website. (www.lsis.org.uk)</p> |
| <p>Executive Resourcing</p> <p>AoC Management Services are working to attract individuals for leadership positions from within and outside the sector and are designing assessment procedures to support the sector in recruiting the best people.</p> | <p>Employers to contact AoMS should they need support in attracting and assessment.</p> | <p>AoMS offers specific recruitment support, including executive search, advertising design, skills testing, assessment centre design, post selection management development and coaching.</p> |

Provider guide to partner activities

Other projects relevant to this theme

| Projects | Led by | Detail included under |
|------------------------------|--------|-----------------------|
| Skills for Life | LSIS | Theme 8 |
| Employment law and HR issues | AoC | Theme 10 |

Priority 2 Attracting and recruiting the best people

Theme 5: Increasing the diversity of the workforce at all levels

Employers need to create environments that support a diverse workforce and adopt equality and diversity compliant recruitment practices.

| What is happening? | Actions Required | Support Available |
|--|--|---|
| <p>Catalyst programme</p> <p>The Catalyst programme led by LLUK, funded by DIUS and supported by national partners, uses equality and diversity compliant recruitment practices. The NBP is specifically involved in the delivery of the ‘Make a Difference’ element of the Catalyst programme.</p> | <p>Sector employers are encouraged to sign up to Catalyst.</p> | <p>Resources are available via the Catalyst programme to support recruitment and development of leaders and managers, tutors and trainers. (www.catalystprogramme.org)</p> |
| <p>Disability Equality Implementation Group</p> <p>This advisory group, supported by LLUK, has developed guidance for directors and managers responsible for recruitment on how to attract disabled people into the further education sector. Accompanying guidance on disability disclosure will be published alongside.</p> <p>In addition, LLUK has commissioned research on the barriers disabled people face when wanting to work in the sector.</p> | | <p>All related documents are published on the LLUK website as they become available. (www.lluk.org)</p> |

| What is happening? | Actions Required | Support Available |
|--|---|---|
| <p>Succession planning for diversity</p> <p>LSIS are supporting the development of leaders from all backgrounds across the FE system and increasing the diversity of sector leadership at all levels with a particular focus on black and minority ethnic (BME) groups, disability, gender and age. This includes:</p> <ul style="list-style-type: none"> • establishing a senior management development programme targeted at BME staff in middle management roles; • work with disabled workforce to identify leadership/management programmes to support their development; • monitoring progress of all BME participants on LSIS programmes in the last 3–4 years, and promoting/celebrating achievements; • developing an age equality programme; • developing bespoke positive action programmes; and • delivering seminars on succession planning and diversity. | <p>Sector employers need to consider whether there are strategic needs that these programmes can help to address and identify potential participants.</p> <p>Sector employers should also take part in planned events and activities.</p> | <p>Details of all programmes and events are available on the LSIS website. (www.lsis.org.uk)</p> |
| <p>Good practice guide</p> <p>ACM-AMiE will publish a good practice guide on equality and diversity issues for managers. This will support managers in considering the diversity issues relevant to their work. It will be published spring/summer 2009.</p> | | <p>Guide available to ACM-AMiE members. Details available from the website. (www.acm.uk.com)</p> |

| What is happening? | Actions Required | Support Available |
|---|--|--|
| <p>Ofsted inspection Ofsted’s new inspection methodology, to be introduced in September 2009, will give equality and diversity a higher profile. A grade will be given for equality and diversity during inspection that will have the potential to limit the overall grade given for effectiveness.</p> | <p>Respond to Ofsted findings and improve equality and diversity within organisations.</p> | <p>Handbooks and information to be made available by Ofsted.</p> |
| <p>Development and delivery of equality and diversity qualifications and units The NBP is developing and delivering units and qualifications that fit in with other generic professional development products.</p> | | <p>Information available from NBP.</p> |

Other projects relevant to this theme

| Projects | Led by | Detail included under |
|--|-------------|-----------------------|
| <p>Race equality workforce programme</p> | <p>LLUK</p> | <p>Priority 3</p> |
| <p>Recruitment and retention of people with disabilities</p> | <p>LLUK</p> | <p>Priority 3</p> |

Priority 2 Attracting and recruiting the best people

Theme 6: Improving and promoting the workforce image

Employers need to support the promotion of the workforce image and support practitioners in gaining professional status.

| What is happening? | Actions Required | Support Available |
|---|---|---|
| <p>Raising the profile of practitioners</p> <p>IfL are working to raise the profile and status of teaching professionals, establishing teaching in further education and skills as a career of choice, recognising and supporting the stages of a teacher’s journey. IfL is also raising the profile and standing of professional teachers and trainers in the public eye.</p> <p>IfL will celebrate awards of QTLS and ATLS* and work with other agencies on mutual recognition for QTLS and QTS.</p> | <p>Support practitioners in gaining qualified status.</p> <p>Recognise QTLS and ATLS status as a critical factor in the future recruitment and in-service training of teachers.</p> | <p>Online guidance on professional formation and routes to QTLS and ATLS conferral.</p> |
| <p>Promotion of the further education teaching profession</p> <p>IfL are aiming to place further education teaching professionals on a par with other professions, achieving parity of esteem and mutual recognition of status. The work involves developing case studies to promote the profession in the press and media.</p> <p>IfL offers professional status and a range of benefits for practitioners.</p> | <p>Support practitioners in gaining qualified status. Upholding Code of Professional Practice.</p> | <p>Dedicated advice and guidance on organisational approaches to supporting members and using professional membership as an attraction for recruitment.</p> |

*Qualified Teacher Learning and Skills (QTLS) and Associate Teacher Learning and Skills (ATLS)

| What is happening? | Actions Required | Support Available |
|---|---|--|
| <p>Promoting the importance of the sector and the professionals that work in it</p> <p>LLUK is leading campaigns that promote the sector image, building on current activities such as Colleges Week and VQ Day, highlighting the importance of the further education sector and the professionals that work in it, and its contribution to communities and the economy.</p> | <p>Employers are encouraged to support the messages and promote the campaign to their own publics.</p> | <p>Campaign specific promotional toolkits and guidance will be available for employers.</p> |
| <p>Recognising outstanding contributions to the sector</p> <p>LSIS publicly recognise and reward individuals who have made outstanding contributions to the sector with their STAR awards.</p> <p>Becta with their ‘Next Generation Learning Awards – Technology Excellence in FE and Skills’ recognise providers and individuals who have made outstanding contributions to harnessing technology in teaching, learning and business processes.</p> | <p>Nominate individuals who deserve recognition in the sector.</p> <p>Register interest in the awards and nominate entries.</p> | <p>Details are available from LSIS. (www.lsis.org.uk)</p> <p>Details available from Becta. (www.becta.org.uk)</p> |

Priority 3 Retaining and developing the modern, professionalised workforce

Theme 7: Professionalising the workforce through relevant training and continuing professional development

Employers need to support the professionalisation of the workforce by supporting training and continuing professional development for all staff.

| What is happening? | Actions Required | Support Available |
|--|---|---|
| <p>Leadership of e-learning</p> <p>LSIS are working to develop leadership capacity and capability through the development of knowledge and understanding of e-learning and the Harnessing Technology agenda. LSIS will also build the skills of the change agents who will be responsible for the implementation of this agenda. Work includes:</p> <ul style="list-style-type: none"> • programmes aimed at individual and organisational development; targeting leaders at all levels in FE colleges; work based learning; and adult and community learning; • eQuiP, eXplorer and Leading Change for Digital Dividends, plus a pilot programme, Collaborative Leadership Skills for IT managers for FE colleges and adult and community learning; and • ConnectT, Realise, WBL eXplorer and Leading Change for Digital Dividends for work based learning. | <p>Sector employers should ensure that appropriate individuals attend programmes and use their knowledge to support the implementation of e-learning.</p> | <p>Details of programmes and other support is available from LSIS and on the LSIS website. (www.lsis.org.uk)</p> |

| What is happening? | Actions Required | Support Available |
|---|--|--|
| <p>CPD for technology enabled learning</p> <p>Becta is working with LSIS, LLUK and IfL to expand the national prospectus for technology focussed CPD to include offer to staff employed in the support of technology-enabled learning. This will be scoped by September 2009.</p> | <p>Work with Becta in reviewing and updating the CPD prospectus. Respond to consultations, focus groups and surveys.</p> | <p>CPD Prospectus to be available to all FE and skills providers.</p> |
| <p>Use of technology in further education</p> <p>Becta will continue to develop the international benchmark in the use of technology by the further education workforce. Research to be completed by December 2009 and metrics agreed by March 2010.</p> <p>Becta is developing guidance on safeguarding FE learners in a digital world.</p> | <p>Work with Becta in reviewing and updating benchmark. Respond to consultations, focus groups and surveys.</p> | <p>Benchmarking is a core feature of Generator, the technology improvement leadership tool.</p> <p>www.generatorfeandskills.com</p> <p>Guide to Generator – to be published and distributed to all FE and Skills providers.</p> <p>Guidance on ‘Safeguarding FE Learners in a digital world’ to be available September 2009.</p> |

| What is happening? | Actions Required | Support Available |
|---|---|--|
| <p>CPD for practitioners</p> <p>IfL gives guidance to teachers and trainers on the range of effective CPD and disseminates findings on CPD to employers. IfL are promoting the use of a personal online CPD tool. All practitioners are given access to REfLECT. IfL will also facilitate the sharing of practice between individuals through online communities and local networks. IfL will increase from 31,000 the number of members benefiting from using REfLECT to plan, review and record their CPD.</p> | <p>Support practitioners in use of online support provided.</p> | <p>Dedicated advice and guidance on organisational approaches to CPD and support for the integration of personal learning spaces and e-portfolios into management systems.</p> |
| <p>CPD information and support</p> <p>ATL is working with both LLUK and IfL to provide ATL FE representatives with USB sticks containing key information about workforce progression.</p> <p>ATL, in partnership with DCSF and LSIS, is developing a CPD package which communicates 14–19 reforms.</p> <p>ATL is developing an agreement with a number of FE colleges to engage in learning and training by hosting events on CPD opportunities.</p> | <p>Share with colleagues and use to inform CPD planning.</p> | <p>USB sticks are available. Contact ATL for further information.</p> |
| <p>CPD for teachers in post-16 settings</p> <p>NIACE are offering training and support for teachers in a wide range of post-16 settings, including adult and community learning and voluntary sector as well as colleges and workplace trainers.</p> | <p>Support development programmes.</p> | <p>Programme details on the NIACE website giving full event and course descriptions, with details of booking process.</p> |

| What is happening? | Actions Required | Support Available |
|--|---|--|
| <p>Benchmarking for college leaders and managers</p> <p>In April 2009, ACM-AMiE will publish <i>Reflections on performance: Best practice benchmarks for college leaders and managers</i>. The publication will support leaders and managers in benchmarking performance and includes the publication of self-assessment exemplars.</p> | | <p>Hard copies of publication available from ACM-AMiE and self-assessment exemplars available on the website.</p> |
| <p>Ofsted inspection</p> <p>Ofsted have implemented a change in the inspection methodology so that inspectors will be spending more time in the classroom and will be placing more emphasis on the quality of the whole learner experience. Strong emphasis on the professional development of staff will be an important part of the inspection methodology.</p> | <p>Support shift in emphasis and respond to inspection findings.</p> | <p>Handbooks and information to be made available by Ofsted.</p> |
| <p>Catalyst programme</p> <p>The LLUK led Catalyst programme offers 'Business Interchange' which supports industry placements for practitioners to update their skills. They are also producing case studies from last year's programme.</p> | <p>Register for the programme and support practitioners in industry placements.</p> | <p>Information available on the Catalyst website. (www.catalystprogramme.org)</p> |

Provider guide to partner activities

| What is happening? | Actions Required | Support Available |
|---|--|---|
| <p>Training and CPD opportunities Natspec offer a range of training and CPD opportunities to their member colleges.</p> <p>NIACE offer a variety of training and CPD opportunities to practitioners.</p> | Use training and CPD programmes to support professionalisation of workforce. | <p>A programme of events is available for member colleges.</p> <p>A programme of planned events is available on the website.</p> |
| <p>Teacher training LSIS leads a number of projects and programmes under its 'Teaching and Learning' initiative that support the improvement of teacher training and support across the sector.</p> | Engage with the improvement of teacher training and support. | Details are available on the Excellence Gateway website. (www.excellencegateway.org.uk) |

Other projects relevant to this theme

| Projects | Led by | Detail included under |
|---|---------------------------------|-----------------------|
| Qualification for senior information technology managers in further education | Becta | Theme 9 |
| Development and delivery of equality and diversity qualifications and units | Network for Black Professionals | Theme 5 |

Priority 3 Retaining and developing the modern, professionalised workforce

Theme 8: Identifying, planning and delivering the required skills needs of the workforce

Employers need to support the workforce in gaining required skills and work with national partners to identify and address skills shortages.

| What is happening? | Actions Required | Support Available |
|--|---|---|
| <p>Diploma workforce professional development framework Guidance on professional development and resources to support practitioners on diploma programmes.</p> | <p>Employers to support diploma practitioners to gain skills required.</p> | <p>Guidance and resources on the LLUK website and the Diploma Support website. (www.diploma-support.org)</p> |
| <p>National occupational standards The review and revision of national occupational standards for the sector is ongoing. This year will see the completion of new learner involvement standards and learning delivery standards and refreshed community development standards.</p> <p>Projects in the next 12 months include:</p> <ul style="list-style-type: none"> • looking at assessment strategies for working with family network learning; • review of learning and development standards; and • looking at the areas of business development and employer engagement, and planning a way forward to support improvement of skills in these areas. | <p>Use national standards to measure and develop skills.</p> <p>Employers can become involved in consultations – register interest on the LLUK website.</p> | <p>Standards made available to sector.</p> |

| What is happening? | Actions Required | Support Available |
|--|--|--|
| <p>Connections Network The IfL led CPD ‘Connections’ is working regionally and nationally to promote innovation through professional development. The National Connections conference will bring together CPD champions from colleges and providers (August 2009).</p> | <p>Champion professional learning, supporting organisational IfL Connections as the main point of focus for communicating and promoting CPD.</p> | <p>Dedicated information and guidance on CPD and national networking/support for IfL Connections.</p> |
| <p>Identifying practitioner needs IfL is using the voice of its members to identify the learning needs of practitioners and provide information to the sector to support those delivering professional development. The <i>CPD Annual Report</i>, available from December 2009, will showcase good practice.</p> | <p>Champion professional learning.</p> | <p>Report provided for planning and development purposes.</p> |
| <p>Future of Lifelong Learning Inquiry NIACE are hosting an independent Inquiry into the Future for Lifelong Learning. Chaired by Sir David Watson, the Inquiry was launched in September 2007 and will report in June 2009.</p> | <p>Engage with the Inquiry and register for bulletin briefings.</p> | <p>Results of the Inquiry will be made available.</p> |
| <p>14–19 Diploma workforce The Diploma support programme provides flexible, localised development based on the analysis of data collected about numbers of teachers required for delivery of Diplomas and numbers of learners on programmes. Target is to prepare 2,450 teachers for Diploma delivery.</p> | <p>Completion of returns on learner numbers.</p> | <p>Diploma support programme. (www.diploma-support.org)</p> |

| What is happening? | Actions Required | Support Available |
|--|---|--|
| <p>Skills for Life LSIS Skills for Life programmes and projects are concerned with increasing the number and skills of Skills for Life tutors and with developing ‘whole organisation approaches’ to embedding skills for life. The projects include delivery of CPD programmes and recruitment and training of family learning professionals.</p> | <p>Engage with the Skills for Life agenda.</p> | <p>Details of programmes and projects are available on the Excellence Gateway. (www.excellencegateway.org.uk)</p> |
| <p>Responsiveness to the market The LSIS World Class Skills Programme identifies and delivers programmes to improve workforce skills in being responsive to the training needs of industry.</p> | <p>Identify and address own skills needs in this area.</p> | <p>Details are available on the Excellence Gateway. (www.excellencegateway.org.uk)</p> |
| <p>Functional skills support LSIS are supporting the development of individuals who will deliver functional skills as part of the 14–19 agenda. Current support is available to pilot centres. Support materials and bespoke training are also available.</p> | <p>Identify individuals who will benefit from functional skills support products.</p> | <p>Details are available on the Excellence Gateway. (www.excellencegateway.org.uk)</p> |

Other projects relevant to this theme

| Projects | Led by | Detail included under |
|--|--|-----------------------|
| <p>Development and delivery of equality and diversity qualifications and units</p> | <p>Network for Black Professionals</p> | <p>Theme 5</p> |

Priority 3 Retaining and developing the modern, professionalised workforce

Theme 9: Ensuring appropriate leadership and management development exists at all levels throughout the organisation

Employers need to develop leadership and management skills at all levels within the organisation.

| What is happening? | Actions required | Support available |
|---|--|--|
| <p>Qualifications for senior information technology managers in further education</p> <p>Becta and LSIS are developing a leadership qualification for senior information technology managers in further education. This will include a review and update of leadership programmes to provide suitable qualifications. The review will be completed by December 2009 and updates initiated and completed by March 2010.</p> | <p>Work with Becta and LSIS in reviewing and updating leadership programmes. Respond to consultations, focus groups and surveys.</p> | <p>Generator, the technology improvement leadership tool, can be accessed via: www.generatorfeandskills.com</p> <p>Guide to Generator – to be published and distributed to all FE and Skills providers in June 2009.</p> <p>CPD Prospectus to be available from June 2009.</p> |

| What is happening? | Actions required | Support available |
|---|---|--|
| <p>Generator – technology improvement leadership tool Becta has developed a sector wide e-maturity framework and tool to enable organisations to conduct a self-assessment of their technology adoption and develop improvement plans to fully maximise the benefits of technology.</p> | <p>Respond to consultations, focus groups and surveys.</p> | <p>Generator, the technology improvement leadership tool, can be accessed via: www.generatorfeandskills.com</p> <p>Guide to Generator – will be distributed to all FE and Skills providers in June 2009.</p> |
| <p>Teacher–leadership journey IfL are promoting the teacher–leadership journey, using case studies to exemplify the routes to middle and senior leadership roles for teachers. Also signposting leadership development through REfLECT and website.</p> | <p>Use information available for planning leadership and succession planning.</p> | <p>Case studies and signposting.</p> |
| <p>Leadership and management best practice ACM-AMiE will publish good practice guides to support leaders and managers. Up to three guides to be published in 2009/2010 and then on an ongoing basis.</p> | | <p>Details of best practice guides available from the website. (www.acm.uk.com)</p> |

| What is happening? | Actions Required | Support Available |
|--|--|---|
| <p>Ofsted inspection Leadership and Management form part of the Ofsted inspection framework.</p> | <p>Demonstrate leadership and management development to inspectors.</p> | <p>Handbooks and information to be made available by Ofsted.</p> |
| <p>Black Leadership Initiative The Black Leadership Initiative is designed to introduce practical measures that improve career development opportunities for individuals within the further education sector.</p> | <p>Support individuals in career development opportunities.</p> | <p>Information available from NBP.</p> |
| <p>Leadership development LSIS offers a range of leadership development programmes to develop capacity at all levels across the sector, including:</p> <ul style="list-style-type: none"> • 14–19 leadership and management development programme • Principals’ qualifying programme • Leading change programme to develop coaching skills • Strategic leadership development • Leadership skills for governance • Leadership of work based learning • Leadership of adult and community learning • Leadership of e-learning • High quality managers’ programme • Positive action programmes. | <p>Employers are encouraged to consider the scope for inclusion of these programmes in staff development plans and to take up programmes as appropriate.</p> | <p>Full details are available on the LSIS website. (www.lsis.org.uk)</p> |

| What is happening? | Actions Required | Support Available |
|--|--|---|
| <p>Talent management</p> <p>The LSIS ‘Building Future Talent’ programme supports succession planning, capacity building and the recruitment of leaders from within the sector through programmes to support strategic talent management and to increase the supply of leaders to take up leadership roles at all levels.</p> | | <p>Details of these programmes and how to access them are available on the LSIS website. (www.lsis.org.uk)</p> |
| <p>Support for science, engineering and mathematics</p> <p>Under the STEM programme LSIS support managers and promote appropriate professional development and subject updating opportunities. IfL provides data to support this work.</p> | <p>Nominate coaches to attend professional development programmes.</p> | <p>Details available from LSIS.</p> <p>IfL supports employers on the subject specialisms taught and provides links with demographics of the teaching workforce.</p> |
| <p>Leadership and Management Programmes customised for college management teams</p> <p>AoC Management Services, in partnership with the Chartered Management Institute, offers a suite of management qualifications tailored to college needs. The AoC programme offers professional recognition and a wide range of support and resources, which will aid managers’ development throughout their career.</p> | | <p>Details available from AoC Management Services. (www.aoc.co.uk)</p> |

Provider guide to partner activities

Other projects relevant to this theme

| Projects | Led by | Detail included under |
|-----------------------------------|--------|-----------------------|
| Succession planning for diversity | LSIS | Theme 5 |

Priority 3 Retaining and developing the modern, professionalised workforce

Theme 10: Ensuring there is a flexible, fair and supportive working environment for the workforce

Employers need to create working environments that will support all staff within organisations.

| What is happening? | Actions Required | Support Available |
|---|--|---|
| <p>The Disability Equality Commitment</p> <p>The commitment includes practical recommendations for employers to achieve disability equality within the workplace.</p> <p>A toolkit to support the promotion of equality for disabled staff has been developed by the Disability Equality Implementation Group. This toolkit builds on a series of disability equality training activities for senior managers that have taken place across the UK.</p> | <p>All employers to endorse and implement these recommendations.</p> | <p>Related information and access to the toolkit is available on the LLUK website. (www.lluk.org)</p> |
| <p>Twelve Steps to Tackling Sexual Orientation and Gender Identity Discrimination and Promoting Equality</p> <p>The Forum on Sexual Orientation and Gender Identity in Post-School Education has developed this equality checklist. It builds upon research which identified the existence of homophobic bullying in the further education sector and the Forum’s publication of guidance on trans equality.</p> | | <p>Related information and access to the trans equality guidance is available on the LLUK website. (www.lluk.org)</p> |

| What is happening? | Actions Required | Support Available |
|--|---|--|
| <p>Race equality workforce programme This joint LLUK-UCU project, in consultation with the Workforce Race Advisory Group, has consolidated and updated guidance for employers on the Race Equality Duty and related policies, monitoring and publishing requirements, and impact assessments. In addition, a series of practical case studies have been developed to aid employers in the promotion of race equality.</p> | | <p>The guidance and case studies are available on the LLUK website. (www.lluk.org)</p> |
| <p>Bullying and harassment – Joint agreement on guidance Promotion of the adoption of the AoC and further education unions’ (UNISON, UCU, UNITE, GMB, ATL and ACM) bullying and harassment joint agreement on guidance.</p> | <p>All employers should have bullying and harassment policies in place.</p> | <p>AoC, UNISON and UCU can offer guidance to those employers planning staff training on dealing with, and preventing, workplace bullying and harassment.</p> |
| <p>Working hours – Joint agreement on guidance in regulating working hours AoC and further education unions (UNISON, UCU, UNITE, GMB, ATL and ACM) are to agree a joint agreement on guidance on regulating working.</p> | <p>Use the guidance to inform working hours policy and practice.</p> | <p>Information from AoC, UNISON and UCU.</p> |
| <p>Sixth form college conditions of service SFCF produce a <i>National Conditions of Service Handbook</i> for staff in sixth form colleges and update this as required.</p> | <p>Use handbook to inform college practice.</p> | <p>Handbook issued to all sixth form colleges.</p> |

| What is happening? | Actions Required | Support Available |
|---|--|--|
| <p>Employment law and HR issues The AoC holds an annual Employment Law Conference and also manages regional and national human resource groups to look at issues. A regular human resources briefing paper is also produced.</p> | | <p>Details are on the AoC website. (www.aoc.co.uk)</p> |
| <p>Creating a culture of professionalism IfL has created a model of professional development for individual teachers and trainers which will help to support whole organisation approaches to a professional working environment.</p> | <p>Use appraisal systems to support CPD.</p> | <p>Information about membership and CPD for practitioners available from IfL website. (www.ifl.ac.uk)</p> |

Other projects relevant to this theme

| Projects | Led by | Detail included under |
|--|-------------|-----------------------|
| <p>Recognising outstanding contributions to the sector – STAR awards</p> | <p>LSIS</p> | <p>Theme 6</p> |

Priority 4 Ensuring equality and diversity is at the heart of strategy, policy-making, planning and training

All work by partners in the sector involves the consideration of equality and diversity issues. Therefore in this section we identify only projects and work that has specific relevance for this priority.

| What is happening? | Actions Required | Support Available |
|---|---|---|
| <p>Equality and diversity advisory groups</p> <p>LLUK support 3 advisory groups to bring stakeholders together:</p> <ul style="list-style-type: none"> • Workforce Race Advisory Group (further education) • Disability Equality Implementation Group (lifelong learning sector-wide and UK wide) • Forum on Sexual Orientation and Gender Identity in Post-School Education (lifelong learning sector-wide and UK wide). | <p>Engage with group activities as appropriate through consultations and data collection.</p> | <p>Relevant information, published guidance and reports will be made available via the website.</p> |
| <p>Ofsted Inspection</p> <p>Ofsted's new inspection methodology, to be introduced in September 2009, will give equality and diversity a higher profile. A grade will be given for equality and diversity during inspection that will have the potential to limit the overall grade given for effectiveness.</p> | <p>Respond to Ofsted findings and improve equality and diversity within organisations.</p> | <p>Handbooks and information to be made available by Ofsted.</p> |

| What is happening? | Actions Required | Support Available |
|---|---|--|
| <p>Work of the Network for Black Professionals</p> <p>NBP's core activities involve the promotion of equality and diversity in the sector workforce.</p> | | <p>Information can be found on the NBP website. (www.nbp.org.uk)</p> |
| <p>Equality and diversity views from practitioners</p> <p>IfL will facilitate the sharing of teacher and trainer views on equality and diversity as experienced 'on the front line'.</p> | <p>Employers should encourage practitioners to share views.</p> | <p>IfL will support employers to strengthen equality and diversity in practice.</p> |

Moving forward

During this year's review of the workforce strategy, your representatives have indicated that, whilst a current list of national partner resources which support individual employer workforce development is helpful, it is only a first step. As workforce development is influenced by local and/or national factors, each provider has their own unique approach and so different resources need to be available to suit these different needs.

During consultations, sector employers have told us that some resources are more useful than others and that 'one size won't fit all'. Some requested downloadable checklists and templates for use in their own organisations; some would prefer an overview about the changing nature of the sector and reflections on the potential impact that this may have on the workforce and development needs; others are interested in national workforce data information against which they can benchmark their employees. Working with national partners and colleagues from your representative organisations, Lifelong Learning UK are developing accessible resources that you can use and adapt for

your own organisational self-improvement needs. Our starting point for development of these resources is that they must be:

- easy to access and use
- developed with you and your colleagues' use in mind
- adaptable to suit local organisational requirements
- linked explicitly with other self-improvement resources in the sector
- able to demonstrate how workforce development contributes to Framework for Excellence and Ofsted self-assessment inspection
- easy to update and renew by national partners, and as comprehensive as possible
- linked explicitly with the revised National Improvement Strategy
- flexible in format e.g. provided for on-line or hard copy use.

Other suggestions have included the provision of case studies, and news about regulation changes and initiatives which affect your workforce, with access through our website.

These and other ideas are in development and we plan to start releasing resources later in the year. We would welcome your help to shape these developments: please visit www.lluk.org/feworkforcestrategy.htm



An online version of the *Guide for Learning Providers* will be available on the website from summer 2009.




National partners and contact details






National partners and contact details




This section contains details about the role of national partners and their contact details.

| Organisation | Role | Contact details |
|---|--|--|
|  | <p>The 157 Group is a group of larger colleges who have achieved at least a grade 2 on their last Ofsted inspection on leadership and management.</p> <p>157 Group college principals are committed to furthering the aims and objectives of the Group which are to:</p> <ul style="list-style-type: none">• develop and practice a leadership paradigm for further education colleges;• enhance the reputation of further education colleges;• play a leading role in shaping and delivering a quality improvement agenda for the further education system;• work towards, and once achieved, if appropriate, to administer, self-accrediting and self-regulating status for members; and• develop projects or enterprises on behalf of the members. | <p>157 Group 5th Floor, St Andrew's House 18-20 St Andrew Street London, EC4A 3AY www.157group.co.uk</p> |
|  | <p>The Association of Colleges (AoC) aims to promote the interests of further education colleges in England and Wales. It provides a broad range of services to its subscribers and represents their interests locally, regionally, nationally and internationally.</p> | <p>AoC 2-5 Stedham Place London, WC1A 1HU 020 7034 9900 www.aoc.co.uk</p> |


| Organisation | Role | Contact details |
|---|---|---|
|  | <p>Association of Learning Providers (ALP) represents independent learning providers throughout England. It influences the education and training agenda in order to: influence and secure a national skills strategy; secure the 14-19 learning curriculum opportunities for learning throughout life and demonstrate a government-supported learning market open to all providers offering high quality learning.</p> | <p>ALP Colenso House 46 Bath Hill, Keynsham Bristol, BS31 1HG 0117 986 5389 www.learningproviders.org.uk</p> |
|  | <p>Association of Managers in Education (AMiE) is the trade union and professional association for leaders and managers in colleges and schools. AMiE is a partnership between the Association for College Management (ACM) and Association of Teachers and Lecturers (ATL). AMiE is a student focused, values led organisation whose primary aim is to offer excellent trade union and professional support to its members.</p> | <p>ACM-AMiE 35 The Point Market Harborough Leicestershire, LE16 7QU 01858 461 110 www.acm.uk.com</p> |
|  | <p>Association of National Specialist Colleges (Natspec) is a membership association for independent specialist colleges that provide further education or skills training for learners with complex learning difficulties and/or disabilities. Natspec supports its members through regular briefings, lobbying on strategic and policy issues, offering training events and promoting partnership working with a wide range of organisations and agencies.</p> | <p>NATSPEC Derwen College Oswestry, Shropshire SY11 3JA 0117 923 2830 www.natspec.org.uk</p> |




National partners and contact details

| Organisation | Role | Contact details |
|---|--|--|
|  | <p>The Association of Teachers and Lecturers (ATL) is the professional organisation and trade union for teachers, lecturers and other education professionals in further education and schools across the UK. It promotes and protects the interests of its members and champions good practice across the sectors via social partnership. It has the unique position of serving members in all sectors and levels of staff.</p> | <p>ATL (London Office) 7 Northumberland Street London, WC2N 5RD 020 7930 6441 www.atl.org.uk</p> |
|  | <p>British Educational Communications and Technology Agency (Becta) is the government agency leading the national drive to ensure the effective and innovative use of technology throughout learning. Its ambition is to utilise the benefits of technology to create a more exciting, rewarding and successful experience for learners of all ages and abilities, enabling them to achieve their potential.</p> | <p>BECTA Millburn Hill Road, Science Park Coventry, CV4 7JJ 024 7641 6994 www.becta.org.uk</p> |
|  | <p>The Department for Children, Schools and Families (DCSF) is one of three new government departments set up by the Prime Minister in June 2007. It focuses on raising standards so that more children and young people reach expected levels, lifting more children out of poverty and re-engaging disaffected young people. In addition to its direct responsibilities, DCSF leads work across government to improve outcomes for children, including work on children's health and child poverty.</p> | <p>DCSF Sanctuary Buildings Great Smith Street London, SW1P 3BT 0870 000 2288 www.dfes.gov.uk</p> |




| Organisation | Role | Contact details |
|---|---|---|
|  | <p>The Department for Innovation, Universities and Skills (DIUS) is one of three government departments set up by the Prime Minister in June 2007. Some of its responsibilities include raising participation and attainment by young people and adults in post-16 education and tackling the skills gap amongst adults, in particular by equipping people with basic literacy and numeracy.</p> | <p>DIUS 66-74 Victoria Street Kingsgate House London, SW1E 6SW 020 7215 5555 www.dius.gov.uk</p> |
|  | <p>The Institute for Learning (IfL) is distinctive as the independent professional body for teachers, trainers, tutors and student teachers in the learning and skills sector. IfL's three strategic priorities are:</p> <ul style="list-style-type: none"> • providing valuable benefits to members; • raising the status of practitioners; and • facilitating the contribution of practitioners to policy issues. <p>IfL's focus is on individual practitioners and their professionalism and status.</p> | <p>Institute for Learning 49-51 East Road London, N1 6AH 0844 815 3202 www.ifl.ac.uk</p> |
|  | <p>The Learning and Skills Council (LSC) is a non-departmental public body which aims to improve the skills of England's young people and adults to ensure we have a workforce of world-class standard. They are responsible for planning and funding high-quality education and training for everyone in England other than those in universities.</p> | <p>LSC Cheylesmore House Quinton Road Coventry, CV1 2WT 0870 900 6800 www.lsc.gov.uk</p> |



National partners and contact details

| Organisation | Role | Contact details |
|---|---|--|
|  | <p>The Learning and Skills Improvement Service (LSIS) is the new sector owned body, formed from the Centre for Excellence in Leadership (CEL) and the Quality Improvement Agency (QIA) to develop excellent and sustainable further education provision across the sector. LSIS will work in partnership with all parts of the sector to provide vision, leadership, clarity and high-quality support; practising and enabling continuous self-improvement and capacity-building. LSIS will take a comprehensive approach to whole organisation improvement, offering a range of programmes and services which are based on leading-edge practice from within the sector and further afield, and building and sustaining capacity for self-improvement across the sector. These programmes include:</p> <ul style="list-style-type: none">• tailored organisational consultancy;• commissioning and disseminating relevant research and policy updates;• CPD for staff leaders, managers and governors;• a programme to help providers improve their self-assessment processes by working in peer review and development groups;• programmes to improve teaching and learning and develop sector coaches and mentors through the development of networks and resources; and• programmes that recognise and reward excellence and innovation in the sector. <p>LSIS aims to be a national and international centre of expertise and innovation for excellence; and to become the focal point for enabling innovation by the sector, supporting it to be ever more effective in responding to the needs of learners, employers and the community.</p> | <p>LSIS Coventry Friars House Manor House Drive Coventry, CV1 2TE 0870 211 3434 www.lsis.org.uk</p> |



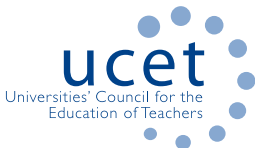

| Organisation | Role | Contact details |
|--|---|---|
|  <p>LIFELONG LEARNING UK</p> <p>Skills for Learning Professionals</p> | <p>Lifelong Learning UK (LLUK) is the independent employer-led sector skills council responsible for the professional development of all those working in community learning and development, further education, higher education, libraries, archives and information services and work based learning across the UK. It represents the interests of the 1 million+ individuals working in lifelong learning in England, Northern Ireland, Scotland and Wales and is the voice of employers in this sector on skills issues. LLUK provides the strategic perspective for workforce planning and development and influences and shapes relevant policy across the four UK nations.</p> | <p>Lifelong Learning UK 5th Floor, St Andrew's House 18-20 St Andrew Street London, EC4A 3AY 0870 757 7890 www.lluk.org</p> <p>Information and Advice Service 020 7936 5798 advice@lluk.org</p> |
|  <p>LEAFA</p> | <p>The Local Education Authority Forum for the Education of Adults (LEAFA) is the national network of local authority adult learning officers and represents the local authority voice in national forums. It plays a key role in identifying the workforce issues of local authority adult learning provision.</p> | <p>LEAFA c/o Municipal Buildings Church Road Stockton, TS18 1XE 01642 526422</p> |
|  <p>HOLEX</p> | <p>National Network of Local Adult Learning providers (HOLEX) exists to facilitate network and information sharing between member organisations; to offer briefings and information updates to members; and to represent the views of members to national and regional bodies involved in overseeing learning and skills provision in England.</p> | <p>HOLEX (National Office) PO Box 145 Childswickham Broadway, WR12 7ZQ 0138 644 3550</p> |

National partners and contact details

| Organisation | Role | Contact details |
|--|---|---|
|  | <p>The Network for Black Professionals' (NBP) purpose is to address the under-representation of Black Staff in the further education sector, particularly the small numbers of managers, senior staff and principals.</p> | <p>NBP Wolverhampton Science Park Wolverhampton, WV10 9RU 01902 715309 www.nbp.org.uk</p> |
|  | <p>The National Institute of Adult Continuing Education (NIACE) is a non-governmental organisation aiming to increase the number of adults in formal and informal learning and to improve opportunities and widen access to learning for those communities under-represented in current provision.</p> | <p>NIACE Renaissance House 20 Princess Road West Leicester, LE1 6TP 0116 204 4200 www.niace.org.uk</p> |
|  | <p>The Office for Standards in Education (Ofsted) is the government department responsible for reviewing and monitoring the standards of education and training.</p> | <p>Ofsted Royal Exchange Buildings St Ann's Square Manchester, M2 7LA 08456 404045 www.ofsted.gov.uk</p> |

| Organisation | Role | Contact details |
|--|---|---|
|  | <p>Qualifications and Curriculum Development Agency (QCDA) works closely with government and other agencies. QCDA lead the reform of education and training programmes that equip learners, teaching professionals and employers with the skills and support they need to meet the demands of the 21st century. Core responsibilities include:</p> <ul style="list-style-type: none"> • developing and reviewing the national curriculum so that pupils in every school have access to the same high-quality curriculum content; • working with stakeholders and national partners to develop innovative education initiatives, such as the 14-19 Diploma and the Qualifications and Credit Framework; and • providing guidance and support, helping to build an education and training system that benefits all learners throughout their lives. | <p>QCDA 83 Piccadilly London, W1J 8QA 020 7509 5555 www.qca.org.uk</p> |
|  | <p>The Sixth Form Colleges' Forum (SFCF) lobbies on behalf of sixth form colleges' interests and provides them with advice and information. All sixth form colleges are members of this organisation.</p> | <p>SFCF Local Government House Smith Square London, SW1P 3HZ 020 7187 7349 www.sfcf.lge.gov.uk</p> |

National partners and contact details

| Organisation | Role | Contact details |
|---|--|--|
|  | <p>The Training and Development Agency for Schools (TDA) was established to raise standards in schools by attracting able and committed people to teaching and improving the effectiveness of the school workforce.</p> | <p>TDA Buckingham Palace Road London, SW1W 9SZ 0845 6000 991 www.tda.gov.uk</p> |
|  | <p>UNISON Public Service Union is the largest public service trade union representing support staff working in further education and sixth form colleges throughout the UK.</p> | <p>UNISON 1 Mabledon Place London, WC1H 9AJ 0845 355 0845 www.unison.org.uk</p> |
|  | <p>The Universities' Council for Education of Teachers (UCET) acts as a national forum for the discussion of matters relating to the education of teachers and professional educators, and to the study of education in the university sector and contributes to the formulation of policy in these fields. Its members are UK universities involved in teacher education, and a number of colleges of higher education in the university sector.</p> | <p>UCET Whittington House 19-30 Alfred Place London, WC1E 7EA 020 7580 8000 www.ucet.ac.uk</p> |
|  | <p>The University and College Union (UCU) is the largest trade union and professional association for academics, lecturers, trainers, researchers, and academic-related staff working in further and higher education throughout the UK.</p> | <p>UCU Carlow Street London, NW1 7LH 020 7756 2500 www.ucu.org.uk</p> |

Notes



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E: advice@lluk.org

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