



Skills for Learning Professionals

A SECTOR SKILLS AGREEMENT FOR THE LIFELONG LEARNING SECTOR

STAGE 5 – AGREEMENT ON COLLABORATIVE SOLUTIONS

ENGLAND

MARCH 2008



skills
FOR BUSINESS

CONTENTS

| | |
|---|------|
| FOREWORD | IX |
| EXECUTIVE SUMMARY | X |
| Lifelong learning..... | X |
| Future workforce characteristics and policy drivers in England..... | XI |
| Key skills issues across the lifelong learning sector..... | XI |
| Skills related to learning delivery including pedagogy and information learning technology (ILT)..... | XI |
| Leadership and management | XII |
| Learner engagement and customer (client) care..... | XII |
| Multi-agency/partnership working | XII |
| Employer engagement..... | XII |
| Recruitment and retention | XII |
| ICT | XII |
| Proposed collaborative solutions and actions | XIII |
| 1. INTRODUCTION..... | 1 |
| Skills Matter..... | 1 |
| The Lifelong Learning Sector..... | 1 |
| Community learning and development (CLD) | 1 |
| Further education (FE)..... | 3 |
| Higher education (HE) | 3 |
| Libraries, archives and information services (LAIS) | 3 |
| Work based learning (WBL)..... | 4 |
| The purpose of this report..... | 4 |
| Developing the Sector Skills Agreement (SSA) for England | 4 |
| The SSA Process | 4 |
| Our approach to the lifelong learning SSA | 6 |
| About this document..... | 7 |
| 2. THE POLICY FRAMEWORK AND DRIVERS OF CHANGE | 8 |
| 2.1 Policy framework in England for the lifelong learning sector | 8 |
| System reform and quality improvement:..... | 9 |
| Increasing participation and achievement of young people: | 9 |
| Improving adult skills: | 9 |
| 2.1.1 Linking the skills policies and initiatives to the SSA solutions..... | 10 |
| 2.2 Key policy drivers of education, skills and lifelong learning in England | 13 |
| 2.2.1 Lifelong learning sector | 13 |
| 2.2.2 Higher Education system | 13 |
| 2.2.3 Further Education system | 14 |
| 2.2.4 Community learning and development including youth work, parenting and family education..... | 15 |
| 2.2.5 Libraries, archives and information services..... | 16 |
| 2.2.6 Work based learning | 16 |
| 2.3 Regional economic development | 17 |
| 2.4 Other drivers of change | 17 |
| Funding | 17 |
| Demographics | 18 |
| Global change | 18 |
| Migration | 18 |
| Technology..... | 19 |

| | |
|--|----|
| Public Service Agreements and target indicators..... | 19 |
| Increasing employers' involvement in skills development | 20 |
| Increasing community and voluntary sector involvement | 20 |
| 2.5 Implications for Skills Needs | 20 |
| 3. MEETING THE SECTOR'S SKILLS NEEDS..... | 22 |
| 3.1 England's workforce profile..... | 22 |
| 3.1.1 Workforce numbers..... | 22 |
| 3.1.2 Key data gaps for England | 24 |
| 3.1.3 Workforce characteristics | 24 |
| 3.2 The supply of skills | 25 |
| 3.2.1 Overall supply | 25 |
| 3.2.2 Supply for the constituencies within the lifelong learning sector | 25 |
| 3.3 Current and future skills gaps | 26 |
| 3.3.1 Defining 'skills' and the relationship between 'skills' and 'qualifications' | 26 |
| 3.3.2 Current skills needs and priorities within the lifelong learning sector in England | 27 |
| 3.3.3 Future skills requirements | 29 |
| 4. OVERARCHING THEMES AND SKILLS ISSUES | 30 |
| 4.1 Learning delivery including pedagogy and Information Learning Technology (ILT) ... | 32 |
| 4.1.1 Key skills issues by constituency..... | 32 |
| FE | 32 |
| HE | 32 |
| LAIS | 32 |
| WBL | 32 |
| 4.1.2 Overview of regional perspectives on skills needs..... | 33 |
| East of England | 33 |
| South East..... | 33 |
| Yorkshire and Humberside | 33 |
| 4.1.3 Sub-sectors and occupational groups affected..... | 33 |
| 4.1.4 Demand-side evidence..... | 33 |
| 4.1.5 Supply-side evidence | 34 |
| 4.2 Leadership and management | 34 |
| 4.2.1 Key skills issues by constituency..... | 34 |
| CLD..... | 35 |
| FE | 35 |
| HE | 35 |
| LAIS | 35 |
| WBL | 36 |
| 4.2.2 Overview of regional perspectives on skills needs..... | 36 |
| East Midlands | 36 |
| East of England | 36 |
| North West | 36 |
| South East..... | 36 |
| South West..... | 36 |
| West Midlands | 37 |
| Yorkshire and Humberside | 37 |
| 4.2.3 Sub-sectors and occupational groups affected..... | 37 |
| 4.2.4 Demand-side evidence..... | 37 |
| 4.2.5 Supply-side evidence | 38 |
| 4.3 Learner engagement and customer care | 39 |
| 4.3.1 Key skills issues by constituency..... | 39 |
| CLD..... | 39 |
| FE | 39 |
| HE | 39 |

| | |
|--|----|
| LAIS | 39 |
| WBL | 40 |
| 4.3.2 Overview of regional perspectives on skills needs..... | 40 |
| East of England | 40 |
| West Midlands | 40 |
| Yorkshire and Humberside | 40 |
| 4.3.3 Sub-sectors and occupational groups affected..... | 40 |
| 4.3.4 Demand side evidence..... | 41 |
| 4.3.5 Supply-side evidence | 41 |
| 4.4 Employer engagement..... | 41 |
| 4.4.1 Key skills issues by constituency..... | 41 |
| FE | 41 |
| HE | 42 |
| WBL | 42 |
| 4.4.2 Sub-sectors and occupational groups affected..... | 42 |
| 4.4.3 Demand-side evidence..... | 42 |
| 4.4.4 Supply-side evidence | 42 |
| 4.5 Multi-agency and partnership working | 43 |
| 4.5.1 Key skills issues by constituency..... | 43 |
| CLD | 43 |
| FE | 43 |
| HE | 43 |
| LAIS | 43 |
| 4.5.2 Overview of regional perspectives on skills needs..... | 43 |
| North West | 44 |
| South West..... | 44 |
| Yorkshire and Humberside | 44 |
| 4.5.3 Sub-sectors and Occupational groups affected | 44 |
| 4.5.4 Demand-side evidence..... | 44 |
| 4.5.5 Supply-side evidence | 44 |
| 4.6 Recruitment and retention..... | 44 |
| 4.6.1 Key skills issues by constituency..... | 45 |
| CLD | 45 |
| FE | 45 |
| HE | 45 |
| WBL | 45 |
| 4.6.2 Overview of regional perspectives on skills needs..... | 46 |
| East Midlands | 46 |
| East of England | 46 |
| North West | 46 |
| South East..... | 46 |
| South West..... | 46 |
| Yorkshire and Humberside | 47 |
| 4.6.3 Sub-sectors and occupational groups affected..... | 47 |
| 4.6.4 Demand-side evidence..... | 47 |
| 4.6.5 Supply-side evidence | 47 |
| 4.7 Information and Communications Technology (ICT) | 48 |
| 4.7.1 Key skills issues by constituency..... | 48 |
| CLD | 48 |
| HE | 49 |
| LAIS | 49 |
| 4.7.2 Overview of regional perspectives on skills needs..... | 49 |
| North West | 49 |
| South West..... | 49 |
| 4.7.3 Sub-sectors and occupational groups affected..... | 49 |

| | |
|---|-----|
| 4.7.4 Demand-side evidence..... | 50 |
| 4.7.5 Supply-side evidence | 50 |
| 5. SOLUTIONS AND COLLABORATIVE ACTION PLANS..... | 51 |
| Regional stakeholder and partner stage 5 discussions | 53 |
| 5.1 Solution 1 - Explore the options for 'professionalising' all parts of the lifelong learning workforce 54 | |
| To underpin the actions listed above it is anticipated that employers will generally:..... | 58 |
| To underpin the actions listed above, it is anticipated that partners and stakeholders will generally: 58 | |
| To underpin the actions listed above, LLUK will:..... | 58 |
| 5.2 Solution 2 - Develop an integrated continuing and professional development framework and model for the lifelong learning sector where appropriate | 59 |
| To underpin the actions listed above it is anticipated that employers will generally:..... | 64 |
| To underpin the actions listed above, it is anticipated that partners and stakeholders will generally: 64 | |
| To underpin the actions listed above, LLUK will:..... | 64 |
| 5.3 Solution 3 - Develop a 'skills for learning professionals' qualifications framework | 65 |
| To underpin the actions listed above it is anticipated that employers will generally:..... | 69 |
| To underpin the actions listed above, it is anticipated that partners and stakeholders will generally: 69 | |
| 5.4 Solution 4 - Promote collaborative working across the lifelong learning sector to recognise and disseminate good practice..... | 70 |
| To underpin the actions listed above it is anticipated that employers will generally:..... | 74 |
| To underpin the actions listed above, it is anticipated that partners and stakeholders will generally: 74 | |
| 5.5 Solution 5 - Support lifelong learning employers in the move towards more demand-led training opportunities..... | 75 |
| To underpin the actions listed above it is anticipated that employers will generally:..... | 79 |
| To underpin the actions listed above, it is anticipated that partners and stakeholders will generally: 79 | |
| 5.6 Solution 6 - Develop sector-wide career pathways | 80 |
| IDENTIFY THE EXISTING CAREER PATHWAYS WITHIN EACH CONSTITUENCY (FROM NATIONAL OCCUPATIONAL STANDARDS FUNCTIONAL MAPS AND DISCUSSIONS WITH THE SECTOR)..... | 81 |
| To underpin the actions listed above it is anticipated that employers will generally:..... | 83 |
| To underpin the actions listed above, it is anticipated that partners and stakeholders will generally: 83 | |
| 5.7 Solution 7 - Develop a knowledge bank for IAG professionals and others to support new entrants and existing staff in the sector | 84 |
| To underpin the actions listed above it is anticipated that employers will generally:..... | 88 |
| To underpin the actions listed above, it is anticipated that partners and stakeholders will generally: 88 | |
| 5.8 Solution 8 - Recruitment programmes to address specific shortages in the lifelong learning sector..... | 89 |
| To underpin the actions listed above it is anticipated that employers will generally:..... | 93 |
| To underpin the actions listed above, it is anticipated that partners and stakeholders will generally: 93 | |
| 5.9 Solution 9 - Develop a UK-wide leadership and management strategy | 94 |
| To underpin the actions listed above it is anticipated that employers will generally:..... | 98 |
| To underpin the actions listed above, it is anticipated that partners and stakeholders will generally: 98 | |
| To underpin the actions listed above it is anticipated that employers will generally:..... | 103 |

To underpin the actions listed above, it is anticipated that partners and stakeholders will generally: 103

| | | |
|-----|--|-----|
| 6. | IMPACT REVIEW | 104 |
| 6.1 | About the Impact Review | 104 |
| 6.2 | Overview of key SSA themes | 104 |
| 6.3 | Continuing professional development | 105 |
| | Overview of theme..... | 105 |
| | The potential impact on the lifelong learning workforce..... | 105 |
| 6.4 | New qualifications & areas of learning | 105 |
| | Overview of the theme..... | 105 |
| | The potential impact on the lifelong learning workforce..... | 105 |
| 6.5 | New forms of delivery | 105 |
| | Overview of the theme..... | 105 |
| | The potential impact on the lifelong learning workforce..... | 106 |
| 6.6 | Capacity building to cater for increased demand | 106 |
| | Overview of the theme..... | 106 |
| | The potential impact on the lifelong learning workforce..... | 106 |
| 6.7 | Capacity building to ensure quality of delivery | 106 |
| | Overview of the theme..... | 106 |
| | The potential impact on the lifelong learning workforce..... | 106 |
| 6.8 | Next steps for the Impact Review | 107 |
| 7. | REVIEW AND MONITORING ARRANGEMENTS..... | 108 |
| 7.1 | Performance measures to support evaluation..... | 108 |
| 7.2 | Updating the SSA | 108 |
| 8. | REFERENCES | 109 |
| 9. | GLOSSARY | 111 |
| | ANNEX A - SSA METHODOLOGY | 113 |
| | Stage 1: Skills Needs Assessment | 113 |
| | Summary 113 | |
| | Analysis of existing secondary data | 113 |
| | Standard UK-wide sources..... | 113 |
| | Country- and constituency-specific sources and issues..... | 114 |
| | Table 1.1: Secondary data sources (core and supplementary) for England lifelong learning constituencies..... | 115 |
| | Challenges relating to secondary data sources | 116 |
| | Collection and analysis of new primary data..... | 116 |
| | Key stakeholder consultation interviews | 116 |
| | Survey of lifelong learning providers/employers..... | 116 |
| | Table 1.2: Numbers of responses to the online survey analysed (and targeted) | 117 |
| | Figure 1.1: LLUK employer survey responses, by constituency, in England..... | 117 |
| | Future scenarios workshops..... | 117 |
| | Validating the findings of this research | 118 |
| | Stage 2: Assessment of current training provision | 118 |
| | Summary 118 | |
| | Research methodology | 119 |
| | Analysis of funding body data..... | 119 |
| | Table 1.3: Sources of data from UK funding bodies..... | 120 |
| | Analysis of regulatory and awarding body data..... | 120 |
| | Analysis of supplementary datasets | 120 |
| | Inspection reports..... | 121 |

| | |
|--|-----|
| Table 1.4: Inspection body arrangements in the UK | 121 |
| LLUK employer survey | 121 |
| Stakeholder engagement | 121 |
| Provider engagement | 121 |
| Stage 3: Identifying and developing SSA solutions | 122 |
| The gap analysis phase | 122 |
| Analysing the Stage 1 evidence | 122 |
| Synthesising the stage 1 and 2 evidence..... | 123 |
| Preparation of gap analysis papers | 123 |
| Market testing of the skills issues | 124 |
| Market testing of the skills issues - England | 124 |
| Market testing of the skills issues – UK-wide working groups | 124 |
| Developing overarching themes | 124 |
| Developing strategic fit with the nations | 125 |
| Stage 4: Reviewing the scope for collaborative action | 125 |
| This section outlines the methodology used to explore the potential for collaborative action on the identified solutions with employers in England. | 125 |
| Purpose of stage 4..... | 125 |
| Consultations | 125 |
| Sign-up | 126 |
| Developing Action Plans | 127 |
| Stage 5: Securing agreements | 127 |
| Purpose of stage 5..... | 127 |
| Stakeholder agreements | 127 |
| Impact Review..... | 127 |
| The methodology of the initial SSA assessment..... | 127 |
| Scoping of tranche 1 and 2 SSA material | 128 |
| Assessing the tranche 1 and 2 SSA material | 128 |
| Extending the impact review to tranche 3 and later SSAs..... | 128 |
| ANNEX B - CONSULTATIONS | 129 |
| Organisations consulted | 129 |
| Lifelong learning employers and employer representative organisations consulted | 129 |
| Professional bodies, employee representative organisations, partners and stakeholders consulted | 135 |
| Other organisations and networks consulted | 137 |
| Consultation events | 137 |
| ANNEX C - EVIDENCE OF SUPPORT | 140 |
| Our agreements – state of play..... | 140 |
| The SSA in the regions – state of play..... | 145 |
| 1. The lifelong learning workforce | 146 |
| 2. Lifelong Learning UK Sector Skills Agreement..... | 146 |
| Working with regional stakeholders and partners | 147 |
| 3.1 East of England Skills and Competitiveness Partnership (EESCP) | 148 |
| 1. The lifelong learning workforce | 151 |
| 2. Lifelong Learning UK Sector Skills Agreement..... | 151 |
| Working with regional stakeholders and partners | 152 |
| 3.1 East Midlands ESP (Employer Skills and Productivity Partnership) | 153 |
| 1. The lifelong learning workforce | 156 |
| 2. Lifelong Learning UK Sector Skills Agreement..... | 156 |
| Working with regional stakeholders and partners | 156 |
| 3.1 London Skills and Employment Board priorities..... | 158 |
| 1. The lifelong learning workforce | 162 |
| 2. Lifelong Learning UK Sector Skills Agreement..... | 162 |

| | |
|---|---------|
| Working with regional stakeholders and partners | 163 |
| 3.1 Skills North East Priorities | 164 |
| 1. The lifelong learning workforce | 167 |
| 2. Lifelong Learning UK Sector Skills Agreement..... | 167 |
| Working with regional stakeholders and partners | 168 |
| 3.1 North West Regional Skills Partnership Priorities | 169 |
| 1. The lifelong learning workforce | 173 |
| 2. Lifelong Learning UK Sector Skills Agreement..... | 173 |
| Working with regional stakeholders and partners | 174 |
| 3.1 South East Skills Development activities | 175 |
| 1. The lifelong learning workforce | 178 |
| 2. Lifelong Learning UK Sector Skills Agreement..... | 178 |
| Working with regional stakeholders and partners | 179 |
| 3.1 South West Regional Skills Partnership Priorities..... | 180 |
| 1. The lifelong learning workforce | 183 |
| 2. Lifelong Learning UK Sector Skills Agreement..... | 183 |
| Working with regional stakeholders and partners | 184 |
| 3.1 West Midlands Regional Skills Partnership Priorities..... | 185 |
| 1. The lifelong learning workforce | 188 |
| 2. Lifelong Learning UK Sector Skills Agreement..... | 188 |
| Working with regional stakeholders and partners | 189 |
| 3.1 Yorkshire and Humber Regional Skills Partnership Priorities..... | 190 |
| Memorandums of agreement..... | 193 |
| Employer “Sign-up” Document..... | 194 |
| ANNEX D - WORKFORCE STRATEGY FOR THE FURTHER EDUCATION SECTOR IN ENGLAND, 2007-2012..... | 195 |
| ANNEX E - MAPPING OF SSA SOLUTIONS TO SKILLS POLICIES | 197 |
| SSA Solutions mapped to skills policies in England..... | 197 |
| Mapping skills policy initiatives to solutions..... | 208 |

FOREWORD

This report presents stage five of the sector skills agreement for the lifelong learning sector in England. The sector skills agreement has been developed by Lifelong Learning UK in close consultation with employers across the UK. The purpose of our SSA is to ensure that the UK's lifelong learning sector has the skilled workforce it needs to increase productivity and improve service delivery. By setting priorities for investing in skills development, it will launch an employer-led system of funding for education and training for the lifelong learning sector.

We are producing this report at a crucial time for the sector in England. It is a time of change across all of the broad employer groups which comprise the lifelong learning sector, and with the establishment of the new UK Commission for Employment and Skills we anticipate there will be further changes to which the sector will need to respond. The United Kingdom is facing serious skills challenges and in England we must raise the skill levels of our entire workforce if we are to remain competitive over the coming decades. This applies to all sectors of the economy, but particularly to the lifelong learning sector, whose employers educate, train and support the development of the rest of the workforce. We need a high quality, responsive sector with a focus on skills, employability and social mobility in order to have real impact on businesses, young people and adults, particularly those individuals from disadvantaged and minority communities.

From our research we know that the lifelong learning sector has critical gaps in its skills base that must be addressed in England and we hope that this stage five report will help to focus on how these skills might be addressed both across the whole sector and for different groups of employers and their workforces. We are still developing actions and agreements with the different constituent parts of our diverse sector and will continue dialogues with individual employers, their representative organisations, and other partners and stakeholders in the wider lifelong learning sector. Their previous engagement has shaped our work thus far for which we are extremely grateful. We hope that they will continue to work with us both on specific actions arising from this stage of the sector skills agreement and also on other national workforce strategies and action plans we are also facilitating on behalf of specific parts of the sector.

There is still much to be done over the coming months and years, but we hope that this stage five report will help all of us in the sector to focus on some of the key issues which we need to tackle together.

Our vision is that the UK lifelong learning workforce should be the best in the world. That vision depends on ensuring that employers in the lifelong learning sector can recruit, retain and develop highly skilled and effective staff. As we say in the report, the completion of stage five is but a point on a journey and not the end – I would strongly encourage lifelong learning employers to continue to participate in discussions as it is critical that we identify the right actions and development priorities for the future.

David Hunter
CEO, Lifelong Learning UK

EXECUTIVE SUMMARY

Lifelong learning

This is the Lifelong Learning Sector Skills Agreement for England and is essentially an agreement between employers in this sector, which includes education and training providers, and those organisations – partners and stakeholders - that plan, fund or support education and training. The aim of this agreement is to reach consensus on how lifelong learning sector employers will work together with key partners and stakeholders and with each other in the lifelong learning sector, to secure the necessary supply of training for their workforce in the future.

This is important because the United Kingdom is facing serious skills challenges. In England, if we are to remain competitive over the coming decades, then we must raise the skill levels of our entire workforce. This applies to all sectors of the economy, but particularly to the lifelong learning sector, whose employers educate, teach, train and develop the rest of the workforce.

The lifelong learning sector includes five broad 'constituencies' of employers:

- community learning and development (CLD)
- further education (FE)
- higher education (HE)
- libraries, archives and information services (LAIS)
- work based learning (WBL)

Our research shows that in all four countries of the United Kingdom, the lifelong learning sector has critical gaps in its skills base that must be addressed. This Sector Skills Agreement is a major step towards outlining how these gaps within England can be addressed in the longer term. Similar agreements have been developed for Scotland, Wales and Northern Ireland.

This agreement has been developed through a formal five-stage process:

1. skills needs assessment
2. review of current training provision
3. analysis of the gaps in current workforce development activity, and priorities to be addressed
4. engaging employers to invest in their skills development
5. identification and agreement as to how lifelong learning employers and partners will work together to secure the necessary supply of training and skills development

This document is the output of the fifth phase of the process and as such:

- describes the characteristics of the **workforce** in England, and the **policy drivers** that shape the development of skills provision
- establishes the **key skills issues** in the sector
- describes the agreement to date on the **solutions** and specific **actions** needed to resolve them

It is not the end of, but rather a significant point on, a journey which will continue over the coming months, and in some cases years, as these specific actions are developed and agreements reached with employers, partners and stakeholders in the lifelong learning sector and with other industrial and occupational sectors.

Future workforce characteristics and policy drivers in England

The lifelong learning sector in England brings together all provision that delivers or supports learning and knowledge management for young people over 14 and adults. The lifelong learning sector has been only relatively recently aligned, following the publication of the Skills Strategy (DfES, 2005b) and then the creation and subsequent development of Lifelong Learning UK from January 2005 as the Sector Skills Council. Some of the constituent parts have been more recently re-aligned within the FE White Paper (2006) and through Learning and Skills Council (LSC) policy. These re-alignments have brought work based learning (WBL) and large parts of the community learning and development (CLD) constituencies under the umbrella term 'FE sector'.

Government policy in a range of areas plays a considerable role in influencing the future development and the demand for skills within the lifelong learning workforce. In the last two years there have been a number of new reports and policies that will impact heavily across the sector, including the Skills Strategies (DfES, 2005b), Foster Review (DfES, 2005c), the 14–19 Education and Skills White Paper (2005a), followed by the FE White Paper (DfES, 2006c) and the two Leitch reviews (HMT 2005b, 2006). These developments are changing the way education, skills and knowledge are acquired, how they are resourced and how they are perceived. As a largely publicly resourced sector, the way in which the lifelong learning sector responds and develops in order to address the demands placed upon it, is also largely governed by wider policy development.

Strengthening economic prosperity, productivity and social justice are key themes within government policy across England, to which the development of skills within the population as a whole is expected to contribute. The Government in England is looking to achieve all Lord Leitch's (HMT, 2006) proposed ambitions in order to raise skills levels across England. This builds on the ongoing reforms and reviews of all parts of the sector which aim to make the systems more 'demand-led'.

Specifically, provision at all levels must be responsive to the needs of learners, employers and communities. In response, Public Service Agreements (PSAs) have been established in England, which set out clear targets for improving the educational attainment of young people and improving adult skills levels. In essence, these targets could be considered as the delivery targets for the sector, which in turn influence the demands placed on the lifelong learning sector and its workforce.

Key skills issues across the lifelong learning sector

Using stage 1 & 2 evidence, initial 'gap analysis papers' were developed for England for each constituent part of the lifelong learning sector. As this work developed and further consultation was carried out with employers and stakeholders, it became evident that a series of themes relating to skills issues are common across the lifelong learning sector not only in England but in the UK. These skills issues were mapped under the following overarching themes:

Skills related to learning delivery including pedagogy and information learning technology (ILT)

Skills related to learning delivery, including pedagogy and ILT are some of the most important skills needs across all constituencies of the lifelong learning sector. However, the specific skill set related to learning delivery is different in each constituency - ranging from, for example, developing and using a range of teaching and learning techniques in further education (FE) to the increased demand for ILT within higher education (HE).

Leadership and management

Across the lifelong learning sector in England leadership and management skills issues were identified and reinforced through stage 3 consultation work in all constituencies. Specific skills needs included financial management, succession/strategic planning, bid writing/ fund raising, leadership and coaching/mentoring skills.

Learner engagement and customer (client) care

Various social inclusion and wider participation agendas have fuelled the demand for skills relating to learner engagement and customer (client) care, to meet the needs of an increasingly diverse learner/customer group that includes younger learners aged 14-19, adults and those from disadvantaged backgrounds. New methods of teaching and learning including e-learning, have increased the demand for support staff resulting in a need for more trainers, instructors and learning facilitators to work directly with learners on a daily basis. Changes to the role of technical staff, for example, mean that they now interface directly with the learner as well as supporting aspects of teaching and research programmes such as project and assignment work.

Multi-agency/partnership working

In general, partnership working skills have been identified as a requirement across the five constituencies. Employers and stakeholders report a need for increased multi-agency working to deliver services to individual learners and/or clients. Staff need skills in working collectively to achieve multi-agency, individual agency and service delivery targets. New skills and specialisms are emerging with consequent implications for staff development.

Employer engagement

Effective employer engagement and partnership working is an emerging issue for the FE and HE workforce. The Leitch Reports (HMT 2005b, 2006) emphasised the importance of employer engagement in these constituencies and the need to improve relationships with employers. Responding to employer demand has been identified in WBL as part of the demand for leadership and management skills.

Recruitment and retention

Skills shortages and recruitment and retention difficulties were highlighted in all parts of the lifelong learning sector and reinforced through the stage 3 and 4 consultation work.

ICT

Skills related to Information and Communication Technology (ICT) are a requirement for many parts of the lifelong learning sector, particularly within the libraries archives and information services (LAIS) constituency. Technological change has brought with it higher expectations on the part of many users of information services. They anticipate that the latest and most complex technology will be available and be used to deliver services.

Within CLD, both generic and specialist ICT skills have been cited as skills needs. Employers in the family learning sector identified a need for e-skills awareness to enhance the reputation of family learning and to enable innovative ways of delivering training and learning opportunities.

These issues are explored further in Chapter 4 of this report which looks at the wider implications of the skills issues across the lifelong learning sector.

Proposed collaborative solutions and actions

LLUK used the skills themes as outlined in the previous section to develop proposed collaborative solutions and actions for the Sector Skills Agreement (SSA) and to identify areas for potential collaboration on solutions development across the sector. All of the proposed solutions are based upon partnership working with employers, partners and stakeholders and emphasise the existing good practice upon which further action can and should be built.

The 10 solutions are:

1. Explore the options for 'professionalising' all parts of the lifelong learning workforce
2. Develop an integrated CPD framework and model for the lifelong learning sector where appropriate
3. Develop a 'skills for learning professionals' qualifications framework
4. Develop collaborative working across the lifelong learning sector, to recognise and disseminate good practice
5. Support lifelong learning employers in the move towards demand-led learning and training opportunities
6. Develop sector-wide career pathways
7. Develop a knowledge bank for Information Advice and Guidance (IAG) professionals and others, to support new entrants and existing staff in the lifelong learning sector
8. Recruitment programmes to address specific shortages in the lifelong learning sector
9. Develop a UK-wide Leadership and Management strategy
10. Develop the business case and resources to support the use of technology in the sector, particularly relating to ILT.

1. INTRODUCTION

Skills Matter

In his influential report in 2006, Lord Leitch said:

Skills matter fundamentally for the economic and social health of the UK' but went on to say, 'Our nation's skills are not world class and we run the risk that this will undermine the UK's long-term prosperity. Productivity continues to trail many of our main international comparators. the UK has serious social disparities with high levels of child poverty, poor employment rates for the disadvantaged, regional disparities and relatively high income inequality. Improving our skills levels can address all of these problems. (HMT, 2006)

If the UK is to remain competitive over the coming decades, then it must raise the skill levels of its entire workforce. This applies to all sectors of the economy, but particularly to the lifelong learning sector (colleges, universities and other providers of lifelong learning). Not only do they have to raise their own game, but the lifelong learning sector will also be in the front line of raising the level of skills in other sectors of the economy.

Our research shows that in all four home countries of the United Kingdom, the lifelong learning sector has critical gaps in the skills base of its own workforce that must be addressed. This Sector Skills Agreement, the first of its kind, is a major step towards making this happen within England. Similar agreements have been developed for Scotland, Wales and Northern Ireland.

The Lifelong Learning Sector

The Sector Skills Council for the lifelong learning sector is a registered charity called 'Lifelong Learning UK' (LLUK).

LLUK's mission is to:

enable lifelong learning employers to recruit, retain, develop and apply suitably skilled and effective staff, and act as a broker with the other sector skills councils in the Skills for Business network.

Within the lifelong learning sector, the employers fall into five broad constituencies:

- community learning and development (CLD)
- further education (FE)
- higher education (HE)
- libraries, archives and information services (LAIS)
- work based learning (WBL)

Community learning and development (CLD)

Community learning and development represents mainly, but not exclusively, non-formal and informal learning delivered in community-based settings as well as dedicated community development activity and youth work. It includes work with parents and families aimed at building social infrastructure and quality of life. The wide range of community-based activity undertaken means that many of those who work with LLUK standards in this area may be recorded as employed in a different sector. For example, Sure Start staff in England are captured within the 'Skills for Care and Development' footprint. Much of this constituency's activity is voluntary, although volunteers are often

co-ordinated by a smaller number of dedicated full-time professional staff. Employers in the sector are diverse and include local councils, local authorities, small community groups and alliances which are run by local committees. Funding comes from a variety of sources, including government and local authority grants, statutory training and education funding bodies, private charities and trusts, and the European Social Fund (ESF).

The CLD constituency comprises seven discrete strands:

- **Community based adult learning** - this is sometimes referred to as Adult and Community Learning. This involves young adults through to older people and takes a range of contexts, from community centres primarily focused on adult learning through to social services settings, regeneration projects and the work place. In England this strand is part of the wider Further Education sector together with WBL and FE colleges.
- **Community development** – relates to community development activity, which does not have individual learning as its focus, pertaining to activities such as campaigning, building community capacity and empowering communities to take charge of their own development.
- **Community education** – encompasses the ‘lifelong’ range of learning needs with a close integration in approach between work with adults, young people and children, and in providing educational support with community development. Its emphasis is upon the provision of community based learning and development support for individuals and groups based around identified needs and issues.
- **Development education** – explores the links between people living in countries commonly described as ‘developed’ - mainly in the Northern hemisphere - with those of the ‘developing’ countries, mainly but not exclusively in the Southern hemisphere. Development education helps people to understand the links between their own lives and those of people throughout the world.
- **Family learning** – the workforce that concentrates on community based training activity for the family unit, supporting the family to learn as a whole.
- **Working with parents** – working with parents specifically, both to support and enhance the development of parenting skills. As well as working directly with parents themselves, such workers may, for example, provide training support to health visitors, family court judges and other professionals who operate in a family support role.
- **Youth work** –work with young people with a focus on their personal and social development, and the promotion of their inclusion, ‘voice’ and influence. Youth workers work with young people individually and in groups in a variety of settings: youth centres and youth clubs; detached (street-based) projects; information, advice and counselling centres; and in partnership with schools, Youth Offending Teams and other children and young people’s services. Youth work includes local authority and voluntary provision, for example, the Scouting and Guiding associations and small voluntary youth groups.

Note: the FE sector in England covers three of the LLUK constituency groups: community learning and development - community based adult learning strands, further education (colleges) and work based learning providers delivering publicly funded training.

Further education (FE)

Further education defines the constituency which encompasses the activities undertaken by colleges and institutions primarily concerned with post-compulsory learning. This includes private training providers delivering publicly funded provision and personalised and community based learning. In England this includes general FE colleges, sixth form colleges and specialist colleges. The FE constituency in England offers a great deal of work based learning and community based learning provision, as well as traditional institutionally based courses and programmes. Funding for the constituency is generally provided from statutory sources and fee income, although many colleges have developed training activities which either fully recover outlay costs or deliver profits. The key funding agency for the FE sector in England is the Learning and Skills Council (LSC), a non departmental public body. Colleges may also source funding from regional development agencies, private and public sector employers and the European Social Fund (ESF).

Note: the FE sector in England covers three of the LLUK constituency groups: community learning and development - community based adult learning strands, further education (colleges) and work based learning providers delivering publicly funded training.

Higher education (HE)

The HE constituency comprises all publicly funded HE institutions in the UK. In England funding is managed by the Higher Education Funding Council for England (HEFCE). The constituency includes universities and university colleges, ranging in size from over 30,000 students to fewer than 1,000 students, with a wide variety of missions, subject mixes, specialisms, and research capacity. Institutions are self-governing, independent and often make a significant contribution to both local and regional employment opportunities and the economy.

Libraries, archives and information services (LAIS)

This constituency includes libraries, archives and information service providers in publicly-financed institutions, including public libraries and those in universities and colleges. It is widely recognised that libraries have always been central to education and self-improvement, with the power to drive more effective learning, whether for individuals or groups. Archive services are used increasingly to support self-directed and community based learning. Staff in public libraries and archives engage with their local communities and inspire learning, enjoyment and creativity.

Information workers of all kinds have an importance to the social well-being and economic success of England which is difficult to over-estimate. They are concerned with the form, content, arrangement, routing and preservation of information and with making it accessible and attractive to actual and potential users. They manage and support the information needs of the 'knowledge economy' generally and, in particular, they contribute to the success of commercial and industrial enterprises.

Funded from a variety of sources, some of the main stakeholders in the sector in England are national government e.g. Department for Culture Media and Sport, England (DCMS), the Museums, Libraries and Archives Council (MLA) and the professional associations - CILIP and the Society of Archivists.

Work based learning (WBL)

Work based learning covers a broad range of activity including programmes undertaken by commercial and voluntary sector providers funded under contract to government departments and agencies as well as a significant amount of privately funded, independent and in-company training. Some colleges are work based learning providers in their own right and have established their own private companies. Funding bodies contract with these college companies to deliver training programmes as well as with local authorities and with independent learning providers. Independent providers often use colleges to provide underpinning knowledge for their work based trainees. Employers in the sector range from large national training providers and specialist training providers (for example, training provision for people with learning difficulties or disabilities) to small companies employing fewer than 20 staff. Funding for a large part of this constituency is provided from statutory sources. The key funding for the WBL constituency in England is provided by the LSC. WBL providers also source funding from regional development agencies, private and public sector employers and the ESF.

Many of these employers conduct their own staff development training, but they also use the services of other training providers – who are also employers within the same sector.

Note: the FE sector in England covers three of the LLUK constituency groups: community learning and development - community based adult learning strands, further education (colleges) and work based learning providers delivering publicly funded training.

The purpose of this report

This document consolidates the research and consultations to establish the key skills issues in the sector, and to reach agreement on the solutions and specific actions needed to resolve them. These are necessary steps towards achieving LLUK's vision:

the UK lifelong learning workforce will be the best in the world.

The document also describes the action plans that have been developed for each of the main constituencies of the sector, and reports on the state of agreement between employers, skills providers, funding bodies and other partners and stakeholders.

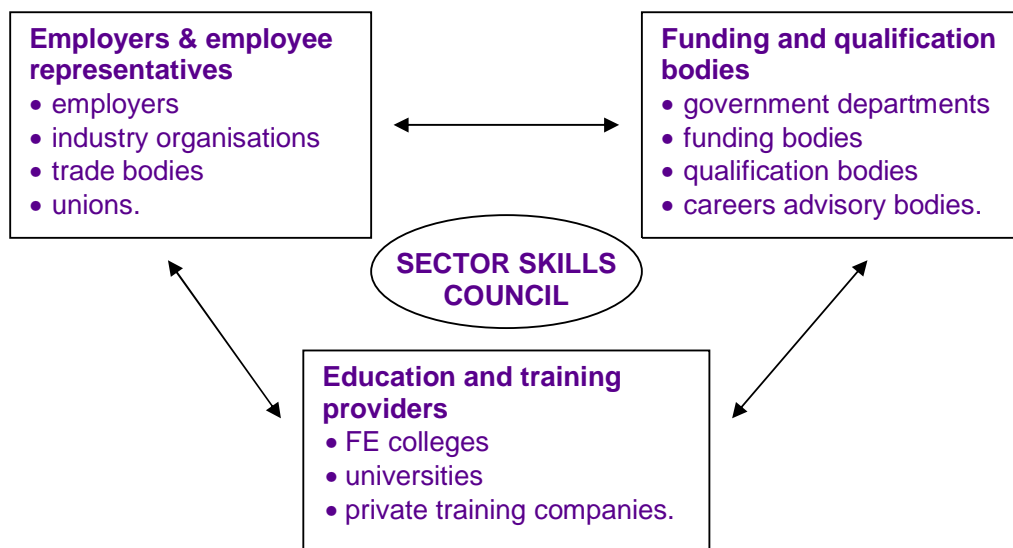
Developing the Sector Skills Agreement (SSA) for England

The SSA Process

This document is the culmination of a formal process to develop an agreement between Lifelong Learning UK (LLUK), lifelong learning sector employers, and other partner and stakeholder organisations about how to increase skills in the lifelong learning sector, and how to raise the performance of the sector over the coming years.

The Sector Skills Development Agency (SSDA) has developed the SSA process to ensure that businesses are equipped to meet the realities of the modern working environment and the workforce is able to offer the right skills in the right places at the right time. The process is designed to encourage dialogue about skills between employers, workforce development providers, and government-funded agencies, mediated within each employment sector by the individual Sector Skills Councils (SSCs).

In general, a sector skills agreement is essentially a three-way agreement between employers, funding bodies and education and training organisations, as shown in this diagram:



The employers and their representative bodies come to an agreement with both the organisations that plan, fund and support education and training, and with education and training providers, to decide the training and skills needs of the sector and the skills gaps that should be filled.

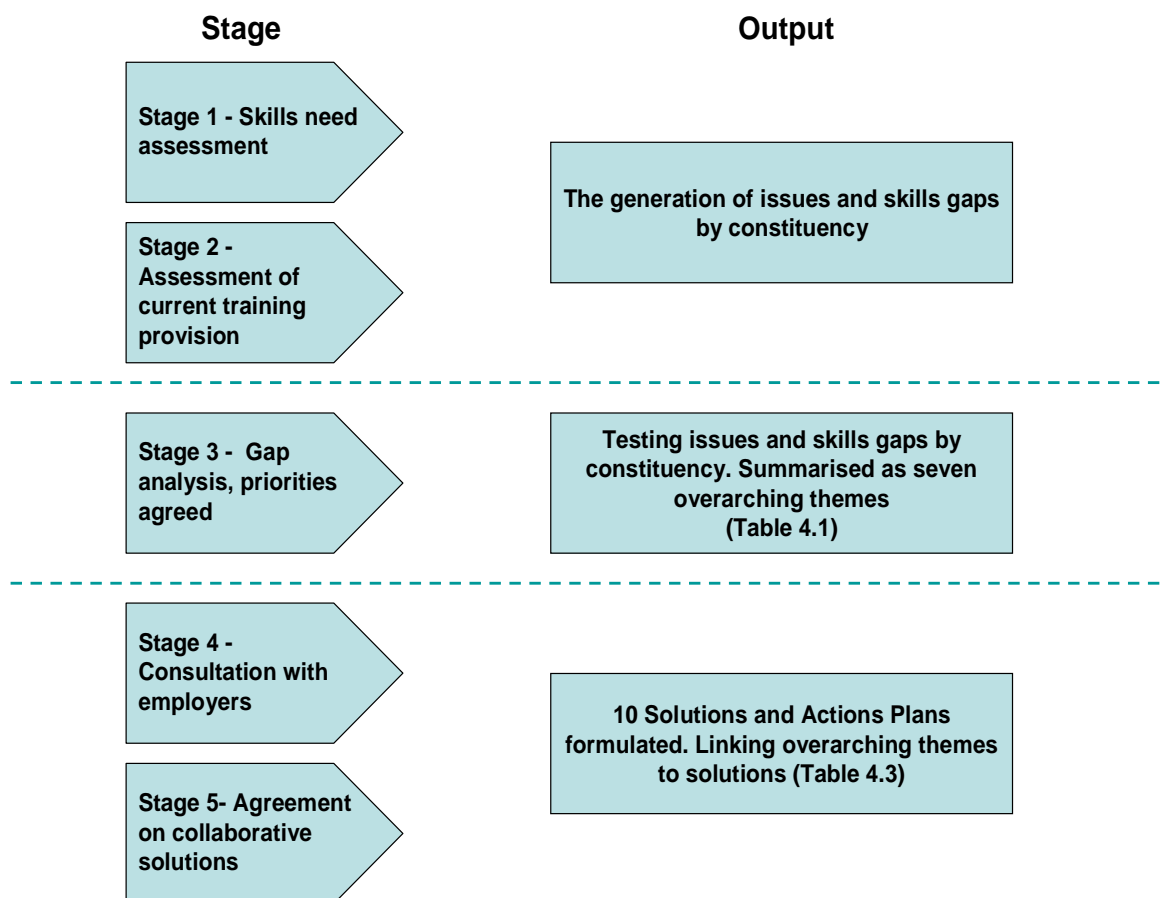
The whole process is led by employers and in the middle is the Sector Skills Council, one of 25 bodies licensed by the government to broker and facilitate this process. It is important to note that some employers in the lifelong learning sector are both employers in their own right and also education and training providers for other employers and their employees.

The SSA process comprises five inter-related stages:

- **stage 1** – a sophisticated assessment of each sector's needs to cover the short, medium and long-term, mapping the drivers of change in the sector, and determining skills needs (the skills needs assessment)
- **stage 2** – a review of the range, nature and employer relevance of current training provision across all levels
- **stage 3** – an analysis of the main gaps and weaknesses in current workforce development activity, leading to agreed priorities to be addressed
- **stage 4** – a review of the scope for collaborative action – engaging employers to invest in skills development to support improved performance and productivity
- **stage 5** – a final agreement of how the SSC and employers will work together with key partners to secure the necessary supply of training for their workforce in the future

In addition, because LLUK's central role is to support employers whose primary purpose is the support or delivery of lifelong learning, LLUK is currently undertaking an **Impact Review** as an additional stage in the SSA process. This involves the review of all other sectors' SSAs to assess their effects and the demands that they will place on skills

needs in the lifelong learning sector – both currently and in the future. This stage will provide additional detail about the specific requirements of other industrial sectors which it has not been possible to identify in detail through the LLUK SSA process to date. Early findings from this work are explored in more detail in Chapter 6 of this report.



Our approach to the lifelong learning SSA

For the lifelong learning sector we have followed the above process over the past 20 months. The stage 1 and 2 reports were published in April 2007 and stage 3 in July 2007. There is no stage 4 report. This document is the final report of the formal process for England – the stage 5 report.

The main activities carried out during this time have been extensive desk-based research for stages 1, 2, and 3, including statistics of workforce qualifications and skills provision; and widespread consultations for stages 3, 4, and 5. Consultations have included meetings with employers, trade bodies, national representative organisations and partners, stakeholders in the lifelong learning sector, trades unions and many other interested organisations; online surveys for employers; and various industry events. At stage 3, lifelong learning employers in England took part in over 75 consultation meetings across England to discuss the skills gaps identified and propose possible solutions. At stage 4 of the process consultations were held in England with 75 individuals from the CLD constituency (including youth work); 87 individuals from the FE sector (including work based learning and personal and community development learning); 41 from the H E sector and 23 from the LIAS sector – these individuals

representing as many organisations. Consultations with stakeholders as part of Stage 5, taking SSA actions forward, are currently taking place. Thus far, LLUK has met with 37 stakeholders and will be developing work with more identified stakeholders as the process continues.

Contributors, where recorded, are listed in the annexes of the various stage reports, and we would like to take this opportunity to thank all those who have contributed to this process.

About this document

This is the first time that a sector skills agreement has been attempted for the whole of the lifelong learning sector and is intended for employers, partners, stakeholders, trade bodies, trade unions and individuals in the lifelong learning sector. It is hoped that it will be helpful in informing their own workforce development plans and allocating resources for skills development. It is not an end point, but a stage on a journey which will continue through individual and collective dialogues across the lifelong learning sector.

LLUK published this agreement in March 2008, in the form of a main report with a separate annex volume. Both volumes are available for download from the LLUK website at www.lluk.org. Related material and reports from previous stages in the SSA process are also available at this site.

This is a final report on the formal process of reaching a Sector Skills Agreement as required by the Sector Skills Development Agency. Work will continue, based around the issues and actions identified in this document, to raise skill levels across the sector. Further information and updates on progress subsequent to the publication of this document will be made available on the LLUK website at the address above.

LLUK would like to thank all those who have provided input to the SSA work at all stages of its development and hope that these and others will continue to work with us in the future.

2. THE POLICY FRAMEWORK AND DRIVERS OF CHANGE

Building on the previous SSA reports, this section of the Stage 5 report seeks to update the current situation in England. It summarises the main policy drivers at work in England that impact on lifelong learning, and hence on the workforce that delivers education skills and information services.

2.1 Policy framework in England for the lifelong learning sector

Government policy in a range of areas plays a considerable role in influencing the future development and the demand for skills within the lifelong learning workforce. Strengthening economic prosperity, productivity and social justice are key themes within government policy across the UK, to which the development of skills within the population as a whole is expected to contribute. In response, Public Service Agreements (PSAs) have been established in England. These set out clear targets for improving the educational training attainment of young people and improving adult skills levels. In essence, these targets could be considered as the delivery targets for the sector, which in turn influence the demands placed on the lifelong learning sector and its workforce.

In the last two years there have been a number of new reports and policies that will impact heavily across the sector. These include the Skills Strategies (DfES, 2005b), the Foster Review (DfES, 2005c), the 14–19 Education and Skills – White Paper (DfES, 2005a), followed by the Further Education: Raising Skills, Improving Life Chances - White Paper (DfES, 2006c) and the two Leitch Reviews of Skills (HMT, 2005b, 2006). These are changing the way education, skills and knowledge are acquired, how they are resourced and how they are perceived.

Following the Leitch final report in 2006, the Leitch implementation plan (DIUS, 2007) published in July 2007, “*sets out the practical reforms that we will be introducing in England to spark off this ‘skills revolution’ and close the skills gap at all levels, right across the nation, by 2020*” (DIUS, 2007, p.7). Specific to this SSA, the Implementation Plan envisages the SSCs having a remit focused on three strategic objectives:

- ensuring that the supply of skills and vocational qualifications is driven by employers: having the key role in reform and development of vocational qualifications, approving such qualifications and, for England, advising the LSC on which vocational qualifications to fund
- raising employer ambition and investment in skills: engaging with employers to increase their demand for and investment in skills; and considering whether there is support within their sectors for the introduction of levy schemes (in England, with the potential to apply in any of the devolved administrations if they conclude this is desirable)
- articulating the future skills needs of their sector: being the lead authorities on collating and communicating up-to-date labour market information, which is consistent and comparable between sectors; and being the authoritative voice about the skill needs of their sector (DIUS, 2007)

In line with this, they also envisage the Sector Skills Agreements (SSAs) and Sector Qualification Strategies (SQS) being central to the delivery of this new SSC remit (DIUS, 2007).

As a largely publicly resourced sector, the way in which the lifelong learning sector responds and develops in order to address the demands placed upon it, is also largely governed by the wider policy development. In England there are a range of policies which are a guide and drive the sector. These have been grouped under three themes:

System reform and quality improvement:

- reform of initial teacher training (or initial teacher, tutor, trainer education (ITTTE) for the FE sector (previously learning and skills)
- emphasis on young people shaping the services they receive
- making youth work a graduate profession by 2010
- proposals for an integrated qualifications framework for all those in the 'children's workforce'
- strengthening leadership, management and supervision of organisations delivering services to the sector
- making learning in the sector truly demand led; libraries becoming more learner centred; mainstreaming access to open learning
- an emerging self-governing and self-regulating FE sector

Increasing participation and achievement of young people:

- more flexible pathways to HE - to facilitate the planned increase in the participation rate in HE to 50% by 2010
- apprenticeships available from age 14
- prioritisation of literacy, numeracy and vocational training for the 14-19 age group
- 14-19 Diploma development with schools and the learning and skills sector
- the government is legislating to raise the education leaving age to 18 so that by 2013, all 17 year olds, and by 2015, all 18 year olds, are participating in some form of education or training

Improving adult skills:

- promoting 'Train to Gain' to encourage adult workforce learning
- more targeting of funding, to be led by demand, by employers and by regional priorities
- empowering people to work via free 'skills for life' training
- free training up to level 3 for all those under 25
- libraries supporting adults with basic needs and promoting digital citizenship

Regional policy documents in England show some similarities and some differences. The following featured as priorities in most English regions; broadening the range of applied (and vocational) provision offered to 14–19 year olds; increasing the take-up of 'Skills for Life' for adults; increasing attainment at National Vocational Qualification (NVQ) levels 2 and 3; and increasing progression to HE. Other skills priorities were found in some regions and not others, for example: English for Speakers of Other Languages (ESOL) provision for migrant workers (London); science and technology skills (South East); more effective information, advice and guidance services (North East); improving access to WBL (East Midlands); and increasing employment rates in disadvantaged communities (East of England).

2.1.1 Linking the skills policies and initiatives to the SSA solutions

Chapter 5 describes the 10 solution areas agreed with employers and discussed with partners and stakeholders in response to the skills issues and overarching themes described in chapter 4. However, for several parts of the lifelong learning sector, actions to address the SSA solutions will be delivered through other strategies and action plans. For employers and employees in the wider Further Education sector, for example, actions to address the SSA solutions will be largely delivered through the first Workforce Strategy for the FE Sector (published in December 2007) which LLUK has facilitated on behalf of the wider FE system in England. For those employers and employees working with children and young people, actions to address the SSA solutions will also be delivered by working with partners through the Children's Workforce Network and on the Ten Year Youth Strategy.

All the SSA solutions and actions are based upon partnership working with employers, employees, partners and stakeholders. LLUK does not wish to imply that there is not already existing work and practice upon which actions can and should be built across the sector. This is the importance of on-going dialogue with all parts of the sector to identify and develop relevant actions.

The tables below demonstrate the links between the SSA actions and the Leitch Review Implementation Plan and also between the SSA actions and the FE Sector Workforce Strategy. These are examples of how the SSA actions have synergy with other policies and strategies in different parts of the lifelong learning sector.

The table below maps the key actions contained in World Class Skills (Leitch Implementation Plan) to the SSA Solutions.

| | SSA Solutions | | | | | | | | | |
|--|---------------|---|---|---|---|---|---|---|---|----|
| World Class Skills (Leitch Implementation Plan): Key Actions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Delivering our World class ambition e.g. higher level skills pathfinders, PSA targets, Train to Gain and other funding | * | * | * | | * | | | | | |
| Supporting individuals to improve their skills and progress in work e.g. employability skills programme, universal adult careers service | * | * | * | | * | * | * | | | |
| Creating a UK commission for Employment and Skills | | | | | * | | | | | |
| Reforming and re-licensing Sector Skills Councils | | | | | * | | | | | |
| Vocational qualifications reform | | | * | | | | | | | |
| Improving the quality of training supply e.g. New Standard for Employer Responsiveness, National Skills Academies | * | * | * | * | * | * | | | * | |
| A new partnership for the workplace e.g. Skills Pledge, Train to Gain | * | * | * | | * | | | | | |
| Equipping young people with the skills they need for work and life e.g. New Diplomas, Functional Skills Standards | | | | | * | | | | | |

The table below maps the FE Workforce Strategy priorities and themes to the SSA Solutions.

| FE Workforce Strategy | SSA Solutions |
|--|---|
| Priority 1: Understanding the nature of the workforce Theme 1: Gathering robust data on the Further Education workforce Theme 2: Using data to understand the Further Education workforce and improve future planning Theme 3: Using data to understand workforce diversity and target actions | Promoting collaborative and partnership working 4. Develop collaborative working across the lifelong learning sector to recognise and disseminate good practice 5. Support lifelong learning employers in the move towards more demand-led learning and training opportunities |
| Priority 2: Attracting and recruiting the best people Theme 4: Recruiting the people we need Theme 5: Increasing the diversity of the workforce at all levels Theme 6: Improving and selling the workforce image | Addressing recruitment and retention issues across the sector 6. Develop sector-wide career pathways 7. Develop a knowledge bank for IAG professionals and others to support new entrants and existing staff in the sector 8. Recruitment programmes to address specific shortages in the lifelong learning sector |
| Priority 3: Retaining and developing the modern, professionalised workforce Theme 7: Professionalising the workforce from initial training to continuing professional development Theme 8: Being responsive, by ensuring new workforce skills demands are met | Developing capacity and capability across the sector 1. Explore the options for 'professionalising' all parts of the lifelong learning workforce 2. Development of an integrated CPD framework and model for the lifelong learning sector where appropriate 3. Develop a 'skills for learning professionals' qualifications framework |
| Priority 4: Ensuring equality and diversity is at the heart of strategy, policy-making, planning and training | Utilising skills for high performance 9. Develop a UK-wide Leadership and Management strategy 10. Develop the business case and resources to support the use of technology in the sector |

2.2 Key policy drivers of education, skills and lifelong learning in England

2.2.1 Lifelong learning sector

The lifelong learning sector in England brings together all providers that deliver or support individual learning and development and knowledge management for young people over 14 and adults. This section seeks to outline how the sector is made up and the key policies that frame how it is funded, led, supported and developed.

The lifelong learning sector has only relatively recently been aligned, following the publication of the Skills Strategy (DfES, 2005b) supported by the formation of Lifelong Learning UK. Some of the constituent parts of the sector have been more recently realigned by the FE White Paper (DfES, 2006c) and LSC policy. These have brought WBL and large parts of the CLD constituencies under the umbrella term 'FE sector'. The Government in England has welcomed the Leitch Review of Skills (HMT, 2006), formally responding in June 2007 with a publication that outlined the breadth of activities it is already supporting (including reforming the workforce) and making additional commitments (DIUS, 2007). The Government is looking to achieve all Lord Leitch's proposed ambitions in order to raise skills levels across England and is now encouraging all those involved in employment and skills to be involved in the debate as to how to make these ambitions a reality. This builds on the ongoing reforms and reviews of all parts of the sector which aim to make the systems more 'demand-led'. Specifically, provision at all levels must be responsive to the needs of learners, employers and communities. Ultimately it must ensure young people and adults achieve above the targets set out within the public service agreements (HMT, 2004: PSA for DfES), including:

- all young people to reach age 19 ready for skilled employment or higher education
- increasing the number of adults with the skills required for employability and progression to higher levels of training
- raising and widening participation in higher education

The lifelong learning sector in England is expected to ensure that *“employers have the right skills available to them to support the success of their businesses, and [that] individuals gain the skills they need to be employable and personally fulfilled.”* (DfES, 2005, p.5). In addition, the parts of the sector that support children and young people, or those that work with them, must also contribute to the five elements of the Every Child Matters agenda (DfES, 2004b). This states that all children and young people (0 – 19) and vulnerable adults should have the support they need to *“be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being”* (DfES, 2004b, p.4). Large parts of the lifelong learning sector sit within local authority services and so are increasingly also expected to support citizens and their communities in shaping the services they receive (CLD, 2006). All of these strategies have been developed and are delivered within the context of the Lisbon Agenda which aims to make the European Union *“the most competitive and dynamic knowledge-driven economy by 2010”* (Europa).

2.2.2 Higher Education system

As outlined in the Higher Education White Paper (DfES, 2003) this sector brings together higher education provision, funded through HEFCE, delivered in higher education institutions including universities, colleges of higher education, further education colleges

and via distance-learning. Qualifications are normally validated by a specific university and quality is assured by the Quality Assurance Agency.

Over the last 20 years the HE system has expanded significantly, widening its student base as well as the offer it makes to both students and employers. The standards of staff working across HE are built on the UK Professional Standards Framework (Higher Education Academy, HEA, 2006). Over the next few years the sector is expected to continue to expand, particularly through offering distance-learning and in line with the Government commitment to adults in full-time work, such that by 2020 at least 40% of all adults in England will have had some experience of higher education (Leitch Review of Skills, 2006).

HEFCE is funding three pilot Higher Level Skills Pathfinder (HLSP) Projects, testing out the demand-led approach with other sector employers. Outcomes from this work should include some clarification of the skills required by the workforce across higher education, including in terms of partnership working, engaging learners and engaging employers. An HLSP report is due in Spring 2008.

2.2.3 Further Education system

The FE White Paper (DfES, 2006c, p3) stated that: *“The FE system must be the powerhouse for delivering the skills at all levels that are needed to sustain an advanced, competitive economy and make us a fairer society, offering equal opportunities for all based on talent and effort, not background”*. Building on the Foster Review (DfES, 2005c), the FE Reform White Paper (DfES, 2006c) and all subsequent policy papers have expanded the definition of the FE Sector to include all provision that is neither statutory nor higher education. The wider term ‘FE System’ then includes all those that support the sector including the Learning and Skills Council (LSC), Office for Standards in Education (Ofsted), the Quality Improvement Agency (QIA), the Centre for Excellence in Leadership (CEL), Lifelong Learning UK (LLUK) and relevant government departments

This provision for young people and adults – both as individuals or through employers - is offered through further education colleges, sixth form colleges, specialist colleges, work based learning providers, adult and community learning providers, voluntary sector training, development education and community learning. It can include education, training and development that is predominantly funded through the LSC, and can also include provision funded by Jobcentre Plus, direct from local authorities, Regional Development Agencies and ESF as well as privately funded training.

The system is in a period of transformation, with eight key change initiatives in the last 20 months. These include the transformation of the qualification structures that came into force from September 2007; the introduction of the Framework for Excellence (LSC, 2006); and the National Improvement Strategy (QIA, 2007). The funding structures that underpin all aspects of public provision are changing, in particular all adult skills budgets are moving to ‘demand-led’ principles, delivered through Train to Gain and Individual Learning Accounts. The introduction of 14-19 diplomas from September 2008 will probably lead to further differentiation in provision for young people and adults. The Department of Work and Pensions new Commissioning Strategy (February 2008) involves a new relationship between Job Centre Plus and LLUK and its employers focusing on joined up working.

It is anticipated that there will be repercussions in the type and quantity of continuing professional development (CPD) needed by the workforce, the types of entry and development qualifications they access and increased expectations from employers. In particular all those working across the sector will need to continue to improve teaching

(pedagogy) skills, to work in partnership and in multi-agency teams and to improve management and leadership skills.

New regulations from September 2007 required all FE college lecturers to have access to continuing professional development of at least 30 hours per annum (pro rata for part-time staff) and encouragement for staff funded by the LSC, but not working in colleges, to have equivalent support.

2.2.4 Community learning and development including youth work, parenting and family education

With the wider CLD constituencies now located within the FE sector, in respect of policy purposes, this brings a renewed focus on the needs of youth work, parenting and family education. These constituencies (supporting individuals at the key transition times) are primarily framed by the FE, youth matters and every child matters agendas.

The paper, Youth Matters: Next steps (DfES, 2006b) aims to give all young people the chance of a positive future by helping them to learn in ways that motivate, stretch them and enable them to achieve; engage in positive developmental activities; make informed choices about their lives; and benefit from high-quality, targeted support before problems escalate. A core commitment is for young people to be involved in all decisions that affect them – a commitment that is now impacting on all planning and development work for this sector.

The Youth sector is moving towards a fully graduate professional workforce from 2010 and, on the back of Youth Matters (DfES, 2006b) and other policies supporting holistic approaches to support for children and young people, youth work is becoming integrated with other services. It will be important to both maintain the youth work professional distinctiveness, whilst at the same time develop CPD for other professionals who are starting to overlap in this area. Aiming High for Young People: a ten year strategy for positive activities was published in July 2007 (HMT/DCSF, 2007). LLUK is working with Children's Workforce Network (CWN) board members to further the work arising from the ten year strategy. We are currently focussing on development work on three of the initiatives laid out:

- attract high calibre graduates to enter the workforce
- increase the take up of apprenticeships across young people services and explore further development of the apprenticeship route (including possible new generic framework)
- develop codes of practice for each sub profession within the youth workforce

LLUK is also committed to provide expert relevant professional support to be given to CWDC and partners who are designated as lead partners in the other policy areas.

The DfES publication Parenting Support (DfES, 2006a) clearly shows policy support for parenting and family education, setting out a clear agenda for what should be on offer in local areas and the additional services parents should be able to access. This is rolling out through the expansion of Children's Centres and extended schools, where professionals involved in parenting education and family learning now have a higher profile and increased responsibilities. The paper also emphasises the need for staff involved in supporting parents and families to receive appropriate training; in particular they need to be able to work in multi-agency partnerships as well as having excellent learner engagement skills.

In December 2007, the government published the Children's Plan (DCSF, 2007), the first of its kind, which aims to make England the best place in the world for children and young people to grow up. There are some radical new proposals that will have an impact on the lifelong learning workforce. Significant parts of the plan for our sector include; expanding the number of Parent Support Advisers in Primary Schools and Expert Advisers in Local Authorities; raising the school leaving age to 18 by 2015; developing more 14-19 diplomas and transferring funding for 16-19 year olds from the LSC to Local Authorities.

2.2.5 Libraries, archives and information services

This group of employers brings together public, private and voluntary sector libraries and archives that support formal and informal learning and other services that facilitate knowledge transfer. The services they offer contribute to the Skills Strategy (DfES, 2005b), Youth Matters (DfES, 2006b) and the Every Child Matters (DfES, 2004b) agendas. More recent policy drivers include the McMaster report (Supporting excellence in the Arts, DCMS 2007) and Creative Britain: new talents for the new economy (DCMS, 2008). In addition a large proportion of the public-funded organisations come under the remit of local authorities and so are also seeking to contribute to the economic development, social justice, empowered citizen and communities agendas set out within the Local Area Agreements and other priorities of the Local Government White Paper (CLD, 2006). At a national England level, the Museum, Libraries and Archives Council Framework for the Future Programme (MLA, 2007) aims to give the public library service network a shared sense of purpose, concentrating on libraries' roles in promoting reading and learning, enabling access to digital skills and services and encouraging community cohesion and civic values.

The Archives Task Force, in reviewing England's archives, alongside those of the other three home nations, recommends that England's archival heritage is *"unlocked and made open to all citizens in a way that engages them and empowers them to use archives for personal, community, social and economic benefit"*. (MLA, 2004, p.6)

Libraries, Archives and Information services are changing, many transforming at the local level in ways which mean they have to become increasingly skilled in engaging communities, employers and learners. In addition, they have to be able to support access to information using a wide range of technologies, whilst at the same time retaining the traditional skills. Finally, building on the professionalisation agenda from across the sector, this is becoming an increasingly graduate work force, so requiring additional training and development opportunities to be made available to all.

2.2.6 Work based learning

A large number of work based learning providers operate across England. Some operate privately, securing income directly from employers. Many colleges are themselves work based learning providers. Some work based learning providers are subsidiaries of colleges and some work in partnership with one or more college, with other providers and/or directly with employers. They offer most of the Modern Apprenticeships available in England as well as other vocational qualifications.

The Learning and Skills Council (LSC) provides much of the public funding for WBL providers in England. Increasingly this funding is being channelled through the Train to Gain service. Train to Gain offers a skills brokerage service to employers, identifying the skills needs of staff and then the providers near them that can meet those needs. Train to Gain has been in operation since 2006 and has had a major impact on the way work

based learning providers are funded and utilised. The New Standard for employers sets out to assess and, where appropriate, accredit organisations engaged in the provision and delivery of training and development for their responsiveness to employers' needs and their expertise in particular industry sectors. The standard started with a mandate from the 2006 FE Reform White Paper, Raising Skills, Improving Life Chances, building upon two earlier projects to improve quality assurance for employers using the public FE system. WBL providers will have an opportunity to demonstrate their responsiveness to employer need through the achievement of the New Standard.

2.3 Regional economic development

Several of the main themes identified in UK and English lifelong learning policies were also recognised as contributing to the delivery of Regional Economic Strategies (RES). These sit alongside other priorities for improving productivity, economic performance and social cohesion, such as increasing inward investment and ensuring sustainable development. This was manifested through the work of the Regional Skills Partnerships (RSPs) and the statements of Regional Skills Priorities, although different issues and themes were emphasised within different regions.

Common themes and some regional differences are summarised as follows:

- Broadening the range of applied (vocational) provision offered to 14–19 year olds; increasing the take-up of 'Skills for Life' for adults; increasing attainment at NVQ levels 2 and 3; and increasing progression to HE all featured as priorities in most English regions.
- Other skills priorities were found in some regions and not others, for example: English for Speakers of Other Languages (ESOL) provision for migrant workers (London); science and technology skills (South East); more effective information, advice and guidance services (North East); improving access to WBL (East Midlands); and increasing employment rates in disadvantaged communities (East of England).
- From April 2008 each of the English regions will be developing their own variations of the Employment and Skills Boards which were recommended in the Leitch report (HMT, 2006). As the boards are constituted and build their own strategies they will supersede existing regional skills action plans, but will still sit within the regional economic strategies.

2.4 Other drivers of change

Funding

Closely related to policy development, expenditure on lifelong learning is also acknowledged as a significant driver of change within the sector. An analysis of public expenditure and investment in education services for the four UK home countries indicates that the sector should receive a healthy and stable flow of funding in the near future, which, all other things being equal, is likely to sustain and possibly increase employment levels across the sector. However, all constituencies within the sector will not experience this equally. Moreover, the composition of this funding is likely to change and move towards attracting increased investment by employers and learners. In order to respond to this, the lifelong learning sector will require staff with the skills to secure and sustain funding from an increasingly diverse range of sources and to offer provision that responds in both content and style of delivery to the needs of increasingly demanding paying customers, be they participants or their employers.

These funding issues are addressed in solution 5 – support lifelong learning employers in the move towards more demand led learning and training opportunities.

Demographics

Demographic change is an issue with implications for the potential numbers of participants in lifelong learning and their specific demands and needs. The UK population is projected to increase from nearly 60 million today to around 69.5 million by the year 2054, with the population of England growing by 19% in this period. At the same time the UK, like nearly all European nations, is witnessing an ageing of its population. This suggests that, whilst demand for lifelong learning from younger learners may remain relatively stable, demand from older learners will increase. This is already apparent within the trends in participation in lifelong learning. The growth in HE participation in recent years has been driven by mature students and increases in participation at postgraduate level, though undergraduate students continue to make up the majority of the population.

It is clear that older users of lifelong learning may have different needs, preferences and behaviours compared to the more traditional younger users of services, with whom lifelong learning staff may be more familiar. This change will most likely require an updating of lifelong learning staff skills and approaches to service delivery. This will be addressed through solution 3 – develop a ‘skills for learning professionals’ qualifications framework – focusing on employer engagement, information learning technology, learner support/ customer care and multi-agency/ partnership working.

In addition, these demographic issues will also impact on employees in the lifelong learning sector and will be addressed by solution 2 - develop an integrated continuing and professional development framework and model for the lifelong learning sector where appropriate.

Global change

The increasingly global economy will place an increased premium on skills within the workforce as a whole. It is expected that new industries, occupations and working practices will require new skills and knowledge, whilst demand for replacement skills will be stronger in some labour markets than others. It is anticipated again that there will be an increase in adult participation in skills development. The full implications of this for the lifelong learning sector will become clearer once all other sectors have completed their SSAs and the identified future skills needs have been reviewed by LLUK in their additional phase of work.

The issues around global change, particularly responding to the new and evolving needs of employers will be addressed in solution 5 - Support lifelong learning employers in the move towards more demand led learning and training opportunities.

Migration

Migration is another important facet of globalisation. In the short term this is likely to result in increased demand for ESOL provision for those entering the UK, with increasing diversification of their skills needs over the longer term. The lifelong learning sector will need to be able to respond to these changing demands, as well as to be skilled in working with an increasingly diverse population. In addition, the migration of skilled workers places pressure on the development of international standards for skills and qualifications. The proposed European Qualifications Framework is likely to have implications for some parts of the lifelong learning sector, including potentially increasing

the flow of European students into the lifelong learning sector, as well as enabling greater competition for students between UK providers and those overseas.

Migration issues will be tackled through solution 7 – develop a knowledge bank of information, advice and guidance professionals and others in order to support new entrants and existing staff in the sector, and solution 8 – recruitment programmes to address specific staff shortages in the lifelong learning sector.

Technology

Finally, technological change has significant implications for the development of skills across the UK workforce as a whole, thus influencing demand for lifelong learning provision, as well as shaping the delivery of that provision and hence of skills needs within the sector itself. The lifelong learning workforce will require a changing repertoire of skills, in order to cope with the introduction of new ICT hardware and new services and provision (or methods of delivering services or provision) based on technology. These skills will require continual updating to keep pace with rapid technological innovation.

The issues around technological change will be addressed in solution 5 - support lifelong learning employers in the move towards more demand-led learning and training opportunities, and solution 10 – develop a business case and resources to support the use of technology in the sector, particularly relating to ILT.

Public Service Agreements and target indicators

Current UK education and training policy, affecting the core business of most constituencies within the lifelong learning sector, is focused on the delivery of ambitious PSAs and the achievement of targets in relation to key indicators. The indicators for England, shown in table 2.1, are broadly divided into two major strands of policy aimed at improving productivity and social inclusion:

- improving the educational training attainment of young people
- improving the skills levels of adults

Table 2.1: Public Service Agreements (PSAs) and target indicators

| England | |
|--|---|
| Young people | Adults |
| Improve GCSE achievement at age 16. Improve the proportion of 19-year olds who achieve at least NVQ level 2 or equivalent, and improve attainment at NVQ level 3. | Improve the Skills for Life (previously known as basic skills) of adults. Reduce the number of working adults without an NVQ level 2 or equivalent qualification. Increase participation in higher education by those aged 18–30. |

Source: Skills in the UK: the long-term challenge: interim report (Leitch, 2005), table C.4, p.143, for England, Northern Ireland and Wales

Other examples of other PSA indicators, with particular relevance for the lifelong learning sector, include:

- *“To tackle social exclusion and deliver neighbourhood renewal ... in particular narrowing the gap in health, education, crime, worklessness, housing and liveability outcomes between the most deprived areas and the rest of England, with measurable improvement by 2010”* (Department for Communities and Local Government, 2007, p.6).

- “To increase voluntary and community engagement, especially amongst those at risk of social exclusion” (Home Office, 2006, p.84).

The lifelong learning sector and its workforce have a critical role to play in the achievement of all of these PSA targets and delivering the additional step-change in UK-wide skills levels advocated by Lord Leitch (HMT, 2006).

Increasing employers' involvement in skills development

Increasing employer engagement and involvement in skills development is central to the flexible and demand-led approach advanced in the UK's Lisbon Strategy National Reform Programme (NRP) (HMT, 2005a), endorsed by Lord Leitch (HMT, 2006) and reflected in the implementation of many UK policies. Employers in all sectors are increasingly demanding a greater say in all aspects of skills development in order to shape the skills of their current and future workforces.

The report from the National Audit Office, 'Employers' perspectives on improving skills for employment' (NAO, 2005b), assessed employers' views about the ways in which they wanted publicly-funded training to be improved and whether, from their perspective, such provision represented value for money. This report suggested that employers wanted a simple way of getting advice on the best skills training for their staff. Employers also wanted bespoke training provision able to meet their particular needs, with more flexible delivery options to make provision available at a time and place convenient to both employers and employees. This report advocates stronger collaboration between colleges and private training providers and the involvement of employers in the design and delivery of provision in order to develop “*innovative solutions which meet employers' needs*” (NAO, 2005b, p.12).

Increasing community and voluntary sector involvement

Increasing the involvement of the community and voluntary sector through statutory-voluntary sector partnerships is another key mechanism evident within UK-wide strategies for engaging learners with low-level skills and tackling social exclusion. The National Audit Office report, 'Working with the third sector' (NAO, 2005a), makes the case for increasing the community and voluntary sector's role in the delivery of public services, seeing them as having a key role in promoting participation and empowerment and contributing to local regeneration. More specifically, the report suggests an increasing role for community and voluntary organisations in the delivery of lifelong learning and related services. However, the report also found that third-sector organisations, including those within the voluntary and community sector, needed to train existing employees and volunteers and invest more in improving service delivery, particularly with regard to financial and management skills, in order to increase their capacity for partnership working with the statutory sector.

2.5 Implications for Skills Needs

A consistent theme across all the policies relating to each part of the lifelong learning sector in England is the increased drive towards integrating services, towards increased quality of provision and towards being 'demand-led' by employers, communities and individuals.

This puts renewed emphasis on the need for excellent management and leadership skills in order to drive forward strategic change within the sector. In particular managers and staff must be able to work in partnership with other organisations – including other

providers, other public services, the voluntary sector and private sector organisations. Employers increasingly need to look at widening recruitment and increasing participation, creating environments that support retention and reducing barriers for under-represented groups to enter and progress across the workforce, to increase the diversity of the workforce.

Staff at all levels need to be able to engage with customers effectively, whether these are individuals at all ages and stages of their lives or communities and employers. Lifelong learning organisations need to manage information across their organisations and across partners.

All parts of the sector should take advantage of the enhanced communication and knowledge management tools offered through IT systems – and all staff at every grade need to have the information communication technology (ICT) skills to ensure they can use ICT to contribute to quality, to support integrated services and to achieve or deliver customer/learner satisfaction.

All parts of the sector have a role to play in addressing the poor literacy, spoken English and numeracy skills of the population, in both recruiting and developing staff to deliver skills for life and in supporting all staff to deliver functional skills or to refer learners on to appropriate provision. This is a particularly challenging area, not least because the public funding situation is fragmented, leading to large numbers of qualified Skills for Life teachers being unable to find employment, whilst at the same time there is a shortage of teachers delivering basic skills/skills for life courses.

The sector as a whole will need to review how employers articulate the skills needs of the sector, 'post-Leitch', so the supply system can respond effectively. At the same time the sector is facing upheaval across funding structures and the way organisations engage with employers and communities, whilst working in partnerships and multi-agency teams, and in how they deliver training to respond to the 'demand-led' agenda.

3. MEETING THE SECTOR'S SKILLS NEEDS

3.1 England's workforce profile

This information is taken from the Stage 1 and Stage 2 reports of the SSA for England. It is intended as an update with regards to the workforce profile of the lifelong learning sector in England. For a more detailed analysis please refer to Stage 3 report annex B.

Stage 1, 2 and 3 reports of the SSA can be found at www.lluk.org

3.1.1 Workforce numbers

The English workforce is estimated using figures from the Labour Force Survey (LFS) and constituency-specific sources. Where data was missing or inadequate, a number of stakeholders were asked to provide estimates of workforce numbers (these constituencies were WBL and youth work within CLD). Given the data discrepancies and data gaps within the LLUK constituencies, it is very difficult to establish an accurate global estimate of the size of the lifelong learning workforce. Any overall estimate should therefore be treated with extreme caution. With this in mind, it is suggested that the lifelong learning sector in England comprises in the region of 800,000 individuals.

The following section provides a profile breakdown per constituency, based on figures from national sources such as the LFS and constituency specific data sources.

Table 3.1: Estimates of the size of the lifelong learning workforce in England

Sources: As specified in the table

- In the CLD constituency, the LFS data excludes youth workers. Including the youth worker total from the National Youth Agency (NYA) gives an estimated

| Constituency | LFS 2005 | Estimates from constituency-specific sources | Stakeholder estimates |
|--------------|--|--|--|
| CLD | 135,171 (SIC 80.42, but excludes youth workers and possibly other strands) | | 15,000 (9,000 paid, 6,000 volunteers – youth workers) (National Youth Agency) |
| FE | 157,135 (SIC 80.22 and 80.30/1. Should also include unknown amount from 80.21) | 246,005 (England contract numbers) (LLUK, 2006, p.4) | |
| HE | 333,931 (SIC 80.30/2 & 3) | 281,243 (HESA Staff Record UK, Dec 2004) | |
| LAIS | 44,300 (SIC 92.51) | 31,433 (Greenwood and Maynard, 2005) | |
| WBL | (No separate SIC coverage) | | 30,000 (Parsons and Berry-Lound, 2003) |

total of 150,171 staff for England.

- In FE, the LFS data does not include the proportion of Standard Industrial Classification (SIC) 80.21 (General secondary education) which relates to the FE sector. The best available estimate for the number of FE staff in England is 246,000.
- In the HE constituency, LFS data are aggregated across the four quarters of 2004/05 and provide a recent figure of 333,931 for England. However, the Higher Education Statistics Agency (HESA) Staff Record uses the staff contract population – an indicator of higher education staff contracts active on 1 December 2004 - and provides an HE workforce total of 281,243. The average of these estimates for England is 307,587.
- In the LAIS constituency, the Chartered Institute of Library and Information Professionals (CILIP) database only covers accredited library and information professionals, and does not include other library and information related occupations, archivists, and records managers. It is estimated to account for approximately 25% of the total constituency workforce. In England, the LFS figure for the relevant SIC is 44,300 although this is acknowledged as likely to be a sizeable under-estimate. The total number of staff working in the archives is 4,436 (based on median values of voluntary staff). Over 40% of the total workforce across all sectors and the lifelong learning sector are volunteers.
- Coverage of the WBL constituency is very limited and the robustness of the available data could be seriously questioned. Stakeholder estimates put the staff figure for England at 30,000.

3.1.2 Key data gaps for England

An extensive array of national data sources and supplementary constituency-specific data sources has been analysed. National sources such as the Labour Force Survey and the Higher Education Statistics Agency (HESA) data were used to obtain comparable data for most constituencies across the 4 home countries. Other secondary constituency-specific sources were analysed to contextualise the national data.

This exercise provided good coverage for some parts of the lifelong learning sector: excellent coverage of HE; good coverage of FE colleges; some coverage of LAIS (libraries, archives and information services) and some coverage of youth work, community development and community based adult learning within CLD; and, to a lesser extent, WBL.

In conclusion, the main data gaps identified for the lifelong learning workforce in England were as follows:

- archives and records management
- CLD
 - community development
 - other strands of CLD (community education, development education, family learning and working with parents)
- WBL

Some of these gaps have begun to be addressed since the publication of the SSA stage 1 and 2 reports. LLUK have undertaken research into the Archives and Records Management workforce and the report was published in 2007 and is available on the LLUK website. Data collection pilots have been undertaken in the Work Based Learning and adult community learning parts of the FE sector and will be further addressed through Priority 1 of the Further Education Workforce Strategy (facilitated by LLUK).

3.1.3 Workforce characteristics

HE, FE and CLD are the largest constituencies within the estimated total workforce of 800,000 individuals within the lifelong learning sector in England. Examining the characteristics of the lifelong learning workforce reveals particular issues relating to:

- female employment – 59% of the workforce (as defined by SIC codes) were female, based on data from the LFS
- an ageing workforce – the LFS suggests that the majority of the workforce (52%) were aged between 35–54 years
- a professional workforce – more than half (52%) of the workforce (based on the LFS and SIC codes) were professionals – a considerably higher proportion than found in other public sectors or the economy as a whole. Examination of the English regional variations revealed that the proportion of employment in professional occupations was highest in London (58%) and lowest in the East Midlands (46%) and the North East (47%). The East Midlands had the highest proportion of ‘managers and senior officials’ (11%) of any region. The North East, West Midlands and Yorkshire & Humber had highest proportions of ‘associate professional and technical occupations’ (16-17%)
- full-time, permanent employment was the norm for the workforce as a whole identified within the LFS, just under two-thirds (65%) were known to be employed full-time, more than three quarters (77%) were known to be employed on a permanent basis, whilst 15% were known to be on temporary contracts

3.2 The supply of skills

3.2.1 Overall supply

The learning supply to the lifelong learning sector is complex. The lifelong learning sector, as it includes the workforce behind FE, HE and WBL, delivers skills and qualifications to most workforces within the UK. Other SSCs investigate the supply of provision for their sectors but this is largely provided from outside their respective sectors.

These same parts of the lifelong learning sector also deliver to other parts of the lifelong learning sector. Research to date indicated that there are at least 664 providers in the UK offering programmes which were relevant to at least one constituency of the lifelong learning workforce during the academic year 2004/05.

Across England, the number of institutions identified as delivering provision relevant to the lifelong learning sector during 2004/05 was:

- 98 HE institutions (HEIs)
- 391 FE providers
- 65 WBL providers (Information available only for England and Wales)

Overall, it is known that England has at least 554 providers, which supply relevant provision to the lifelong learning sector.

In terms of volume of the overall learning supply, the supply of relevant programmes for learners was in the region of 154,000¹ individual learning opportunities in the UK during 2004/05. Of these:

- 86.5% were enrolments in England
- 1.8% in Northern Ireland
- 5.8% in both Scotland and Wales

3.2.2 Supply for the constituencies within the lifelong learning sector

This section details the number of providers, from the HE, FE, WBL and ACL constituencies, that have provision relevant to the workforce of each separate constituency.

- In terms of provision for the HE sector, 77 providers were identified as supplying relevant provision across the UK during 2004/05, all of which were delivered by the HE sector.
- 319 providers of relevant training programmes for the FE sector were identified in the UK, of which 296 were FE providers.
- 132 providers supplied programmes relevant to the WBL workforce in England and Wales during 2004/05. Supply was predominantly through the FE sector (93). It should be noted, however, that WBL is more complex to describe and analyse than other more discrete sectors because it is a programme delivered by private providers, FE colleges and, in some cases, voluntary and CLD providers..
- 193 providers supplied programmes relevant to the CLD workforce in 2004/05, mainly from the FE sector (142).

¹ The summary statistics do not mean that there are 154,000 individuals, as some members of the workforce may have attended more than one programme.

- 47 providers supplied programmes relevant to the LAIS sector in England.
- 482 of the 554 providers were identified as supplying programmes for the post-compulsory sector. These programmes are generically aimed at workers within FE, HE or WBL, but are not by design attributable to just one constituency. This may include, for example, National Vocational Training (S/NVQ) level 2 and 3 learner support courses, front-line workers, awareness training and other programmes, which are relevant to workers in different occupational groups within the sector.
- There is very little provision delivered through ACL in England, which is relevant to the workforce of any other constituency within the lifelong learning sector. The LSC does capture information through the Individualised Learner Record (ILR) although it is not coded in a way, which allows for a detailed analysis, as generic learning aims are used (primarily). There are 602 enrolments in total, 346 of these are in 'other post-compulsory', 153 in CLD and 103 in Skills for Life. Further analysis suggests that, as the programmes predominantly relate to teaching English for speakers of other languages (ESOL), adult literacy and numeracy to parents, the provision is likely to be taken up by members of the by sector itself. Hence this probably relates to the earlier points made through the LLUK employer survey about the supply of in-house training by a sector for its own workforce.

3.3 Current and future skills gaps

3.3.1 Defining 'skills' and the relationship between 'skills' and 'qualifications'

The concept of 'skills' is varied and lacks a perfect measure (HMT, 2005b, p.20). This is partly to do with the difficulty of defining, measuring and capturing skills acquisition and development among individuals. Leitch also suggests that "*there are three component indicators of an individual's or a population's 'human capital'*" (HMT, 2005b p.37):

- innate ability
- qualifications and knowledge acquired through formal education
- competencies and expertise acquired, for example, through training on the job.

It is hard to find a suitable proxy for skills within standard UK-wide and sector- or constituency-specific data sources. The most common and widely used proxy indicator is qualifications, but this has its limitations. Using qualifications as a proxy will never fully take account of skills, as the latter are most often developed through experience or 'on the job' training in the workplace and are not formally recognised in any way. Exceptions include NVQs and apprenticeships which certify skills and competency to do a particular job. A fuller description of skills should also include transferable skills (such as literacy and numeracy) and wider employability skills (such as team-working and problem solving), which may be under-represented (or indeed obscured completely) within formal qualifications designed to recognise particular types of professional, occupational or technical competencies and expertise.

"There is no perfect measure of skills ... the most common measure of skills is qualifications, although of course it is possible to have skills without having qualifications."
(HMT, 2005b, p.20)

Nonetheless, qualifications data is useful in that it does allow some comparisons to be made about the level of skills (as measured by qualifications) across different occupations and employment sectors and there was little option but to take this approach in the analysis of existing secondary data sources for this report.

Building on the classification model adopted for the national employer skills surveys, the primary data collection and analysis undertaken during this research has addressed the limitations of using qualifications as a proxy measure by categorising skills more fully in the following way:

- professional/occupational/technical skills – skills which are specific to particular occupations such as: pedagogical or teaching skills for lecturers; Information Communications Technology (ICT) professional skills for ICT staff and information retrieval skills for librarians
- transferable skills – skills which are needed in work, learning and everyday life such as: communication, applied numeracy, ICT use and foreign language skills
- wider employability skills – such as: problem solving, team-working, improving own learning and performance, inter-personal and customer-service skills

A further complication in the analysis of qualifications data is the wide range of terminologies and definitions of types of skills at different levels which are used within different data sources and country and constituency contexts. Leitch (HMT, 2005b) provides a good discussion of this issue and proposes the use of the five-level National Vocational Qualifications (NVQ) framework. This NVQ framework has been updated to an eight-level National Qualifications Framework (NQF) and the existing Scottish CQF has 12 levels. However, the LFS (on which much of the analysis was based) and several of the other secondary constituency-specific data sources currently utilise the five-level NVQ framework.

3.3.2 Current skills needs and priorities within the lifelong learning sector in England

The lifelong learning workforce is a highly professional workforce, made up of a high proportion of staff within Standard Occupational Classifications (SOC) 1-3, incorporating: managers and senior officials; professional occupations; and associate professional and technical occupations. It is therefore not surprising that a high proportion of the lifelong learning workforce across the UK held qualifications equivalent to NVQ level 4 or above. Sixty-five percent of England's lifelong learning workforce are qualified to this level, the lowest of the four home countries. English regional variations were such that London had the highest proportion of its lifelong learning workforce qualified to NVQ level 4 or above (69%), the North East and South West had the lowest (both 61%).

Moreover, between from 2001 to 2005, the trend in numbers of the lifelong learning workforce holding an NVQ level 4 or above qualification increased in all four home countries of the UK. In England there was a 29% increase from 2001 to 2005. These rises have been predominantly driven by increases in the proportion of those within professional occupations and associate professional and technical occupations.

However, against this backdrop of already high and increasing skills levels within the workforce, especially among professional and support/associate professionals, the demand for high-level skills continues to outweigh supply. Employers across the UK lifelong learning sector face difficulties in recruiting staff as a result of skills shortages and encounter an even greater challenge in terms of the numbers of existing staff with

skills gaps. Skills gaps exist when employees are perceived to be lacking skills important to the successful performance of their existing role.

Skills shortages exist when applicants for vacant posts do not have the required skills, work experience or qualifications. Skills shortages were responsible for more 'hard to fill' vacancies within the lifelong learning sector than the all-sector average in each of the home countries in the UK. In England, the proportion of all vacancies which were classified as 'skills shortage vacancies' (where applicants did not have the required skills, work experience or qualifications) was lower in the lifelong learning sector (15%) than the whole country average (24%). Additionally, 69% of all hard to fill vacancies in the lifelong learning sector were described as skills shortage vacancies, a similar proportion as for the economy as a whole (64%).

In England skills shortages were faced particularly at NVQ level 4, for managers and professional occupations. Skills shortages for support/associate professionals and for administrative occupations were mostly apparent at NVQ level 3, while skills shortages for manual staff were mostly at level 2.

Shortages of transferable skills were mostly associated with managers of services and administrative staff, and wider employability skills particularly with manual staff. Occupationally-specific professional/technical/practical skills shortages were the most commonly reported of the three types. And these shortages were most commonly reported among professional and support/associate professionals.

The one exception was the HE constituency, in which more employers reported occupationally-specific professional/technical/practical skills shortages for administrative staff.

Skills gaps where current employees were perceived to be lacking the appropriate levels or types of skills to enable them to successfully perform in their role, involved considerably higher numbers of cases than skills shortages. However, the proportion of employees within the lifelong learning sector deemed to have skills gaps was lower than the all-sector average in the countries where comparative data was available.

In England skills gaps across the lifelong learning sector were most commonly associated with general Information Communications Technology (ICT) user skills and management skills, compared with professional/technical/practical skills or other transferable and wider employability skills. The majority of skills gaps related to professional and support/associate professionals (LSC, 2005b).

Skills gaps at NVQ level 4 or above were most often reported amongst professionals and managers of services, with skills gaps for manual occupations and organisational managers least common.

However, the research undertaken for this stage of the SSA has not enabled the identification of the skills shortages or gaps within specific subject areas. It is expected that analysis at this level of detail will result, to an extent, from the additional stage of work being undertaken by LLUK to assess the implications of the skills needs and priorities identified within other occupational sectors by other SSCs in the production of their SSAs – the Impact Review.

In addition to the specific priorities resulting directly from these skills shortages and skills gaps, stakeholders identified particular priorities across all lifelong learning constituencies within the UK. These included; leadership and management, and transferable and wider employability skills. Moreover, stakeholders representing different

constituencies within individual UK home countries sometimes identified the same priority skills needs for their country.

3.3.3 Future skills requirements

Research to date shows that the lifelong learning workforce in the coming years will be increasingly dominated by professional occupations and, to a lesser extent by support/associate professionals. It is also anticipated that a growing proportion of this workforce will be employed part-time. The very high level of replacement demand for professionals reflects the age profile of the workforce.

It is perhaps not surprising to learn that employers anticipated that demand for higher level skills (at NVQ levels 3, 4 and above) would increase, and that increasing the skills levels of the existing workforce was more important to them than increasing the size of the workforce within particular occupations. Higher-level skills are therefore a key priority for lifelong learning sector employers, but transferable and wider employability skills are also recognised to be important for a wide range of lifelong learning occupations in the future.

Within this research it was not possible to consider in any depth the specific subject specialisms (and related skills needs) which will be required of the lifelong learning workforce at these different qualification levels. The 'Impact Review' of the SSAs developed by other SSCs will provide details of the demand for subject-related skills across the workforce as a whole, and allow the potential impact on the lifelong learning workforce's skills needs to be more clearly ascertained.

Lifelong learning employers across England identified the following overall priority future skills needs:

- increasing demand for professionals, especially in FE, HE and WBL.
- support/associate professionals was the category with second highest future demand predicted by most constituencies. The exception was HE which expected demand to be for managers of services
- all constituencies in England predicted a high future demand for all skill types. The LAIS and WBL constituencies predicted the highest demands. LAIS identified transferable skills as likely to be most in demand. WBL predicted a greater need for professional/technical/practical skills
- increasing demand for particular professional/technical/practical skills for professionals, such as teaching and supporting learning in FE and HE, records management and librarianship in LAIS, and occupational competence for WBL trainers and assessors.
- increasing demand for transferable and wider employability skills, such as Information and Communication Technology (ICT) and customer service skills, and especially leadership and management skills, across most constituencies
- increasing integration between lifelong learning constituencies, resulting in growing demand for overlapping job roles and multi-skilled staff, and partnership skills

4. OVERARCHING THEMES AND SKILLS ISSUES

This chapter summarises the overarching themes across the lifelong learning sector identified in Stage 3 of the SSA process. These themes were based on the Stage 3 consultations with lifelong learning employers and from the skills gap analysis work which can be found in the Stage 3 report, annexes C-G. The gap analysis papers detail individual skills issues for each constituency. Overarching themes were identified among the skills issues within the constituencies and this section summarises these overarching themes. Research findings from Stages 1 and 2 of the SSA are also referenced within this chapter.

The overarching themes are:

- skills related to learning delivery including pedagogy and Information Learning Technology (ILT)
- leadership and management
- learner engagement and customer care
- employer engagement (engaging with industry)
- multi-agency/partnership working
- recruitment and retention
- Information Communications Technology (ICT)

Within each of the seven themes above, this section presents:

- key skills issues by constituency
- overview of regional perspectives on skills needs
- the sub-sectors and occupational groups affected
- demand-side evidence
- supply-side evidence

Table 4.1 Skills issues and skills gaps by lifelong learning constituency and overarching themes (Stage 3)

| | Overarching Themes | | | | |
|-------------|--|---|---|---|--|
| | Learning delivery including pedagogy & ILT | Leadership & management | Learner engagement & customer care | Recruitment & retention | ICT |
| CLD | | Demand for management, leadership and business related skills (financial management, accountability skills, managing budgets) | | Recruitment difficulties for skilled professionals across the Community Learning and Development constituency | |
| FE | Skills gaps and shortages for teaching/pedagogical skills Current and future demand for college lecturers in specific subject areas | Demand for management, leadership and business related skills | Demand for learner engagement skills | Current and future demand for college lecturers in specific subject areas | Demand for support professionals and technical support staff |
| HE | Current and future shortages in skilled academic staff | Skills requirements in relation to management and leadership skills | Skills requirements in meeting the needs of a diverse range of learners | | Skills gaps for support and technical staff at level 4 |
| LAIS | Future demand for professionals with specific LAIS technical skills | Skills gaps for management and leadership skills | Skills gaps for customer engagement skills | | Skills gaps for ICT skills |
| WBL | Subject specific skills shortages for lecturers and trainers | Demand for management and leadership skills | Skills needs for dealing with a diverse range of learners | Recruitment difficulties and internal skills shortages for adult literacy and numeracy staff | |

4.1 Learning delivery including pedagogy and Information Learning Technology (ILT)

This section focuses on a clarification of the particular skills issues related to learning delivery, including pedagogy and Information Learning Technology.

4.1.1 Key skills issues by constituency

FE

Skills issues for FE include:

- skills gaps and shortages for teaching broader pedagogical skills
- subject specific skills shortages for FE lecturers
- skills shortages for Adult Literacy and Numeracy ESOL teaching and support staff

HE

Within HE, skills related to learning delivery were identified among technical staff, due to the trend of many technical and support staff moving into teaching roles. A similar trend can be seen within LAIS as well. In such circumstances, there is a general need for communication; people, time and project management; teaching and coaching skills, followed by more specific learning and pedagogical skills. In relation to ILT, specific skill sets include:

- specialist design and manual skills to build research equipment not commercially available
- advanced technical skills to operate and maintain large complex equipment
- knowledge of local set up
- ability to evaluate products and services (intelligent customer)
- effective lab management and safety

In addition, there are current and predicted future shortages in suitably qualified academic staff.

LAIS

Within LAIS, the Government's emphasis on lifelong learning and social inclusion, together with changing demographic trends, are likely to make large demands on this service, especially those related to learning. Library staff will play an important role as educators and supporters of ICT use, particularly for those users from more disadvantaged backgrounds. The increasing complexity of information management and digitisation are also making demands on the existing workforce.

WBL

Within WBL, internal skills gaps were for skills for life teachers, trainers and tutors. Specific skills needs include:

- teaching skills
- planning learning programmes
- identifying learning needs
- language awareness

4.1.2 Overview of regional perspectives on skills needs

The following illustrates some of the skills needs identified by employers relating to learning delivery in those English regions where gap analysis work was undertaken and therefore should not be treated as comprehensive:

East of England

- ICT support staff required customer service skills, learner focused skills for progression into teaching and teaching roles (FE)
- multi-skilled staff who have teaching skills, assessing skills and occupational qualifications (WBL)

South East

- support staff required basic skills training including ESOL training (HE)

Yorkshire and Humberside

- assessing learning, questioning techniques and language awareness, lesson planning and e-learning (FE)

4.1.3 Sub-sectors and occupational groups affected

This skills need affects those that deliver learning in any form. In FE, this includes teaching and learning support staff, particularly at NVQ level 4. In HE this includes technical staff at level 4 working in HEIs. In LAIS this includes professional, paraprofessional and sometimes management staff.

4.1.4 Demand-side evidence

- Within FE, stakeholders prioritised professional/technical/practical skills such as gaining current industry experience, keeping vocational courses up-to-date and other teaching skills e.g. teaching and assessment that reflects current industry practices.
- Almost half of the English employers in HE reported that their existing support and technical staff lacked professional/technical/practical skills. This included subject specific knowledge and experience and teaching skills. A quarter of employers indicated that support and technical staff lacked transferable skills, including communication and bilingual skills.
- More than a third of LAIS employers reported skills gaps in their existing professional staff in relation to specialist technical and professional skills. LAIS stakeholders prioritised wider employability skills such as the ability to support people and help them to learn.
- Stakeholders of WBL prioritised competence in teaching basic and key skills and gaining current industry experience.

4.1.5 Supply-side evidence

- The volume of learning support provision in HE increased by 9% between 2003/04 and 2004/05. Just over 56% of the programmes identified were foundation degrees, delivered by 13 HEIs. Programmes with a basic skills focus increased by 7.1% between 2003/04 and 2004/05.
- In FE, the East Midlands, East of England and Greater London are the three English regions with the lowest proportion of its workforce holding teaching qualifications. The North West has the highest proportion of its workforce holding teaching qualifications.
- There was very little provision in FE of programmes for teaching support professionals within an FE setting.
- The majority of UK FE provision for ESOL, literacy and numeracy was in England, with enrolments growing by 2.4% between 2003-04 and 2004/05. FE provision included a substantial number of programmes relating to the assessment and verification of Skills for Life provision.
- There is currently no specialist qualification for technicians working in HE. Technicians possess a range of qualification backgrounds in specific subject areas. Moreover, there is no standard recruitment or developmental path into highly skilled technical roles. Staff may advance through university technical grades, some are recruited from outside the sector to fulfil specific skills posts, and others may switch from academic into technical support roles.
- Within the LAIS constituency, level 2 and 3 City and Guilds programmes in library and information services are offered by a network of 50 centres, mostly FE colleges. Enrolments in FE programmes declined by 32.7% between 2003/04 and 2004/05. FE provision is predominantly at NVQ levels 2 and 3 and is aimed at staff already in post, typically in support roles.
- More than one third of English LAIS employers reported that paraprofessional staff undertook further education and training in house. Just under one fifth of English employers indicated that professional staff undertook their CPD activities in house, while one fifth reported that they accessed an external training supplier.
- There was little evidence of provision related to other aspects of teaching and learning within the WBL sector. Provision for practitioners of assessment or verification activities is abundant and is primarily delivered through the FE sector with a small volume located within the WBL sector. There is evidence that completion and achievement rates for WBL learners in FE are low.
- No provision designed to supply basic skills within a WBL setting was identified although this may be available within other programmes.

4.2 Leadership and management

This section focuses on a clarification of the particular skills issues related to leadership and management.

4.2.1 Key skills issues by constituency

Leadership and management skills, mainly at NVQ level 4 or above, were identified as a skills need across all five constituencies in England. Specific skills have been identified and some of these overlap into more than one constituency:

- financial management
- employer engagement
- partnership working
- marketing and promotion
- business or business management

- leadership
- succession or strategic planning
- project management
- bid writing/ fund raising and policy response writing
- coaching and mentoring

CLD

In CLD, new challenges facing the community and voluntary sector in providing public services requires the training of existing staff.

Skills issue for CLD include:

- strategic management, managing volunteers and supervisory

FE

In FE, skills gaps are resulting from the need to keep up with policy development.

Skills issues for FE include:

- change management and policy response writing

Employers and stakeholders also report difficulties in recruiting staff to management positions who possess the range of skills required for this role. Gaps include knowledge and experience of Further Education as well as business skills and experience. Additionally, the ageing of the FE labour force means that a significant proportion of management staff will be retiring within the next five years.

HE

Higher Education Institutions are functioning in a competitive national and global market. The demands and challenges of an increasingly internationalised market will require real institutional strengths in leadership, governance and management in HE.

Skills issues for HE include:

- accountancy and capital investment, performance management and managing external stakeholders for management staff
- budget management for academic staff; supervisory and infrastructure management for support and technical staff; and supervisory management for manual staff

LAIS

A generation of leaders recruited into the library profession thirty or more years ago is due to retire within the next few years. Developing a new generation of library leaders fully trained in business management and marketing skills is thus an urgent priority.

Skills issues for LAIS include:

- library and archives management, entrepreneurship and innovation, management of performance, contracts and conflicts, community liaison, and advocacy and team working

WBL

WBL providers and stakeholders reported a demand for a range of management and leadership skills. In addition, providers emphasised that staff need specific skills in order to respond to employer needs.

Skills issues for WBL include:

- general skills including communication and networking
- financial management
- business management and strategic planning

4.2.2 Overview of regional perspectives on skills needs

The following illustrates some of the skills needs identified by employers relating to leadership and management in those English regions where gap analysis work was undertaken. It should not be treated as a comprehensive list.

East Midlands

- information management, contract management and positioning skills (CLD/family learning)
- talent and succession management, performance management, income generation; skills related to winning bids, attracting international students, employer engagement and sales and marketing (HE)

East of England

- supervisory skills (CLD/PCDL)
- marketing skills (WBL)

North West

- supervision skills (CLD/youth work) - youth workers at level 3 and above require these skills
- skills in promoting and marketing which will be required for future capacity building and attracting young people and adults into youth work (CLD/youth work)

South East

- skills shortage of good business development network or unit managers with the right skills sets and knowledge (FE)
- marketing skills and developing an awareness of what is happening in the local area in the business environment (FE)
- communication and presentation skills of management and academic staff - younger academic staff required report writing and budget management skills (HE)

South West

- financial skills, including setting budgets and monitoring and controlling budgets, skills in commissioning services, managing contractual processes, project management, strategic management, succession planning (relating to the ageing

workforce), marketing skills and project management skills including planning and leading a project (CLD)

West Midlands

- auditing and developing quality assurance processes relating to Train to Gain (FE)
- coaching and mentoring and performance management skills including the analysis and presentation of data (LAIS)

Yorkshire and Humberside

- skills needs for working with businesses in terms of marketing and delivering training (CLD)
- personal skills including attitude, self-confidence, awareness of responsibility and values (CLD)
- skills related to preparing bids, managing contracts and delivery, preparing exit strategies, marketing and promotion and communicating change management (CLD)
- change management skills and sales and marketing skills (FE)

4.2.3 Sub-sectors and occupational groups affected

Leadership and management skills predominantly affect management staff across all constituencies. In addition to management staff, others were identified as being affected by this skills issue, including; professional, support professional and administrative staff in CLD; professional and learning support staff in FE; and academic, support and technical, and manual staff in HE.

4.2.4 Demand-side evidence

- In CLD, up to a third of English employers felt their existing management staff lacked specialist professional and technical skills, including skills specific to the Community Learning and Development workforce, such as building effective partnerships to enhance community learning and development and managing the work and input of others.
- Employers in CLD also reported that over a quarter of all applicants to management roles lacked specialist professional and technical skills.
- Priorities for CLD are transferable and wider employability skills, including leadership and professional/technical/practical skills such as organisational and financial planning.
- The vast majority of English employers in FE were very satisfied with the skills and competences of existing management staff.
- Employers reported skills shortages among managers at NVQ level 4. Stakeholders prioritised the development of leadership and management skills in HE.
- Only a minority of English employers in LAIS were dissatisfied with the skills and competences of management staff and the further education and training they have undertaken.
- More than a third of WBL employers in England reported difficulties in recruiting management staff at NVQ level 4 with the largest proportion of shortages among organisational managers – similar for skills gaps among managers at level 4.

- In WBL, over a third of English employers reported that applicants to management positions lacked professional, technical and practical skills, including subject specific knowledge and teaching skills.
- Well over a third of employers in WBL reported that management staff lacked professional, technical and practical skills including subject specific knowledge and ICT skills.
- A small proportion of WBL employers experienced difficulties recruiting staff at NVQ level 3 and indicated that applicants lacked transferable skills including communication and bilingual skills.
- Almost a third of employers in FE, a quarter in WBL and a fifth in CLD reported that their existing management staff lacked transferable skills including communication and language skills.

4.2.5 Supply-side evidence

- CLD enrolments in FE provision declined, possibly reflecting a decline in availability of non-approved provision in FE. Very little FE provision was identified as being specific to management skills but generic management provision may be appropriate for CLD activities.
- More than two thirds of English employers in CLD were satisfied with the CPD undertaken by management staff. Only a tenth were dissatisfied.
- The volume of management provision specific to FE and numbers of learners enrolled was small but growing rapidly in both HE and FE. Generic management provision may also be appropriate for this constituency.
- In FE, the vast majority of leadership and management providers were rated as satisfactory or better.
- There are few management qualifications that specifically focus on HE. Over a quarter of English employers reported that management staff undertook their further education and training in HE institutions.
- No provision specific to LAIS management was identified in HE but there were many programmes available at Masters level and above that may be suitable. FE provision is predominantly at NVQ levels 2 and 3 and is aimed at staff already in post, typically in support roles.
- The vast majority of WBL-based programmes offered by HE in England were concentrated at Middlesex University. No HE programme could be identified as having a particular focus on WBL management. Generic management provision may be appropriate for this constituency.
- Analysis of qualifications for WBL managers in FE showed that there was a small number of management qualifications specific to the WBL sector and that take-up of these opportunities was high in comparison with other UK home countries.
- The majority of WBL employers were satisfied or very satisfied with the CPD undertaken by management staff.
- Around half of the English employers in HE, FE, WBL and LAIS indicated making a large investment in the education and training of existing management staff, whereas only a small proportion of employers in CLD made a similar investment. A quarter of employers in FE, a third of employers in HE, WBL and LAIS, and two thirds of employers in CLD made either a small investment or no investment in the education and training of management staff.

4.3 Learner engagement and customer care

This section focuses on a clarification of the particular skills issues related to learner engagement and customer care.

4.3.1 Key skills issues by constituency

Various social inclusion and wider participation agendas have fuelled the demand for skills relating to learner engagement and customer care to meet the needs of an increasingly diverse learner population that includes younger learners aged 14-19, adults and those from disadvantaged backgrounds.

CLD

Within CLD, specific skills related to learner engagement include:

- the ability to engage with people in a learning context
- working with others to identify their needs, aspirations and goals
- supporting others who choose to participate in the learning and development opportunities
- teaching and supporting learning

FE

In FE, the expansion of vocational provision for school pupils requires teaching staff to develop new teaching skills and a better understanding of the increasing numbers of young people. General skills requirements are communication, language and bilingual skills, workforce diversity awareness and disability awareness. Specific skills needs are as follows:

- identifying learner needs and learning styles
- engaging and supporting learners
- specific skills to teach and support younger learners, such as behaviour management, classroom management and knowledge of child and teenage development

New methods of teaching, including e-learning, have increased the demand for support staff resulting in a need for more trainers, instructors and learning facilitators to work directly with students on a daily basis. Moreover, changes to the role of technical staff mean that they now interface directly with the learner as well as supporting aspects of the learning programme such as project and assignment work, all of which create skills needs of learner engagement.

HE

Within HE, the widening participation agenda has created a greater emphasis on facilitating and enabling independent learning, with staff required to; identify learners' different learning styles; meet the needs of a more diverse student body; support learning in community and employment settings; and involve collaboration with work based learning and community learning and development providers.

LAIS

Employers reported skills gaps for customer engagement skills. Public library services are becoming community learning hubs, or one stop communities in accessing services

and support. This has generated skills needs in LAIS relating to providing support to customers and users from a variety of areas. Specific skills needs include:

- providing first line information
- supporting adults with basic skills needs
- working with groups and communities
- inter-personal skills
- communication skills
- bilingual skills
- diversity awareness

Employers also noted that staff require specific skills relating to online customer engagement. This need is expressed by higher and further education library employers also.

WBL

In WBL too, there are skills needs related to dealing with a diverse range of learners. Specific skills needs include:

- people-handling skills, including online customers
- ability to respond to both employer and learner needs
- skills that specifically apply to the teaching and supporting of younger learners include behaviour management, classroom management and education around employment skills

4.3.2 Overview of regional perspectives on skills needs

The following illustrates some of the skills needs identified by employers relating to learner engagement and customer care in those English regions where gap analysis work was undertaken. It should not be treated as comprehensive.

East of England

- ICT support staff required customer service skills and learner focused skills (FE)
- technical staff required 'soft' skills including customer relations (HE)
- supporting learners with dyslexia - this was particularly an issue in rural areas
- there were also specific issues associated with delivering learning to migrant workers who have language barriers (WBL)

West Midlands

- online customer engagement and emotional intelligence skills, including developing an understanding of how to behave/express oneself in relation to customers (LAIS)

Yorkshire and Humberside

- staff need to be outward looking and develop community engagement and advocacy skills (LAIS)

4.3.3 Sub-sectors and occupational groups affected

This skills need affects all staff who have direct contact with learners. In CLD, this is particularly relevant to professional and support staff including youth community officers

and support workers, parent support workers, trainers, Skills for Life tutors and family learning tutors. In HE, this relates particularly to those who provide support to learners but also extends to all those in management, academic, support, technical and administrative roles who have direct contact with learners.

4.3.4 Demand side evidence

- Of CLD employers in England, almost half reported that applicants to professional roles lacked specialist professional and technical skills. These included specialist CLD skills such as the ability to engage with people in a learning context and work with individuals and/or communities to identify needs, aspirations and goals. Some employers also cited wider employability skills, including customer services, as an issue for professional and administrative occupations.
- CLD stakeholders prioritised transferable and wider employability skills, including interpersonal and outreach skills and the ability to create social inclusion as a need within the workforce.
- In HE, up to a third of English employers said existing professional, learning support, technical and management staff lacked transferable skills including communication and language skills. Approximately one fifth said applicants for technical and learning support posts lacked transferable skills including communication and bilingual skills.
- Some employers in HE prioritised the development of customer service and client management skills as well as the capabilities to cater for different learning styles and a more diverse student group.
- In LAIS, around a fifth of employers reported a lack of transferable skills including communication and bilingual skills in applicants for professional and paraprofessional roles. Moreover, a vast majority of English employers expected the demand for transferable skills including communication, language, customer services and problem solving skills to increase over the next 5-10 years.
- Approximately one third of English WBL employers reported that professional, support and administrative staff lacked transferable skills, including communication and bilingual skills.

4.3.5 Supply-side evidence

- Very little or evidence was identified for specific learner/ customer engagement in most of the sectors of lifelong learning.

4.4 Employer engagement

This section focuses on a clarification of the particular skills issues related to employer engagement.

4.4.1 Key skills issues by constituency

FE

Employer engagement and effective partnerships is an emerging issue for the FE and HE workforce. Lord Leitch's Report (HMT, 2006) emphasised the importance of

employer engagement in these constituencies and the need to improve relationships with employers.

Various skills were identified as a requirement in the FE sector:

- leadership and partnerships
- employer engagement
- business and marketing
- succession planning
- organisational change
- change management

HE

Employer engagement and effective partnerships are also key issues for HE., again in line with Lord Leitch's Report (HMT, 2006). The need to improve relationships with employers is seen as part of improving the demand-led side of the system.

WBL

In WBL, providers reported a demand for a range of leadership and management skills including specific skills in order to respond to employer needs.

4.4.2 Sub-sectors and occupational groups affected

The need for employer engagement skills mainly affects management staff, in particular in HE and WBL. It also affects all staff in FE and all those who demonstrate potential in this area in HE.

4.4.3 Demand-side evidence

- English employers in FE reported skills shortages at NVQ level 4 and above when recruiting professionals and managers. Skills gaps, attributed to the need for teaching and learning staff to have current industry experience, were also reported for these occupational groups.
- Participants in LLUK's 'future scenarios' workshops anticipated that employers will demand that more specific job-related training is delivered within employment settings.
- Stakeholders prioritised:
 - development and maintenance of professional/technical/practical skills in FE, such as gaining current industry experience, keeping vocational courses up-to-date, up-to-date teaching and assessment skills that reflect current industry practice
 - need for current industry experience in WBL

4.4.4 Supply-side evidence

- The Train to Gain development programme from the QIA sector will help FE colleges and training organisations improve the quality of their work with employers and employees, including delivery of Train to Gain.

4.5 Multi-agency and partnership working

This section focuses on a clarification of the particular skills issues related to multi-agency and partnership working.

4.5.1 Key skills issues by constituency

Employers and stakeholders report a need for increased multi-agency working in delivering services to individual learners and/or clients. Staff need skills in working collectively to achieve multi-agency, individual agency and service delivery targets. New skills and specialisms are emerging with implications for staff development.

In general, partnership working skills have been identified as a requirement across the five constituencies. Specific skills have also been identified for particular constituencies; networking and negotiation in CLD; business skills in FE; community liaison skills in LAIS.

These skills are needed as a result of changes occurring or expected within the constituencies. Some of these changes have been identified below.

CLD

Public sector staff working in CLD will need skills to match and integrate accountabilities of their own agency's agenda with those of the communities for and with whom they work. Expansion of partnerships with the statutory sector will result in the growth of some smaller organisations, with growing numbers of CLD volunteers. Managers will need skills in defining and managing changing staff roles and in managing increased numbers of volunteers as a consequence of this closer integration.

FE

In future a range of collaborative business models for FE will emerge, focusing on provision for young people aged 14-19, which will require staff to develop the skills identified above.

HE

In HE, widening participation will require staff who can support learning in community and employment settings which may also involve collaboration with WBL and CLD providers.

LAIS

Skills will be required to provide an expanding range of services to a growing and increasingly diverse body of learners in LAIS.

4.5.2 Overview of regional perspectives on skills needs

The following illustrates some of the skills needs identified by employers relating to multi-agency and partnership working in those English regions where gap analysis work was undertaken. It should not be treated as a comprehensive list.

North West

- partnership building and the ability to build communities (CLD)

South West

- ability to work with colleagues from other sectors in delivering services to individual learners/clients (CLD/PDCL)

Yorkshire and Humberside

- skills to broker relationships between different partners e.g. working with schools. Skills of project management and event management are also required to enable staff to be more effective when working in partnerships (CLD).

4.5.3 Sub-sectors and Occupational groups affected

Multi-agency and partnership working is a skills issue which predominantly affects management staff in CLD, FE and WBL. However, it also affects professional, learning and professional support, and administrative staff in CLD and FE.

4.5.4 Demand-side evidence

- A third of English employers in CLD felt their existing management staff lacked specialist professional and technical skills. This includes skills that are specific to the CLD workforce including the ability to build effective partnerships to enhance community learning and development work.
- Stakeholders prioritised the development of leadership and partnership-building skills in CLD, FE and LAIS. Emphasis was also placed on transferable skills overall in CLD, including outreach skills and skills in promoting social inclusion and empowering communities; advocacy and team working skills in LAIS; and skills to deal with the widening participation agenda in HE.
- Participants in LLUK's 'future scenarios' workshops anticipated:
 - that professionals and managers from other sectors will increasingly work in and with the CLD constituency and will need to develop a broader understanding of CLD to operate effectively
 - growth in collaboration between WBL and FE

4.5.5 Supply-side evidence

No provision specific to multi-agency and partnership working was identified for any of the five constituencies.

4.6 Recruitment and retention

This section focuses on a clarification of the particular skills issues related to recruitment and retention in and across the lifelong learning sector.

4.6.1 Key skills issues by constituency

CLD

Employers identified a range of constraints in recruiting staff into the CLD constituency, including the high proportion of positions that are part time; low paid compared with other sectors; lacking clearly specified training routes in some occupations; and with limited resources available for training in some organisations. Furthermore, policy changes and initiatives have contributed to an increased demand for specific occupations within CLD.

In addition, employers identified difficulties in recruiting and retaining skilled professionals across the CLD constituency.

FE

The inability of the FE sector to match the salaries offered by schools and industry was identified as a significant barrier to recruitment. Recruitment and retention difficulties for teaching staff in FE was identified for specific subject areas, including; construction, engineering, ICT, science, business administration, accountancy and management, and health and social care.

In FE, the demand for ESOL and essential skills provision has generated an increased need for; literacy and numeracy and ESOL teachers, tutors and trainers, learning support assistants and tutors for people with learning difficulties or disabilities (LLDD). Specific skills needed by staff include; teaching skills, planning learning programmes, assessing learning, language awareness, and a need to improve overall levels of literacy and numeracy.

HE

Many of the occupations affected by recruitment and retention issues in HE are also in high demand in the private and broader public sector. Hence, the market for skilled academic staff is becoming increasingly internationalised and competitive. HEIs face strong competition from overseas in attracting skilled professionals and the demand for academic staff is projected to increase by up to 25% over the next 5-10 years. There are a number of skills shortages in specific subject areas including business and management, IT, economics, electronics, law, medicine and teacher education (FE and HE).

WBL

WBL employers reported recruitment and retention difficulties for skilled staff in particular subject areas, including; engineering, science, technical, construction, health and social care. These difficulties are exacerbated by an overall rise in demand for the WBL workforce. At the same time, increased emphasis is placed on individual providers to develop specialist skills. Specific difficulties in recruiting and retaining qualified staff include low salaries in the sector, its relatively poor image and the perceived lack of career progression.

Employers reported recruitment and retention problems and internal skills gaps for staff across the following areas:

- literacy
- numeracy
- ESOL

LAIS

The ageing of the workforce, particularly in public libraries, is causing anxiety about succession. Employers also reported difficulties in recruiting records managers.

4.6.2 Overview of regional perspectives on skills needs

The following illustrates some of the skills needs identified by employers relating to recruitment and retention in those English regions where gap analysis work was undertaken. It should not be treated as a comprehensive list.

East Midlands

- recruitment difficulties in construction, engineering; health and social care staff and higher level IT based creative staff e.g. games development (FE)
- recruitment difficulties in engineering and other craft occupations (WBL)
- recruitment difficulties for ESOL and skills for life tutors, bilingual tutors, and tutors with the ability to identify learning styles and needs (WBL)

East of England

- skills shortages for qualified staff at all levels - the recruitment difficulties were particularly marked for youth community officers and youth support workers (CLD/Youth work)
- skills shortages for learning support assistants and specialist tutors for students with learning difficulties and/or disabilities (LLDD) - they also indicated that the shortage of numeracy teachers was critical (FE)
- retention difficulty for good ICT support staff (FE)
- recruitment difficulties in construction, engineering, specialist ICT roles and specialist land-based subjects e.g. veterinary nursing, animal care (FE)

North West

- retention difficulties with youth workers, particularly those with youth work qualifications at level 2 and 3 (CLD/youth work)
- recruitment difficulties with hair and beauty vocational tutors and management tutors, literacy and numeracy specialists (FE)
- retention difficulties with staff once they had been trained (WBL)
- people handling skills including an ability to liaise with and respond to employers' needs in addition to the needs of learners (WBL)
- retention of technicians (HE)

South East

- specific literacy and numeracy skills shortages in agricultural colleges and on other vocational courses. Skills shortages were most pronounced for numeracy staff and that there was a shortage of language skills among teachers and a lack of staff qualified to level 4 (FE)

South West

- recruitment difficulties for skills for life curriculum managers and delivery staff (CLD/ PCDL)
- recruitment difficulties were particularly pronounced for numeracy staff (WBL)

Yorkshire and Humberside

- skills shortages of qualified youth workers due to limited and non-standard hours and a shortage of training courses in the sub-region to meet individual needs (CLD/ youth work)
- recruitment difficulty for construction, pure science, art and design, and numeracy staff (FE)

4.6.3 Sub-sectors and occupational groups affected

This skills issue affects all staff.

4.6.4 Demand-side evidence

- In most cases, around half of English employers reported difficulties in attracting or recruiting suitable applicants to fill professional vacancies in CLD, FE, LAIS and WBL; support/associate professional vacancies in CLD, FE and HE; management and administrative occupations in HE.
- Approximately four in ten employers in CLD, FE, LAIS and WBL constituencies reported that applicants to professional roles lacked specialist professional, technical and in some cases practical skills.
- Specific constituency issues around the skills of applicants also included:
 - in CLD, the ability to engage with people in a learning context and working with individuals and/or communities to identify needs, aspirations and goals
 - in FE, subject specific skills and knowledge and teaching and pedagogical skills
 - in WBL teaching and subject specific knowledge and experience
- Professional, technical and practical skills were also lacking amongst applicants for support and technical roles in CLD, WBL and paraprofessionals in LAIS.
- Around two-thirds of employers expect the demand for technical staff in WBL as well as professionals and support professionals in both WBL and CLD to increase over the next 5-10 years. Over half of FE employers expected an increase in the demand for professional staff.
- The vast majority of employers in HE reported that they were very satisfied or satisfied with the quality of new academic professional recruits.
- Employers in the lifelong learning sector identified shortages
 - in transferable skills and wider employability skills for professional and administrative occupations in CLD
 - at NVQ level 2 for manual staff in LAIS
 - among organisational managers

4.6.5 Supply-side evidence

- The majority of enrolments in youth work provision are in FE. However, HE offered a number of programmes suitable for youth workers, most of which also focus on community work. The number of learners taking foundation degrees relating to youth work in England is increasing rapidly.
- Instances of teacher training and academic practice designed for specific subject areas in HE or FE are rare except in health and social care in HE and ESOL, literacy and numeracy in FE. There is evidence to suggest that recruitment efforts should focus on attracting professionals from the professions or from advanced studies and on ensuring that they have the necessary skills for entry into academia.

- There was provision for teaching support professionals in HE and particularly in FE. The majority of provision was focused on adult literacy, numeracy and ESOL and there was a high demand for this provision. There was also an increasing volume of teacher training with a focus on basic skills delivered through FE. HE offered little basic skills training.
- Academic staff in London, West Midlands and Yorkshire & Humberside were less likely to have attained qualifications at NVQ level 4 or above.
- There was very little evidence of learning/training provision for;
 - family and parenting related activities in CLD
 - leadership and management within an FE context
 - gaining current industry experience, updating vocational courses and developing a wider range of teaching and learning support skills in FE
 - supporting the delivery of basic skills in a WBL setting or to update industrial practices.
- No provision was identified that meets the skills needs of HE technicians or technical support staff within the FE sector.
- HE programmes for the LAIS constituency are broadly aimed at new entrants to professional roles and cater for each of the 3 career pathways – librarianship, archives and information/records management. Five HEIs in England were identified as offering programmes specific to libraries.; Two HEIs offer a qualification in archive and records management. There is an increasing diversity of undergraduate provision in information management, comparatively little of which is accredited by CILIP.
- FE provision for LAIS is predominantly at NVQ levels 2 and 3 and is aimed at staff already in post, typically in support roles.
- There is a substantial volume of provision for practitioners of assessment or verification activities in WBL. This is primarily available in FE.
- Anecdotal evidence suggests there is a high volume of constituency specific assessment and verification provision delivered within WBL itself.
- Provision for management training for WBL is available in one HEI and there is a significant volume of provision for management/ coordination of learning and development offered by FE.
- Completion and achievement rates for WBL provision delivered through FE are low.

4.7 Information and Communications Technology (ICT)

This section focuses on a clarification of the particular skills issues related to Information and Communications Technology.

4.7.1 Key skills issues by constituency

CLD

As a basic requirement for operating successfully in the modern, electronic business world, ICT skills have been identified as skills needs in some parts of the lifelong learning sector. In CLD, skills needs in both generic and specialist ICT have been identified.. Specifically, family learning employers identified a need for e-skills awareness to enhance the reputation of this 'strand' of CLD, to facilitate innovative ways of delivering training and learning opportunities.

HE

Within HE, the role of technicians has changed considerably over the last 5-10 years with the development of new technologies and concomitant changes in the nature of scientific research. Outsourcing technical support services, increased computerisation and automation have impacted further on the organisation and nature of technical support roles, resulting in an additional need for specialist ICT skills for technicians.

LAIS

The LAIS constituency is extending its traditional role in society as lending and information service provider, and is already utilising the benefits of ICT in general with high levels of ICT hardware use and training provided to staff, along with internet training. In a constituency now heavily dependent on ICT, LAIS staff require skills updating in order to keep pace with technological change and enable the management of digital information. Employers speak of a divide between the staff as 'digital immigrants' and users as 'digital natives'.

Specific ICT skill sets include:

- basic ICT skills
- advanced ICT user
- digitisation
- management of metadata
- database building
- developing e-libraries and collections
- ICT systems development
- web management and web content
- support of general users of basic ICT
- using ICT to develop learner needs based training

There is also a predicted future demand for professionals with LAIS-specific technical skills.

4.7.2 Overview of regional perspectives on skills needs

The following illustrates some of the skills needs identified by employers relating to recruitment and retention in those English regions where gap analysis work was undertaken. It should not be treated as a comprehensive list.

North West

- skills needs for a better knowledge and application of technology among practitioners (FE)

South West

- e-enabling skills to maximise the use of technology, as well as the need for staff to be flexible in their use of technology (CLD/PCDL)

4.7.3 Sub-sectors and occupational groups affected

This skills gap affects all staff that use ICT facilities. Specifically in HE, this related to technicians and those in other technical support roles at NVQ level 4. In LAIS, this skills need affects all management, professional, paraprofessional and administrative staff.

4.7.4 Demand-side evidence

- CLD employers in England identified shortages in transferable skills, particularly ICT, for professional and for administrative occupations.
- In HE, employers identified a current skills gap for technical staff working in HEIs. Learning support staff, administrative staff and manual staff have skills needs relating to ICT.
- The majority of employers and stakeholders in LAIS and in WBL anticipated a growing demand for ICT skills.
- LAIS employers in the West Midlands indicated that basic skills in ICT were a priority issue and that it is becoming increasingly important as a University entrance requirement.

4.7.5 Supply-side evidence

- There are few training courses relating to ICT within a CLD context. In HE, there are only 2 programmes (UK-wide and at date of information collation for the SSA). These are 'Information Technology and Child, Young Person and Family Studies' and 'Family Learning ICT', both of which had minimal take up. In FE, there is no CLD specific provision. However, in both HE and FE, there are abundant general ICT related provision which might suit staff training and development requirements in some parts of the lifelong learning sector, including the CLD context.
- Employers in England expressed concerns over FE delivery, including a suggestion that higher level qualifications (NVQ level 4), flexible delivery and the value of experience in the CLD constituency should be taken into account.
- Within HE, there are no specialist qualifications for technicians at level 4 in relation to ICT.
- Within CLD, youth work employers reported that the existing youth work qualification training routes did not provide graduates with the range of ICT skills now required.

5. SOLUTIONS AND COLLABORATIVE ACTION PLANS

This chapter describes the overall solutions and collaborative actions agreed or in development with employers and stakeholders in response to the issues described in chapter 4. Stage 4 of the SSA process involved consultations on the scope of the ten proposed solutions, identified as key priorities in stage 3 (for a full explanation of the process see the methodology in the annexes). Stage 5 presents action plans for each of the ten solutions. Critically, the action plans will in due course represent separate agreements, as appropriate, between LLUK and respective employers, partners and stakeholders across the sector, and in different parts of the sector, about how they will work together to tackle the key skills gaps and issues in the lifelong learning sector.

Each action plan sets out actions for the key parties that are either signed-up to these various agreements or are in on-going discussions about sign-up. It is important to recognise that because the lifelong learning sector comprises a range of constituencies, there are a number of different actions agreed for each constituency under each of the ten collaborative solutions. For some parts of the lifelong learning sector, solutions are effectively being taken forward by other workforce strategies, such as for the wider FE sector through the Workforce Strategy and Implementation Plan.

Despite these differences, there is a consensus between the constituencies that the overall solutions are important despite the solutions meaning different things to different constituencies. Different constituencies will prioritise different actions over others, depending on their unique needs. Therefore, there will be different actions for different constituencies under the umbrella solution. These different constituency actions under the ten solutions are reflected in the content of each action plan.

The ten solutions are listed below:

- **Solution 1** Explore the options for 'professionalising' all parts of the lifelong learning workforce
- **Solution 2** Develop an integrated CPD framework and model for the lifelong learning sector where appropriate
- **Solution 3** Develop a 'skills for learning professionals' framework
- **Solution 4** Promote collaborative working across the lifelong learning sector to recognise and disseminate good practice
- **Solution 5** Support lifelong learning employers in the move towards more demand-led training opportunities
- **Solution 6** Develop sector-wide career pathways
- **Solution 7** Develop a knowledge bank for IAG professionals and others to support new entrants and existing staff in the sector
- **Solution 8** Recruitment programmes to address specific shortages in the lifelong learning sector
- **Solution 9** Develop a U- wide leadership and management strategy
- **Solution 10** Develop the business case and resources to support the use of technology in the sector, particularly relating to ILT

The solutions were determined as solutions to the skills issues discussed in chapter 4.

Note: Based on research and consultation work, a judgment has been made by LLUK about the priority of each solution for each constituency. The level of priority is open to debate and is intended to be merely indicative for the purposes of identifying solutions within the SSA. The timeframes chosen, as short, medium or long-term, are again a

matter of judgment and open to further debate. Such priority levels and time-frames are intended to provide both lifelong learning employers, partners and stakeholders with a starting point for discussions about agreeing and planning actions.

The linkages between the solutions and the issues are shown in the table below.

Table 5.1: Links between the solutions and the themes

| Solutions | Solution 1: Professionalising the Workforce | Solution 2: CPD | Solution 3: Skills for Learning Professionals | Solution 4: Partnership Working | Solution 5: Demand-led system | Solution 6: Career Pathways | Solution 7: IAG | Solution 8: Recruitment Programmes | Solution 9: Leadership and Management | Solution 10: The e-enabled workforce |
|--|--|--------------------|--|------------------------------------|----------------------------------|--------------------------------|--------------------|---------------------------------------|--|---|
| Overarching themes | | | | | | | | | | |
| Learning delivery including pedagogy and ILT | * | * | * | * | * | | | | * | * |
| Leadership and management | * | * | * | | * | | | | * | * |
| Learner engagement and customer care | | | * | * | * | | | | | * |
| Employer engagement | | * | * | | * | | | | * | |
| Multi-agency and partnership working | | | * | * | | | | | | |
| Recruitment and retention | | * | * | | | * | * | * | * | |
| ICT | | * | * | * | | | | | * | * |

Regional stakeholder and partner stage 5 discussions

The English regions

In stage 1 of the Sector Skills Agreement process LLUK completed an analysis of skill needs across each constituency and in each region in England. This showed that the workforce skills issues are common across the UK, with regional variations being based mainly on geographical and demographic differences. There are no significant variations across and between the regions. Examples of identified need are given throughout SSA reports 1-3.

At stage 5 LLUK developed a regional statement for each of the nine regions. These regional statements are reproduced in Annex 2. The documents cross reference the LLUK SSA solutions with the regional priorities from each region from, for example, the Regional Economic Strategies and Regional Skills Partnerships.

In these documents LLUK are seeking to demonstrate to regional stakeholders and partners the role of LLUK within the SfBN and wider skills agenda, illustrate examples of how LLUK is carrying out activities to develop the skills delivery workforce and seek actions and support for the future development of programmes arising from the SSA. Meetings have begun to take place with key stakeholders in the regions using these regional statements and any agreed actions will feed into the core business of LLUK.

Solution 1 - Explore the options for 'professionalising' all parts of the lifelong learning workforce

Introduction

For this solution LLUK would look to explore, with the lifelong learning sector, what this could mean, including consequent implications, in each of the five constituencies and across constituencies, with a view to identifying which areas of the sector might potentially benefit from such an approach. Such benefits to the sector would include improved individual progression opportunities and employer recruitment.

Current situation in England

Since September 2007, all FE sector teachers, trainers and tutors offered new jobs by incorporated colleges are required to achieve an appropriate qualification within the new Qualified Teacher Learning and Skills (QTLS) framework, within two to five years, depending upon their working circumstances. Other providers of work based and adult and community learning in England will be required through LSC contractual requirements to address this matter. This is a major change to the system and one in which LLUK has been actively involved.

In Higher Education, professional teaching qualifications are now available for lecturers, for example, the Post Graduate Certificate in Higher Education (PGCHE).

Both of these examples could be used to formulate proposals for the concept of a professional standing for non-teaching roles and other positions in the lifelong learning sector.

LLUK is currently involved in a major area of activity working towards the development of UK-wide NOS for learning delivery. LLUK is working across the four nations with key Government departments to consider a UK-wide approach to developing standards for lecturers, teachers, tutors and trainers. This activity also relates to the widening of this work to encompass teaching roles in libraries, archives and information services.

Various professional bodies in the sector, such as CILIP (Chartered Institute for Library and Information Professionals) and the Institute for Learning (IfL) provide a variety of routes to professionalisation. LLUK would aspire to enable all staff to become 'professional', either formally (through registration) or informally (through the provision of high quality CPD, either accredited or non-accredited).

Solution aims

- to formulate a concept of "professional standing" across the constituencies
- to provide a framework and opportunities for staff across the sector to move from a non-professional to a professional role

Impact and added value

- A common understanding of what 'professional standing' means for the workforce could align the lifelong learning workforce across all constituencies as well as with the schools workforce.
- Development of elements of instruction within skills passports across the Skills for Business Network could ensure that skills shortages within the lifelong learning sector could be filled more easily by training and development professionals from other sectors.
- This would develop within the sector the concept of employees practising 'professionally' rather than the employees becoming professionals. This could

help to increase movement across the different parts of the sector, subject to other terms and conditions of employment.

Priority of this solution for each constituency

| Constituency | | | | |
|--------------------|--------------------|--------------------|----------------------|-------------------|
| CLD | FE | HE | LAIS | WBL |
| High priority L | High priority M | High priority L | Medium priority L | Low priority L |

Timescales:

S = Short/medium-term issues, approx 6-12 months

M = Medium-term issues, approx 1-3 years

L = Long-term structural and strategic issues, 2-5 years +

Links to LLUK Impact Review

One of the key themes of the Impact Review is 'capacity building to ensure quality of delivery'. Any moves towards developing a 'professional standing' for the lifelong learning workforce will have a direct impact on the quality of provision. This area connects to the CPD framework, providing opportunities for industrial updating to teaching staff. There could be opportunities for collaboration with other SSCs around sector-specific needs and the possible exploration of skills passports which are currently being developed across the Skills for Business Network (SfBn).

| | Collective Actions | Timescale S/M/L | Commitments by individual employers | Commitments by LLUK (as the SSC for the lifelong learning sector) | Commitments by partners and stakeholders |
|-----|--|--------------------|--|--|--|
| 1.1 | Agree with employer groups in England what professionalisation may mean for their workforce | M | Engage in focus groups/consultations | Run focus groups and consultations with the sector. Feedback on consultations | Feedback on concept of professionalisation for the sector |
| 1.2 | Explore the applicability of the General Professional Recognition Learning and Skills (GPRLS) scheme in the FE Sector for other parts of the lifelong learning sector in England | M | Feedback on any proposals made on a professional recognition scheme for the other parts of the sector | Facilitate scoping study or research into the viability of a professional recognition scheme for all parts of the sector | Support research into the viability of a professional recognition scheme for other parts of the sector |
| 1.3 | Map the registration and regulation systems for the appropriate employer groups and the national context | S | Give feedback on how/why/which registration and regulation systems are valued by employers | Facilitate the mapping process | Contribute to and support the mapping process |
| 1.4 | Use evidence base to make necessary amendments to the Sector Qualifications Strategy (SQS) to support professional recognition | M | Contribute to the SQS process | Carry out the SQS in line with SSA findings and other relevant work | Support for SQS is reviewed as part of annual planning cycles |
| 1.5 | Map the availability and level of relevant standards and qualifications for HE/FE technicians in the sector | S | Contribute to mapping work in this area and to the subsequent development of any appropriate standards and/or qualifications | Facilitate mapping work and any subsequent standards work | Contribute to and support the mapping work and any subsequent developments |

| Specific LLUK actions | Ref e.g. 1.2 | Constituency | Timescale S/M/L | Milestones | Detail of actions/commitment |
|---|-----------------|-------------------------------------|--------------------|---|--|
| FE Workforce Strategy – priority 3 (especially) | 1.1 | FE/parts of the CLD and WBL sectors | L | Strategy Published Nov 2007 Implementation Plan March 2008 | The workforce strategy for the Further Education sector will address the issues raised in the SSA around professionalisation in Theme 7. |
| Sector Qualifications Strategy | 1.4 | All | L | March 2008 | Develop the Sector Qualifications Strategy based on research undertaken in the SSA to rationalise qualifications for the lifelong learning sector across the UK to meet the needs of employers. |
| NOS for learning delivery | 1.4 | ALL | S | | NOS for learning delivery in the four home countries being developed with key government departments to consider a UK-wide approach to developing standards for lecturers, teachers, tutors and trainers. This activity also relates to the widening of this work to encompass teaching roles in libraries, archives and information services. |
| Youth Workforce Development | 1.1 & 1.4 | CLD (Youth Work) | M | April 2008 | Undertake research into the 3 areas of the Government's 'Aiming high' strategy: How to attract high calibre graduates to enter the workforce; Increasing the take up of apprenticeships across young people services and explore further development of the apprenticeship route (including possible new generic framework); Developing codes of practice for each sub profession within the youth workforce. |

To underpin the actions listed above it is anticipated that employers will generally:

- through representation on the LLUK employer panels, programme/project boards and advisory groups, commit to being a partner in the delivery of the LLUK SSA
- work with LLUK to agree a definition of 'professional standing' for the sector
- work with constituency representatives, appropriate professional bodies and LLUK to increase recognition of existing professional skills in the workforce
- work with constituency representatives, appropriate professional bodies and LLUK to promote the concept of 'working professionally' across all roles in the workforce, regardless of responsibility or qualification level
- work with LLUK to ensure equality of approach and inclusiveness across the sector
- work with LLUK to promote reference to and the application of existing National Occupational Standards (NOS), as benchmarks of good practice
- work with LLUK to raise awareness of relevant on-going projects and products, to ensure broadest participation possible across the workforce

To underpin the actions listed above, it is anticipated that partners and stakeholders will generally:

- work with LLUK to agree a definition of 'professional standing' for the sector
- work with constituency representatives, appropriate professional bodies and LLUK to increase recognition of existing professional skills in the workforce
- work with constituency representatives, appropriate professional bodies and LLUK to promote the concept of 'working professionally' across all roles in the workforce, regardless of responsibility or qualification level
- work with LLUK to ensure equality of approach and inclusiveness across the sector
- work with LLUK to promote reference to and the application of existing National Occupational Standards (NOS), as benchmarks of good practice
- work with LLUK to raise awareness of relevant on-going projects and products, to ensure broadest participation possible across the workforce

To underpin the actions listed above, LLUK will:

In addition to the specific actions listed, LLUK intends to develop individual agreements with key employer representative bodies, other partners and stakeholders to support delivery of the SSA. Some of these agreements are already in development, others will be developed during the next twelve months. LLUK sees such agreements whether formal (E.g. through a Memorandum of Understanding/Agreement or a Strategic Partnership Agreement) or informal, as crucial to the development of the SSA and related workforce strategies in the future.

Solution 2 - Develop an integrated continuing and professional development framework and model for the lifelong learning sector where appropriate

Introduction

For this solution, LLUK identifies an aspiration that the lifelong learning workforce in all four nations and across all constituencies has access to an integrated CPD framework.

Although good practice exists in relation to CPD in parts of the sector, employers have identified a need for a more consistent approach to the application of CPD across the sector. There is currently no clear definition of what CPD means across the constituent parts of the lifelong learning sector and neither has any work been done to comprehensively map what is already available. LLUK acknowledges that this activity should neither seek to re-invent nor replicate existing recognised schemes, but the sector should be focused on exploring and building on the definition of what a CPD framework and model could look like for the wider sector.

Current situation in England

The regulations that have been introduced by Government through the *Equipping our Teachers for the Future* (DfES, 2004a) reform agenda stipulate that all teachers, trainers and tutors working in FE colleges, WBL providers and organisations supporting CLD should undertake a minimum of 30 hours of CPD every year. The Institute for Learning (IfL) is currently creating a CPD portal that will provide teachers, tutors and trainers with a reflective tool for professional development. All teachers with QTLS status will be expected to 'remain in good standing' by undertaking 30 hours of CPD every year.

There are CPD projects, models and frameworks in use across other parts of the sector as well and for non-teaching staff. Examples include the CPD project being run by HEA (Higher Education Academy) and CILIP's (Chartered Institute for Library and Information Professionals) CPD framework. There is not, however, an overarching CPD framework for all learning professionals.

LLUK would look to work with these organisations and others to identify what is already working well and where there could be opportunities to share good practice under an overarching CPD framework for the whole lifelong learning sector.

Solution aims

- to map existing CPD frameworks and models in the sector, with a view to creating an overarching CPD framework for the whole lifelong learning sector
- to create a model for CPD across England and constituencies
- to create an accepted definition of CPD across England and constituencies
- to investigate the possibility of gaining accredited CPD for work experience/ in-house training
- to case study CPD best practice so it can be shared across smaller organisations/institutions
- to ensure that there is a equal entitlement and offer of CPD to staff at all levels and across all constituencies
- explore sustainability of funding relating to CPD activities
- to work with partners to build on and develop current programmes

Impact and added value

- An integrated sector-wide CPD framework will encourage the sharing of resources and materials which may be common to all constituencies.
- The development of an integrated CPD framework and model will ensure that all staff within the lifelong learning workforce, including voluntary staff, have access to CPD at all levels.
- A CPD framework would also help staff in the sector with their personal career planning and enable mobility within the lifelong learning workforce.
- A comprehensive CPD framework, once it is in place, could contribute significantly to retaining staff within the sector, boosting morale and enabling people to progress in their careers and realise their full potential.
- A comprehensive framework would help those with responsibility for staff development in the lifelong learning sector with their planning and delivery of CPD.

Priority of this solution for each constituency

| Constituency | | | | |
|--------------------|--------------------|--------------------|--------------------|----------------------|
| CLD | FE | HE | LAIS | WBL |
| High priority M | High priority M | High priority M | High priority M | Medium priority M |

Timescales:

S = Short/ medium-term issues, approx 6-12 months

M = Medium-term issues, approx 1-3 years

L = Long-term structural and strategic issues, 2-5 years +

Links to LLUK Impact Review

CPD to enable lifelong learning staff to have up to date knowledge of the industries and occupations that they teach about has been identified as a key theme through the impact review of other SSCs' SSAs. There are a variety of options for working with other SSCs to provide industrial/ technical updating and CPD for tutors that is relevant to the sector/subject they are working in. LLUK will need to work with the SfBn to consider its role in terms of supporting CPD relating to industrial updating and demand from other sectors on the lifelong learning sector. Some of this can be delivered in England for the wider FE Sector, through the 'Catalyst' programmes *Pass on your skills* and *Business Interchange* that are being managed by LLUK. It is notable that CPD for lifelong learning staff is being identified as critically important by other industry sectors and expressed within their individual SSAs.

| Ref. | Collective Actions | Timescale S/M/L | Commitments by individual employers | Commitments by LLUK (as the SSC for the lifelong learning sector) | Commitments by partners and stakeholders |
|------|---|--------------------|---|---|---|
| 2.1 | Map existing CPD frameworks and models in the lifelong learning sector and schools sector | S | Share intelligence and provide examples of best practice | Facilitate the collation and analysis of frameworks | Support the development of a CPD framework providing examples from across the sector |
| 2.2 | Create an accepted definition of CPD across England and the sector | S | Contribute to the development of a definition of CPD for the sector | Based on consultation, facilitate an accepted definition of CPD for the sector | Contribute to the development of a definition of CPD for the sector |
| 2.3 | Case study CPD best practice so that it can be shared across smaller organisations/institutions/nations | M | Identify best practice and illustrate with worked examples | Collate best practice examples seeking out additional ones where needed and disseminate | Support the collation of best practice examples and bring forward case studies |
| 2.4 | Promote sharing of CPD delivery and mentoring examples across the lifelong learning sector | M-L | Commit to sharing CPD delivery and mentoring examples with partners across the lifelong learning sector | Where appropriate, broker and encourage partnerships across the sector for sharing CPD | Promote through available channels the sharing of CPD between institutions and across employer groups (e.g. FE with HE) |
| 2.5 | Explore accreditation and funding opportunities for informal learning (cf. GPRLS action in Solution 1) | M | Identify needs in the area of accreditation and the funding of informal learning | Research accreditation and funding requirements across the sector | Provide funding support for identified areas of need |

| | | | | | |
|------|--|---|--|---|--|
| 2.6 | Ensure that the CPD opportunities available to the sector include business skills such as financial management and marketing | M | Incorporate business development skills into CPD programmes | Identify good practice in relation to business skills development for the sector | Support the development of business related skills for the sector |
| 2.7 | Develop concept of CPD champions across the sector | M | Engage in development of such an approach and in due course, commit to having a CPD champion in each institution | Facilitate the development of such an approach and in due course, promote concept of CPD champions for every part of the sector | Promote and support the concept of CPD champions for every part of the sector |
| 2.8 | Use technology to enhance the delivery of and access to CPD (cf. solution 10) | M | Utilise technology to support CPD programmes | Connect CPD activity to an e-strategy for the sector | Support investment in sustainable technology for those parts of the sector lacking in resource |
| 2.9 | Develop a CPD framework for the lifelong learning sector | M | Use and, where appropriate, contribute to, the CPD framework in developing CPD for staff | Facilitate the development of a CPD framework for the lifelong learning sector | Invest in the development of the first sector-wide CPD framework |
| 2.10 | Ensure sustainability of funding for CPD | M | Commit to support CPD on a short, medium and long-term basis | Ensure CPD can be cost effective. Champion CPD with employers and stakeholders for support | Commit to reviewing funding available to support CPD on a short, medium and long-term basis |
| 2.11 | Give a focus to equality and diversity across the sector | M | Produce examples of best practice across the sector | Help to build equality and diversity into all aspects of CPD | Help to build equality and diversity into all aspects of CPD Contribute to the dialogue on sustainability |

| Specific LLUK actions | Ref – e.g. 1.2 | Constituency | Timescale S/M/L | Milestones | Detail of actions/commitment |
|--|-------------------|--------------------------|--------------------|-----------------------------|--|
| Skills for Life CPD qualification development | 2.9, 2.11 | FE, CLD, WBL | M | | |
| 14-19 'Occupational Currency' distance learning CPD pilot | 2.1, 2.9, 2.11 | FE | S | April-Dec 08 | |
| Business Interchange Catalyst Programme | 2.4 | FE, WBL | M | Until Mar 09 | Business Interchange will provide industrial updating CPD opportunities for staff in the wider FE sector |
| FE Workforce Strategy Implementation Plan (priorities 3 and 4) | | FE/parts of CL&D and WBL | S | Published end of March 2008 | Specific actions for the FE Sector will be taken forward through this route |

To underpin the actions listed above it is anticipated that employers will generally:

- work with LLUK to agree a definition of CPD in the sector
- work with appropriate professional bodies and LLUK to identify examples of existing CPD best practice and case studies, for dissemination across the sector
- contribute to the dialogue regarding an integrated CPD framework for all four UK home countries, applicable across the sector
- contribute to discussions facilitated by LLUK, in order to agree a definition of CPD in the sector
- work with LLUK and stakeholders to encourage the principle that employed individuals should have a training needs analyses (TNA), or equivalent review process, to underpin CPD
- work with LLUK to identify examples of existing CPD best practice and case studies, for dissemination across the sector
- work with LLUK to ensure equality of approach and inclusiveness across the sector
- work with LLUK to develop models of training delivery that support the inclusion of all staff

To underpin the actions listed above, it is anticipated that partners and stakeholders will generally:

- work with LLUK and sector employers to agree a definition of CPD in the sector
- work with employers, appropriate professional bodies and LLUK to identify examples of existing CPD best practice and case studies, for dissemination across the sector
- contribute to the dialogue regarding an integrated CPD framework for all four UK home countries, applicable across the sector
- contribute to discussions facilitated by LLUK, in order to agree a definition of CPD in the sector
- work with LLUK employers to encourage the principle that employed individuals should have a training needs analyses (TNA), or equivalent review process, to underpin CPD
- work with LLUK to identify examples of existing CPD best practice and case studies, for dissemination across the sector
- work with LLUK to encourage employers to engage with Union Learning Reps
- work with LLUK to ensure equality of approach and inclusiveness across the sector
- work with LLUK to develop models of training delivery that support the inclusion of all staff

To underpin the actions listed above, LLUK will:

In addition to the specific actions listed, LLUK intends to develop individual agreements with key employer representative bodies, other partners and stakeholders to support delivery of the SSA. Some of these agreements are already in development, others will be developed during the next twelve months. LLUK sees such agreements, whether formal (i.e. through a Memorandum of Understanding/Agreement or a Strategic Partnership Agreement) or informal, as crucial to the development of the SSA and related workforce strategies in the future.

Solution 3 - Develop a 'skills for learning professionals' qualifications framework

Introduction

During SSA consultations it became clear that there were a variety of skills needs that were common right across the lifelong learning sector. These skills needs were in the areas of employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working. This solution proposes that LLUK develops, with partners, a new 'skills for learning professionals' framework, which would provide staff in the sector with these transferable skills.

This framework could act as an introduction to working in the lifelong learning sector and support those working within the sector to update their core skills. In addition, the framework could sit within the SQS or possibly become part of the CPD framework as outlined in solution 2. Ultimately this work should achieve help to implement NOS across the sector and facilitate organisations to use standards more effectively.

Current situation in England

During a stage 3 focus group in England it was noted that:

- The idea of 'skills for learning professionals' and a common core approach across the whole of the lifelong learning sector was strongly endorsed. It was emphasised that it was important that this is derived from an adult learning and development model.
- Emphasis was also placed on the need to recognise threshold activity - where learning takes place in the community and engagement in the field, for example, in a prison education service - and which has links to the need for APEL (Accreditation of Prior Experience and Learning) opportunities.
- There was also very strong support for adult apprenticeships in the lifelong learning sector across CLD, parenting and LAIS.

Solution aims

- to provide a clear framework and common core of skills that apply across the lifelong learning sector
- to provide clarity for people in the sector around skills and qualifications
- to develop a database of units across the sector to facilitate career progression within and movement across the lifelong learning sector

Impact and added value

- The development of a database of units across the lifelong learning sector will facilitate career progression, entry into and movement across the lifelong learning sector.
- The framework will enhance understanding of the different standards which relate to the sector and how these can be used effectively.

Priority of this solution for each constituency

| Constituency | | | | |
|-------------------------|-------------------------|----------------------|-------------------------|----------------------|
| CLD | FE | HE | LAIS | WBL |
| Medium priority L | Medium priority L | Low priority L | Medium priority L | Low priority L |

Timescales:

S = Short/ medium-term issues, approx 6-12 months

M = Medium-term issues, approx 1-3 years

L = Long-term structural and strategic issues, 2-5 years +

Links to LLUK Impact Review

The Impact Review of SSAs found that Skills for Justice are considering developing a qualification in multi-agency working. It is clear that multi-agency or partnership working skills are a cross cutting-issue for the public sector Sector Skills Councils. LLUK will be looking to collaborate with these SSCs around any development of guidelines or qualifications.

| Ref. | Collective Actions | Timescale S/M/L | Commitments by individual employers | Commitments by LLUK (as the SSC for the lifelong learning sector) | Commitments by partners and stakeholders |
|------|--|--------------------|---|---|---|
| 3.1 | Develop appropriate recommendations within SQS to support these emerging skills areas in relation to induction and CPD activity as part of the wider SQS | M | Contribute to the SQS process | Carry out the SQS in line with SSA findings | Support the SQS process |
| 3.2 | Develop a toolkit of resources to support employer application and usage of the National Occupational Standards (prioritising employer engagement, ILT, learner support/customer care and multiagency/partnership working) | M | Use the toolkit, once in place, to develop staff skills | Develop the toolkit of resources to support use of NOS across the sector where applicable | Resource the development of the toolkit |
| 3.3 | Develop a skills framework for those within and entering the lifelong learning sector | L | Contribute to the development of the skills framework | Develop a skills framework for learning professionals | Resource the development of a skills framework for the sector |
| 3.4 | Develop appropriate recommendations within SQS to support these emerging skills areas in relation to induction and CPD activity as part of the wider SQS | L | Contribute to the SQS process | Carry out the SQS in line with SSA findings | Support the SQS process |

| Specific LLUK actions | Ref – e.g. 1.2 | Constituency | Timescale S/M/L | Milestones | Detail of actions/commitment |
|--|-------------------|--------------------------|--------------------|-----------------------------|---|
| Sector Qualifications Strategy | 3.1 & 3.4 | All | L | | LLUK will publish the first SQS for the whole sector at the end of March 2008. Further work will be on-going throughout 2008 to shape the SQS in light of the SSA solutions |
| Development of National Occupational Standards | 3.2 | FE, WBL, CLD, LAIS | L | | LLUK will publish the NOS action plan for 2008/09 for the sector at the end of March 2008 |
| New NOS respond to employer concerns about developing L&M, customer care and e-competencies within the workforce | 3.2 | LAIS | M | | |
| FE Workforce Strategy Implementation Plan | | FE/parts of CL&D and WBL | S | Published end of March 2008 | Specific actions for the FE Sector will be taken forward through this route |

To underpin the actions listed above it is anticipated that employers will generally:

- contribute to the dialogue surrounding the development of a 'skills for learning professionals' qualifications framework
- work with LLUK to play an active role in delivering information regarding such a framework to the learner
- work with LLUK, partners and stakeholders to raise awareness of everyday skills, including literacy, numeracy and language in the context of a skilled workforce
- work with LLUK to ensure equality of approach and inclusiveness across the sector
- work with LLUK to ensure that a 'skills for learning professionals' qualifications framework contributes to existing widening access agendas
- work with LLUK to promote reference to and the application of existing National Occupational Standards (NOS)

To underpin the actions listed above, it is anticipated that partners and stakeholders will generally:

- contribute to the dialogue surrounding the development of a 'skills for learning professionals' qualifications framework
- work with LLUK to play an active role in delivering information regarding such a framework to the learner
- work with LLUK, partners and stakeholders to raise awareness of everyday skills, including literacy, numeracy and language in the context of a skilled workforce
- work with LLUK to ensure equality of approach and inclusiveness across the sector
- work with LLUK to ensure that a 'skills for learning professionals' qualifications framework contributes to existing widening access agendas
- work with LLUK to promote reference to and the application of existing National Occupational Standards (NOS)
- participate in the dialogue surrounding the mapping of teacher, trainer and tutor provision across the four home countries, with a view to ensuring an understanding of transferability of qualifications

To underpin the actions listed above, LLUK will:

In addition to the specific actions listed, LLUK intends to develop individual agreements with key employer representative bodies, other partners and stakeholders to support delivery of the SSA. Some of these agreements are already in development, others will be developed during the next twelve months. LLUK sees such agreements, whether formal (e.g. through a Memorandum of Understanding/Agreement or a Strategic Partnership Agreement) or informal, as crucial to the development of the SSA and related workforce strategies in the future.

Solution 4 - Promote collaborative working across the lifelong learning sector to recognise and disseminate good practice

Introduction

There is a great deal of good practice evident in all parts of the lifelong learning sector in all areas of workforce development. This solution looks at the option of developing better partnerships across constituencies and even nations, to disseminate this good practice as widely as possible and to avoid unnecessary duplication of effort.

Current situation in England

This solution would be to look at the success of programmes such as Centres for Excellence in Teacher Training (CETTs) and to develop appropriate models for collaboration across other constituencies within the lifelong learning sector and possibly across the nations. For example, we could explore whether there could be Centres for Excellence in Information Management for the LAIS constituency; or Centres for Excellence in Youth Work that would encourage sharing of good practice and effective CPD.

There is also a large number of Centres of Vocational Excellence (CoVEs) in FE colleges in England which have worked on a similar basis of sharing good practice. In 2006 the FE reform white paper recommended that a Quality Mark be developed and combined with the re-accreditation of the CoVE programme to create a new standard for employer responsiveness and vocational excellence. The lessons from this could be applied to other partnership working models that will also relate to the issue of moving to a demand-led system (see solution 5 below).

Solution aims

- support and facilitate collaboration across the sector to achieve high performance working

Impact and added value

- improved sharing of good practice
- a focus on establishing standards across the sector will improve cohesion
- building mechanisms for collaborative working across the sector will bring different parts of the sector together to canvass opinions and help to influence policy relating to the whole lifelong learning sector
- improved partnership working across the sector

Priority of this solution for each constituency

| Constituency | | | | |
|----------------------|-------------------|-------------------|----------------------|----------------------|
| CLD | FE | HE | LAIS | WBL |
| Medium priority M | Low priority M | Low priority M | Medium priority M | Medium priority M |

S = Short/ medium-term issues, approx 6-12 months

M = –Medium-term issues, approx 1-3 years

L = –Long-term structural and strategic issues, 2-5 years +

Links to LLUK Impact Review

Many SSA actions identified through the Impact Review relate to new forms of delivery. A major example is that of the National Skills Academies (NSAs). It will be important in the development of this solution to take into consideration the selection process and style of delivery of NSAs and other proposed forms of delivery across the SfBN.

| Ref. | Collective Actions | Timescale S/M/L | Commitments by individual employers | Commitments by LLUK (as the SSC for the lifelong learning sector) | Commitments by partners and stakeholders |
|------|---|--------------------|---|--|--|
| 4.1 | Case study and collate existing best practice in partnership working from across the sector in England | S | Provide examples of best practice in collaboration and partnership | Collate and produce case studies of best practice | Provide examples of best practice and promote these through appropriate channels |
| 4.2 | Using the examples of best practice, create a toolkit of partnership/multi-agency working for use by organisations in business development and improvement | M | Use the toolkit to develop services for learners and service users | Facilitate the creation of a partnership working toolkit for the sector | Promote and fund the toolkit |
| 4.3 | Enable institutions to collaborate for high performance. Use the experiences of best practice lifelong learning organisations to identify opportunities to collaborate to achieve better outcomes for learners/service users. (This action connects to Solution 2, the sharing of CPD and the multi-agency working skills need in Solution 3) | M | Act on the examples of best practice by setting up collaborative projects and initiatives | Broker partnership arrangements where possible. | Broker and support partnership arrangements where possible |

| Specific LLUK actions | Ref – e.g. 1.2 | Constituency | Timescale S/M/L | Milestones | Detail of actions/commitment |
|--|----------------|--------------------------|-----------------|-----------------------------|--|
| Public Sector SSC Alliance | 4.1 & 4.2 | All | M | | Work with the public sector alliance of SSCs to identify best practice in multi-agency working that can be applied in the lifelong learning sector |
| Work with Skills for Justice as they develop their qualification in multi-agency working | 4.2 | All | S | | Formulate action plan with Skills for Justice to explore applicability to lifelong learning sector |
| FE Workforce Strategy Implementation Plan | | FE/parts of CL&D and WBL | S | Published end of March 2008 | Specific actions for the FE Sector will be taken forward through this route |

To underpin the actions listed above it is anticipated that employers will generally:

- work with constituency representatives, appropriate professional bodies and LLUK to promote collaborative working across the sector
- work with LLUK to promote collaborative working between unions, employers and LLUK
- through representation on LLUK panels, programme/project boards and advisory groups, commit to be a partner in the delivery of the LLUK SSA
- support LLUK in promoting collaborative working across the sector and participate in joint working
- work with LLUK to promote reflection and internal review as a means to identify weaknesses and strengths in organisations operating across the sector - this can be a useful tool in creating positive change
- work with LLUK to introduce ongoing dialogue regarding best practice, participate in discussion forums and identify other relevant participants to ensure effective awareness raising
- work with LLUK to consider how existing networks could be used as a route by which to share good practice
- work with LLUK to identify ways by which to capitalise on existing employer engagement

To underpin the actions listed above, it is anticipated that partners and stakeholders will generally:

- work with employers, appropriate professional bodies and LLUK to promote collaborative working across the sector
- work with LLUK to promote collaborative working between unions, employers and LLUK
- through representation as appropriate on LLUK panels, programme/project boards and advisory groups, commit to be a partner in the delivery of the LLUK SSA
- support LLUK in promoting collaborative working across the sector and participate in joint working
- work with LLUK to promote reflection and internal review as a means to identify weaknesses and strengths in organisations operating across the sector
- work with LLUK to introduce ongoing dialogue regarding best practice, participate in discussion forums and identify other relevant participants to ensure effective awareness raising
- work with LLUK to consider how existing networks could be used as a route to share good practice
- work with LLUK to identify ways to capitalise on existing employer engagement

To underpin the actions listed above, LLUK will:

In addition to the specific actions listed, LLUK intends to develop individual agreements with key employer representative bodies, other partners and stakeholders to support delivery of the SSA. Some of these agreements are already in development, others will be developed during the next twelve months. LLUK sees such agreements, whether formal (e.g. through a Memorandum of Understanding/Agreement or a Strategic Partnership Agreement) or informal, as crucial to the development of the SSA and related workforce strategies in the future.

Solution 5 - Support lifelong learning employers in the move towards more demand-led training opportunities

Introduction

A culture change is taking place in the planning and delivery of education and training. In England, much of this is being driven by the Leitch Review of Skills, with a move away from the more traditional plan-led provision towards demand-led provision – the demand coming from other sectors, via SSAs from the other 24 SSCs and via learner/employee direct demand. This change can already be observed in the wider FE sector in the Train to Gain programme through which the Learning and Skills Council are directing much of their funding for adult skills.

This culture change will have a huge impact on the staff in the lifelong learning sector, from how learning is delivered to how courses are developed and financed. There is a need for a support programme to assist lifelong learning employers to make the transition to a demand-led system and ensure that no lifelong learning provider is 'left behind'. Staff across lifelong learning organisations need skills to enable their organisation to be responsive to both other employer and individual learner needs.

Current situation in England:

The Train to Gain programme in England represents, perhaps, the start of the move from supply-driven to demand-led provision. QIA with LSN are already running a development programme for Train to Gain providers.

Participants at an SSA consultation meeting confirmed that in some parts of the sector employers will need support responding to the demand-led agenda and emphasised that there is already evidence of good practice which exists within this area which must be built upon. For example, LLUK should take into consideration lessons learned from the Armed Services experience to re-define the demand-led model.

There are some examples of consortia of colleges supporting each other in this change. One such example is the 'one college, one voice' project conducted between South Trafford, West Cheshire and St Helens colleges in the North West. This has an emphasis on staff development across areas of college, including senior and middle managers, not just trainers and tutors.

The New Standard, developed by the LSC with other lifelong learning partners, sets out to assess and, where appropriate, accredit organisations engaged in the provision and delivery of training and development for their responsiveness to employers' needs and their expertise in particular industry sectors.

The standard started with a mandate from the 2006 FE Reform White Paper, 'Raising Skills, Improving Life Chances', building upon two earlier projects to improve quality assurance for employers using the public FE system. Work Based Learning and other FE providers will have an opportunity to demonstrate their responsiveness to employer need through the achievement of the New Standard.

Business Interchange is one of the four major projects being run by LLUK as part of the Catalyst Programme. Business Interchange will ensure teachers, tutors and trainers working in the FE sector have the skills and expertise to meet the needs of the sectors they serve, by creating opportunities for them to update their vocational skills. The

programme will support a range of placements for teachers, tutors and trainers, helping them to meet their continuing professional development (CPD) requirements whilst encouraging dynamic partnerships to develop between business and FE providers.

Higher Education Institutions are currently looking at ways they can be more responsive both to individual learners (who are paying tuition fees) and also to employers in their areas who are demanding higher level skills of their staff. HEFCE are currently funding three Higher Level Skills Pathfinders to look at this issue. These pathfinders are testing how HE-level programmes can be developed, packaged and marketed to create funding partnerships between employers, learners and providers. The initiative is led by the Higher Education Regional Associations in the three Pathfinder regions: the North West, the North East and the South West. Each regional pathfinder has a development strand and additional student numbers to help build the capacity in their institutions, to respond flexibly to employer needs.

Solution aims

- to ensure that lifelong learning employers are mindful of the workforce implications of the transition from supply to demand-led provision, where training and education will be delivered based on business and/or individual learner/employee need
- to explore and disseminate across the sector best practice with regards to delivery of demand-led provision
- to assist lifelong learning employers in their employer engagement strategies

Impact and added value

- Supporting lifelong learning employers in the transition to demand-led training will ensure that the quality of engagement with industry is enhanced by increased understanding of needs.

Priority of this solution for each constituency

| Constituency | | | | |
|-------------------|--------------------|--------------------|----------------------|--------------------|
| CLD | FE | HE | LAIS | WBL |
| Low priority S | High priority S | High priority S | Medium priority M | High priority S |

Timescales:

S = Short/ medium-term issues, approx 6-12 months

M = Medium-term issues, approx 1-3 years

L = Long-term structural and strategic issues, 2-5 years +

Links to LLUK Impact Review

Collaborative action with other SSCs could help link lifelong learning employers to employers in industry. Some current opportunities include National Skills Academies and the 14-19 diploma developments. One current opportunity is through the Business Interchange programme in England, providing industrial updating to teachers through placements with employers.

| Ref. | Collective Actions | Timescale S/M/L | Commitments by individual employers | Commitments by LLUK (as the SSC for the lifelong learning sector) | Commitments by partners and stakeholders |
|------|--|--------------------|---|--|---|
| 5.1 | Collate existing good practice from across the sector in England | S | Share intelligence; suggest case studies | Collate shared intelligence and case studies; disseminate information across the sector | Share intelligence; suggest case studies |
| 5.2 | Ensure that employer engagement processes and skills necessary to provide demand-led planning are incorporated in the appropriate National Occupational Standards (cf. Solution 3) | L | Contribute to the development or refresh of National Occupational Standards | Develop NOS in line with this solution | Support employers to use NOS |
| 5.3 | Develop a toolkit, based on the relevant NOS, which supports organisations in moving towards a learner-centred/demand-led approach | M/L | Share intelligence on good working practice | Facilitate the development of toolkits drawing on identified best practice from across the four home countries | Participate in discussions; share intelligence |
| 5.4 | Develop a process for the Skills for Business Network and the lifelong learning sector to work effectively together in order to facilitate demand led provision - this work would connect to the Impact Review | M | Take part in collaboration with the SfBN | Develop links with the SfBN to broker relationship between the demand and supply-side | Support collaboration and connections between the demand and supply-side |
| 5.5 | Signpost organisations within the sector to appropriate change management techniques to enable them to embed the new cultures which the demand-led approach requires | S | Contribute to the development of any new guidance in this area and use as appropriate | Provide a signposting service to guidance and programmes on change management | Provide guidance and programmes to employers on change management |

| Specific LLUK actions | Ref – e.g. 1.2 | Constituency | Timescale S/M/L | Milestones | Detail of actions/commitment |
|---|----------------|--------------------------|-----------------|-----------------------------|--|
| Supply-side reform | 5.4 | FE, WBL, HE | S | Ongoing | Utilise LLUK's position on the SfBN Supply-side Reform Group, to support lifelong learning employers to meet the demand-led agenda |
| HE focus group | 5.4 | HE | S | By Summer 2008 | Discuss with HEIs and partners good practice in responding to the Leitch agenda |
| FE Workforce Strategy Implementation Plan | | FE/parts of CL&D and WBL | S | Published end of March 2008 | Specific actions for the FE Sector will be taken forward through this route |

To underpin the actions listed above it is anticipated that employers will generally:

- work with LLUK to promote the relevance of learning in the workplace, and the value of addressing the skills needs of staff, amongst employers in other sectors
- work with LLUK to promote a move towards more learner-centred/demand-led learning and training opportunities
- work with LLUK to link the development of a proposed CPD framework with improved learner-centred/demand-led learning and training opportunities

To underpin the actions listed above, it is anticipated that partners and stakeholders will generally:

- work with LLUK to promote the relevance of learning in the workplace, and the value of addressing the skills needs of staff, to employers
- work with LLUK to promote a move towards more learner-centred/demand-led learning and training opportunities
- work with LLUK and sector employers to link the development of a proposed CPD framework with improved learner-centred/demand-led learning and training opportunities.

To underpin the actions listed above, LLUK will:

In addition to the specific actions listed, LLUK intends to develop individual agreements with key employer representative bodies, other partners and stakeholders to support delivery of the SSA. Some of these agreements are already in development, others will be developed during the next twelve months. LLUK sees such agreements, whether formal (e.g. through a Memorandum of Understanding/Agreement or a Strategic Partnership Agreement) or informal, as crucial to the development of the SSA and related workforce strategies in the future.

Solution 6 - Develop sector-wide career pathways

Introduction

This solution is based on the proposed creation of career pathways across the lifelong learning sector. An original aim for LLUK at inception was the development of a 'climbing frame' concept and SSA consultation has supported this development. Information on career pathways could then be disseminated to Information Advice and Guidance (IAG) services (e.g. schools, careers services, learndirect). This solution links closely with the proposal to develop a knowledge bank for IAG professionals (see solution 7 below) and also around the possible development of a database of core units for the 'Skills for Learning Professionals' (see solution 3 above). Such careers information could also be used by those already working in the sector to assist them in their own career planning and demonstrate the opportunities available to them.

Current situation in England

There are currently no clear progression routes or career pathways that map across the whole lifelong learning sector in any of the four home countries.

Solution aims

- to provide a 'climbing frame' of career routes across the lifelong learning sector
- to be used to promote a positive image of the career opportunities within the sector and facilitate movement across the sector
- to work with partners to develop resources to support career planning services

Impact and added value

- clearer career pathways for individuals in the sector thus improving the sector's image and contributing to staff retention
- clearer career pathways could raise aspirations and particularly help people move from a non-professional to a professional role
- could attract new people into the sector

Priority of this solution for each constituency

| Constituency | | | | |
|--------------------|----------------------|--------------------|----------------------|----------------------|
| CLD | FE | HE | LAIS | WBL |
| High priority S | Medium priority M | High priority M | Medium priority M | Medium priority M |

Timescales:

S = Short/ medium-term issues, approx 6-12 months

M = Medium-term issues, approx 1-3 years

L = Long-term structural and strategic issues, 2-5 years +

Links to LLUK Impact Review

This solution is relevant to the issue of shortages in teaching staff in certain sectors identified by some Sector Skills Councils. The FE Sector Catalyst project, *Pass on your skills*, will go some way to making routes into teaching in FE more easily accessible.

| Ref. | Collective Actions | Timescale S/M/L | Commitments by individual employers | Commitments by LLUK (as the SSC for the lifelong learning sector) | Commitments by partners and stakeholders |
|------|---|--------------------|--|--|--|
| 6.1 | Identify the existing career pathways within each constituency (from National Occupational Standards Functional Maps and discussions with the sector) | S | Share intelligence and provide case studies to assist with mapping career paths; identify current barriers to progression | Facilitate and collate the mapping process | Share intelligence to assist with mapping career paths |
| 6.2 | Identify the existing career pathways between constituencies within the lifelong learning sector | M/L | Share intelligence and provide case studies to assist with mapping career paths; identify current barriers to progression; | Facilitate and collate the mapping process | Share intelligence to assist with mapping career paths |
| 6.3 | Establish future career pathways likely to arise from anticipated structural/skills changes through scenario planning sessions to ensure future demands on the workforce can be built into workforce planning and to predict future career pathways | S-M | Take part in scenario planning sessions | Carry out scenario planning sessions | Support scenario planning sessions |
| 6.4 | Explore opportunities for linking career routes from elsewhere in the SfBN into the lifelong learning sector and agree the development of career pathways with other SSCs | M | Provide examples of the dual professionalism needed by many of the LLUK workforce to develop careers and contribute to review work | Map career routes across SfBN, and produce proposals for linking them together | Support and fund the mapping and further work |
| 6.5 | Promote transferable skills and career pathways across the sector | M-L | Contribute to development of messages about career pathways | Develop mechanisms for promoting career wide pathways | Support and fund the development of information about career wide pathways |

| Specific LLUK actions | Ref – e.g. 1.2 | Constituency | Timescale S/M/L | Milestones | Detail of actions/commitment |
|--|----------------|--------------------------|-----------------|-----------------------------|--|
| Catalyst Programme | 6.4 | FE/WBL | S | | Research career pathways of participants in the Give Something Back project (part of the Catalyst Programme) |
| 14-19 Diploma workforce | 6.1 | FE/WBL | S | | Research the new career pathways being generated through 14-19 diploma delivery |
| Lifelong Learning Networks | 6.1 | HE, FE, WBL | S | | Work with Lifelong Learning Networks which have looked at career pathways in their regions |
| CWN | 6.1 | | M | | Explore career pathways across the Children's Workforce with CWDC and CWN |
| Information, advice and guidance services for adults | ALL | ALL | M | | Work with adult information, advice and guidance services in England on development of this solution |
| FE Workforce Strategy Implementation Plan | | FE/parts of CL&D and WBL | S | Published end of March 2008 | Specific actions for the FE Sector will be taken forward through this route |

To underpin the actions listed above it is anticipated that employers will generally:

- work with LLUK to promote the value of transferable skills in the workplace
- work with LLUK to inform the development of any collective agreements on training and skills between employers and employees

To underpin the actions listed above, it is anticipated that partners and stakeholders will generally:

- consult with LLUK and sector employers on the implications of anticipated structural/skills changes in the sector, and participate in the on-going dialogue
- consult with LLUK and sector employers on the implications of anticipated structural/skills changes in the sector, and participate in the on-going dialogue
- participate in the dialogue surrounding the mapping of teacher, trainer and tutor training provision across the four nations, with a view to ensuring an understanding of transferability of qualifications

To underpin the actions listed, LLUK will:

In addition to the specific actions listed, LLUK intends to develop individual agreements with key employer representative bodies, other partners and stakeholders to support delivery of the SSA. Some of these agreements are already in development, others will be developed during the next twelve months. LLUK sees such agreements, whether formal (e.g. through a Memorandum of Understanding/Agreement or a Strategic Partnership Agreement) or informal, as crucial to the development of the SSA and related workforce strategies in the future.

Solution 7 - Develop a knowledge bank for IAG professionals and others to support new entrants and existing staff in the sector

Introduction

It is critical that LLUK works with the sector and partners to develop a 'knowledge bank' for both IAG (Information Advice and Guidance) professionals within the sector (to support existing employees within lifelong learning) and IAG professionals outside the sector (to attract new entrants into the sector). Such a knowledge bank would provide information on all the careers available in the sector and the attendant qualification requirements and access/progression routes. The knowledge bank would also incorporate the 'climbing frame' structure as outlined above in solution 6.

LLUK should also consider the role of the current LLUK Information and Advice Service, acting as the hub for this information, facilitating and enabling the delivery of IAG through country specific IAG services and across the UK.

Current situation in England

Currently there is no single source of information about careers that spans the lifelong learning sector. Parts of the sector experience some image issues which it is believed impact on recruitment and retention. The creation of the knowledge bank is closely connected to the creation of new career pathways suggested in solution 6 above. Provision of this information should make clearer guidance available to both those within and outside the sector.

Solution aims

- to develop a consistent approach to IAG across the whole of the lifelong learning sector
- to improve IAG within and outside the sector about careers in the sector
- to improve the image of the sector and to raise the profile of the sector generally as a career of first choice
- to work with partners to develop resources to support IAG and career planning services
- to increase the available pool of excellent recruits into the sector and support progression through the sector

Impact and added value

- Developing a knowledge bank of support for IAG professionals will ensure more consistent careers advice across the sector and ensure those parts of the sector which have difficulties in attracting staff have increased opportunities to do so.
- Increased movement of employees across constituencies could boost retention rates within the whole sector.
- A knowledge bank would help new entrants to the sector with their personal career planning and raise awareness of different opportunities for existing staff.

Priority of this solution for each constituency

| Constituency | | | | |
|-------------------------|-----------------------|-------------------------|-----------------------|-------------------------|
| CLD | FE | HE | LAIS | WBL |
| Medium priority S | High priority S | Medium priority S | High priority S | Medium priority S |

Timescales:

S = Short/ medium-term issues, approx 6-12 months

M = Medium-term issues, approx 1-3 years

L = Long-term structural and strategic issues, 2-5 years +

Links to LLUK Impact Review

The Impact Review has highlighted that there are tutor shortages in certain areas. Improved IAG about careers in the lifelong learning sector could attract people from other sectors into FE. In England this can be addressed partly through the Catalyst *Pass on your skills* programme.

| Ref. | Collective Actions | Timescale S/M/L | Commitments by individual employers | Commitments by LLUK (as the SSC for the lifelong learning sector) | Commitments by partners and stakeholders |
|------|--|--------------------|---|--|---|
| 7.1 | Obtain and assess existing careers material to understand the extent of coverage of key roles in the sector | M | Share examples of existing careers material | Collate existing careers material across the sector | Support the collation of existing careers material in the sector and provide it where available |
| 7.2 | Work with key partners to develop resources to address identified gaps in IAG resources | M | Take part in the development of an IAG resource | Facilitate the production of an IAG resource | Support and give direction to the work to produce an IAG resource on careers in the sector |
| 7.3 | Agree with employers the image of the sector that they would wish to promote | S/M | Contribute to discussions | Facilitate the discussions | |
| 7.4 | Determine with the IAG services the need to train/develop IAG professionals with the new sector specific materials | M/L | Contribute to specifications and strategy | Facilitate discussions and disseminate findings | Contribute to and/or support developments in this area |

| Specific LLUK actions | Ref – e.g. 1.2 | Constituency | Timescale S/M/L | Milestones | Detail of actions/ commitment |
|--|-------------------|--------------------------|--------------------|-----------------------------|---|
| LLUK Information and Advice Service | 7.1 & 7.2 | All | M | | Outline the relationship of LLUK's Information and Advice Service with IAG bodies across England and the UK |
| MLA SPA | 7.1 & 7.2 | LAIS | M | | Work with MLA in the area of IAG for those in the libraries, archives and information services sector |
| Continue to run the National Reference Point (NRP) for skills for life | 7.1 | FE, WBL | M | | Understand the lessons learned from running the NRP to apply to other planned IAG services for the sector |
| <i>Pass on your skills</i> Catalyst Programme | 7.2 | FE, WBL | M | Until March 2009 | The <i>Pass on your skills</i> programme will have an IAG element provided to applicants to the scheme advising them on careers in FE |
| FE Workforce Strategy Implementation Plan | | FE/parts of CL&D and WBL | S | Published end of March 2008 | Specific actions for the FE Sector will be taken forward through this route |

To underpin the actions listed above it is anticipated that employers will generally:

- support LLUK to develop a knowledge bank for IAG professionals and others, to support new entrants and existing staff in the sector
- share intelligence and participate in the dialogue with LLUK regarding the development of a knowledge bank of IAG professionals
- provide LLUK with examples of IAG best practice in the sector

To underpin the actions listed above, it is anticipated that partners and stakeholders will generally:

- support LLUK to develop a knowledge bank for IAG professionals and others, to support new entrants and existing staff in the sector
- share intelligence and participate in the dialogue with LLUK regarding the development of a knowledge bank of IAG professionals
- working with adult information, advice and guidance providers, provide examples of IAG best practice in the sector

To underpin the actions listed above, LLUK will:

In addition to the specific actions, LLUK intends to develop individual agreements with key employer representative bodies, other partners and stakeholders to support delivery of the SSA. Some of these agreements are already in development, others will be developed during the next twelve months. LLUK sees such agreements, whether formal (e.g. through a Memorandum of Understanding/Agreement or a Strategic Partnership Agreement) or informal, as crucial to the development of the SSA and related workforce strategies in the future.

Solution 8 - Recruitment programmes to address specific shortages in the lifelong learning sector

Introduction

Targeted recruitment programmes are needed to encourage people to either move within the lifelong learning sector or consider the sector as a career choice. Working in the lifelong learning sector is a career of 'ultimate choice' for most people – but is not always a career of first choice because of the need for staff to have experience in industry or business before passing those skills on to others.

Current situation in England

Across the lifelong learning sector there is a demand for a wide range of recruitment programmes to encourage a range of people to consider the sector as an attractive career option.

The Construction Tutors pilot run in 2006/07 by LLUK, in partnership with SummitSkills and Construction Skills, to attract people into the FE sector to become tutors has been a success. Four thousand enquiries about becoming a teacher were received from tradespeople responding to a high-profile recruitment campaign. 75 people attended initial teacher training placements to achieve the PTLLS qualification and a further 800 are to attend an introduction to teaching in FE course. Building on the success of this programme LLUK are leading on the Pass on Your Skills project as part of the Catalyst Programme, funded by Department for Innovation, Universities and Skills (DIUS). Initially this project is focusing on the tutor shortage areas of Engineering and Health and Social Care.

LLUK are also currently looking into how high calibre graduates could be attracted into the Youth Work sector as part of the actions connected to the Government's 'Aiming High for Young People' ten year strategy.

Solution aims

Closely linked to the proposals in solutions 6 and 7, LLUK would aim to improve the image of working in the lifelong learning sector through targeted recruitment programmes:

- to address key skills shortages within the sector as identified through the stage 3 gap analysis work, plus the Impact Review
- to ensure access to information relating to the wider range of careers available within the lifelong learning sector
- to make a career in the lifelong learning sector more accessible by providing alternative routes to qualifying
- to attract new recruits to the sector from more diverse backgrounds

Impact and added value

- A coordinated series of recruitment programmes would help to solve recruitment and retention problems.
- Successful recruitment programmes could contribute to making the workforce more diverse and more reflective of the populations they serve.
- This would ensure that the future needs of the sector are met, particularly in light of the impact review and the possible increased demand for staff in certain areas.
- The image of the lifelong learning sector as a career of ultimate choice would improve.

Priority of this solution for each constituency

| Constituency | | | | |
|-------------------------------|-----------------------------|-------------------------------|-----------------------------|-----------------------------|
| CLD | FE | HE | LAIS | WBL |
| Medium Priority Level 2 | High Priority Level 1 | Medium Priority Level 2 | High Priority Level 2 | High Priority Level 2 |

Level 1 - Short/ medium-term issues, approx 6-12 months

Level 2 - Medium-term issues, approx 1-3 years

Level 3 - Long-term structural and strategic issues, 2-5 years +

Links to LLUK Impact Review

Focused recruitment campaigns, such as the Give Something Back project in England (part of the Catalyst Programme), can have a big impact on provision shortages in particular sectors. LLUK is partnering with other SSCs in the Skills for Business Network to ensure that our recruitment and retention programmes meet genuine shortages in the sectors that have been identified in the Impact Review and other research undertaken.

| Ref. | Collective Actions | Timescale S/M/L | Commitments by individual employers | Commitments by LLUK (as the SSC for the lifelong learning sector) | Commitments by partners and stakeholders |
|------|--|--------------------|---|---|--|
| 8.1 | Building on the work of the Impact Review and research in the Catalyst Programme, determine in the FE sector the critical areas where immediate succession planning/recruitment strategies are required | S | Share intelligence and data re. applicant volume and vacancies; identify match between vacancies and desired skill sets; contribute to the development of appropriate strategies and implementation plans | Collect, collate and disseminate labour market information; commission research into sector shortages where there is no data, analyse data and information from the Impact Review | Share intelligence; provide support to the research and strategic process |
| 8.2 | Taking account of the Impact Review and other relevant research, determine for the rest of the lifelong learning sector the critical areas where immediate succession planning/recruitment strategies are required | M | Share intelligence re. applicant volume and vacancies; identify match between vacancies and desired skill sets; contribute to development of appropriate strategies and implementation plans | Collect, collate and disseminate labour market information | Share intelligence; provide support to the research and strategic process |
| 8.3 | Understand the attractions/motivations of working in the lifelong learning sector and the barriers to recruitment and retention that exist across the sector and within the wider labour market | M | Share intelligence re. barriers to progression/ movement | Collect, collate and disseminate labour market information | Share intelligence; participate in discussions re. barriers to and demand for progression/ movement |
| 8.4 | Work with partners to develop tailored recruitment programmes | L | Provide project board support and direction to recruitment programmes where appropriate | Develop project proposals and manage projects on behalf of the sector where appropriate | Commit financial resource to programmes; provide support and direction to recruitment programmes where appropriate |

| LLUK actions | Ref – e.g. 1.2 | Constituency | Timescale S/M/L | Milestones | Detail of Actions/ Commitment |
|---|-------------------|-----------------------------------|--------------------|--------------------------------------|--|
| Catalyst Programmes – <i>Pass on your skills & Make a Difference</i> | 8.1 | FE/parts of CL&D and WBL | S | November 2007 | Research undertaken into FE teacher shortages in specific subject areas |
| | 8.4 | FE/parts of CL&D and WBL | L | Starts January 2008 | <i>Pass on your skills</i> will provide opportunities for skilled specialists to move into teaching roles within FE in engineering and health and social care (identified shortage subjects); the campaign will run until 2010; Give Something Back will be run by LLUK in partnership with other SSCs; Make a Difference will encourage high-flying graduates to build a career in FE |
| MLA Strategic Partnership Agreement | 8.3 & 8.4 | LAIS | | | |
| Profiling the workforce – Archivists, CLD (ACL), Librarians, Youth Work | 8.1 | CLD, LAIS | S | | |
| FE Workforce Strategy Implementation Plan | | FE/parts of CL&D and WBL FE | S | Published end of March 2008 | Specific actions for the FE Sector will be taken forward through this route |

To underpin the actions listed above it is anticipated that employers will generally:

- share intelligence and participate in discussions with LLUK regarding critical workforce areas where immediate succession planning/recruitment strategies are required
- work with LLUK to help identify skills gaps in the sector
- work with LLUK to help identify barriers to recruitment and retention that exist across the sector
- work with LLUK to establish initiatives for the expansion of youth work apprenticeship programmes that include targets for the recruitment of under-represented groups of workers
- work with LLUK to identify the match between existing vacancies and desired skills sets
- support LLUK to promote careers in the lifelong learning sector

To underpin the actions listed above, it is anticipated that partners and stakeholders will generally:

- share intelligence and participate in discussions with LLUK and employers regarding critical workforce areas where immediate succession is possible
- planning/recruitment strategies are required
- work with LLUK and employers to help identify skills gaps in the sector
- work with LLUK to help identify barriers to recruitment and retention that exist across the sector
- work with LLUK to establish initiatives for the expansion of youth work apprenticeship programmes that include targets for the recruitment of under-represented groups of workers
- work with LLUK from an IAG perspective to share sector vacancy information
- work with LLUK to identify the match between existing vacancies and desired skills sets
- support LLUK in promoting careers in the lifelong learning sector
- work with LLUK to identify and note the diverse organisations now employing individuals from the CLD sector
- work with LLUK to ensure that the third sector's recruitment needs are appropriately represented in ongoing discussions

To underpin the actions listed above, LLUK will:

In addition to the specific actions listed, LLUK intends to develop individual agreements with key employer representative bodies, other partners and stakeholders to support delivery of the SSA. Some of these agreements are already in development, others will be developed during the next twelve months. LLUK sees such agreements, whether formal (e.g. through a Memorandum of Understanding/Agreement or a Strategic Partnership Agreement) or informal, as crucial to the development of the SSA and related workforce strategies in the future.

Solution 9 - Develop a UK-wide leadership and management strategy

Introduction

There is a plethora of provision in leadership and management across the sector. The central issue is that there is no overall cohesive approach to leadership and management training and take-up across the lifelong learning sector. There are certainly areas of good practice but there is no clear picture across the sector. As with the other three home countries, there are numerous initiatives and organisations relevant to leadership and management in the lifelong learning sector in England. LLUK wishes to work with partners across the sector to ensure the availability of a framework of appropriate leadership and management training programmes.

LLUK is engaged in the development of leadership and management standards through the Management and Leadership Champions scheme in the SfBn.

Current situation in England

Stage 3 consultations with employers and stakeholders evidenced leadership and management as a key skills issue (to varying degrees) across the whole lifelong learning sector.

There are numerous initiatives and bodies in England that relate to the issue of leadership and management in the lifelong learning sector. Some of the significant bodies include CEL – the Centre for Excellence in Leadership (FE); the Clore Leadership Programme (cultural sector, including libraries); the Third Sector Leadership Centre (Voluntary Sector); and the Leadership Foundation for Higher Education (HE).

Solution aims

- to map leadership and management provision and engagement across the whole of the lifelong learning sector in England
- to build on current leadership and management strategies and ensure the needs of the lifelong learning sector are encompassed
- to understand where there are gaps in the lifelong learning sector in terms of leadership and management provision/engagement
- to work with partners to develop a strategy for the lifelong learning sector for leadership and management that helps people to navigate the huge variety of provision to find out what is appropriate for them and the lifelong learning sector in particular
- to facilitate transferability across the sector at manager level
- to ensure that the leadership and management NOS meet the needs of the sector in England

Impact and added value

- Longer term increases in the uptake of appropriate leadership and management programmes within the sector will result.
- This will bring clarity to the use of leadership and management NOS for the sector.
- The diversity of front line managers across the sector will increase
- Successful development of a leadership and management strategy for the sector will facilitate partnership working and deliver more effective benefits to the sector.

Priority of this solution for each constituency

| Constituency | | | | |
|-----------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| CLD | FE | HE | LAIS | WBL |
| High priority M | High priority M | Medium priority M | High priority M | High priority M |

Timescales:

S = Short/ medium-term issues, approx 6-12 months

M = Medium-term issues, approx 1-3 years

L = Long-term structural and strategic issues, 2-5 years +

Links to LLUK Impact Review

Leadership and management skills needs are common across the SfBN. LLUK is involved with the cross sector leadership and management project in the SfBN.

| Ref. | Collective Actions | Timescale S/M/L | Commitments by individual employers | Commitments by LLUK (as the SSC for the lifelong learning sector) | Commitments by partners and stakeholders |
|------|---|--------------------|--|---|--|
| 9.1 | Develop the concepts of 'Preparing to manage/lead in the lifelong learning sector' for those moving into a management or leadership position - ensure that this includes business skills development cf. Solution 3) | L | Contribute to the development of these programmes | Make the business case for developing these programmes and carry out preliminary work | Provide support and guidance on delivering such a programme to ensure it meets sector need |
| 9.2 | Develop mentoring/coaching guidelines to support leaders and managers in the sector | M | Contribute to guideline development | Facilitate the guidelines in consultation with employers and stakeholders | Support the development of guidelines and connect with relevant existing programmes |
| 9.3 | Map existing leadership and management provision across the sector | M | Contribute to the mapping process | Facilitate the mapping of existing provision linked to development of the SQS | Contribute to the mapping process and provide any existing mapping exercises; endorse/support recommendations |
| 9.4 | Work with Awarding Bodies and providers to develop recommendations appropriate to each of the constituency groups for: <ul style="list-style-type: none"> development of new solutions refresh/modification/contextualisation of existing solutions rationalisation of duplicated programmes linking this across all four nations and UK-wide bodies | L | Contribute to the process of developing the recommendations | Review programmes in light of duplications and gaps identified by mapping exercise; make recommendations for change, work with partners to develop solutions and update directory | Review programmes in light of duplications and gaps identified by mapping exercise; endorse/support recommendation and actions leading from them |
| 9.5 | Conduct research into the economic impact of the lifelong learning workforce in England and in the regions | S | Contribute to the development of the research, specify useful outcomes and use the results | Facilitate the research | Support the development of this action |

| Specific LLUK actions | Ref – e.g. 1.2 | Constituency | Timescale S/M/L | Milestones | Detail of actions/commitment |
|---|-------------------|--------------------------|--------------------|-----------------------------|---|
| Leadership and management NOS development | 9.1 - 9.2 | FE | M | | Leadership and Management NOS are currently in development. |
| FE Workforce Strategy Implementation Plan | | FE/parts of CL&D and WBL | S | Published end of March 2008 | Specific actions for the FE Sector will be taken forward through this route |

To underpin the actions listed above it is anticipated that employers will generally:

- share intelligence with LLUK regarding existing leadership and management best practice
- support LLUK in mapping current leadership and management qualifications and provision across the sector
- work with LLUK to identify gaps in leadership and management provision across the sector
- contribute to the discussion on developing a leadership and management strategy for the lifelong learning sector

To underpin the actions listed above, it is anticipated that partners and stakeholders will generally:

- share intelligence with LLUK regarding existing leadership and management best practice
- support LLUK in mapping current leadership and management qualifications and provision across the sector
- work with LLUK to identify gaps in leadership and management provision across the sector
- contribute to discussions on developing a leadership and management strategy for the lifelong learning sector
- work with LLUK to promote the leadership and management NOS and associated qualifications
- work with LLUK to ensure that leadership and management skills are transferable across the sector

To underpin the actions listed above, LLUK will:

In addition to the specific actions listed, LLUK intends to develop individual agreements with key employer representative bodies, other partners and stakeholders to support delivery of the SSA. Some of these agreements are already in development, others will be developed during the next twelve months. LLUK sees such agreements, whether formal (e.g. through a Memorandum of Understanding/Agreement or a Strategic Partnership Agreement) or informal, as crucial to the development of the SSA and related workforce strategies in the future.

Solution 10 - Develop the business case and resources to support the use of technology in the sector, particularly relating to information learning technology (ILT)

Introduction

In order to get the best out of technology, lifelong learning institutions need to be “e-mature”. There are 5 key indicators (set by BECTA) for gauging the “e-maturity” of providers:

- management and strategy
- workforce skills
- student access
- e-learning resources
- use across the curriculum

Leaders across the sector need to understand the benefits that technology can bring, and to put in place effective strategies for investment and deployment.

The workforce, through ITT and CPD, needs to develop the skills to use technology effectively, for delivering and supporting learning more flexibly. The role of the teacher will need to change from traditional front of class/whole class delivery to greater demonstration; facilitation; mentoring; content development and signposting to resources.

Learning providers will increasingly need to adapt their learning offer to meet the needs of local employers – and work in collaboration with these employers, both in terms of tailoring courses to meet their needs and in terms of delivery through a number of routes (e.g. at the college; online; in the workplace).

Learners will increasingly need/want to access learning in different ways and at different times. By putting in place systems such as Virtual Learning Environments (VLEs) the challenges of large scale delivery of personalised learning can be met by providing:

- a place to store, locate, access and use materials
- a platform on which to build and deliver learning activity
- a set of communications possibilities enabling sharing of information and resources, and collaboration (student to student ; tutor to student ; tutor to tutor ; institution to institution)
- tracking and monitoring of student activity, performance and progress

Teachers and learners will increasingly make use of the emerging mobile and digital technologies (mobile phones; MP3; digital cameras/video; wireless laptops etc) through which more flexible access to learning materials and support can be achieved.

Activity under this solution falls into two broad areas:

- an e-enabled workforce – ensuring that the workforce is able to use technology in business development and quality assurance and in the day to day running of operations
- e-learning delivery – providing the workforce with the tools and skills to deliver learning using the enhancement of technology to meet the needs of a diverse learner group

This solution could be said to underpin all of the Sector Skills Agreement. There are particular connections between this solution and solution 2 on creating a CPD framework. New technology would provide the delivery mechanism for any CPD framework produced.

Current situation in England

Staff in the wider FE sector can currently access the e-CPD framework developed by LSN to help to ensure that their IT skills are up to date. This is part of an 'E-effective Teaching Pack'. E-Skills UK, as part of its SSA, has created an e-skills passport and also the ITQ IT qualifications framework. ILT champions are used in the FE system to provide support to staff in using technology in learning delivery.

The HE sector and the libraries/information services sector have embraced new technologies to improve their delivery of learning. Some universities are using virtual environments such as Second Life to provide students with virtual work experiences. Other changes to the use of the internet (sometimes described as Web 2.0) are being used by universities and libraries to engage learners more and more in their services.

There is great potential but also a threat in the proliferation of technology and applications. The potential is in engaging a wide variety of learners, including those with mobility problems. The threat is the exclusion of those who cannot afford the technologies and also in the area of data protection and identity theft.

Staff in the lifelong learning sector need to keep up to speed with their learners/users/clients' use of new technologies. They also need to utilise new technologies in their own professional development (for example, they can share good practice with a person in another country).

Solution aims

- to map the current support mechanisms available in the sector and look at where there are gaps in provision
- to 'future proof' the lifelong learning workforce by introducing measures to keep up with the pace of technological change
- to work with partners to support the lifelong learning workforce in using e-learning in teaching and training, but also for customer engagement within the LAIS sector
- to ensure that lifelong learning employers plan for IT skills needs of their workforce

Impact and added value

- Maximising opportunities from technology will ensure a workforce that is equipped for technological change and can readily adapt.
- This solution will ensure enhanced quality of learning delivery that makes best use of opportunities presented by technology.
- It will also enhance experience for all learners.

Priority of this solution for each constituency

| Constituency | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| CLD | FE | HE | LAIS | WBL |
| High priority L | High priority L | High priority L | High priority L | High priority L |

Timescales:

S = Short/ medium-term issues, approx 6-12 months

M = Medium-term issues, approx 1-3 years

L = Long-term structural and strategic issues, 2-5 years +

Links to LLUK Impact Review

New forms of learning delivery have been identified through the Impact Review as a key theme in published Sector Skills Agreements – employers in other sectors are looking for more flexible learning delivery and bite-sized courses. With an e-enabled workforce, the challenge of delivering learning in a demand-led system is more likely to be met.

| Ref. | Collective Actions | Timescale S/M/L | Commitments by individual employers | Commitments by LLUK (as the SSC for the lifelong learning sector) | Commitments by partners and stakeholders |
|------|---|--------------------|---|---|---|
| 10.1 | Map current provision of ILT based qualifications/CPD resources across all constituencies/economic sectors/UK nations and internationally | M | Share intelligence; highlight skills gaps; identify re-skilling/ up-skilling needs | Collate and disseminate finding | Share intelligence |
| 10.2 | Develop guidelines and tools to support the e-enabled workforce to facilitate: business development and learning delivery and support | M | Assist in the development of tools and resources | Bring together and coordinate the key stakeholders and partners with a representative employer group and develop guidelines and tools | Lead and lend support to develop this action |
| 10.3 | Develop appropriate recommendations within the Sector Qualification Strategy to support these emerging skills areas to support Induction and CPD activity, as part of the wider Sector Qualification Strategy | S | Provide feedback for SQS | Develop SQS in partnership with employers and stakeholders | Participate in discussions; share strategic objectives |

| Specific LLUK actions | Ref – e.g. 1.2 | Constituency | Timescale S/M/L | Milestones | Detail of actions/commitment |
|---|-------------------|--------------------------------|--------------------|--------------------------------|---|
| National Occupational Standards Development | 10.2 | FE/CLD/WBL /LAIS | M | Ongoing | Ensure that there is an e-skills element to all new NOS developed/refreshed |
| FE Workforce Strategy Implementation Plan | 10.3 | FE sector | S | March 2008 | Ensure that the Further Education Workforce Strategy complements BECTA's e-strategy for FE and Skills |
| FE Workforce Strategy Implementation Plan | | FE/parts of CL&D and WBL | S | Published end of March 2008 | Specific actions for the FE Sector will be taken forward through this route |

To underpin the actions listed above it is anticipated that employers will generally:

- share intelligence with LLUK, suggesting examples of good practice with regard to ICT/ILT in the sector
- work with LLUK to map current ICT/ITL training needs in the sector
- work with LLUK to identify training provision in England and beyond
- work with LLUK to promote an understanding of ‘information literacy’ in the context of ICT/ILT ensuring that this issue is addressed as part of the wider assessment of skills gaps and training needs in the sector

To underpin the actions listed above, it is anticipated that partners and stakeholders will generally:

- share intelligence with LLUK, suggesting examples of good practice with regard to ICT/ILT in the sector
- work with LLUK to map current ICT/ITL training needs in the sector
- work with LLUK to identify training provision in England and beyond
- work with LLUK to promote an understanding of ‘information literacy’ in the context of ICT/ILT, ensuring that this issue is addressed as part of the wider assessment of skills gaps and training needs in the sector

To underpin the actions listed above, LLUK will:

In addition to the specific actions listed, LLUK intends to develop individual agreements with key employer representative bodies, other partners and stakeholders to support delivery of the SSA. Some of these agreements are already in development, others will be developed during the next twelve months. LLUK sees such agreements, whether formal (e.g. through a Memorandum of Understanding/Agreement or a Strategic Partnership Agreement) or informal, as crucial to the development of the SSA and related workforce strategies in the future.

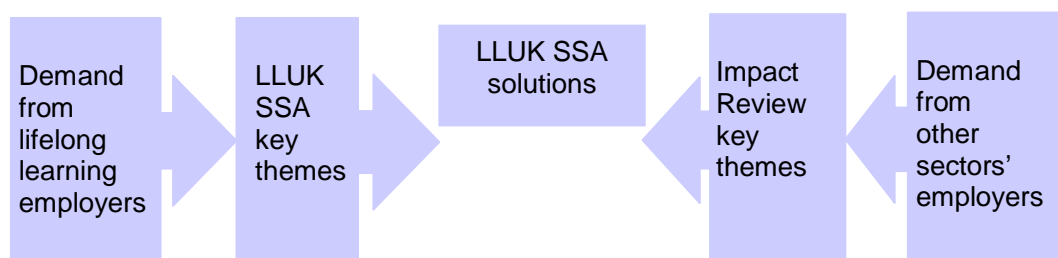
6. IMPACT REVIEW

6.1 About the Impact Review

Due to the unique position that LLUK occupies within the Skills for Business Network by virtue of representing both the supply and demand side of skills delivery, there is an additional strand of activity which LLUK has been developing in parallel with the SSA work from stage 3 onwards. This area of work concentrates on reviewing the other 24 Sector Skills Councils' SSAs to understand their potential impact on future workforce planning and implications for the lifelong learning sector workforce across the UK. The Impact Review is being carried out by researching and analysing the Sector Skills Agreements of the other 24 SSCs in the network and identifying potential ways in which the SfBn can collaborate across workforce development activities to ensure quality of learning delivery for all.

Work on the Impact Review began in November 2006 and will run until March 2008 in line with predicted publication timescales for all SSAs. Initial analysis, carried out between January and March 2007, focused largely on the Tranche 1 & 2 SSCs, where SSA final reports were available to review. Further research will be undertaken as the final tranche of SSAs are published.

Figure 6.1: How the Impact Review connects to the LLUK SSA



The diagram above demonstrates how the Impact Review now connects to LLUK's SSA. The Impact Review will ensure that solutions identified in stage 3 of our SSA also take into consideration the wider SSA solutions which are being developed from a demand side perspective across the SfBn.

One of the key aims of the SSAs across the SfBn is to enable employers to influence supply side delivery. This means that many proposed actions from each of the SSAs are likely to have an impact on the lifelong learning workforce, either directly or indirectly.

6.2 Overview of key SSA themes

Work carried out on the Impact Review has identified a series of themes which are emerging and in common across SSAs analysed to date. The themes are described in more detail below with direct examples of potential SSA solutions. These initial themes are identified at a UK level. Further work is planned by LLUK to gather wider intelligence in terms of potential impact at both a national and an England regional level, through work with the SfBn forums which currently exist.

Themes identified to date are:

- continuing professional development (CPD) for teachers and lecturers
- new qualifications
- new forms of delivery

- capacity building within the lifelong learning sector to cater for increased demand
- capacity building within the lifelong learning sector to ensure quality of delivery

6.3 Continuing professional development

Overview of theme

CPD for the lifelong learning workforce involves the introduction of tools and approaches that support industry-relevant and up-to-date provision. These SSA actions are distinguished from the wider priorities of making provision more ‘fit for purpose’ by suggesting either a mechanism or process for knowledge transfer. These actions are the means by which teachers and tutors could ensure that their skills base continues to reflect industry practice.

The potential impact on the lifelong learning workforce

The implications of these CPD-related actions for the lifelong learning workforce are relatively clear, even if the detail on the actions varies across SSAs. The most tangible action is the e-Skills passport, as it is a direct tool for upskilling the lifelong learning workforce. It has widespread applicability – both by sector and geography – and therefore could be an important part of workforce development. The drive to establish this has been based primarily on the links with the LSC in England.

6.4 New qualifications & areas of learning

Overview of the theme

SSC development work on new qualifications and provision is apparent across a range of levels and types of qualifications:

- specialised diplomas
- apprenticeships and modern apprenticeships
- HE qualifications (foundation degrees; degrees; post-graduate qualifications)

There is also a separate series of actions under which SSCs are looking to develop new courses to address gaps in vocational provision.

The potential impact on the lifelong learning workforce

There is a lot of activity within the SSAs relating to the development of new qualifications and areas of learning, in particular in England. SSCs are generally looking to collaborate with colleges, providers and universities as part of the development process.

6.5 New forms of delivery

Overview of the theme

This theme relates to both new institutions and new approaches to delivering learning. The most substantial activities are new institutions for delivery, notably skills academies. More broadly, there are numerous references to the development of credit-based and bite-sized learning, as well as the flexible delivery of courses and qualifications.

The potential impact on the lifelong learning workforce

New forms of delivery will arguably have a greater long-term impact on the lifelong learning workforce and sector than new qualifications. The common messages from the SSAs are of a 'step change' in how provision is organised, managed and delivered. There is evidence of ambitious plans across some SSAs, however information currently available does not enable LLUK to develop an accurate picture of the extent of this demand.

Qualifications reform is likely to have a medium- to long-term impact. The main current opportunity for impact relates to skills academies. Skills academies are a tangible programme, several of which have reached the launch phase.

The potential impact of flexible learning should not be under-estimated. LLUK's own gap analysis papers as part of stage 3 consultation activities identifies skills issues around meeting the needs of wide range of learners through the widening participation agenda, of which flexibility in delivery is an important component. Diversity is discussed in detail by a number of the SSCs, including ConstructionSkills, SEMTA and Skills for Logistics.

6.6 Capacity building to cater for increased demand

Overview of the theme

This theme relates to an anticipated increase in the volume of learners in relation to specific occupations or vocational areas. It focuses on workforce planning and the notion that an increased demand for learning will impact on the supply – most notably in terms of the volume of provision that is available. Unlike many of the other themes, it therefore has an implied geographical dimension.

The potential impact on the lifelong learning workforce

Capacity building to cater for increased demand (in terms of numbers of learners) is implicit within some SSA actions, but rarely is it directly addressed or evidenced. Direct workforce planning is only apparent in a small number of examples. What is more evident in the SSAs is the wider case being made for a potential future increase in the number of learners to reflect sector trends (e.g. new technology).

6.7 Capacity building to ensure quality of delivery

Overview of the theme

This theme relates to a range of activities to improve the quality of provision, especially in terms of ensuring it is industry-relevant and fit for purpose. There may be an identified need for 'skills updating' among parts of the lifelong learning workforce. Fundamentally, though, in SSA terms there tends to be a focus on promoting links between industry and the lifelong learning sector. The theme shares similarities to those activities targeting CPD for the lifelong learning workforce.

The potential impact on the lifelong learning workforce

Activities to improve the quality of provision will, almost by definition, impact on the lifelong learning workforce. The difficulty is that improvements to the quality of provision tend to be broadly defined in the context of the SSA. There are fairly common assertions

along the following lines: 'provision does not meet employer needs' or 'provision needs to be better aligned with industry need'.

There are clear links with some of the themes which have been identified through the Impact Review to the solutions that LLUK developed as part of stage 3 of the Sector Skills Agreement; these links are detailed further in section 5 of this report.

6.8 Next steps for the Impact Review

Following the desk-based review of published SSAs in February 2007, meetings and focus groups have been held throughout the year with SSCs to discuss the potential of collaborative action and to highlight the key brokerage role LLUK has within the Skills for Business Network. The outcome of these meetings has varied from agreements to continue meeting together to understand the strategic fit of different programmes of work to partnership working under the Catalyst programmes 'Pass on Your Skills' and 'Business Interchange'.

The final outputs of the Impact Review by March 2008 will be:

- a series of case studies on collaboration between LLUK and SSCs
- collaborative action plans between LLUK and SSCs
- a final report with recommendations for the future of the work
- a business case to present to the new Commission for Employment and Skills to continue 'impact review' activities across the network

7. REVIEW AND MONITORING ARRANGEMENTS

7.1 Performance measures to support evaluation

The Lifelong Learning Sector Skills Agreements across all four home countries are an integral part of the business planning framework for LLUK. As part of the planning process for 2008 – 2009, the 10 SSA solutions were used to inform the review of the strategic objectives for LLUK Group; objectives have been mapped to the SSA solutions and performance measures for 2007 – 2008 were linked to the solutions, to identify LLUK actions and outputs that were already working towards delivering the solutions.

Solutions and actions will be incorporated into the 2008 – 2009 LLUK Group business plan and national level business plans. As part of an integrated planning process, performance measures will be developed against SSA solutions and in some cases, specific SSA actions. Performance measures and targets are set at both a UK-wide level, and, where appropriate, broken down to a national level. This will ensure progress against LLUK England solutions and actions can be monitored and reported on.

For the purposes of this SSA the appropriate 2007/08 LLUK Group business plan measures have been identified which will help demonstrate performance at the solution level, rather than against individual actions.

7.2 Updating the SSA

LLUK is committed to reviewing and amending the employer and stakeholder agreements. Regular meetings will take place with stakeholders to evaluate progress and to review and refine the SSA. LLUK will maintain regular contact with employers and partners to consider progress and share awareness of further developments.

The Action Plan will be subject to annual review, in line with the LLUK business planning cycle. The annual review will include analysis of new research, and responses to the changing environment from both employer and stakeholder perspectives.

The LLUK Council are currently agreeing the targets in the LLUK Business Plan for 2008-2009 which will be based on the 10 SSA solutions. Updates on progress will be published on the website.

8. REFERENCES

- CCLG** (2006) Strong and Prosperous Communities, Department for Communities and Local Government
- DCMS** (2003) Framework for the future, Department of Culture, Media and Sport
- DCMS** (2007) Supporting excellence in the Arts, Department of Culture, Media and Sport
- DCMS** (2008) Creative Britain: new talents for the new economy, Department of Culture, Media and Sport
- DCSF** (2007) The Children's Plan: Building Brighter Futures, Department for Children, Schools and Families
- DfES** (2003) The Future of Higher Education, Department for Education and Skills
- DfES** (2003) 21st Century Skills, Department for Education and Skills
- DfES** (2004a) Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector, Department for Education and Skills
- DfES** (2004b) Every Child Matters: Change for Children, Department for Education and Skills
- DfES** (2005a) 14-19 Education and Skills White Paper, Department for Education and Skills
- DfES** (2005b) Skills: Getting on in business, getting on at work, Department for Education and Skills
- DfES** (2005c) Foster Review, Realising the Potential: a review of the future role of further education colleges, Department for Education and Skills
- DfES** (2006) Workforce Strategy, Department for Education and Skills
- DfES** (2006a) Parenting Support, Department for Education and Skills
- DfES** (2006b) Youth Matters: Next steps Something to do, somewhere to go, someone to talk to, London, Department for Education and Skills
- DfES** (2006c) Further Education: Raising Skills, Improving Life Chances Department for Education and Skills
- DfES** (2006d) Further Education and Training Bill 2006 Department for Education and Skills
- DIUS** (2007) World Class Skills: Implementing the Leitch Review of Skills in England, Department for Innovation, Universities and Skills
- EC** (2000) Lisbon Strategy: European Commission
- HEA** (2006), UK Professional Standards Framework, Higher Education Academy
- HMT** (2004) Public Service Agreement (Department for Education and Skills), HM Treasury.
- HMT** (2005a) Lisbon Strategy for Jobs and Growth: UK National Reform Programme, HM Treasury
- HMT** (2005b) Leitch Review of Skills, Skills in the UK: The long-term challenge, Her Majesty's Treasury
- HMT** (2006) Leitch Review of Skills, Prosperity for all in the global economy – world class skills, Her Majesty's Treasury
- HMT/DCSF** (2007) Aiming high for young people: a ten year strategy for positive activities, HM Treasury
- LLUK Mission Statement** (2008) Lifelong Learning UK – Strategic Plan

LSC (2006) Framework for Excellence: a Comprehensive Performance Assessment Framework for the Further Education System, Learning and Skills Council

LSC / DfES (2007) Delivering world class skills in a demand-led system, Learning and Skills Council

MLA (2003 and 2007) Framework for the Future: Action Plan, Museum, Libraries and Archives Council.

MLA (2004) Listening to the past, Speaking to the future: Report of the Archive task Force Museum, Libraries and Archives Council

NAO (2005a) Working with the third sector, National Audit Office.

NAO (2005b) 'Employers' perspectives on improving skills for employment'

NAO QIA (2007) Pursuing Excellence: the National Improvement Strategy for the further education system, Quality Improvement Agency.

9. GLOSSARY

| | |
|--------|---|
| ACL | Adult and Community Learning |
| AGCAS | Associations Graduate Careers Advisory Services |
| ALP | Association of Learning Providers |
| AoC | Association of Colleges |
| APEL | Accreditation of Prior Experience and Learning |
| BECTA | British Educational Communications and Technology Agency |
| CBAL | Community Based Adult Learning |
| CDL | Community Development Learning |
| CEL | Centre for Excellence in Leadership |
| CETTS | Centres for Excellence in Teacher Training |
| CILIP | Chartered Institute of Library and Information Professionals |
| CLD | Communities and Local Government |
| Clore | Clore Leadership Programme |
| CPD | Continuing Professional Development |
| CWDC | Children's Workforce Development Council |
| DCMS | Department for Culture Media and Sport |
| DEA | Development Education Association |
| DCSF | Department for Children, Schools and Families |
| DfES | Department for Education and Skills (now DIUS) |
| DIUS | Department for Innovation, Universities and Skills |
| DWP | Department for Work and Pensions |
| EEDA | East of England Development Agency |
| ESF | European Social Fund |
| ESOL | English for speakers of other languages |
| EU | European Union |
| FE | Further Education |
| FENTO | Further Education National Training Organisation |
| GCSE | General Certificate in Secondary Education |
| HE | Higher Education |
| HEA | Higher Education Academy |
| HEFCE | Higher Education Funding Council for England |
| HESA | Higher Education Statistics Agency |
| HESDA | Higher Education Staff Development Agency |
| IAG | Information Advice and Guidance |
| ICT | Information and Communication Technologies |
| IfL | Institute for Learning |
| ILT | Information and Learning Technologies |
| isNTO | Information Services National Training Organisation |
| ITT | Initial Teacher Training |
| JISC | Joint Information Systems Committee |
| LAIS | Libraries, archives and information services |
| LEAFEA | Local Education Authorities Forum for the Education of Adults |
| LAYSER | Local Authority Youth Services Eastern Region |

| | |
|---------|--|
| LLUK | Lifelong learning UK |
| LSC | Learning and skills council |
| LSF | Labour Force Survey |
| LSN | Learning and skills network |
| MCLIP | Chartered membership, Chartered Institute of Library and Information Professionals |
| MLA | The Museums, Libraries and Archives Council |
| NATSPEC | National Association of Specialist Colleges |
| NCVO | National Council for Voluntary Organisations |
| N/SVQ | National or Scottish Vocational Qualification |
| NOS | National Occupational Standards |
| NSA | National Skills Academies |
| NTO | National Training Organisation |
| NYA | National Youth Agency |
| Ofsted | Office for Standards in Education, England |
| PCDL | Personal and Community Development Learning |
| PSA | Public Service Agreement |
| QAA | Quality Assurance Agency for Higher Education |
| QCA | Qualifications and Curriculum Authority |
| QIA | Quality Improvement Agency |
| RES | Regional Economic Strategy |
| RSP | Regional Skills Partnerships |
| SfBn | Skills for Business Network |
| SoA | the Society of Archivists |
| SQS | Sector Qualifications Strategies |
| SSA | Sector Skills Agreements |
| SOC | Standard Occupational Classification |
| SSDA | Sector Skills Development Agency |
| TDA | Training and Development Agency for Schools |
| TSO | Third-sector organisations |
| Ufi | University for Industry |
| WBL | Work-Based Learning |

ANNEX A - SSA METHODOLOGY

Stage 1: Skills Needs Assessment

Summary

A full and detailed description of the methodology adopted for stage 1 of this Sector Skills Agreement is included in the full UK report for stage 1 and its appendices. The following is a very brief summary of this methodology.

The methodology included:

- A **comprehensive review** of documents and data relating to the policy and other drivers of skills in the sector.
- The identification and analysis of existing standard and sector-specific **secondary data sources** in order to define the lifelong learning sector and profile the workforce and its current skills requirements in England.
- The design, collection and analysis of a range of **new primary data** to deepen the understanding of policy priorities and employers' current and future skills requirements in England.
- 22 key stakeholder consultation interviews (of which eight were from England).
- A large survey of sector providers/employers with 689 analysed responses (of which 464 were from England).
- Seven future scenarios workshops (of which four had representatives from England).
- The second and third elements above have had considerable implications for the development and outcomes of the research as a whole and have involved numerous methodological decisions being taken throughout.

Analysis of existing secondary data

A variety of different secondary data sources already existed on which the research was able to draw and which could contribute to an understanding of the lifelong learning sector in England, its workforce, and its current skills requirements. Some of these were standard UK-wide sources covering all occupational sectors and from which data relating to the lifelong learning sector could be extracted. Other data sources identified were associated with the lifelong learning sector specifically, and some were concerned only with England.

Standard UK-wide sources

The main standard UK-wide data source analysed for the purposes of this research is the **Labour Force Survey (LFS)**, a large UK-wide survey of around 60,000 households undertaken quarterly, weighted using population estimates and published by the Office for National Statistics (ONS). It allows occupational sector analysis using Standard Industrial Classification (SIC) codes². The use of SIC codes is helpful in allowing workforce data to be segregated. However there are a number of differences and overlaps between the SIC codes and the

“whilst fully exploiting their own SSC sources, where possible, analysis should also utilise recognised national data sources to ensure a degree of consistency and comparability”
(SSDA, 2006, p.6)

² SIC codes – classification system to classify business establishments and other statistical units by the type of economic activity in which they are engaged. It provides a uniform system for the collection, tabulation,

roles identified within the five key constituencies of the lifelong learning sector. These limitations are further detailed in the full UK report.

Unless otherwise stated, this report draws on aggregate figures from the four quarters of 2005, calculated in accordance with ONS guidance (ONS, 2003). Data from the LFS was also used to undertake quantitative analysis of trends in the qualification profile of the lifelong learning workforce and provide future forecasts.

Country- and constituency-specific sources and issues

In order to supplement the use of the LFS and address its previously mentioned limitations, a detailed 'data scoping' exercise of other potential secondary data sources was undertaken. Other useful sources identified were classified as either:

- **Core** sources – those which covered a large part of a particular constituency, thus providing standardised and comparable data for a large part of the lifelong learning workforce and on which the research could rely heavily.
- **Supplementary** sources – those which provided more limited data, either for one constituency in one UK home country/region or a few constituencies in one or more UK home countries/regions and on which the research could draw in specific instances.

presentation and analysis of data. It is also used for administrative purposes and by non-Government bodies to classify industrial activities into a common structure.

Table 1.1: Secondary data sources (core and supplementary) for England lifelong learning constituencies

| | | England | Category of data |
|------|-----------------------|--|-------------------|
| CLD | PCDL / ACL | Qualifications for Staff in LSC-Funded Provision (Parsons & Berry-Lound, 2004). The only known data source on ACL and WBL for England. Cannot be used to determine the size of the workforce. | Supplementary |
| CLD | Community development | | No data available |
| CLD | Youth work | National Youth Agency: Local authority Youth Services Annual Audit 2004/05 (National Youth Agency, 2006) | Supplementary |
| FE | | Staff Individualised Record (SIR) data, Learning and Skills Council. Qualifications for Staff in LSC-Funded Provision (Parsons & Berry-Lound, 2004). | Core |
| HE | | Staff Record, Higher Education Statistics Agency (HESA) | Core |
| LAIS | | Membership Database, Chartered Institute of Library and Information Professionals (CILIP); covers CILIP members only; includes staff both in and outside the public library sector; excludes archivists. Survey of library staff in local government, 2005 (employers organisation for local government in England and Wales). One-off survey; original data available; public libraries only. | Supplementary |
| WBL | | Qualifications for staff in LSC-funded provision (Parsons & Berry-Lound, 2004). The only known data source on ACL and WBL for England; cannot be used to determine the size of the workforce. | Supplementary |

Table 1.1 shows the core and supplementary secondary data sources identified as relevant to the lifelong learning constituencies of England.

Data sources for identifying and measuring skills needs are relatively rare. For England the most useful data was the 'National employer skills survey 2004' (LSC, 2005b)

Challenges relating to secondary data sources

It was evident from the initial stages of this research that there were some inherent weaknesses in the evidence base relating to the lifelong learning sector based on the existing secondary data sources. This has raised several key issues and challenges for the research undertaken for this report. These issues are detailed in the full UK report, but are summarised under the following headings:

- gaps in constituency coverage
- discrepancies between different sources
- issues concerning a definition of 'skills' and the relationship between 'skills' and 'qualifications'

Collection and analysis of new primary data

Three primary data collection activities were undertaken as part of the research phase, with each covering all five constituencies and all four home countries of the UK:

- key stakeholder consultation interviews
- a large survey of lifelong learning providers/employers
- future scenarios workshops

Key stakeholder consultation interviews

A total of 22 stakeholders were consulted in depth during the research in order to collect qualitative data about the key drivers of demand for current and future skills within particular country and constituency contexts. Stakeholders were identified through consultation within LLUK.

The four stakeholders from England were; the Association of Colleges (AoC); the Museums, Libraries and Archives Council (MLA); the Association of Learning Providers (ALP); and the Department for Education and Skills (DfES).

The four stakeholders whose coverage was UK-wide were; Parenting UK; Community Development Exchange (CDX), Community Development Foundation (CDF); and Centre for Excellence (FE).

All consultation interviews took place over the telephone with a structured aide-memoire of key questions used to guide the conversations.

Survey of lifelong learning providers/employers

A large lifelong learning provider/employer survey was undertaken between July and September 2006. The survey was conducted using two key mechanisms: online survey completion by providers/employers and telephone interviews. Both mechanisms covered the same key themes:

- **'skills shortages'**³ of new recruits – by occupational category and for different skills types and levels

³ Skills shortages are hard to fill vacancies where new applicants do not have the required skills, experience or qualifications.

- **'skills gaps'**⁴ of the existing the workforce – by occupational category and for different skills types and levels
- **future skills needs** – how skills, qualifications and occupations will change in the future

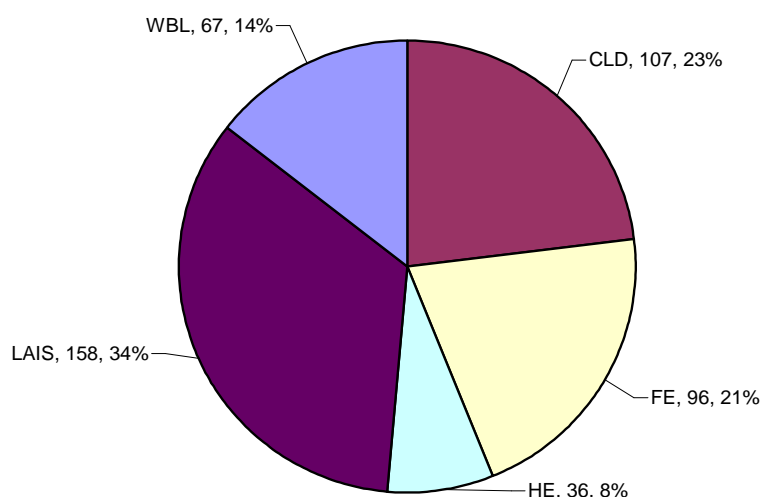
The total number of responses to the online survey was 960 of which 689 responses provided sufficient substantive information to be analysed. Of these, **464** were responses from people working in England.

Table 1.2: Numbers of responses to the online survey analysed (and targeted)

| | CLD | FE | HE | LAIS | WBL |
|----------------|--------------------|-------------------|-------------------|--------------------|-------------------|
| England | 107 (72) | 96 (69) | 36 (63) | 158 (66) | 67 (73) |

Note: Numbers in **bold** show the number of responses achieved and analysed, numbers in brackets represent the target number of responses.

Figure 1.1: LLUK employer survey responses, by constituency, in England



Source: LLUK online employer survey, 2006, employers in England.

Throughout the report, qualitative data from the 73 telephone survey responses is incorporated alongside the quantitative analysis of the online responses in order to supplement and illustrate the overall findings.

Future scenarios workshops

Seven future scenarios workshops were held in the UK between June and September 2006. Employer representatives were convened for two workshops in England (Leeds and London) and representatives from the main trades unions in the lifelong learning sector were convened for a final workshop held in London.

⁴ Skills gaps occur where current employees are perceived to be lacking the appropriate level or types of skills (including technical, employability and transferable skills) to enable them to be fully proficient in their post.

The principal aim of the workshops was to identify future priority skills needs for the individual constituencies in each UK home country. The workshops presented participants with four scenarios as a stimulus for discussion adapted from 'Learning from the future: scenarios for post-16 learning' (Moynagh & Worsley, 2003). The following key questions were addressed:

- which **occupations** will be in greatest demand?
- which **skills levels** will be in greatest demand?
- which **types of skills** will be in greatest demand?

Validating the findings of this research

The outcomes of the research undertaken for this stage of the Sector Skills Agreement underwent several stages of review in order to validate the findings – both internally, with a wide range of Lifelong Learning UK staff and also externally, with key stakeholders and individual representatives of the different LLUK constituencies. As part of the iterative editing process, wherever possible reviewers' comments have been addressed and changes incorporated into updated versions of this report.

Some comments, however, have raised issues that it has not been possible to address within the scope or remit of this report. These remain as issues for Lifelong Learning UK to address as part of their future research programme or other activities and have contributed to the list of identified future priorities for LLUK described in Chapter 8 of the Stage 1 SSA report.

Further validation of the findings of this stage of the Sector Skills Agreement necessarily also took place as a key part of the wider consultation with employers and stakeholders, undertaken in stage 3 of the SSA process.

Stage 2: Assessment of current training provision

This section of the SSA methodology describes the assessment of current training provision for all four nations of the United Kingdom.

Summary

A wide evidence base was collated and analysed for the purposes of stage 2 of the SSA, including:

Analysis of funding body data – the primary funding sources were contacted in each country to request data relating to provision relevant to the lifelong learning sector's workforce. Where possible, this information was interrogated to identify individual programmes, their characteristics and the characteristics of learners undertaking them. The coverage and detail of these datasets varies in each country.

Analysis of regulatory and awarding body data – in order to extend the coverage of analysis of the delivery of provision (which did not appear in the funding body data mentioned above) other authorities which collate qualifications data and awarding bodies were approached as well.

Analysis of supplementary datasets – these included the National Student Survey (NSS) (Learning and Skills Council, 2006b), information collated by learndirect scotland, international comparator data from the Organisation for Economic Development and Cooperation (OECD) and others.

Inspection reports – to assess the quality of provision offered, it was necessary to collate information collected by inspection bodies across the countries of the UK.

Three other elements to the evidence gathering were;

- LLUK employer survey
- stakeholder engagement
- provider engagement

Further detail about these three is given below.

Research methodology

The objective of assessing the extent and quality of provision available to the lifelong learning workforce required a programme of research. This section summarises the methods used.

Analysis of funding body data

There are many datasets available for the exploration of quantities and qualities of provision supply. The most useful sources, as they hold extensive information on formal and informal training and education, are the records kept by organisations which fund relevant streams of public education in each country. All collect information in a form which allows for individual programmes to be identified, as well as the characteristics of learners undertaking them. The availability of this information in each country, in terms of the level of detail provided for this report, varied. Table 1.3 below outlines the main sources used to assess the quantity of provision in each of the main delivery streams.

Table 1.3: Sources of data from UK funding bodies

| Country | Organisation / department | Dataset | Delivery sector | Coverage |
|---------------------------|--|---|---|--|
| UK – all countries | Higher Education Statistics Agency (HESA) | HESA Student record (HESA SR) | HE | All learning programmes delivered in publicly funded HEIs for 2003/04 and 2004/05 (excluding London Metropolitan University) |
| England | Learning and Skills Council (LSC) | Individualised Learner Record (ILR) | FE, WBL, ACL | All learning programmes delivered by providers in receipt of LSC funding for 2003/04 and 2004/05. The completeness of information on non-LSC-funded learning programmes is less reliable |
| Northern Ireland | Department for Employment and Learning, Northern Ireland (DELNI) | Further Education Statistical Record (FESR) | FE and WBL (or 'Jobskills' as they are referred to in Northern Ireland) | All learning programmes delivered by providers in receipt of DELNI funding for 2003/04 and 2004/05 |
| | Department for Employment and Learning, Northern Ireland (DELNI) | FE Leavers Survey | FE | Individual-level data is supplied annually by all 17 FE colleges on the qualification outcome for each final year student |
| Scotland | Scottish Further and Higher Education Funding Council (SFC) | 'Infact' database | FE | A high level grouping called 'Superclass' is used by the SFC to resolve queries through its online 'Infact' database; no further details were released |
| | Scottish Enterprise (SE) | | Modern Apprenticeships | All learning programmes delivered by providers in receipt of SE funding |
| | Highlands and Islands Enterprise (HIE) | | Modern Apprenticeships | All learning programmes delivered by providers in receipt of HIE funding |
| Wales | Department for Education, Lifelong Learning and Skills (DELLS) | Lifelong Learning Record Wales (LLRW) | FE, WBL, ACL | All learning programmes delivered by providers in receipt of DELLS funding for 2003/04 and 2004/05 |

These sources are essential to understanding the supply of provision, but share an important limitation, i.e. that their coverage is not exhaustive, as not all provision which is privately purchased is recorded. For most datasets, however, there will be an amount of privately purchase provision, which is taking place in an institution in receipt of public funding, which will be captured. The quality of the data concerning this provision is variable.

Analysis of regulatory and awarding body data

In order to extend the coverage of analysis to the private sector, authorities which collate qualifications data from awarding bodies and some awarding bodies themselves were approached. This enabled better understanding of delivery patterns of privately purchased provision.

Analysis of supplementary datasets

Supplementary data sources were also gathered and analysed:

- the National Student Survey (NSS) was interrogated for information on the quality of programmes delivered at an HE level
- learndirect scotland was also approached to provide some detailed programme level data to support the less comprehensive information obtained through the SFC's 'Infact' website.

Inspection reports

To assess the quality of provision offered, it was necessary to collate information collected by inspectorates in the four countries, as in table 1.4. below:

Table 1.4: Inspection body arrangements in the UK

| Country | Inspection body |
|--------------------|--|
| England | Adult Learning Inspectorate (ALI) |
| | Office for Standards in Education (Ofsted) |
| Northern Ireland | Education and Training Inspectorate (ETI) |
| Scotland | Her Majesty's Inspectorate of Education |
| Wales | The Office of Her Majesty's Chief Inspector of Education and Training in Wales (Estyn) |
| UK – all countries | Quality Assurance Agency for Higher Education (QAA) and QAA Scotland |

LLUK employer survey

LLUK undertook a UK-wide survey of its employers, collating information on the satisfaction with current skills in the workforce and behaviour and attitudes towards the current and future supply of provision. Overall, 689 completed at least one question across the UK, with:

- 464 in England
- 67 in Northern Ireland
- 76 in Scotland
- 106 in Wales

Some employers indicated that they operate in more than one country, so figures will not sum.

Stakeholder engagement

To capture the views and better understand the roles of key stakeholders, 29 were contacted across the UK. They were consulted to inform the direction of research and to give expert commentary on problems, which were uncovered routinely and their views were captured semi-formally.

Provider engagement

An important measure for the quality of provision is the extent to which key professional or verification bodies endorse the programmes offered. As one of the main sources of information for provision delivered to the lifelong learning workforce is the HESA student record, and because the programme title field used to identify programmes rarely matches the name known to the professional bodies, many HEIs were approached to verify that this mapping was accurate. A sample of 41 HEIs was approached, selected where there were perceived difficulties in identifying endorsed provision in the HESA student record, with 18 responses in total:

- 35 were approached in England, with 14 responding with verified or amended data
- two were approached in Northern Ireland, with both responding with verified or amended data
- one was approached in Scotland, with no response
- three were approached in Wales, with two responding with verified or amended data

This process ensured a higher quality of information, from which inferences on the quality of provision are to be based.

Stage 3: Identifying and developing SSA solutions

The gap analysis phase

The gap analysis phase of the SSA compared the skills issues (raised in stage 1) and the availability of training (identified in stage 2), with the objective of identifying any gaps between the demand for skills and supply of relevant training for each of the five constituencies in the LLUK sector in each of the four nations.

The following sections provide details of the gap analysis phase as it was undertaken for skills issues raised in England.

Analysing the Stage 1 evidence

The first stage in the gap analysis process was to review all the information from the Skills Needs Assessment (SNA or stage 1) to identify the priority skills issues for each constituency in England. Skills needs had been obtained through a variety of sources including:

- 2 x scenario planning workshops
- employer and stakeholder interviews
- LLUK employer survey
- labour market information on the LLUK workforce
- policy drivers
- other social, demographic and technical drivers

The purpose of this exercise was to identify those issues that were reported by a majority of employers and stakeholders as being skills issues for their workforce. Skills issues were considered for inclusion if they were reported by a majority of the information sources and/or if employers and stakeholders in each of the four nations reported them.

Once the initial set of skills issues had been identified for each constituency, they were analysed further to draw out the specific skills requirement associated with each issue. In some instances, additional research into secondary sources of information was undertaken in order to investigate in more detail the skills issue under consideration.

Throughout this process attempts were made to differentiate between those issues relating to the existing workforce and those that were future skills needs. Particular effort was made to identify those issues that were emerging issues for the workforce as a result of recent policy changes and/or demographic or other key drivers. This involved keeping up to date with policy changes that had occurred since the completion of the SNA stage 1 of the SSA.

During this phase, the research staff consulted with constituency experts (both internally and externally) in order to ‘reality check’ the findings. In many cases, this unearthed more information on current developments and schemes that related to the skills issues. This information was then incorporated into the analysis in order to strengthen the findings.

Synthesising the stage 1 and 2 evidence

The next step in the gap analysis was to bring together the findings from stage 1 with the information on current provision from stage 2. The objective of this exercise was to assess the supply of education and training in relation to each of the skills issues identified from stage 1.

For each skills issue identified, the following stage 2 information was considered:

- number of providers delivering relevant qualifications
- volumes of provision delivered by different providers
- information on the type of qualification being delivered
- information on the characteristics of learners enrolled, including whether studying full-time or part-time and types of financial assistance received
- quality of provision delivered by providers in each of the four nations
- employers’ views on the continuing professional development (CPD) activities undertaken by their current staff
- information on where CPD activities are undertaken

The objective of this exercise was to build up a more complete picture for each of the skills issues, by drawing together information on the available supply provision. This entailed identifying any gaps in the volume and quality of supply that could negatively impact on the ability to address the skills issues identified in the previous stage .

Throughout the information-matching exercise, effort was made to identify specific barriers to accessing education and training. Barriers considered included a lack of available training in a particular area, lack of available financial support, and employee or employer reluctance to undertake training.

Preparation of gap analysis papers

In order to engage employers and stakeholders in discussions on the skills gaps for their workforce, a series of gap analysis papers were developed. The papers set out the key findings for each constituency from the gap analysis exercise, in relation to a specific skills issue(s). Initially these papers were developed at a UK level. However as this work progressed and additional feedback was gathered, individual constituency papers were developed for each of the four home nations. These gap analysis papers were developed based on SSDA guidance.

The initial gap analysis papers were sent to an internal working group and other LLUK staff with constituency specific expertise, as well as to the LLUK England Regional Managers for comment. The feedback from the internal consultation was incorporated into the papers which were then used as the basis for employer and stakeholder consultations as part of the stage 3 process.

Market testing of the skills issues

Market testing of the skills issues - England

In total across the nine English regions LLUK either held or took part in 75 stage 3 meetings or events with employers and/or stakeholders. In addition to the England events, examples of UK-wide events which took place are given in Section [] of this report. All meetings were held during the period January-March 2007. Examples of groups consulted include the South East branch of the Association of Colleges (AoC), the Museums, Libraries and Archives Council (MLA) and Local Authority Youth Services Eastern Region (LAYSER).

The gap analysis papers were viewed as starting documents with the purpose of generating discussion on the skills issues and then helping to identifying potential solutions to address these issues. Participants were invited to provide feedback on the gap analysis papers and thereby to inform the development and direction of the overall stage 3 process.

Specific questions that were asked included:

- Do you agree that this is a skills issue for your sector?
- Is there anything else we need to know about this issue?
- Are there any issues that we have missed for your sector?
- What are the potential solutions for each of the skills issues?

Feedback gathered throughout the consultation phase was used to inform and develop revised versions of the gap analysis papers which were then subsequently used at further meetings for wider consultation. Final versions of these stage 3 papers have been developed based on the cumulative feedback gained and are available as Annexes C-G of the stage 3 report. These papers also detail regional variances which have been identified in relation to the particular skills issues.

Market testing of the skills issues – UK-wide working groups

To assess UK-wide perceptions, LLUK also undertook a wide ranging market testing process with employers, stakeholders and other partners. LLUK is responsible for, or directly involved in a range of panels, networks and groups that also provided opportunities for testing out the findings of the gap analysis. Examples of UK-wide LLUK working groups where consultation work was carried out included the UK HE panel, the UK LAIS panel and the UK CLD panel. The nature of engagement also differed across the four nations and within the nine English regions, reflecting different structures already in place.

Developing overarching themes

As the gap analysis papers were developed, both at a UK and national level, it became apparent that there were a series of themes relating to skills issues identified which were common across all or several constituent parts of the lifelong learning sector. In order to develop a framework to build the SSA, and to identify areas for collaboration on solutions development across the lifelong learning sector, the skills issues within each of the nations were then mapped under the following 'overarching themes.'

- Skills related to learning delivery, including pedagogy and Information Learning Technology (ILT)
- Leadership and management
- Learner engagement and customer care
- Employer engagement (engaging with industry)

- Multi agency/ partnership working
- Recruitment and retention
- Information Communications Technology (ICT)

After carrying out this exercise it was evident that the skills issues identified as part of the gap analysis work could be mapped onto the overarching themes framework, despite the fact that the priority of the skills issue often differed between nations, regions and constituencies. Section 4 of this report details the mapping of the skills issues under the overarching themes and gives an overview of consultation feedback in terms of understanding the context for each constituency.

Evidence base tables have also been produced by LLUK which link all of stage 1, stage 2 and stage 3 consultation feedback to the overarching themes; these can be found in Annexes to the full stage1-3 reports.

Developing strategic fit with the nations

LLUK initially focused stage 3 consultation work on building an accurate picture relating to skills issues for each constituency in each nation. As this work developed potential solutions were identified by the consultation attendees and a detailed analysis of the feedback gained was carried out, in order to bring together this feedback as potential solutions for further development. The outcome of this was the development of a suite of ten solutions which have now been tested and refined within each of the nations to achieve strategic fit.

Although the headline ambitions which these solutions set out to achieve are at a UK level, the development of these solutions throughout stages 4 & 5 of the SSA work and subsequent implementation will vary greatly across the four nations and also within the five constituencies of the LLUK footprint. The solutions are explored in more detail in Section 5 of this report.

Stage 4: Reviewing the scope for collaborative action

This section outlines the methodology used to explore the potential for collaborative action on the identified solutions with employers in England.

Purpose of stage 4

The two key purposes of stage 4 were to take the solutions identified in stage 3 and refine them in line with national and constituency needs and gain support for collaborative action on the solutions from employers across the different constituencies.

The following sections provide detail of how these objectives were achieved in England.

Consultations

Employers were consulted in the following ways:

- constituency panels
- one-to-one meetings
- small strategic groups
- workshops and consultations at larger events
- on-line survey

The constituency panels were assembled to take a UK-wide perspective of each constituency in the sector, whereas the England perspective was explored through the use of workshops and one-to-one meetings. Additional opportunities to consult employers were identified and developed where possible.

At each consultation with employers, or stakeholders, the following brief was used:

Consultation Brief

We are at different stages of consultation and engagement with different stakeholders and employers in different constituencies and/or nations. We may also find that some stakeholders and/or employers are happy to move with us at different speeds. With this in mind, the consultation brief has been structured around four key questions which should be used at the most advanced level that you believe to be appropriate to the audience. The ultimate aim being, of course, commitment!

Level 1 – Are the proposed solutions the right ones for the identified skills issues?

- If not, what should the solution be?
- What would the proposed solution look like in this country?
- What would the proposed solution look like in this constituency?

Outcome – confirmation of the relevant solutions papers, or feedback on amendments or country/constituency specific refinements

Level 2 – What would the contribution to the success of the solution be from this stakeholder/employer? If a stakeholder, what would be their role?

Outcome – detail about what the stakeholder/employer would need to do to make this solution a success.

Level 3 – How could this constituency/stakeholder/employer demonstrate commitment?

- How does this stakeholder/employer feel about the 'employer charter'?
- What would have to happen for this stakeholder/employer to commit to action?

Outcome – Information which will inform the 'employer charter' development and indicate further action/implementation planning.

Level 4 – Is this employer/stakeholder committed?

Outcome – employers sign-up to the 'charter', or stakeholders commit necessary support

In order to increase the opportunity for individuals to express their views, an online consultation survey was developed and made available on the LLUK website.

Sign-up

A "sign-up" document or pledge is currently being developed to enable individual employers to demonstrate their commitment to the Lifelong Learning Sector Skills Agreement. The document will show specific employer commitments to the actions identified in the SSA action plan. This document will be used to demonstrate on-going commitment to the SSA following on from completion of the agreed project deadlines.

Developing Action Plans

While employer and stakeholder consultations and negotiations were undertaken, the feedback was analysed to confirm that there was support for the solutions and to identify the appropriate actions required to implement those solutions. An analysis was also undertaken of work that was currently underway within LLUK or by partners which would support the implementation of the solutions. These two analyses were used to inform the development of the action plans which were then used as a basis for stage 5, negotiation activity.

Stage 5: Securing agreements

Purpose of stage 5

The purpose of stage 5 is to get formal sign up to the potential solutions and provisional action plans that were set out at stage 3 and developed at stage 4.

Stakeholder agreements

Stakeholders were mapped against the solutions in terms of their potential interest and involvement in those solutions so that discussions could be planned and prioritised.

The same consultation brief was used with stakeholders as was used with employers in stage 3.

Action plans were refined to reflect the desired involvement and commitment of the stakeholders and agreements were drawn up as appropriate.

Discussions are still on-going at time of publication to develop and shape agreements and will be incorporated in future updates (see the LLUK website for the latest news).

Impact Review

One of the key aims of the SSAs across the SfBn is to enable employers to influence supply-side delivery. This means that many proposed actions from each of the SSAs are likely to have an impact on the lifelong learning workforce, either directly or indirectly.

Work on the Impact Review began in November 2006 and will run until March 2008 in line with predicted publication timescales for all SSAs.

The review involves researching and analysing the SSAs of the other 24 SSCs in the network, and identifying potential ways in which the SfBn can collaborate across workforce development activities to ensure quality of learning delivery for all.

Initial analysis, carried out between January and March 2007, focused largely on the tranche 1 & 2 SSCs where SSA final reports were available for review. Further research will be undertaken as the remaining tranches of SSAs are published.

The methodology of the initial SSA assessment

We undertook a systematic analysis of the wealth of available SSA material produced by tranche 1 and tranche 2 SSCs. This was followed by a series of follow-ups with SSCs (both individually and through a focus group). Part of the review also looked at the potential for collaboration between LLUK and other SSCs.

Scoping of tranche 1 and 2 SSA material

The first stage of this project was an initial scoping of a sample of SSA material, partly in order to define potential 'themes' through which different sectors were proposing similar types of action.

An assessment tool was developed for organising the SSA information, based around the following broad areas:

- basic information (SSC name; document name, date and status)
- detail on proposed actions and priorities (how the action relates to the key themes identified; details of the proposed action; timescale; coverage in relation to the lifelong learning sector; and details about partners and stakeholders)
- impact (assessment of the implications – explicit and implicit – of the action on the lifelong learning workforce; and the potential impact on provision)
- qualitative assessment of the substance of relevant actions (i.e. how concrete the action seems in the context of the SSA) and any links to wider policy initiatives

Separate tools were developed for capturing actions in each of the UK nations.

A progress report produced at the end of January 2007 presented an analysis of the main areas of potential SSA impact from nine SSCs (including those that were most-advanced with their SSAs).

These interim findings are presented in Chapter 6 of the Lifelong Learning SSA main report.

Assessing the tranche 1 and 2 SSA material

The second stage of the project, undertaken over the course of February and March 2007, involved the completion of the SSA assessment. Given that the SSA process was on-going for around two-thirds of the SSCs, the assessment was complemented by a series of SSC follow-ups.

A focus group was arranged around two of the major themes that emerged from the analysis:

- encouraging people with industry experience to support the lifelong learning sector
- CPD for lecturers, trainers and teachers

Both of these themes could be discussed under the banner of 'knowledge exchange' between the lifelong learning sector and industry. Attending the focus group were ConstructionSkills, Automotive Skills, SEMTA, Summit Skills and SkillsActive. Individual follow-ups were also undertaken with an additional nine⁵ SSCs, in order to further elaborate what was contained within the SSA documentation, understand how priorities had evolved since the publication of the SSA, and to fill in the gaps for those SSCs still in the very early stages of developing their Agreements.

Extending the impact review to tranche 3 and later SSAs

As the remainder of the SSA's are published, they will be subjected to a similar impact review, following a similar methodology. This process is due for completion by March 2008, depending on the publication schedule of the SSAs themselves. More information on the Impact Review can be found in chapter 6 of this report.

⁵ Cogent; Energy & Utility Skills; GoSkills; Government Skills; People 1st; Skills for Health; Skills for Justice; Skills for Logistics; Skillsmart Retail

ANNEX B - CONSULTATIONS

Organisations consulted

This Sector Skills Agreement has been produced as a result of extensive consultation with employers, professional bodies and employee representative bodies, partners and stakeholders including government and other agencies. Whilst every effort has been made to list all those organisations consulted, it has not been possible to record and list all those employers present at numerous presentations and briefings given by LLUK staff at partner and stakeholder meetings.

Lifelong learning employers and employer representative organisations consulted

| Organisation | Stage Consulted |
|--|-----------------|
| Anniesland College | Stage 1 |
| Army Welfare Service | Stage 1 |
| Blackburn and Darwen Youth Service | Stage 1 |
| Blackpool & The Flyde college | Stage 1 |
| BOND(British Overseas NGOs for Development | Stage 1 |
| Boston College | Stage 1 |
| Brooksby Melton College | Stage 1 |
| Cambridgeshire County Council | Stage 1 |
| Carlisle College | Stage 1 |
| Cheshire County Council | Stage 1 |
| Cheshire County Council | Stage 1 |
| City College Norwich | Stage 1 |
| Confederation of Indian Organisations (UK) | Stage 1 |
| Cornwall College | Stage 1 |
| Derby City Council - Library Services | Stage 1 |
| East London eLearning Ltd | Stage 1 |
| Essential learning company | Stage 1 |
| Essex County Council Youth Service | Stage 1 |
| Family and Community Learning, Bedfordshire County Council | Stage 1 |
| Hammersmith & Fulham Adult Education | Stage 1 |
| Hartlepool College of FE | Stage 1 |
| Hertfordshire Libraries | Stage 1 |
| I-SA Training | Stage 1 |
| Isle of Wight Council | Stage 1 |
| Knowsley Community College | Stage 1 |
| Lancashire Global Education Centre | Stage 1 |
| Leeds City Council: Safer Leeds Drugs Team | Stage 1 |
| Leicester Adult Education College | Stage 1 |
| Leicester College | Stage 1 |
| Lewisham College | Stage 1 |
| Libraries & Community Learning Service | Stage 1 |

| | |
|---|---------|
| Metro Borough of Wirral | Stage 1 |
| Natural High | Stage 1 |
| NHS NW Health Care Libraries Unit | Stage 1 |
| NHS West Midlands | Stage 1 |
| NTP Ltd | Stage 1 |
| NW Local Authority | Stage 1 |
| Open University | Stage 1 |
| Plymouth Adult and Community Learning Service | Stage 1 |
| Queen Mary, University of London | Stage 1 |
| Salford College | Stage 1 |
| Sefton MBC Library Services | Stage 1 |
| South East Essex College of Arts and Technology | Stage 1 |
| Southend adult Community College | Stage 1 |
| Southend BC - Library Service | Stage 1 |
| Southport College | Stage 1 |
| Springboard Sunderland Trust | Stage 1 |
| St Helens Council - Adult & Community Learning | Stage 1 |
| Suffolk County Council Access Care in the Community | Stage 1 |
| The University of Reading Library | Stage 1 |
| The Wheels Project | Stage 1 |
| Training 2000 Limited | Stage 1 |
| Training for Work in Communities (TWICS) | Stage 1 |
| University of Hull | Stage 1 |
| University of Kent | Stage 1 |
| University of Salford | Stage 1 |
| University of the West of England | Stage 1 |
| Walsall College | Stage 1 |
| Walsall Youth Service | Stage 1 |
| Warwickshire College Learning Resource Centres | Stage 1 |
| West Kent College | Stage 1 |
| Wirral Lifelong and Family Learning Service, Wirral MBC | Stage 1 |
| Wirral MBC Youth Service | Stage 1 |
| WS Training | Stage 1 |
| 464 employers responded to the employer survey at stage 2 | Stage 2 |
| Abingdon & Witney College | Stage 3 |
| ACER | Stage 3 |
| AoC | Stage 3 |
| AoC South Thames College | Stage 3 |
| AoSEC | Stage 3 |
| Association of Colleges Yorkshire and Humber | Stage 3 |
| Association of Learning Providers | Stage 3 |
| Aylesbury College | Stage 3 |
| Barnfield College, Luton | Stage 3 |
| Bedford College | Stage 3 |
| Bracknell & Wokingham College, Wick Hill Centre | Stage 3 |

| | |
|--|---------|
| British Racing School | Stage 3 |
| Brooklands College | Stage 3 |
| Burton College | Stage 3 |
| Camden Jobtrain | Stage 3 |
| Castle College Nottingham | Stage 3 |
| Chesterfield College | Stage 3 |
| CILIP and Dudley MBC | Stage 3 |
| City College Birmingham, Handsworth Campus | Stage 3 |
| City College Norwich | Stage 3 |
| Colchester Institute | Stage 3 |
| Cricklade College | Stage 3 |
| Derby College | Stage 3 |
| Dewsbury College | Stage 3 |
| East Berks College | Stage 3 |
| East Devon College | Stage 3 |
| Education and Youth Services Ltd | Stage 3 |
| Farnborough College | Stage 3 |
| Great Yarmouth College | Stage 3 |
| Guildford College | Stage 3 |
| Hastings College | Stage 3 |
| Henry Boot Training Ltd | Stage 3 |
| Hertford Regional College | Stage 3 |
| Highbury College | Stage 3 |
| Institute of Education, University of London | Stage 3 |
| Joseph Priestley College | Stage 3 |
| Liverpool John Moores University | Stage 3 |
| Long Road Sixth Form College | Stage 3 |
| LSC | Stage 3 |
| Newbury College | Stage 3 |
| NHS Confederation | Stage 3 |
| North Hertfordshire College | Stage 3 |
| North Warwickshire & Hinckley College | Stage 3 |
| North West Kent College | Stage 3 |
| Northampton College | Stage 3 |
| Northampton College | Stage 3 |
| Oaklands College | Stage 3 |
| Otley College | Stage 3 |
| Park Lane College | Stage 3 |
| Protocol National | Stage 3 |
| Protocol Skills Ltd | Stage 3 |
| Redbridge College | Stage 3 |
| Sheffield College | Stage 3 |
| Shipley College | Stage 3 |
| South East Derbyshire College | Stage 3 |
| South Kent College | Stage 3 |
| Suffolk College | Stage 3 |
| Suffolk College | Stage 3 |
| Suffolk County Council, Social Services | Stage 3 |
| The Derbyshire Network | Stage 3 |
| The Hairdressing Training School | Stage 3 |

| | |
|---|---------|
| Thomas Danby College | Stage 3 |
| University of Huddersfield | Stage 3 |
| University of London | Stage 3 |
| VT Training | Stage 3 |
| WESLINK/University of Wolverhampton | Stage 3 |
| West Suffolk College | Stage 3 |
| Woodhouse 6th Form College | Stage 3 |
| Writtle College | Stage 3 |
| WS Training | Stage 3 |
| YMCA Training | Stage 3 |
| ACER | Stage 4 |
| Adult Learning and Skills, Croydon | Stage 4 |
| Barnfield College | Stage 4 |
| Barnsley Libraries | Stage 4 |
| Bedfordshire County Council | Stage 4 |
| Bedfordshire University | Stage 4 |
| Bexley College | Stage 4 |
| Bexley College | Stage 4 |
| Blackpool Local Authority | Stage 4 |
| Bolton Local Authority | Stage 4 |
| Braintree College | Stage 4 |
| Bromley College | Stage 4 |
| Bromley College of FE and HE | Stage 4 |
| Cambridge University | Stage 4 |
| Carillion Plc | Stage 4 |
| Central Education and Training | Stage 4 |
| Cheshire Local Authority | Stage 4 |
| Cheshire Local Authority | Stage 4 |
| Chief Libraries, Arts & Heritage Officer, Learning and Leisure Department, Leeds City Council | Stage 4 |
| Church of England Board of Education | Stage 4 |
| City College Norwich | Stage 4 |
| City Librarian, Central Library, Sheffield | Stage 4 |
| Colchester Institute | Stage 4 |
| Community Development Team, Stockport Metropolitan Borough Council | Stage 4 |
| Consortium for Learning, Humberside | Stage 4 |
| Cornwall College | Stage 4 |
| Croydon Adult Learning and Training | Stage 4 |
| Croydon Council | Stage 4 |
| Cultural Services, Education Department, Wakefield | Stage 4 |
| Culture and Libraries, North East Lincs Council | Stage 4 |
| Cumbria Local Authority | Stage 4 |
| De Montfort University | Stage 4 |
| Edge Hill University | Stage 4 |
| Edge Hill University | Stage 4 |
| EMFEC | Stage 4 |
| Essex PDC | Stage 4 |

| | |
|--|---------|
| GoEast (Government Office East of England) in Cambridge | Stage 4 |
| Gtr Merseyside Learning Provider Network | Stage 4 |
| Guildford College | Stage 4 |
| Guildford College | Stage 4 |
| Hammersmith and Fulham Council | Stage 4 |
| Harlow College | Stage 4 |
| Huddersfield Library Service | Stage 4 |
| Huddersfield University | Stage 4 |
| Hull Council | Stage 4 |
| Inspire East | Stage 4 |
| Inter Training Services Ltd | Stage 4 |
| Knowsley Local Authority | Stage 4 |
| Leap Ahead Lifelong Learning Network | Stage 4 |
| Learning South West | Stage 4 |
| Leicestershire MBC | Stage 4 |
| Leics Lifelong Learning Network | Stage 4 |
| Libraries & Heritage, York | Stage 4 |
| Libraries, Archives & Information, Bradford | Stage 4 |
| Libraries, Museums & Archives Group Manager, East Riding of Yorkshire Council | Stage 4 |
| Libraries, Museums and Arts, Community Services, Central Library, Calderdale Council | Stage 4 |
| Library service, Central Library & Arts Rotherham | Stage 4 |
| Library Service, Northallerton | Stage 4 |
| Liverpool Local Authority | Stage 4 |
| Lowestoft College | Stage 4 |
| Lowestoft College (member of Constituency Panel and EESCP Board) | Stage 4 |
| Manchester Metropolitan University | Stage 4 |
| Manchester Metropolitan University | Stage 4 |
| Ministry of Defence | Stage 4 |
| MOD | Stage 4 |
| MOD Training Policy | Stage 4 |
| National STAR Centre | Stage 4 |
| NCVYS | Stage 4 |
| North Lincolnshire Council Adult Education Service | Stage 4 |
| North West Universities Association | Stage 4 |
| North West Universities Association | Stage 4 |
| NW Provider Network | Stage 4 |
| NW Regional Youth Work Unit | Stage 4 |
| Oaklands College | Stage 4 |
| Oldham Local Authority | Stage 4 |
| Open College Network Yorkshire Humber Region | Stage 4 |
| Open University (East Midlands) | Stage 4 |
| Reflections Training Academy | Stage 4 |
| Royal Northern College of Music | Stage 4 |
| Royal Northern College of Music | Stage 4 |
| Salford Local Authority | Stage 4 |

| | |
|--|---------|
| Scunthorpe Central Library | Stage 4 |
| Shipley College | Stage 4 |
| Span Training and Development | Stage 4 |
| SSDA | Stage 4 |
| St Helens Local Authority | Stage 4 |
| Totton College | Stage 4 |
| Universities for the North East | Stage 4 |
| University of Bolton | Stage 4 |
| University of Bolton | Stage 4 |
| University of Central Lancashire (UCLAN) | Stage 4 |
| University of Central Lancashire (UCLAN) | Stage 4 |
| University of Cumbria | Stage 4 |
| University of Cumbria | Stage 4 |
| University of Salford | Stage 4 |
| University of West England | Stage 4 |
| Voluntary Sector North West | Stage 4 |
| Warrington Local Authority | Stage 4 |
| WBL Providers Forum, Cumbria | Stage 4 |
| West Herts College | Stage 4 |
| West Suffolk College and Suffolk PDC | Stage 4 |
| Yorkshire Universities | Stage 4 |
| Youth Voice | Stage 4 |

Professional bodies, employee representative organisations, partners and stakeholders consulted

| Organisation | Stage Consulted |
|--|-----------------|
| Community & Youth Workers Union | Stage 1 |
| Consortium For Learning | Stage 1 |
| National Institute for Adult Continuing Education | Stage 1 |
| The National Youth Agency | Stage 1 |
| Adult Learning Inspectorate (ALI) | Stage 2 |
| Association of Learning Providers (ALP) | Stage 2 |
| Institute for Learning (IfL) | Stage 2 |
| Learning and Skills Council (LSC) | Stage 2 |
| National Youth Authority (NYA) | Stage 2 |
| Office for Standards in Education (Ofsted) | Stage 2 |
| Qualifications and Curriculum Authority (QCA) | Stage 2 |
| Quality Assurance Agency for Higher Education (QAA) | Stage 2 |
| Standards Verification UK (SVUK) | Stage 2 |
| CEL | Stage 3 |
| Chartered Institute of Library & Information Professionals | Stage 3 |
| City and Guilds | Stage 3 |
| Connexions | Stage 3 |
| LSC | Stage 3 |
| MLA | Stage 3 |
| MLA WM | Stage 3 |
| QIA | Stage 3 |
| Association for College Management (ACM) | Stage 4 |
| ATL | Stage 4 |
| CYWU | Stage 4 |
| East of England Development Agency | Stage 4 |
| East of England Skills and Competitiveness Partnership | Stage 4 |
| Foundation Degree Forward | Stage 4 |
| GO-East | Stage 4 |
| HEFCE | Stage 4 |
| Job Centre Plus | Stage 4 |
| LSC | Stage 4 |
| MLA East Of England | Stage 4 |
| NAHT | Stage 4 |
| NASUWT | Stage 4 |
| National Youth Agency | Stage 4 |
| NIACE | Stage 4 |
| NUT | Stage 4 |
| TUC | Stage 4 |
| UCU | Stage 4 |
| UNISON | Stage 4 |
| UNITE | Stage 4 |
| Children's Workforce Network (CWN) | Stage 5 |

| | |
|---|---------|
| CILIP | Stage 5 |
| CWDC | Stage 5 |
| DCMS | Stage 5 |
| Linking London | Stage 5 |
| LSC | Stage 5 |
| MLA | Stage 5 |
| National Council for Voluntary Youth Services | Stage 5 |
| National Youth Agency | Stage 5 |
| Partnership for Young London | Stage 5 |
| Society of Archivists | Stage 5 |
| Universities UK | Stage 5 |
| AUEE | Stage 5 |
| EEDA | Stage 5 |
| EESCP | Stage 5 |
| GO-East | Stage 5 |
| Jobcentre Plus East of England | Stage 5 |
| LSC East of England | Stage 5 |

Other organisations and networks consulted

| Organisation | Stage Consulted |
|----------------------------------|-----------------|
| Asset Skills | Stage 4 |
| Automotive Skills | Stage 5 |
| Cogent SSC Ltd | Impact Review |
| Construction Skills | Impact Review |
| Energy and Utility Skills Ltd | Impact Review |
| E-skills UK | Impact Review |
| Financial Service Skills Council | Impact Review |
| GHK Europe | Impact Review |
| GoSkills | Impact Review |
| Government Skills | Impact Review |
| Improve | Impact Review |
| Proskills UK | Impact Review |
| SEMTA | Impact Review |
| Skillfast-UK | Impact Review |
| Skills Active | Impact Review |
| Skills for Care & Development | Impact Review |
| Skills for Health | Impact Review |
| Skills for Justice | Impact Review |
| Skills for Logistics | Impact Review |
| Skillset | Impact Review |
| Skillsmart Retail | Impact Review |
| SSDA | Impact Review |
| Summitskills | Impact Review |

Consultation events

Some of the events held were specifically convened for SSA consultation. However, the approach generally taken was to use network meetings already taking place on a regional and national level, to ensure a good attendance and input.

| Event | Stage |
|---|---------|
| LLUK HE Constituency Panel | Stage 3 |
| HE Midlands Staff Development Group | Stage 3 |
| NWUA Teaching & Learning Group | Stage 3 |
| University of London and UCL | Stage 3 |
| London Higher | Stage 3 |
| HE HR Steering Group, with AUEE | Stage 3 |
| Loughborough University - HE Meeting | Stage 3 |
| HE Panel Meeting | Stage 3 |
| AoC Staff Development Heads, Yorkshire and Humber | Stage 3 |
| NW SALL Meeting | Stage 3 |
| West Midlands College Principals | Stage 3 |
| Derbyshire Principals | Stage 3 |

| | |
|--|---------|
| East of England Regional Staff Development Managers Forum | Stage 3 |
| ACER Teacher Education Forum | Stage 3 |
| AoC Staff Development and HR managers meeting South East | Stage 3 |
| Heads of Adult Ed Services South West | Stage 3 |
| Uxbridge College Meeting, London | Stage 3 |
| AoC London | Stage 3 |
| LLUK FE Panel | Stage 3 |
| ALP North West | Stage 3 |
| Regional Consultative Forum West Midlands | Stage 3 |
| Derbyshire WBL providers Network | Stage 3 |
| Suffolk Providers Network Meeting | Stage 3 |
| ALP Conference | Stage 3 |
| Western Training Providers Network | Stage 3 |
| Bournemouth, Dorset & Pool Training Providers Network | Stage 3 |
| Yorkshire and Humber Learning Partnerships Managers meeting | Stage 3 |
| Voluntary Sector North West | Stage 3 |
| NIACE Family learning Conference | Stage 3 |
| ACL Staff Dev Mgrs meeting East of England | Stage 3 |
| LAYSER Youth Work East of England | Stage 3 |
| Heads of Youth Services South West | Stage 3 |
| Partnership for Young London - forum of youth work managers | Stage 3 |
| Development Education Association, London | Stage 3 |
| LLUK CLD Constituency Panel x 2 | Stage 3 |
| MLA national events x 2 | Stage 3 |
| Society of Chief Librarians Executive Meeting | Stage 3 |
| Yorkshire and Humber Society of Chief Librarians meeting | Stage 3 |
| MLA Training & CPD Group, West Midlands | Stage 3 |
| Regional Archives Meeting, East Midlands | Stage 3 |
| LLUK Libraries, Archives and Information Services Panel x 2 | Stage 3 |
| Regional Quality Improvement Partnerships x 9 | Stage 3 |
| Standards Verification UK conference | Stage 3 |
| Youth Work Project Steering Group x 2 | Stage 4 |
| Focus Group – ACL and Lifelong Learning Heads of Local Authorities | Stage 4 |
| Meeting with Government Office for the East Midlands (GOEM) Young People's team | Stage 4 |
| North West Regional Youth Work Forum and Principal Youth Officer | Stage 4 |
| Skills For Sustainable Communities Lifelong Learning Network Staff Development group | Stage 4 |
| One to one meeting with Youth Voice | Stage 4 |
| Voluntary and Community Sector – 3 region event (NW/NE/Y&H) | Stage 4 |
| National FE solutions testing event, Leeds | Stage 4 |

| | |
|--|---------|
| National FE solutions testing event, Birmingham | Stage 4 |
| National FE sector SSA solutions testing event, London | Stage 4 |
| National FE Sector SSA, Bristol | Stage 4 |
| National HE Sector SSA solutions testing event, Leeds | Stage 4 |
| National HE Sector SSA solutions testing event, London | Stage 4 |
| LLUK HE Constituency Panel | Stage 4 |
| One to one meeting at GoEast | Stage 4 |
| FE Focus Group (Senior Managers from East of England) hosted by ACER | Stage 4 |
| East Midlands FEC Business Development Managers regional meeting | Stage 4 |
| One to one meeting with EMFEC | Stage 4 |
| LSC/WBL Regional Consultative Forum | Stage 4 |
| East Midlands Lifelong Learning Network | Stage 4 |
| East Midlands HE Business Development Managers | Stage 4 |
| East Midlands AoC | Stage 4 |
| Leicester WBL Network Group | Stage 4 |
| Libraries East Midlands Professional Development Managers Group | Stage 4 |
| London Strategic Unit | Stage 4 |
| Tees Valley Workbased Learning Network | Stage 4 |
| North West Development Agency Skills Team | Stage 4 |
| Kent and Medway Lifelong Learning Network | Stage 4 |
| Kent and Medway Training Providers Network | Stage 4 |
| HERDA South West | Stage 4 |
| Trades Union SSA Meeting at LLUK | Stage 4 |
| MLA Libraries Training Forum West Midlands | Stage 4 |
| North West Regional Consultation Event HE | Stage 4 |
| London HE Staff Development Group | Stage 4 |
| Focus group at University of Hertfordshire | Stage 4 |

ANNEX C - EVIDENCE OF SUPPORT

The overall solution areas and collaborative actions agreed or in development with employers and stakeholders are described in Chapter 5. Employers in the lifelong learning sector are required to respond to; legislative and regulatory requirements; national policy directives; externally set funding conditions and targets; contribute to other workforce strategies where lifelong learning employers are members of collaborative partnerships and networks; and anticipate and react to demands from other industrial and occupational sectors. Therefore workforce development will inevitably be driven by these factors in addition to those needs that lifelong learning employers might themselves possess. So, as has already been explained, the sector skills agreement actions will be interpreted and implemented differently across the different parts of the lifelong learning sector. The specific sector skills agreement action plans will thus need to be a series of separate agreements between LLUK and respective employers, employer representative organisations, partners and stakeholders across the sector, and in different parts of the sector. These will differently detail how they will work together to tackle the key skills gaps and issues identified specifically and more generally in the lifelong learning sector.

Work is on-going to agree appropriate action plans with the different parts of the lifelong learning sector, setting out actions for the key parties that are either signed-up to these various agreements or where discussions about sign-up continue.

Our agreements – state of play

LLUK considers that in order to fully develop the sector skills agreement actions listed under each of the ten solution areas outlined in Chapter 5, it will be necessary to broker discussions with all of the parties listed below as a minimum.

| Partner or Stakeholder | LLUK constituency group | Current status |
|--|-------------------------|--|
| Association of College Managers (ACM) | FE | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007-12 |
| Association of Colleges (AoC) | FE | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| Association of Teachers and Lecturers (ATL) | FE | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| Association of Training Providers (ALP) | FE/WBL | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |

| | | |
|---|-------------------|---|
| British Educational Communications and Technology Agency (BECTA) | CLD/FE/ WBL | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| Careers companies and representative organisations | ALL | Meetings to be arranged to discuss specific actions |
| Centre for Excellence in Leadership (CEL) | CLD/FE/ WBL | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| Chartered Institute of Library Professional (CILIP) | LAIS | Meeting held - agreement to follow |
| Children's Workforce Development Council | CLD/FE/ WBL | Meeting to be arranged to discuss specific actions |
| Children's Workforce Network | CLD/FE/ WBL | Member of CWN Board and working closely with the Network - SPA to be signed in respect of the SSA actions |
| Department of Culture, Media and Sport (DCMS) | CLD/LAIS | Meeting held – letter of support to follow |
| Department for Children, Schools and Families (DCSF) | CLD/FE/HE/ WBL | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| Department for Innovation, Universities and Skills (DIUS) | CLD/FE/HE/ WBL | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 Separate meeting to be arranged regarding other SSA actions and implications |
| Department for Work and Pensions (DWP) | CLD/FE/HE/ WBL | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| Development Education Association | CLD | Meeting to be arranged to discuss action plans |

| | | |
|--|------------|--|
| Foundation Degree Forward (FdF) | FE/HE/WBL | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| Guild HE | HE | Meeting to be arranged to discuss action plans |
| Higher Education Academy (HEA) | HE | Meeting to be arranged to discuss action plans |
| Higher Education Funding Council for England (HEFCE) | HE | Meeting to be arranged to discuss action plans |
| Institute for Learning (IfL) | CLD/FE/WBL | Meeting scheduled to discuss renewal of strategic partnership agreement, including SSA actions |
| Joint Information Systems Committee (JISC) | HE | As agreed at initial meeting to outline solutions, specific SSA actions will be taken forward with HE partner organisations and individual or consortia of HE employers |
| Leadership Foundation | HE | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007-12 |
| learndirect | CLD/FE/WBL | Meeting to be arranged to discuss action plans |
| Learning and Skills Council (LSC) | CLD/FE/WBL | Meeting to be arranged to discuss action plans |
| Learning and Skills Network (LSN) | CLD/FE/WBL | Meeting to be arranged to discuss action plans |
| Individual Lifelong Learning Networks in the nine English regions | HE/FE | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| Local Authorities' Forum for the Education of Adults (LEAFEA) | CLD | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |

| | | |
|---|----------------|--|
| Museums, Libraries and Archives Council for England (MLA) | LAIS | On-going parallel discussions at national level about specific actions and potential opportunities for joint action with the nine regional LSCs either collectively or separately |
| National Association of Specialist Colleges (NATSPEC) | FE | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| National Institute of Adult and Continuing Education (NIACE) | CLD | Meetings at various stages depending on current relationships of LLUK with the respective LLNs |
| National Network of Local Adult Training providers (HOLEX) | CLD | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| National Council for Voluntary Organisations (NCVO) | CLD | Meeting held - new SPA from April 08 |
| National Council for Voluntary Youth Services (NCVYS) | CLD | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| Network for Black Professionals (NBP) | CLD/FE/ WBL | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| National Youth Agency | CLD | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| Office for Standards in Education (Ofsted) | CLD/FE/ WBL | Meeting to be arranged regarding SSA actions |
| Parenting UK | CLD | Meeting arranged (UK-wide) |
| Quality Assurance Agency (QAA) | HE | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007-12 |

| | | |
|--|----------------|--|
| Qualifications and Curriculum Authority (QCA) | CLD/FE/ WBL | Meeting to be arranged regarding SSA actions (UK-wide) |
| Quality Improvement Agency (QIA) | CLD/FE/ WBL | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007-12 |
| Regional Development Agency in each of the nine English Regions | ALL | Meeting to be arranged regarding SSA actions (UK-wide) |
| Sixth Form College Employers' Forum (SFCF) | FE | Meeting to be arranged to discuss action plans |
| Skills for Business Network – other SSCs | ALL | On-going discussions around various aspects of LLUK's work. Meeting to be arranged to discuss some of the specific SSA actions |
| Society of Archivists | LAIS | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007-12 |
| Training and Development Agency for Schools (TDA) | FE/WBL | Some meetings have been held others are to be arranged |
| UnionLearn | ALL | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007 |
| UNISON | ALL | Discussions with several SSCs around the associated Impact Review. Discussions will continue once LLUK has published its final Impact Review report after the end of March 2008 |
| Universities UK | HE | Meeting to be arranged regarding SSA actions |
| Universities' Council for the Education of Teachers' (UCET) | FE/HE | Working with LLUK on the development of the Implementation Plan 2008/09 (due for publication end of March 2008) which accompanies the Workforce Strategy for the FE Sector 2007-12 |
| University and College Union (UCU) | FE/HE | Meeting to be arranged to discuss specific SSA actions separate in additions to individual union discussions as outlined in rest of table |

The SSA in the regions – state of play

Lifelong learning employers are affected by regional skills priorities and the work of regional development agencies as well as by national policy. We have developed 9 regional statements which we intend to use to broker relationships in the regions around the SSA solutions. These statements outline how the SSA solutions map to regional priorities and then outline possible ways in which LLUK could collaborate with regional partners and stakeholders for the benefit of the sector. Each statement follows a similar structure and therefore parts of each statement will be the same for all 9 regions. However, each statement is reproduced below in its entirety as it would be presented to regional stakeholders as a discussion document. Meetings have already begun in the regions in order to take the SSA forward.

LLUK SECTOR SKILLS AGREEMENT IN THE EAST OF ENGLAND

1. The lifelong learning workforce

Employer groups in the lifelong learning sector:

- **Community Learning & Development** including organisations delivering: Community Development, Community Education, Development Education, Family Learning, Personalised and Community Learning, Working with Parents, Youth work
- **Further Education colleges**
- **Higher Education institutions**
- **Libraries, Information Services and Archives institutions and providers**
- **Work Based Learning Providers**

Slightly more than 50% of the workforce is engaged in direct delivery of formal and informal learning.

The lifelong learning sector in the East of England region is made up of:

- Higher Education Institutions – 11
- Further Education providers – 24 general FE colleges, 3 specialist colleges & 8 VI form colleges
- Work-based learning providers – 123
- Adult and Community Learning providers (funded by the LSC) – 10
- Approx 4,955 staff working in libraries, archives and information services

It is estimated that the lifelong learning workforce (based on SIC codes) in the East of England is at least **68,533 staff** (this figure does not include WBL, parts of the community learning and development sector or volunteers). This constitutes just over 10% of the lifelong learning workforce in England.

2. Lifelong Learning UK Sector Skills Agreement

Our Sector Skills Agreement focuses on developing collaborative actions in the following four priority areas at a regional level:

- promoting collaborative and partnership working
- addressing recruitment and retention issues across the sector
- developing capacity and capability across the sector
- utilising skills for high performance

In addition LLUK have an additional stage, an **Impact Review**, reflecting the unique nature of LLUK. This **Impact Review** looks at the impact that demand from the other 24 Sector Skills Agreements will have on the LLUK workforce.

We are now in the final stages of the agreement which is intended to be a marker point on a journey which will necessarily continue not only to meet the needs of

the lifelong learning sector but also to respond to the learning and skills development needs of other sectors.

Working with regional stakeholders and partners

LLUK is the SSC for its employers and their workforce development needs, including analysis of labour market intelligence and producing standards, qualifications and tools for the sector to use. However, at the same time, the sector is also the one that all other sectors look to fulfil their skills and training development needs, placing additional demands upon the lifelong learning workforce.

The sector has a complex make up with a myriad of initiatives and activities taking place across it. Most of these are driven by national policies (such as the Leitch review of skills) or statutory legislation (such as the FE teaching qualification reforms).

LLUK sees the Sector Skills agreement as a journey, with the stage 5 report as a snapshot in time, indicating the direction of travel and highlighting those partners and stakeholders with whom LLUK hopes to work. Consequently, some initiatives are already in place for some of the solutions, whilst some are being developed and others are ideas for the future discussion and development. At this stage of the process, LLUK seeks three outcomes from regional partners:

1. **Formal meetings** to be held with partners and LLUK on a planned timetable. It is hoped that these meetings would consist of the following:
 - A review of partner activities and plans with a view to anticipating the impact these will have on the LLUK workforce in the region.
 - A review of LLUK activities and plans and the interaction between national and regional actions.
2. Partners to include the LLUK workforce in its **planning processes** – effectively to recognise the needs of learning and training providers as integral to achieving wider regional economic strategies for the region. For example, one way forward could be to include the impact any project/activity will have on the LLUK workforce as a risk factor in regional planning processes.
3. Regional partners to consider working with LLUK and its constituent employers to ensure a **regional dimension** is incorporated into some of LLUK's current national programmes, namely:
 - a. For FE sector employers - Catalyst programme

Business Interchange

LLUK is providing, across England, 800 structured teacher placements from the FE sector this year, next year the number planned is 250. We would like to discuss how we can increase this in the region and ensure sustainability in the longer term.

Pass on your skills

LLUK has recently done some national advertising to raise awareness of the opportunities that teaching/training in the FE sector can bring. This was in the Engineering and Health and Social Care areas. The project includes training 150 people (across the English regions) in initial teacher training qualifications. Over 3,500 people have applied for these positions. We initially wish to ensure that more than 150 get the opportunity to train as teachers/trainers and discuss joint actions for future activity and again to discuss the sustainability in the longer term.

- b. Supporting data collection in the FE sector as part of the FE Workforce Strategy Implementation Plan
- c. For youth work employers - expanding the supply and take up of apprenticeships in Youth Work through promotional campaigns with LLUK in the region

3. Mapping the Sector Skills Agreement solutions to regional priorities

3.1 East of England Skills and Competitiveness Partnership (EESCP)

| EESCP strategic goals | LLUK Sector Skills Agreement solutions |
|---|--|
| 1. Strengthen the East of England's business base | <ul style="list-style-type: none"> Develop collaborative working across the lifelong learning sector to recognise and develop good practice |
| | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more demand-led learning and training opportunities |
| | <ul style="list-style-type: none"> Recruitment programmes to address specific shortages in the lifelong learning sector |
| 2. Develop a culture of lifelong learning | <ul style="list-style-type: none"> Develop collaborative working across the lifelong learning sector to recognise and develop good practice |
| | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |
| 3. Create opportunities for disadvantaged groups and communities | <ul style="list-style-type: none"> Develop sector-wide career pathways |
| | <ul style="list-style-type: none"> Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector |
| | <ul style="list-style-type: none"> Recruitment programmes to address specific shortages in the lifelong learning sector |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Develop a UK-wide Leadership and Management Strategy |
| 4. Invest in sustainable economic growth | <ul style="list-style-type: none"> • Recruitment programmes to address specific shortages in the lifelong learning sector |

3.2 Regional Economic Strategy priorities that LLUK's SSA will contribute to

a. significantly contribute to:

Skills: An adaptive and improving skills base that responds to a changing global economy

Inclusion: Social and economic inclusion leading to sustainable economic growth

b. support:

Enterprise: Enhanced business performance making the East of England an exemplar for entrepreneurship

Innovation: Realising the value from innovation by bringing ideas to market

Digital Economy: Accelerated use of ICT and digital technologies for public, social and commercial development

Places: Sustainable places that attract the people and investment necessary for a world class economy

4. Highlights of what LLUK are doing now to implement the Sector Skills Agreement

Promote collaborative and partnership working

- mapping effective collaborative work – particularly across the sector, e.g. FE and HE working together
- developing a process for the Skills for Business Network and the lifelong learning sector to work effectively together in order to facilitate demand-led provision

Addressing recruitment and retention issues across the sector

- the Catalyst Programme (www.catalystprogramme.org), 4 strands to run until 2010, for the wider further education sector:
 - Make a Difference
 - Business Talent
 - Business Interchange
 - Pass on your skills
- a feasibility study on how to attract high calibre graduates into the Youth Work sector

Developing capacity and capability across the sector

- general Professional Recognition scheme - looking at its wider application across the sector (this scheme is a system of accreditation of prior learning, experience and knowledge – APELK) managed by Standards Verification UK (SVUK, LLUK's sister company)
- tariff of Legacy Qualifications – mapped against the new Teaching Qualifications Framework, led by SVUK
- creating a CPD framework and case studies of good practice in CPD

- developing a 'skills for learning professionals' framework to include employer engagement, business development and multi-agency working skills
- the Catalyst Programme (see above)

Utilising skills for high performance

- work on the National Occupational Standards for Leadership and Management
- developing mentoring/coaching guidelines

The Impact Review

The Impact Review is assessing the impact of demand for learning and skills on the lifelong learning workforce. The following three national key areas have been identified from a review of published Sector Skills Agreements:

- CPD for teachers, tutors and trainers and knowledge transfer between FE, HE and industry to ensure the skills base meets the current and future needs of employers
- new qualifications and new forms of delivery e.g. flexible credit-based and 'bite-size' and National Skills Academies
- capacity building to meet demand in areas of learning in which an increase in the number of learners is envisaged and therefore the impact on provision e.g. Workforce planning that translates into increased numbers of learners for specific occupations, as well as major priority areas such as literacy, language and number, and leadership and management

LLUK is meeting with SSCs at national level to develop collaborative action plans that will:

- bring together supply and demand
- identify what activity is already taking place
- assist SSCs and LLUK in their planning processes to consider demand and supply issues in the lifelong learning sector

Employer group cross-working

LLUK is developing some actions that contribute to the findings of the Sector Skills Agreement for a subset (constituency) of its employers in England. For example:

- LLUK has facilitated the first **Workforce Strategy for the Further Education Sector**. This was launched by Bill Rammell, Minister for Lifelong Learning and Further and Higher Education in January 2008
 - this currently covers most of the Learning and Skills Council funded employers within the FE sector and will be reviewed annually
- LLUK are working with Children's Workforce Network board members to further the work arising from DCSF's 'Aiming High 10-year strategy for positive activities' for the **Youth Work** sector. We are currently focussing on development work on three of the initiatives laid out in the strategy
 - attract high calibre graduates to enter the workforce
 - increase the take up of apprenticeships across young people services and explore further development of the apprenticeship route (including possible new generic framework)
 - develop codes of practice for each sub profession within the youth workforce

We are also committed to providing expert relevant professional support to CWDC and partners who are designated as lead partners in the other policy areas.

LLUK SECTOR SKILLS AGREEMENT IN THE EAST MIDLANDS

1. The lifelong learning workforce

Employer groups in the lifelong learning sector:

- **Community Learning & Development** including organisations delivering: Community Development, Community Education, Development Education, Family Learning, Personalised and Community Learning, Working with Parents, Youth work
- **Further Education colleges**
- **Higher Education institutions**
- **Libraries, Information Services and Archives institutions and providers**
- **Work Based Learning Providers**

Slightly more than 50% of the workforce is engaged in direct delivery of formal and informal learning.

The lifelong learning sector in the East Midlands region is made up of:

- Higher Education Institutions – 10
- Further Education providers – 27
- Work-based learning providers – 90
- Adult and Community Learning providers – 15
- Approx 2,398 staff working in libraries, archives and information services

It is estimated that the lifelong learning workforce (based on SIC codes) in the East Midlands is at least **57,916 staff** (this figure does not include WBL, parts of the community learning and development sector or volunteers).

2. Lifelong Learning UK Sector Skills Agreement

Our Sector Skills Agreement focuses on developing collaborative actions in the following four priority areas at a regional level:

- promoting collaborative and partnership working
- addressing recruitment and retention issues across the sector
- developing capacity and capability across the sector
- utilising skills for high performance

In addition LLUK have an additional stage, an **Impact Review**, reflecting the unique nature of LLUK. This **Impact Review** looks at the impact that demand from the other 24 Sector Skills Agreements will have on the LLUK workforce.

We are now in the final stages of the agreement which is intended to be a marker point on a journey which will necessarily continue not only to meet the needs of the lifelong learning sector but also to respond to the learning and skills development needs of other sectors.

Working with regional stakeholders and partners

LLUK is the SSC for its employers and their workforce development needs, including analysis of labour market intelligence and producing standards, qualifications and tools for the sector to use. However, at the same time, the sector is also the one that all other sectors look to fulfil their skills and training development needs, placing additional demands upon the lifelong learning workforce.

The sector has a complex make up with a myriad of initiatives and activities taking place across it. Most of these are driven by national policies (such as the Leitch review of skills) or statutory legislation (such as the FE teaching qualification reforms).

LLUK sees the Sector Skills agreement as a journey, with the stage 5 report as a snapshot in time, indicating the direction of travel and highlighting those partners and stakeholders with whom LLUK hopes to work. Consequently, some initiatives are already in place for some of the solutions, whilst some are being developed and others are ideas for the future discussion and development. At this stage of the process, LLUK seeks three outcomes from regional partners:

1. **Formal meetings** to be held with partners and LLUK on a planned timetable. It is hoped that these meetings would consist of the following:
 - a review of partner activities and plans with a view to anticipating the impact these will have on the LLUK workforce in the region
 - a review of LLUK activities and plans and the interaction between national and regional actions
2. Partners to include the LLUK workforce in its **planning processes** – effectively to recognise the needs of learning and training providers as integral to achieving wider regional economic strategies for the region. For example, one way forward could be to include the impact any project/activity will have on the LLUK workforce as a risk factor in regional planning processes.
3. Regional partners to consider working with LLUK and its constituent employers to ensure a **regional dimension** is incorporated into some of LLUK's current national programmes, namely:
 - a. For FE sector employers - Catalyst programme

Business Interchange
LLUK is providing, across England, 800 structured teacher placements from the FE sector this year, next year the number planned is 250. We would like to discuss how we can increase this in the region and ensure sustainability in the longer term.

Pass on your skills
LLUK has recently done some national advertising to raise awareness of the opportunities that teaching/training in the FE sector can bring. This was in the Engineering and Health and Social Care areas. The project includes training 150 people (across the English regions) in initial teacher training qualifications. Over 3,500 people have applied for these positions. We initially wish to ensure that more than 150 get the opportunity to train as teachers/trainers and discuss joint actions for future activity and again to discuss the sustainability in the longer term.
 - b. Supporting data collection in the FE sector as part of the FE Workforce Strategy Implementation Plan

- c. For youth work employers - expanding the supply and take up of apprenticeships in Youth Work through promotional campaigns with LLUK in the region.

3. Mapping the Sector Skills Agreement solutions to regional priorities

3.1 East Midlands ESP (Employer Skills and Productivity Partnership)

| ESP Priorities | LLUK Sector Skills Agreement solutions |
|--|---|
| 1. To improve the productivity of businesses in the region | <ul style="list-style-type: none"> Develop a UK-wide leadership and management strategy |
| | <ul style="list-style-type: none"> Recruitment programmes to address specific shortages in the lifelong learning sector |
| 2. Raise employer demand for skills | <ul style="list-style-type: none"> Develop collaborative working across the lifelong learning sector to recognise and develop good practice |
| | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |
| 3. Improving sub-regional employment and skills levels and reducing economic exclusion | <ul style="list-style-type: none"> Develop collaborative working across the lifelong learning sector to recognise and develop good practice |
| | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |
| | <ul style="list-style-type: none"> Recruitment programmes to address specific shortages in the lifelong learning sector |
| 4. To increase the participation and attainment of 14-19 year olds | <ul style="list-style-type: none"> Explore the options for 'professionalising' all parts of the lifelong learning workforce |
| | <ul style="list-style-type: none"> Development of an integrated CPD framework and model for the lifelong learning sector where appropriate |
| | <ul style="list-style-type: none"> Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working |

3.2 Regional Economic Strategy priorities that LLUK's SSA will contribute to:

- to move more people into better jobs in **growing businesses**
- to become a region of highly productive, globally **competitive** businesses
- to develop a dynamic region founded upon **innovative and knowledge focused businesses** competing successfully in a global economy
- to increase life chances for all leading to stronger and **more cohesive communities**, a dynamic society and a stronger economy
- to ensure all people and communities have the opportunity to create new and **sustainable economic futures**
- to help overcome the barriers, or market failures, that prevent people from participating fully in the **regional and local economy**

4. Highlights of what LLUK are doing now to implement the Sector Skills Agreement

Promote collaborative and partnership working

- mapping effective collaborative work – particularly across the sector, e.g. FE and HE working together
- developing a process for the Skills for Business Network and the lifelong learning sector to work effectively together in order to facilitate demand- led provision

Addressing recruitment and retention issues across the sector

- the Catalyst Programme (www.catalystprogramme.org), 4 strands to run until 2010, for the wider further education sector:
 - Make a Difference
 - Business Talent
 - Business Interchange
 - Pass on your skills
- a feasibility study on how to attract high calibre graduates into the Youth Work sector

Developing capacity and capability across the sector

- general Professional Recognition scheme - looking at its wider application across the sector (this scheme is a system of accreditation of prior learning, experience and knowledge – APELK) managed by Standards Verification UK (SVUK, LLUK's sister company)
- tariff of Legacy Qualifications – mapped against the new Teaching Qualifications Framework, led by SVUK
- creating a CPD framework and case studies of good practice in CPD
- developing a 'skills for learning professionals' framework to include employer engagement, business development and multi-agency working skills
- the Catalyst Programme (see above)

Utilising skills for high performance

- work on the National Occupational Standards for Leadership and Management
- developing mentoring/coaching guidelines

The Impact Review

The Impact Review is assessing the impact of demand for learning and skills on the lifelong learning workforce. The following three national key areas have been identified from a review of published Sector Skills Agreements:

- CPD for teachers, tutors and trainers and knowledge transfer between FE, HE and industry to ensure the skills base meets the current and future needs of employers
- new qualifications and new forms of delivery e.g. flexible credit-based and 'bite-size' and National Skills Academies
- capacity building to meet demand in areas of learning in which an increase in the number of learners is envisaged and therefore the impact on provision e.g. Workforce planning that translates into increased numbers of learners for specific occupations, as well as major priority areas such as literacy, language and number, and leadership and management

LLUK is meeting with SSCs at national level to develop collaborative action plans that will:

- bring together supply and demand
- identify what activity is already taking place
- assist SSCs and LLUK in their planning processes to consider demand and supply issues in the lifelong learning sector

Employer group cross-working

LLUK is developing some actions that contribute to the findings of the Sector Skills Agreement for a subset (constituency) of its employers in England. For example:

- LLUK has facilitated the first **Workforce Strategy for the Further Education Sector**. This was launched by Bill Rammell, Minister for Lifelong Learning and Further and Higher Education in January 2008
 - this currently covers most of the Learning and Skills Council funded employers within the FE sector and will be reviewed annually
 - LLUK are working with Children's Workforce Network board members to further the work arising from DCSF's 'Aiming High 10-year strategy for positive activities' for the **Youth Work** sector. We are currently focussing on development work on three of the initiatives laid out in the strategy
 - attract high calibre graduates to enter the workforce
 - increase the take up of apprenticeships across young people services and explore further development of the apprenticeship route (including possible new generic framework)
 - develop codes of practice for each sub profession within the youth workforce
- We are also committed to providing expert relevant professional support to CWDC and partners who are designated as lead partners in the other policy areas.

LLUK SECTOR SKILLS AGREEMENT IN LONDON

1. The lifelong learning workforce

Employer groups in the lifelong learning sector:

- **Community Learning & Development** including organisations delivering: Community Development, Community Education, Development Education, Family Learning, Personalised and Community Learning, Working with Parents, Youth work
- **Further Education colleges**
- **Higher Education institutions**
- **Libraries, Information Services and Archives institutions and providers**
- **Work Based Learning Providers**

Slightly more than 50% of the workforce is engaged in direct delivery of formal and informal learning.

The lifelong learning sector in London is made up of:

- Higher Education Institutions – 40
- Further Education providers – 95
- Work-based learning providers – 213
- Adult and Community Learning providers (LA) – 54
- Approx 7,843 staff working in libraries, archives and information services

It is estimated that the lifelong learning workforce (based on SIC codes) in London is at least **106,930 staff** (this figure does not include WBL, parts of the community learning and development sector or volunteers).

2. Lifelong Learning UK Sector Skills Agreement

Our Sector Skills Agreement focuses on developing collaborative actions in the following four priority areas at a regional level:

- promoting collaborative and partnership working
- addressing recruitment and retention issues across the sector
- developing capacity and capability across the sector
- utilising skills for high performance

In addition LLUK have an additional stage, an **Impact Review**, reflecting the unique nature of LLUK. This **Impact Review** looks at the impact that demand from the other 24 Sector Skills Agreements will have on the LLUK workforce.

We are now in the final stages of the agreement which is intended to be a marker point on a journey which will necessarily continue not only to meet the needs of the lifelong learning sector but also to respond to the learning and skills development needs of other sectors.

Working with regional stakeholders and partners

LLUK is the SSC for its employers and their workforce development needs, including analysis of labour market intelligence and producing standards, qualifications and tools for the sector to use. However, at the same time, the sector is also the one that all other sectors look to fulfil their skills and training development needs, placing additional demands upon the lifelong learning workforce.

The sector has a complex make up with a myriad of initiatives and activities taking place across it. Most of these are driven by national policies (such as the Leitch review of skills) or statutory legislation (such as the FE teaching qualification reforms).

LLUK sees the Sector Skills agreement as a journey, with the stage 5 report as a snapshot in time, indicating the direction of travel and highlighting those partners and stakeholders with whom LLUK hopes to work. Consequently, some initiatives are already in place for some of the solutions, whilst some are being developed and others are ideas for the future discussion and development. At this stage of the process, LLUK seeks three outcomes from regional partners:

1. **Formal meetings** to be held with partners and LLUK on a planned timetable. It is hoped that these meetings would consist of the following:
 - a review of partner activities and plans with a view to anticipating the impact these will have on the LLUK workforce in the region
 - a review of LLUK activities and plans and the interaction between national and regional actions
2. Partners to include the LLUK workforce in its **planning processes** – effectively to recognise the needs of learning and training providers as integral to achieving wider regional economic strategies for the region. For example, one way forward could be to include the impact any project/activity will have on the LLUK workforce as a risk factor in regional planning processes.
3. Regional partners to consider working with LLUK and its constituent employers to ensure a **regional dimension** is incorporated into some of LLUK's current national programmes, namely:
 - a. For FE sector employers - Catalyst programme
Business Interchange
 LLUK has provided 800 structured teacher placements from the FE sector this year, next year the number planned is 250. We LLUK is providing, across England, 800 structured teacher placements from the FE sector this year, next year the number planned is 250. We would like to discuss how we can increase this in the region and ensure sustainability in the longer term.
Pass on your skills
 LLUK has recently done some national advertising to raise awareness of the opportunities that teaching/training in the FE sector can bring. This was in the Engineering and Health and Social Care areas. The project includes training 150 people (across the English regions) in initial teacher training qualifications. Over 3,500 people have applied for these positions. We initially wish to ensure that more than 150 get the opportunity to train as teachers/trainers and discuss joint actions for future activity and again to discuss the sustainability in the longer term.
 - b. Supporting data collection in the FE sector as part of the FE Workforce Strategy Implementation Plan

- c. For youth work employers - expanding the supply and take up of apprenticeships in Youth Work through promotional campaigns with LLUK in the region.

3. Mapping the Sector Skills Agreement solutions to regional priorities

3.1 London Skills and Employment Board priorities

| London Skills and Employment Board | LLUK Sector Skills Agreement solutions |
|---|---|
| A. Maximising opportunities for inclusion | <ul style="list-style-type: none"> Develop a UK-wide leadership and management strategy Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector |
| | <ul style="list-style-type: none"> Recruitment programmes to address specific shortages in the lifelong learning sector |
| B. Increasing opportunities for London's businesses and communities close to the major capital projects (Olympics, Thames Gateway, Kings Cross, Wembley and South Central) | <ul style="list-style-type: none"> Recruitment programmes to address specific shortages in the lifelong learning sector |
| | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |
| C. A 14–19 curriculum offer meeting the current and future needs of all London's young people | <ul style="list-style-type: none"> Explore the options for 'professionalising' all parts of the lifelong learning workforce |
| | <ul style="list-style-type: none"> Development of an integrated CPD framework and model for the lifelong learning sector where appropriate |
| | <ul style="list-style-type: none"> Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working |
| D. Employer driven training for | <ul style="list-style-type: none"> Support lifelong learning |

| | |
|---|---|
| adults in work and entering work | employers in the move towards providing more learner-centred or demand-led learning and training opportunities |
| E. Improved public service delivery and productivity | <ul style="list-style-type: none"> Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working |
| F. Key employment sectors having a world-beating skilled workforce | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |
| G. Increasing Management and Leadership skills | <ul style="list-style-type: none"> Develop a UK-wide Leadership and Management Strategy |
| H. Promoting the value of diversity to London's employers | <ul style="list-style-type: none"> Develop a UK-wide Leadership and Management Strategy |
| | <ul style="list-style-type: none"> Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector |
| | <ul style="list-style-type: none"> Recruitment programmes to address specific shortages in the lifelong learning sector |

3.2 Economic Development Strategy priorities that LLUK's SSA will contribute to:

- deliver an improved and effective infrastructure to support London's future growth and development
- deliver healthy, sustainable, high quality communities and urban environments.
- tackle barriers to employment
- reduce disparities in labour market outcome between groups.
- address the impacts of concentrations of disadvantage
- address barriers to enterprise start-up, growth and competitiveness
- improve the skills of the workforce
- maximise the productivity and innovation potential of London's enterprises

4. Highlights of what LLUK are doing now to implement the Sector Skills Agreement

Promote collaborative and partnership working

- mapping effective collaborative work – particularly across the sector, e.g. FE and HE working together
- developing a process for the Skills for Business Network and the lifelong learning sector to work effectively together in order to facilitate demand-led provision

Addressing recruitment and retention issues across the sector

- the Catalyst Programme (www.catalystprogramme.org), 4 strands to run until 2010, for the wider further education sector:
 - Make a Difference
 - Business Talent
 - Business Interchange
 - Pass on your skills
- a feasibility study on how to attract high calibre graduates into the Youth Work sector

Developing capacity and capability across the sector

- general Professional Recognition scheme - looking at its wider application across the sector (this scheme is a system of accreditation of prior learning, experience and knowledge – APELK) managed by Standards Verification UK (SVUK, LLUK's sister company)
- tariff of Legacy Qualifications – mapped against the new Teaching Qualifications Framework, led by SVUK
- creating a CPD framework and case studies of good practice in CPD
- developing a 'skills for learning professionals' framework to include employer engagement, business development and multi-agency working skills
- the Catalyst Programme (see above)

Utilising skills for high performance

- work on the National Occupational Standards for Leadership and Management
- developing mentoring/coaching guidelines

The Impact Review

The Impact Review is assessing the impact of demand for learning and skills on the lifelong learning workforce. The following three national key areas have been identified from a review of published Sector Skills Agreements:

- CPD for teachers, tutors and trainers and knowledge transfer between FE, HE and industry to ensure the skills base meets the current and future needs of employers
- new qualifications and new forms of delivery e.g. flexible credit-based and 'bite-size' and National Skills Academies
- capacity building to meet demand in areas of learning in which an increase in the number of learners is envisaged and therefore the impact on provision e.g. Workforce planning that translates into increased numbers of learners for specific occupations, as well as major priority areas such as literacy, language and number, and leadership and management

LLUK is meeting with SSCs at national level to develop collaborative action plans that will:

- bring together supply and demand
- identify what activity is already taking place
- assist SSCs and LLUK in their planning processes to consider demand and supply issues in the lifelong learning sector

Employer group cross-working

LLUK is developing some actions that contribute to the findings of the Sector Skills Agreement for a subset (constituency) of its employers in England. For example:

- LLUK has facilitated the first **Workforce Strategy for the Further Education Sector**. This was launched by Bill Rammell, Minister for Lifelong Learning and Further and Higher Education in January 2008
 - this currently covers most of the Learning and Skills Council funded employers within the FE sector and will be reviewed annually
- LLUK are working with Children's Workforce Network board members to further the work arising from DCSF's 'Aiming High 10-year strategy for positive activities' for the **Youth Work** sector. We are currently focussing on development work on three of the initiatives laid out in the strategy
 - attract high calibre graduates to enter the workforce
 - increase the take up of apprenticeships across young people services and explore further development of the apprenticeship route (including possible new generic framework)
 - develop codes of practice for each sub profession within the youth workforce

We are also committed to providing expert relevant professional support to CWDC and partners who are designated as lead partners in the other policy areas.

LLUK SECTOR SKILLS AGREEMENT IN THE NORTH EAST

1. The lifelong learning workforce

Employer groups in the lifelong learning sector:

- **Community Learning & Development** including organisations delivering: Community Development, Community Education, Development Education, Family Learning, Personalised and Community Learning, Working with Parents, Youth work
- **Further Education colleges**
- **Higher Education institutions**
- **Libraries, Information Services and Archives institutions and providers**
- **Work Based Learning Providers**

Slightly more than 50% of the workforce is engaged in direct delivery of formal and informal learning.

The lifelong learning sector in the North East region is made up of:

- Higher Education Institutions – 5
- Further Education providers – 33
- Work-based learning providers – 89
- Adult and Community Learning providers (LA) – 12
- Approx 2,210 staff working in libraries, archives and information services

It is estimated that the lifelong learning workforce (based on SIC codes) in the North East is at least **30,343 staff** (this figure does not include WBL, parts of the community learning and development sector or volunteers).

2. Lifelong Learning UK Sector Skills Agreement

Our Sector Skills Agreement focuses on developing collaborative actions in the following 4 priority areas at a regional level:

- promoting collaborative and partnership working
- addressing recruitment and retention issues across the sector
- developing capacity and capability across the sector
- utilising skills for high performance

In addition LLUK have an additional stage, an **Impact Review**, reflecting the unique nature of LLUK. This **Impact Review** looks at the impact that demand from the other 24 Sector Skills Agreements will have on the LLUK workforce.

We are now in the final stages of the agreement which is intended to be a marker point on a journey which will necessarily continue not only to meet the needs of the lifelong learning sector but also to respond to the learning and skills development needs of other sectors.

Working with regional stakeholders and partners

LLUK is the SSC for its employers and their workforce development needs, including analysis of labour market intelligence and producing standards, qualifications and tools for the sector to use. However, at the same time, the sector is also the one that all other sectors look to fulfil their skills and training development needs, placing additional demands upon the lifelong learning workforce.

The sector has a complex make up with a myriad of initiatives and activities taking place across it. Most of these are driven by national policies (such as the Leitch review of skills) or statutory legislation (such as the FE teaching qualification reforms).

LLUK sees the Sector Skills agreement as a journey, with the stage 5 report as a snapshot in time, indicating the direction of travel and highlighting those partners and stakeholders with whom LLUK hopes to work. Consequently, some initiatives are already in place for some of the solutions, whilst some are being developed and others are ideas for the future discussion and development. At this stage of the process, LLUK seeks three outcomes from regional partners:

1. **Formal meetings** to be held with partners and LLUK on a planned timetable. It is hoped that these meetings would consist of the following:
 - a review of partner activities and plans with a view to anticipating the impact these will have on the LLUK workforce in the region
 - a review of LLUK activities and plans and the interaction between national and regional actions
2. Partners to include the LLUK workforce in its **planning processes** – effectively to recognise the needs of learning and training providers as integral to achieving wider regional economic strategies for the region. For example, one way forward could be to include the impact any project/activity will have on the LLUK workforce as a risk factor in regional planning processes.
3. Regional partners to consider working with LLUK and its constituent employers to ensure a **regional dimension** is incorporated into some of LLUK's current national programmes, namely:
 - a. For FE sector employers - Catalyst programme

Business Interchange
LLUK is providing, across England, 800 structured teacher placements from the FE sector this year, next year the number planned is 250. We would like to discuss how we can increase this in the region and ensure sustainability in the longer term.

Pass on your skills
LLUK has recently done some national advertising to raise awareness of the opportunities that teaching/training in the FE sector can bring. This was in the Engineering and Health and Social Care areas. The project includes training 150 people (across the English regions) in initial teacher training qualifications. Over 3,500 people have applied for these positions. We initially wish to ensure that more than 150 get the opportunity to train as teachers/trainers and discuss joint actions for future activity and again to discuss the sustainability in the longer term.
 - b. Supporting data collection in the FE sector as part of the FE Workforce Strategy Implementation Plan

- c. For youth work employers - expanding the supply and take up of apprenticeships in Youth Work through promotional campaigns with LLUK in the region.

3. Mapping the Sector Skills Agreement solutions to regional priorities

3.1 Skills North East Priorities

| Skills North East Priorities | LLUK Sector Skills Agreement solutions |
|---|---|
| 1. Increase employer demand for, and investment in, skills | <ul style="list-style-type: none"> Explore the options for 'professionalising' all parts of the lifelong learning workforce Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |
| 2. Raise individual aspirations and demand for learning, and provide individuals with opportunities throughout life to achieve their aspirations and embrace change | <ul style="list-style-type: none"> Develop sector-wide career pathways Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector Recruitment programmes to address specific shortages in the lifelong learning sector |
| 3. Enable those excluded from the labour market to access learning and sustainable Employment | <ul style="list-style-type: none"> Develop sector-wide career pathways Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector Recruitment programmes to address specific shortages in the lifelong learning sector |
| 4. Ensure all individuals have the foundations for Employability the attainment of skills for life and a first level 2 qualification | <ul style="list-style-type: none"> Explore the options for 'professionalising' all parts of the lifelong learning workforce Development of an integrated CPD framework and model for the lifelong learning sector where appropriate Develop a 'skills for learning professionals' qualifications |

| | |
|---|--|
| | framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working |
| 5. Increase the achievement of intermediate and higher level skills to support growth, innovation and productivity | <ul style="list-style-type: none"> Develop collaborative working across the lifelong learning sector to recognise and develop good practice |
| | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |
| 6. Enable colleges and learning providers to be more responsive to employers' and learners' needs | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |

3.2 Regional Economic Strategy Priorities that LLUK's SSA will contribute to:

- One: Building a new enterprise surge
- Two: Boosting productivity and innovation in business
- Four: Supporting world class skills and increased economic activity

4. Highlights of what LLUK are doing now to implement the Sector Skills Agreement

Promote collaborative and partnership working

- mapping effective collaborative work – particularly across the sector, e.g. FE and HE working together
- developing a process for the Skills for Business Network and the lifelong learning sector to work effectively together in order to facilitate demand-led provision

Addressing recruitment and retention issues across the sector

- the Catalyst Programme (www.catalystprogramme.org), 4 strands to run until 2010, for the wider further education sector:
 - Make a Difference
 - Business Talent
 - Business Interchange (now operating in the East of England)
 - Pass on your skills
- a feasibility study on how to attract high calibre graduates into the Youth Work sector

Developing capacity and capability across the sector

- general Professional Recognition scheme - looking at its wider application across the sector (this scheme is a system of accreditation of prior learning, experience and knowledge – APELK) managed by Standards Verification UK (SVUK, LLUK's sister company)
- tariff of Legacy Qualifications – mapped against the new Teaching Qualifications Framework, led by SVUK
- creating a CPD framework and case studies of good practice in CPD

- developing a 'skills for learning professionals' framework to include employer engagement, business development and multi-agency working skills
- the Catalyst Programme (see above)

Utilising skills for high performance

- work on the National Occupational Standards for leadership and management
- developing mentoring/coaching guidelines

The Impact Review

The Impact Review is assessing the impact of demand for learning and skills on the lifelong learning workforce. The following three national key areas have been identified from a review of published Sector Skills Agreements:

- CPD for teachers, tutors and trainers and knowledge transfer between FE, HE and industry to ensure the skills base meets the current and future needs of employers.
- new qualifications and new forms of delivery e.g. flexible credit-based and 'bite-size' and National Skills Academies
- capacity building to meet demand in areas of learning in which an increase in the number of learners is envisaged and therefore the impact on provision e.g. Workforce planning that translates into increased numbers of learners for specific occupations, as well as major priority areas such as literacy, language and number, and leadership and management

LLUK is meeting with SSCs at national level to develop collaborative action plans that will:

- bring together supply and demand
- identify what activity is already taking place
- assist SSCs and LLUK in their planning processes to consider demand and supply issues in the lifelong learning sector

Employer group cross-working

LLUK is developing some actions that contribute to the findings of the Sector Skills Agreement for a subset (constituency) of its employers in England. For example:

- LLUK has facilitated the first **Workforce Strategy for the Further Education Sector**. This was launched by Bill Rammell, Minister for Lifelong Learning and Further and Higher Education in January 2008
 - this currently covers most of the Learning and Skills Council funded employers within the FE sector and will be reviewed annually
- LLUK are working with Children's Workforce Network board members to further the work arising from DCSF's 'Aiming High 10-year strategy for positive activities' for the **Youth Work** sector. We are currently focussing on development work on three of the initiatives laid out in the strategy
 - attract high calibre graduates to enter the workforce
 - increase the take up of apprenticeships across young people services and explore further development of the apprenticeship route (including possible new generic framework)
 - develop codes of practice for each sub profession within the youth workforce

We are also committed to providing expert relevant professional support to CWDC and partners who are designated as lead partners in the other policy areas.

LLUK SECTOR SKILLS AGREEMENT IN THE NORTH WEST

1. The lifelong learning workforce

Employer groups in the lifelong learning sector:

- **Community Learning & Development** including organisations delivering: Community Development, Community Education, Development Education, Family Learning, Personalised and Community Learning, Working with Parents, Youth work
- **Further Education colleges**
- **Higher Education institutions**
- **Libraries, Information Services and Archives institutions and providers**
- **Work Based Learning Providers**

Slightly more than 50% of the workforce is engaged in direct delivery of formal and informal learning.

The lifelong learning sector in the North West region is made up of:

- Higher Education Institutions – 15
- Further Education providers – 69 (including 8 Specialist Colleges)
- Work-based learning providers – 187
- Adult and Community Learning providers (LA) – 23
- Approx 5,343 staff working in libraries, archives and information services

It is estimated that the lifelong learning workforce (based on SIC codes) in the North West is at least **87,195 staff** (this figure does not include WBL, parts of the community learning and development sector or volunteers).

2. Lifelong Learning UK Sector Skills Agreement

Our Sector Skills Agreement focuses on developing collaborative actions in the following four priority areas at a regional level:

- promoting collaborative and partnership working
- addressing recruitment and retention issues across the sector
- developing capacity and capability across the sector
- utilising skills for high performance

In addition LLUK have an additional stage, an **Impact Review**, reflecting the unique nature of LLUK. This **Impact Review** looks at the impact that demand from the other 24 Sector Skills Agreements will have on the LLUK workforce.

We are now in the final stages of the agreement which is intended to be a marker point on a journey which will necessarily continue not only to meet the needs of the lifelong learning sector but also to respond to the learning and skills development needs of other sectors.

Working with regional stakeholders and partners

LLUK is the SSC for its employers and their workforce development needs, including analysis of labour market intelligence and producing standards, qualifications and tools for the sector to use. However, at the same time, the sector is also the one that all other sectors look to fulfil their skills and training development needs, placing additional demands upon the lifelong learning workforce.

The sector has a complex make up with a myriad of initiatives and activities taking place across it. Most of these are driven by national policies (such as the Leitch review of skills) or statutory legislation (such as the FE teaching qualification reforms).

LLUK sees the Sector Skills agreement as a journey, with the stage 5 report as a snapshot in time, indicating the direction of travel and highlighting those partners and stakeholders with whom LLUK hopes to work. Consequently, some initiatives are already in place for some of the solutions, whilst some are being developed and others are ideas for the future discussion and development. At this stage of the process, LLUK seeks three outcomes from regional partners:

1. **Formal meetings** to be held with partners and LLUK on a planned timetable. It is hoped that these meetings would consist of the following:
 - a review of partner activities and plans with a view to anticipating the impact these will have on the LLUK workforce in the region
 - a review of LLUK activities and plans and the interaction between national and regional actions
2. Partners to include the LLUK workforce in its **planning processes** – effectively to recognise the needs of learning and training providers as integral to achieving wider regional economic strategies for the region. For example, one way forward could be to include the impact any project/activity will have on the LLUK workforce as a risk factor in regional planning processes.
3. Regional partners to consider working with LLUK and its constituent employers to ensure a **regional dimension** is incorporated into some of LLUK's current national programmes, namely:
 - a. For FE sector employers - Catalyst programme

Business Interchange
LLUK is providing, across England, 800 structured teacher placements from the FE sector this year, next year the number planned is 250. We would like to discuss how we can increase this in the region and ensure sustainability in the longer term.

Pass on your skills
LLUK has recently done some national advertising to raise awareness of the opportunities that teaching/training in the FE sector can bring. This was in the Engineering and Health and Social Care areas. The project includes training 150 people (across the English regions) in initial teacher training qualifications. Over 3,500 people have applied for these positions. We initially wish to ensure that more than 150 get the opportunity to train as teachers/trainers and discuss joint actions for future activity and again to discuss the sustainability in the longer term.
 - b. Supporting data collection in the FE sector as part of the FE Workforce Strategy Implementation Plan

- c. For youth work employers - expanding the supply and take up of apprenticeships in Youth Work through promotional campaigns with LLUK in the region.

3. Mapping the Sector Skills Agreement solutions to regional priorities

3.1 North West Regional Skills Partnership Priorities

| North West RSP Priorities | LLUK Sector Skills Agreement solutions |
|--|---|
| 1. Increase the participation of 16-19 year olds in education and/or work based learning, thereby securing increases in level 2 and level 3 attainment and progression into higher education | <ul style="list-style-type: none"> Explore the options for 'professionalising' all parts of the lifelong learning workforce |
| | <ul style="list-style-type: none"> Development of an integrated CPD framework and model for the lifelong learning sector where appropriate |
| | <ul style="list-style-type: none"> Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working |
| 2. Support adults to progress beyond level 2 and to attain skills and qualifications at level 3 and above, with a focus on key sectors | <ul style="list-style-type: none"> Explore the options for 'professionalising' all parts of the lifelong learning workforce |
| | <ul style="list-style-type: none"> Development of an integrated CPD framework and model for the lifelong learning sector where appropriate |
| | <ul style="list-style-type: none"> Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working |
| | <ul style="list-style-type: none"> Develop collaborative working across the lifelong learning sector to recognise and develop good practice |
| 3. Stimulate employers to invest more in workforce development which meets business needs including innovation, management, leadership and intermediate and higher level | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |

| technical and professional skills | |
|--|---|
| 4. Stimulate demand for, and investment in entrepreneurial, intermediate and higher level skills from individuals | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |
| | <ul style="list-style-type: none"> Develop collaborative working across the lifelong learning sector to recognise and develop good practice |
| 5. Support providers to respond to the needs of individuals and employers through delivery of high quality provision | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |
| 6. Increase the proportion of adults with the skills and qualifications needed for employment, with a focus on Skills for Life and Level 2 attainment | <ul style="list-style-type: none"> Explore the options for 'professionalising' all parts of the lifelong learning workforce |
| | <ul style="list-style-type: none"> Development of an integrated CPD framework and model for the lifelong learning sector where appropriate |
| | <ul style="list-style-type: none"> Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working |
| | <ul style="list-style-type: none"> Develop collaborative working across the lifelong learning sector to recognise and develop good practice |

3.2 Regional Economic Strategy priorities that LLUK's SSA will contribute to:

- developing new Enterprise and growing existing companies
- developing higher added-value activity in Regional Sectors
- innovation to improve productivity in all companies and exploit the Higher Education base of the region
- exploiting the Science/Research and Development base of the region
- improving International Competitiveness
- using ICT more effectively and efficiently

4. Highlights of what LLUK are doing now to implement the Sector Skills Agreement

Promote collaborative and partnership working

- mapping effective collaborative work – particularly across the sector, e.g. FE and HE working together

- developing a process for the Skills for Business Network and the lifelong learning sector to work effectively together in order to facilitate demand-led provision

Addressing recruitment and retention issues across the sector

- the Catalyst Programme (www.catalystprogramme.org), 4 strands to run until 2010, for the wider further education sector:
 - Make a Difference
 - Business Talent
 - Business Interchange (now operating in the East of England)
 - Pass on your skills
- a feasibility study on how to attract high calibre graduates into the Youth Work sector

Developing capacity and capability across the sector

- general Professional Recognition scheme - looking at its wider application across the sector (this scheme is a system of accreditation of prior learning, experience and knowledge – APELK) managed by Standards Verification UK (SVUK, LLUK's sister company)
- tariff of Legacy Qualifications – mapped against the new Teaching Qualifications Framework, led by SVUK
- creating a CPD framework and case studies of good practice in CPD
- developing a 'skills for learning professionals' framework to include employer engagement, business development and multi-agency working skills
- the Catalyst Programme (see above)

Utilising skills for high performance

- work on the National Occupational Standards for Leadership and Management
- developing mentoring/coaching guidelines

The Impact Review

The Impact Review is assessing the impact of demand for learning and skills on the lifelong learning workforce. The following three national key areas have been identified from a review of published Sector Skills Agreements:

- CPD for teachers, tutors and trainers and knowledge transfer between FE, HE and industry to ensure the skills base meets the current and future needs of employers.
- new qualifications and new forms of delivery e.g. flexible credit-based and 'bite-size' and National Skills Academies
- capacity building to meet demand in areas of learning in which an increase in the number of learners is envisaged and therefore the impact on provision e.g. Workforce planning that translates into increased numbers of learners for specific occupations, as well as major priority areas such as literacy, language and number, and leadership and management

LLUK is meeting with SSCs at national level to develop collaborative action plans that will:

- bring together supply and demand
- identify what activity is already taking place
- assist SSCs and LLUK in their planning processes to consider demand and supply issues in the lifelong learning sector

Employer group cross working

LLUK is developing some actions that contribute to the findings of the Sector Skills Agreement for a subset (constituency) of its employers in England. For example:

- LLUK has facilitated the first **Workforce Strategy for the Further Education Sector**. This was launched by Bill Rammell, Minister for Lifelong Learning and Further and Higher Education in January 2008
 - this currently covers most of the Learning and Skills Council funded employers within the FE sector and will be reviewed annually
- LLUK are working with Children's Workforce Network board members to further the work arising from DCSF's 'Aiming High 10-year strategy for positive activities' for the **Youth Work** sector. We are currently focussing on development work on three of the initiatives laid out in the strategy
 - attract high calibre graduates to enter the workforce
 - increase the take up of apprenticeships across young people services and explore further development of the apprenticeship route (including possible new generic framework)
 - develop codes of practice for each sub profession within the youth workforce
 We are also committed to providing expert relevant professional support to CWDC and partners who are designated as lead partners in the other policy areas.

LLUK SECTOR SKILLS AGREEMENT IN THE SOUTH EAST

1. The lifelong learning workforce

Employer groups in the lifelong learning sector:

- **Community Learning & Development** including organisations delivering: Community Development, Community Education, Development Education, Family Learning, Personalised and Community Learning, Working with Parents, Youth work
- **Further Education colleges**
- **Higher Education institutions**
- **Libraries, Information Services and Archives institutions and providers**
- **Work Based Learning Providers**

Slightly more than 50% of the workforce is engaged in direct delivery of formal and informal learning.

The lifelong learning sector in the South East region is made up of:

- Higher Education Institutions – 24
- Further Education providers – 82
- Work-based learning providers – 135
- Adult and Community Learning providers (LA) – 29
- Approx 6,789 staff working in libraries, archives and information services

It is estimated that the lifelong learning workforce (based on SIC codes) in the South East is at least **119,695 staff** (this figure does not include WBL, parts of the community learning and development sector or volunteers).

2. Lifelong Learning UK Sector Skills Agreement

Our Sector Skills Agreement focuses on developing collaborative actions in the following four priority areas at a regional level:

- promoting collaborative and partnership working
- addressing recruitment and retention issues across the sector
- developing capacity and capability across the sector
- utilising skills for high performance

In addition LLUK have an additional stage, an **Impact Review**, reflecting the unique nature of LLUK. This **Impact Review** looks at the impact that demand from the other 24 Sector Skills Agreements will have on the LLUK workforce.

We are now in the final stages of the agreement which is intended to be a marker point on a journey which will necessarily continue not only to meet the needs of the lifelong learning sector but also to respond to the learning and skills development needs of other sectors.

Working with regional stakeholders and partners

LLUK is the SSC for its employers and their workforce development needs, including analysis of labour market intelligence and producing standards, qualifications and tools for the sector to use. However, at the same time, the sector is also the one that all other sectors look to fulfil their skills and training development needs, placing additional demands upon the lifelong learning workforce.

The sector has a complex make up with a myriad of initiatives and activities taking place across it. Most of these are driven by national policies (such as the Leitch review of skills) or statutory legislation (such as the FE teaching qualification reforms).

LLUK sees the Sector Skills agreement as a journey, with the stage 5 report as a snapshot in time, indicating the direction of travel and highlighting those partners and stakeholders with whom LLUK hopes to work. Consequently, some initiatives are already in place for some of the solutions, whilst some are being developed and others are ideas for the future discussion and development. At this stage of the process, LLUK seeks three outcomes from regional partners:

1. **Formal meetings** to be held with partners and LLUK on a planned timetable. It is hoped that these meetings would consist of the following:
 - a review of partner activities and plans with a view to anticipating the impact these will have on the LLUK workforce in the region
 - a review of LLUK activities and plans and the interaction between national and regional actions
2. Partners to include the LLUK workforce in its **planning processes** – effectively to recognise the needs of learning and training providers as integral to achieving wider regional economic strategies for the region. For example, one way forward could be to include the impact any project/activity will have on the LLUK workforce as a risk factor in regional planning processes.
3. Regional partners to consider working with LLUK and its constituent employers to ensure a **regional dimension** is incorporated into some of LLUK's current national programmes, namely:
 - a. For FE sector employers - Catalyst programme

Business Interchange
LLUK is providing, across England, 800 structured teacher placements from the FE sector this year, next year the number planned is 250. We would like to discuss how we can increase this in the region and ensure sustainability in the longer term.

Pass on your skills
LLUK has recently done some national advertising to raise awareness of the opportunities that teaching/training in the FE sector can bring. This was in the Engineering and Health and Social Care areas. The project includes training 150 people (across the English regions) in initial teacher training qualifications. Over 3,500 people have applied for these positions. We initially wish to ensure that more than 150 get the opportunity to train as teachers/trainers and discuss joint actions for future activity and again to discuss the sustainability in the longer term.
 - b. Supporting data collection in the FE sector as part of the FE Workforce Strategy Implementation Plan

- c. For youth work employers - expanding the supply and take up of apprenticeships in Youth Work through promotional campaigns with LLUK in the region.

3. Mapping the Sector Skills Agreement solutions to regional priorities

3.1 South East Skills Development activities

| South East Skills Activities | LLUK Sector Skills Agreement solutions |
|---|--|
| 1. The Action for Business College Network | <ul style="list-style-type: none"> All ten solutions |
| 2. Supporting Development of Young People | <ul style="list-style-type: none"> Explore the options for 'professionalising' all parts of the lifelong learning workforce Development of an integrated CPD framework and model for the lifelong learning sector where appropriate Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working |
| 3. Higher Education Task Group | <ul style="list-style-type: none"> All ten solutions |
| 4. Regional Skills Brokerage Model | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |
| 5. Skills For Life | <ul style="list-style-type: none"> Explore the options for 'professionalising' all parts of the lifelong learning workforce Development of an integrated CPD framework and model for the lifelong learning sector where appropriate Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working |
| 6. Training Pools | <ul style="list-style-type: none"> Develop sector-wide career pathways Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector Recruitment programmes to address specific shortages in the lifelong learning sector |

3.2 Regional Economic Strategy Priorities that LLUK's SSA will contribute to:

- science and innovation campuses – to establish new world class research facilities in the South East
- skills escalator – to ensure that people at all skill levels are continually equipped to progress in the labour market
- raising economic activity rates – by addressing barriers to employment and increasing incentives to work
- education-led regeneration – to harness the catalytic effect of new Further and Higher Education facilities on releasing untapped potential

4. Highlights of what LLUK are doing now to implement the Sector Skills Agreement

Promote collaborative and partnership working

- mapping effective collaborative work – particularly across the sector, e.g. FE and HE working together
- developing a process for the Skills for Business Network and the lifelong learning sector to work effectively together in order to facilitate demand- led provision

Addressing recruitment and retention issues across the sector

- the Catalyst Programme (www.catalystprogramme.org), 4 strands to run until 2010, for the wider further education sector:
 - Make a Difference
 - Business Talent
 - Business Interchange (now operating in the East of England)
 - Pass on your skills
- a feasibility study on how to attract high calibre graduates into the Youth Work sector

Developing capacity and capability across the sector

- general Professional Recognition scheme - looking at its wider application across the sector (this scheme is a system of accreditation of prior learning, experience and knowledge – APELK) managed by Standards Verification UK (SVUK, LLUK's sister company)
- tariff of Legacy Qualifications – mapped against the new Teaching Qualifications Framework, led by SVUK
- creating a CPD framework and case studies of good practice in CPD
- developing a 'skills for learning professionals' framework to include employer engagement, business development and multi-agency working skills
- the Catalyst Programme (see above)

Utilising skills for high performance

- work on the National Occupational Standards for Leadership and Management
- developing mentoring/coaching guidelines

The Impact Review

The Impact Review is assessing the impact of demand for learning and skills on the lifelong learning workforce. The following three national key areas have been identified from a review of published Sector Skills Agreements:

- CPD for teachers, tutors and trainers and knowledge transfer between FE, HE and industry to ensure the skills base meets the current and future needs of employers
- new qualifications and new forms of delivery e.g. flexible credit-based and 'bite-size' and National Skills Academies
- capacity building to meet demand in areas of learning in which an increase in the number of learners is envisaged and therefore the impact on provision e.g. Workforce planning that translates into increased numbers of learners for specific occupations, as well as major priority areas such as literacy, language and number, and leadership and management

LLUK is meeting with SSCs at national level to develop collaborative action plans that will:

- bring together supply and demand
- identify what activity is already taking place
- assist SSCs and LLUK in their planning processes to consider demand and supply issues in the lifelong learning sector

Employer group cross-working

LLUK is developing some actions that contribute to the findings of the Sector Skills Agreement for a subset (constituency) of its employers in England. For example:

- LLUK has facilitated the first **Workforce Strategy for the Further Education Sector**. This was launched by Bill Rammell, Minister for Lifelong Learning and Further and Higher Education in January 2008
 - this currently covers most of the Learning and Skills Council funded employers within the FE sector and will be reviewed annually
- LLUK are working with Children's Workforce Network board members to further the work arising from DCSF's 'Aiming High 10-year strategy for positive activities' for the **Youth Work** sector. We are currently focussing on development work on three of the initiatives laid out in the strategy
 - attract high calibre graduates to enter the workforce
 - increase the take up of apprenticeships across young people services and explore further development of the apprenticeship route (including possible new generic framework)
 - develop codes of practice for each sub profession within the youth workforce

We are also committed to providing expert relevant professional support to CWDC and partners who are designated as lead partners in the other policy areas.

LLUK SECTOR SKILLS AGREEMENT IN THE SOUTH WEST

1. The lifelong learning workforce

Employer groups in the lifelong learning sector:

- **Community Learning & Development** including organisations delivering: Community Development, Community Education, Development Education, Family Learning, Personalised and Community Learning, Working with Parents, Youth work
- **Further Education colleges**
- **Higher Education institutions**
- **Libraries, Information Services and Archives institutions and providers**
- **Work Based Learning Providers**

Slightly more than 50% of the workforce is engaged in direct delivery of formal and informal learning.

The lifelong learning sector in the South East region is made up of:

- Higher Education Institutions – 14
- Further Education providers – 33
- Work-based learning providers – 113
- Adult and Community Learning providers – 35
- Approx 4,403 staff working in Libraries, archives and information services

It is estimated that the lifelong learning workforce (based on SIC codes) in the South West is at least **62,846 staff** (this figure does not include WBL, parts of the community learning and development sector or volunteers).

2. Lifelong Learning UK Sector Skills Agreement

Our Sector Skills Agreement focuses on developing collaborative actions in the following four priority areas at a regional level:

- promoting collaborative and partnership working
- addressing recruitment and retention issues across the sector
- developing capacity and capability across the sector
- utilising skills for high performance

In addition LLUK have an additional stage, an **Impact Review**, reflecting the unique nature of LLUK. This **Impact Review** looks at the impact that demand from the other 24 Sector Skills Agreements will have on the LLUK workforce.

We are now in the final stages of the agreement which is intended to be a marker point on a journey which will necessarily continue not only to meet the needs of the lifelong learning sector but also to respond to the learning and skills development needs of other sectors.

Working with regional stakeholders and partners

LLUK is the SSC for its employers and their workforce development needs, including analysis of labour market intelligence and producing standards, qualifications and tools for the sector to use. However, at the same time, the sector is also the one that all other sectors look to fulfil their skills and training development needs, placing additional demands upon the lifelong learning workforce.

The sector has a complex make up with a myriad of initiatives and activities taking place across it. Most of these are driven by national policies (such as the Leitch review of skills) or statutory legislation (such as the FE teaching qualification reforms).

LLUK sees the Sector Skills agreement as a journey, with the stage 5 report as a snapshot in time, indicating the direction of travel and highlighting those partners and stakeholders with whom LLUK hopes to work. Consequently, some initiatives are already in place for some of the solutions, whilst some are being developed and others are ideas for the future discussion and development. At this stage of the process, LLUK seeks three outcomes from regional partners:

1. **Formal meetings** to be held with partners and LLUK on a planned timetable. It is hoped that these meetings would consist of the following:
 - a review of partner activities and plans with a view to anticipating the impact these will have on the LLUK workforce in the region
 - a review of LLUK activities and plans and the interaction between national and regional actions
2. Partners to include the LLUK workforce in its **planning processes** – effectively to recognise the needs of learning and training providers as integral to achieving wider regional economic strategies for the region. For example, one way forward could be to include the impact any project/activity will have on the LLUK workforce as a risk factor in regional planning processes.
3. Regional partners to consider working with LLUK and its constituent employers to ensure a **regional dimension** is incorporated into some of LLUK's current national programmes, namely:
 - a. For FE sector employers - Catalyst programme

Business Interchange

LLUK is providing, across England, 800 structured teacher placements from the FE sector this year, next year the number planned is 250. We would like to discuss how we can increase this in the region and ensure sustainability in the longer term.

Pass on your skills

LLUK has recently done some national advertising to raise awareness of the opportunities that teaching/training in the FE sector can bring. This was in the Engineering and Health and Social Care areas. The project includes training 150 people (across the English regions) in initial teacher training qualifications. Over 3,500 people have applied for these positions. We initially wish to ensure that more than 150 get the opportunity to train as teachers/trainers and discuss joint actions for future activity and again to discuss the sustainability in the longer term.
 - b. Supporting data collection in the FE sector as part of the FE Workforce Strategy Implementation Plan

- c. For youth work employers - expanding the supply and take up of apprenticeships in Youth Work through promotional campaigns with LLUK in the region

3. Mapping the Sector Skills Agreement solutions to regional priorities

3.1 South West Regional Skills Partnership Priorities

| South West Regional Skills Partnership priorities | LLUK Sector Skills Agreement solutions |
|--|--|
| 1. Improving leadership and management skills | <ul style="list-style-type: none"> Develop a UK-wide leadership and management strategy |
| 2. Developing the enterprise skills of all ages within the SW | <ul style="list-style-type: none"> Explore the options for 'professionalising' all parts of the lifelong learning workforce Development of an integrated CPD framework and model for the lifelong learning sector where appropriate Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working |
| 3. Developing the skills to increase innovation and creativity within the SW economy | <ul style="list-style-type: none"> Explore the options for 'professionalising' all parts of the lifelong learning workforce Development of an integrated CPD framework and model for the lifelong learning sector where appropriate Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working Develop collaborative working across the lifelong learning sector to recognise and develop good practice |

4. Ensuring that the skills needs of the regional economy, and in key sectors in particular, are addressed at level 3 and above (including higher education)

- Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities

3.2 Regional Economic Strategy Priorities that LLUK's SSA will contribute to:

- support Business Productivity
- encourage new enterprise
- deliver skills for the economy
- compete in the global economy
- promote innovation

4. Highlights of what LLUK are doing now to implement the Sector Skills Agreement

Promote collaborative and partnership working

- mapping effective collaborative work – particularly across the sector, e.g. FE and HE working together
- developing a process for the Skills for Business Network and the lifelong learning sector to work effectively together in order to facilitate demand-led provision

Addressing recruitment and retention issues across the sector

- the Catalyst Programme (www.catalystprogramme.org), 4 strands to run until 2010, for the wider further education sector:
 - Make a Difference
 - Business Talent
 - Business Interchange (now operating in the East of England)
 - Pass on your skills
- a feasibility study on how to attract high calibre graduates into the Youth Work sector

Developing capacity and capability across the sector

- general Professional Recognition scheme - looking at its wider application across the sector (this scheme is a system of accreditation of prior learning, experience and knowledge – APELK) managed by Standards Verification UK (SVUK, LLUK's sister company)
- tariff of Legacy Qualifications – mapped against the new Teaching Qualifications Framework, led by SVUK
- creating a CPD framework and case studies of good practice in CPD
- developing a 'skills for learning professionals' framework to include employer engagement, business development and multi-agency working skills
- the Catalyst Programme (see above)

Utilising skills for high performance

- work on the National Occupational Standards for Leadership and Management
- developing mentoring/coaching guidelines

The Impact Review

The Impact Review is assessing the impact of demand for learning and skills on the lifelong learning workforce. The following three national key areas have been identified from a review of published Sector Skills Agreements:

- CPD for teachers, tutors and trainers and knowledge transfer between FE, HE and industry to ensure the skills base meets the current and future needs of employers.
- new qualifications and new forms of delivery e.g. flexible credit-based and 'bite-size' and National Skills Academies
- capacity building to meet demand in areas of learning in which an increase in the number of learners is envisaged and therefore the impact on provision e.g. Workforce planning that translates into increased numbers of learners for specific occupations, as well as major priority areas such as literacy, language and number, and leadership and management

LLUK is meeting with SSCs at national level to develop collaborative action plans that will:

- bring together supply and demand
- identify what activity is already taking place
- assist SSCs and LLUK in their planning processes to consider demand and supply issues in the lifelong learning sector

Employer group cross-working

LLUK is developing some actions that contribute to the findings of the Sector Skills Agreement for a subset (constituency) of its employers in England. For example:

- LLUK has facilitated the first **Workforce Strategy for the Further Education Sector**. This was launched by Bill Rammell, Minister for Lifelong Learning and Further and Higher Education in January 2008
 - this currently covers most of the Learning and Skills Council funded employers within the FE sector and will be reviewed annually
 - LLUK are working with Children's Workforce Network board members to further the work arising from DCSF's 'Aiming High 10-year strategy for positive activities' for the **Youth Work** sector. We are currently focussing on development work on three of the initiatives laid out in the strategy
 - attract high calibre graduates to enter the workforce
 - increase the take up of apprenticeships across young people services and explore further development of the apprenticeship route (including possible new generic framework)
 - develop codes of practice for each sub profession within the youth workforce
- We are also committed to providing expert relevant professional support to CWDC and partners who are designated as lead partners in the other policy areas.

LLUK SECTOR SKILLS AGREEMENT IN THE WEST MIDLANDS

1. The lifelong learning workforce

Employer groups in the lifelong learning sector:

- **Community Learning & Development** including organisations delivering: Community Development, Community Education, Development Education, Family Learning, Personalised and Community Learning, Working with Parents, Youth work
- **Further Education colleges**
- **Higher Education institutions**
- **Libraries, Information Services and Archives institutions and providers**
- **Work Based Learning Providers**

Slightly more than 50% of the workforce is engaged in direct delivery of formal and informal learning.

The lifelong learning sector in the West Midlands region is made up of:

- Higher Education Institutions – 13
- Further Education providers – 47
- Work-based learning LSC contracts – 222
- Adult and Community Learning LSC contracts – 36
- Approx 3,787 staff working in libraries, archives and information services

It is estimated that the lifelong learning workforce (based on SIC codes) in the West Midlands is at least **59,243 staff** (this figure does not include WBL, parts of the community learning and development sector or volunteers).

2. Lifelong Learning UK Sector Skills Agreement

Our Sector Skills Agreement focuses on developing collaborative actions in the following four priority areas at a regional level:

- promoting collaborative and partnership working
- addressing recruitment and retention issues across the sector
- developing capacity and capability across the sector
- utilising skills for high performance

In addition LLUK have an additional stage, an **Impact Review**, reflecting the unique nature of LLUK. This **Impact Review** looks at the impact that demand from the other 24 Sector Skills Agreements will have on the LLUK workforce.

We are now in the final stages of the agreement which is intended to be a marker point on a journey which will necessarily continue not only to meet the needs of the lifelong learning sector but also to respond to the learning and skills development needs of other sectors.

Working with regional stakeholders and partners

LLUK is the SSC for its employers and their workforce development needs, including analysis of labour market intelligence and producing standards, qualifications and tools for the sector to use. However, at the same time, the sector is also the one that all other sectors look to fulfil their skills and training development needs, placing additional demands upon the lifelong learning workforce.

The sector has a complex make up with a myriad of initiatives and activities taking place across it. Most of these are driven by national policies (such as the Leitch review of skills) or statutory legislation (such as the FE teaching qualification reforms).

LLUK sees the Sector Skills agreement as a journey, with the stage 5 report as a snapshot in time, indicating the direction of travel and highlighting those partners and stakeholders with whom LLUK hopes to work. Consequently, some initiatives are already in place for some of the solutions, whilst some are being developed and others are ideas for the future discussion and development. At this stage of the process, LLUK seeks three outcomes from regional partners:

1. **Formal meetings** to be held with partners and LLUK on a planned timetable. It is hoped that these meetings would consist of the following:
 - a review of partner activities and plans with a view to anticipating the impact these will have on the LLUK workforce in the region
 - a review of LLUK activities and plans and the interaction between national and regional actions
2. Partners to include the LLUK workforce in its **planning processes** – effectively to recognise the needs of learning and training providers as integral to achieving wider regional economic strategies for the region. For example, one way forward could be to include the impact any project/activity will have on the LLUK workforce as a risk factor in regional planning processes.
3. Regional partners to consider working with LLUK and its constituent employers to ensure a **regional dimension** is incorporated into some of LLUK's current national programmes, namely:
 - a. For FE sector employers - Catalyst programme

Business Interchange
LLUK is providing, across England, 800 structured teacher placements from the FE sector this year, next year the number planned is 250. We would like to discuss how we can increase this in the region and ensure sustainability in the longer term.

Pass on your skills
LLUK has recently done some national advertising to raise awareness of the opportunities that teaching/training in the FE sector can bring. This was in the Engineering and Health and Social Care areas. The project includes training 150 people (across the English regions) in initial teacher training qualifications. Over 3,500 people have applied for these positions. We initially wish to ensure that more than 150 get the opportunity to train as teachers/trainers and discuss joint actions for future activity and again to discuss the sustainability in the longer term.
 - b. Supporting data collection in the FE sector as part of the FE Workforce Strategy Implementation Plan

- c. For youth work employers - expanding the supply and take up of apprenticeships in Youth Work through promotional campaigns with LLUK in the region.

3. Mapping the Sector Skills Agreement solutions to regional priorities

3.1 West Midlands Regional Skills Partnership Priorities

| West Midlands Regional Skills Partnership priorities | LLUK Sector Skills Agreement solutions |
|--|--|
| 1. Ensure that employers' needs are met by appropriate training and business support | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |
| 2. Ensuring that the skills needs of the regional economy, and in key sectors in particular, are addressed at level 3 and above (including HE) | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |

3.2 Regional Economic Strategy Priorities that LLUK's SSA will contribute to:

- raising ambitions and aspirations
- achieving full potential and opportunities for all
- sustainable communities

4. Highlights of what LLUK are doing now to implement the Sector Skills Agreement

Promote collaborative and partnership working

- mapping effective collaborative work – particularly across the sector, e.g. FE and HE working together
- developing a process for the Skills for Business Network and the lifelong learning sector to work effectively together in order to facilitate demand-led provision

Addressing recruitment and retention issues across the sector

- the Catalyst Programme (www.catalystprogramme.org), 4 strands to run until 2010, for the wider further education sector:
 - Make a Difference
 - Business Talent
 - Business Interchange (now operating in the East of England)
 - Pass on your skills
- a feasibility study on how to attract high calibre graduates into the Youth Work sector

Developing capacity and capability across the sector

- general Professional Recognition scheme - looking at its wider application across the sector (this scheme is a system of accreditation of prior learning, experience and knowledge – APELK) managed by Standards Verification UK (SVUK, LLUK's sister company)
- tariff of Legacy Qualifications – mapped against the new Teaching Qualifications Framework, led by SVUK
- creating a CPD framework and case studies of good practice in CPD
- developing a 'skills for learning professionals' framework to include employer engagement, business development and multi-agency working skills
- the Catalyst Programme (see above)

Utilising skills for high performance

- work on the National Occupational Standards for Leadership and Management
- developing mentoring/coaching guidelines

The Impact Review

The Impact Review is assessing the impact of demand for learning and skills on the lifelong learning workforce. The following three national key areas have been identified from a review of published Sector Skills Agreements:

- CPD for teachers, tutors and trainers and knowledge transfer between FE, HE and industry to ensure the skills base meets the current and future needs of employers.
- new qualifications and new forms of delivery e.g. flexible credit-based and 'bite-size' and National Skills Academies
- capacity building to meet demand in areas of learning in which an increase in the number of learners is envisaged and therefore the impact on provision e.g. Workforce planning that translates into increased numbers of learners for specific occupations, as well as major priority areas such as literacy, language and number, and leadership and management

LLUK is meeting with SSCs at national level to develop collaborative action plans that will:

- bring together supply and demand
- identify what activity is already taking place
- assist SSCs and LLUK in their planning processes to consider demand and supply issues in the lifelong learning sector

Employer group cross-working

LLUK is developing some actions that contribute to the findings of the Sector Skills Agreement for a subset (constituency) of its employers in England. For example:

- LLUK has facilitated the first **Workforce Strategy for the Further Education Sector**. This was launched by Bill Rammell, Minister for Lifelong Learning and Further and Higher Education in January 2008
 - this currently covers most of the Learning and Skills Council funded employers within the FE sector and will be reviewed annually
- LLUK are working with Children's Workforce Network board members to further the work arising from DCSF's 'Aiming High 10-year strategy for positive activities' for the **Youth Work** sector. We are currently focussing on development work on three of the initiatives laid out in the strategy
 - attract high calibre graduates to enter the workforce

- increase the take up of apprenticeships across young people services and explore further development of the apprenticeship route (including possible new generic framework)
 - develop codes of practice for each sub profession within the youth workforce.
- We are also committed to providing expert relevant professional support to CWDC and partners who are designated as lead partners in the other policy areas

LLUK SECTOR SKILLS AGREEMENT IN YORKSHIRE AND THE HUMBER

1. The lifelong learning workforce

Employer groups in the lifelong learning sector:

- **Community Learning & Development** including organisations delivering: Community Development, Community Education, Development Education, Family Learning, Personalised and Community Learning, Working with Parents, Youth work
- **Further Education colleges**
- **Higher Education institutions**
- **Libraries, Information Services and Archives institutions and providers**
- **Work Based Learning Providers**

Slightly more than 50% of the workforce is engaged in direct delivery of formal and informal learning.

The lifelong learning sector in the Yorkshire and Humber region is made up of:

- Higher Education Institutions – 14 (11 universities, 3 HE colleges)
- Further Education providers – 62
- Work-based learning providers – 128
- Adult and Community Learning providers (LA) – 21
- Approx 6,573 staff working in Libraries, archives and information services

It is estimated that the lifelong learning workforce (based on SIC codes) in Yorkshire and the Humber is at least **77,834 staff** (this figure does not include WBL, parts of the community learning and development sector or volunteers).

2. Lifelong Learning UK Sector Skills Agreement

Our Sector Skills Agreement focuses on developing collaborative actions in the following four priority areas at a regional level:

- promoting collaborative and partnership working
- addressing recruitment and retention issues across the sector
- developing capacity and capability across the sector
- utilising skills for high performance

In addition LLUK have an additional stage, an **Impact Review**, reflecting the unique nature of LLUK. This **Impact Review** looks at the impact that demand from the other 24 Sector Skills Agreements will have on the LLUK workforce.

We are now in the final stages of the agreement which is intended to be a marker point on a journey which will necessarily continue not only to meet the needs of the lifelong learning sector but also to respond to the learning and skills development needs of other sectors.

Working with regional stakeholders and partners

LLUK is the SSC for its employers and their workforce development needs, including analysis of labour market intelligence and producing standards, qualifications and tools for the sector to use. However, at the same time, the sector is also the one that all other sectors look to fulfil their skills and training development needs, placing additional demands upon the lifelong learning workforce.

The sector has a complex make up with a myriad of initiatives and activities taking place across it. Most of these are driven by national policies (such as the Leitch review of skills) or statutory legislation (such as the FE teaching qualification reforms).

LLUK sees the Sector Skills agreement as a journey, with the stage 5 report as a snapshot in time, indicating the direction of travel and highlighting those partners and stakeholders with whom LLUK hopes to work. Consequently, some initiatives are already in place for some of the solutions, whilst some are being developed and others are ideas for the future discussion and development. At this stage of the process, LLUK seeks three outcomes from regional partners:

1. **Formal meetings** to be held with partners and LLUK on a planned timetable. It is hoped that these meetings would consist of the following:
 - a review of partner activities and plans with a view to anticipating the impact these will have on the LLUK workforce in the region
 - a review of LLUK activities and plans and the interaction between national and regional actions
2. Partners to include the LLUK workforce in its **planning processes** – effectively to recognise the needs of learning and training providers as integral to achieving wider regional economic strategies for the region. For example, one way forward could be to include the impact any project/activity will have on the LLUK workforce as a risk factor in regional planning processes.
3. Regional partners to consider working with LLUK and its constituent employers to ensure a **regional dimension** is incorporated into some of LLUK's current national programmes, namely:
 - a. For FE sector employers - Catalyst programme

Business Interchange
Business Interchange

LLUK is providing, across England, 800 structured teacher placements from the FE sector this year, next year the number planned is 250. We would like to discuss how we can increase this in the region and ensure sustainability in the longer term.

Pass on your skills

LLUK has recently done some national advertising to raise awareness of the opportunities that teaching/training in the FE sector can bring. This was in the Engineering and Health and Social Care areas. The project includes training 150 people (across the English regions) in initial teacher training qualifications. Over 3,500 people have applied for these positions. We initially wish to ensure that more than 150 get the opportunity to train as teachers/trainers and discuss joint actions for future activity and again to discuss the sustainability in the longer term.
 - b. Supporting data collection in the FE sector as part of the FE Workforce Strategy Implementation Plan

- c. For youth work employers - expanding the supply and take up of apprenticeships in Youth Work through promotional campaigns with LLUK in the region.

3. Mapping the Sector Skills Agreement solutions to regional priorities

3.1 Yorkshire and Humber Regional Skills Partnership Priorities

| Yorkshire and Humber Regional Skills Partnership priorities | LLUK Sector Skills Agreement solutions |
|--|---|
| 1. Employability: to enhance the employability of individuals, improve basic skills, and improve skills for everyday work | <ul style="list-style-type: none"> Explore the options for 'professionalising' all parts of the lifelong learning workforce |
| | <ul style="list-style-type: none"> Development of an integrated CPD framework and model for the lifelong learning sector where appropriate |
| | <ul style="list-style-type: none"> Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working |
| | <ul style="list-style-type: none"> Develop sector-wide career pathways |
| | <ul style="list-style-type: none"> Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector |
| | <ul style="list-style-type: none"> Recruitment programmes to address specific shortages in the lifelong learning sector |
| 2. Higher level skills: to promote, develop and deliver skills training and development in line with labour market needs | <ul style="list-style-type: none"> Explore the options for 'professionalising' all parts of the lifelong learning workforce |
| | <ul style="list-style-type: none"> Development of an integrated CPD framework and model for the lifelong learning sector where appropriate |
| | <ul style="list-style-type: none"> Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working |
| | <ul style="list-style-type: none"> Develop a UK-wide leadership and management strategy |
| 3. Business support: to refine and develop the offer to employers, providing integrated support in response to customer needs | <ul style="list-style-type: none"> Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities |

3.2 Regional Economic Strategy Priorities that LLUK's SSA will contribute to:

- **competitive businesses** – making indigenous businesses more productive because they innovate and invest
- **skilled People** – with talents that employers value and which offer due reward
- **to connect people to good jobs** – because levels of employment make a big difference to people and the economy, and we need more people in jobs in deprived areas
- **stronger cities, towns and rural communities** – to ensure they are attractive places to live, work and invest

4. Highlights of what LLUK are doing now to implement the Sector Skills Agreement

Promote collaborative and partnership working

- mapping effective collaborative work – particularly across the sector, eg. FE and HE working together
- developing a process for the Skills for Business Network and the lifelong learning sector to work effectively together in order to facilitate demand- led provision

Addressing recruitment and retention issues across the sector

- the Catalyst Programme (www.catalystprogramme.org), 4 strands to run until 2010, for the wider further education sector:
 - Make a Difference
 - Business Talent
 - Business Interchange (now operating in the East of England)
 - Pass on your skills
- a feasibility study on how to attract high calibre graduates into the Youth Work sector

Developing capacity and capability across the sector

- general Professional Recognition scheme - looking at its wider application across the sector (this scheme is a system of accreditation of prior learning, experience and knowledge – APELK) managed by Standards Verification UK (SVUK, LLUK's sister company)
- tariff of Legacy Qualifications – mapped against the new Teaching Qualifications Framework, led by SVUK
- creating a CPD framework and case studies of good practice in CPD
- developing a 'skills for learning professionals' framework to include employer engagement, business development and multi-agency working skills
- the Catalyst Programme (see above)

Utilising skills for high performance

- work on the National Occupational Standards for leadership and management
- developing mentoring/coaching guidelines

The Impact Review

The Impact Review is assessing the impact of demand for learning and skills on the lifelong learning workforce. The following three national key areas have been identified from a review of published Sector Skills Agreements:

- CPD for teachers, tutors and trainers and knowledge transfer between FE, HE and industry to ensure the skills base meets the current and future needs of employers
- new qualifications and new forms of delivery e.g. flexible credit-based and 'bite-size' and National Skills Academies
- capacity building to meet demand in areas of learning in which an increase in the number of learners is envisaged and therefore the impact on provision e.g. Workforce planning that translates into increased numbers of learners for specific occupations, as well as major priority areas such as literacy, language and number, and leadership and management

LLUK is meeting with SSCs at national level to develop collaborative action plans that will:

- bring together supply and demand
- identify what activity is already taking place
- assist SSCs and LLUK in their planning processes to consider demand and supply issues in the lifelong learning sector

Employer group cross-working

LLUK is developing some actions that contribute to the findings of the Sector Skills Agreement for a subset (constituency) of its employers in England. For example:

- LLUK has facilitated the first **Workforce Strategy for the Further Education Sector**. This was launched by Bill Rammell, Minister for Lifelong Learning and Further and Higher Education in January 2008
 - This currently covers most of the Learning and Skills Council funded employers within the FE sector and will be reviewed annually.
- LLUK are working with Children's Workforce Network board members to further the work arising from DCSF's 'Aiming High 10-year strategy for positive activities' for the **Youth Work** sector. We are currently focussing on development work on three of the initiatives laid out in the strategy
 - attract high calibre graduates to enter the workforce.
 - increase the take up of apprenticeships across young people services and explore further development of the apprenticeship route (including possible new generic framework)
 - develop codes of practice for each sub profession within the youth workforce.

We are also committed to providing expert relevant professional support to CWDC and partners who are designated as lead partners in the other policy areas.

Memorandums of agreement

We are developing memoranda of agreement with various stakeholders.

Thus far we have developed an agreement with the Museums, Libraries and Archives Council for England – through renewal of our Strategic Partnership Agreement.

The Further Education Workforce Strategy 2007-2012 has been brokered and developed with a range of partners and stakeholders from across the wider FE system in England and as such are listed in the printed version of the strategy. These partners and stakeholders are currently working with LLUK on the development of the associated Implementation Plan for 2008/09 and therefore this constitutes a series of ‘agreements’ for taking the issues identified in the SSA forwards:

Association of Colleges (AoC)
 Association of Training Providers (ALP)
 Association of College Managers (ACM)
 Association of Teachers and Lecturers (ATL)
 British Educational Communications and Technology Agency (BECTA)
 Centre for Excellence in Leadership (CEL)
 Department for Innovation, Universities and Skills (DIUS)
 Department for Children, Schools and Families (DCSF)
 Department for Work and Pensions (DWP)
 Institute for Learning (IfL)
 Learning and Skills Council (LSC)
 Learning and Skills Network (LSN)
 Local Authorities’ Forum for the Education of Adults (LEAFA)
 National Network of Local Adult Training providers (HOLEX)
 National Institute of Adult and Continuing Education (NIACE)
 Network for Black Professionals (NBP)
 National Association of Specialist Colleges (NATSPEC)
 Office for Standards in Education (Ofsted)
 Qualifications and Curriculum Authority (QCA)
 Quality Improvement Agency (QIA)
 Sixth Form College Employers’ Forum (SFCF)
 Skills for Business Network
 Training and Development Agency for Schools (TDA)
 Universities’ Council for the Education of Teachers’ (UCET)
 UNISON
 University and College Union (UCU)
 157 Group

Employer “Sign-up” Document

A ‘commitment document’ is currently being developed to enable individual employers to demonstrate their commitment to the Lifelong Learning Sector Skills Agreement. The document will show specific employer commitments to the actions identified in the SSA action plan. This document will be used to demonstrate ongoing commitment to the SSA following on from completion of the agreed project deadlines.

ANNEX D - WORKFORCE STRATEGY FOR THE FURTHER EDUCATION SECTOR IN ENGLAND, 2007-2012

Executive Summary

Lifelong Learning UK has facilitated the development of the first Further Education Sector Workforce Strategy, on behalf of the wider FE System in England. It is intended to help shape the Further Education workforce of the future in England, by providing a national framework, to support all colleges and learning providers to implement their own local workforce plans to support the delivery of excellent provision for young people, adults and employers. It will help ensure that the skills development needs of all staff working within the further education sector are identified and that there is agreement within the wider further education system of the priorities for national action and investment which can help individual colleges and learning providers deliver locally. The Strategy covers the period 2007-2012, but will be subject to annual review.

The Strategy aims to help the sector respond to and deliver its vital role in achieving both economic and social goals for England, in particular to improve employment chances for young people and adults, increase the skills base of the nation, help raise economic growth and productivity, as well as strengthening social mobility and community cohesion. As the Further Education Sector in England moves towards becoming both self-governing and self-regulating, the Strategy aims to support colleges and learning providers respond to and deliver these goals.

It is an over-arching national Strategy for England. Its success relies on the commitment and efforts of individual colleges and learning providers, supported by national partners. Implementation will demand a collaborative effort - nationally, regionally and locally. The Strategy is initially intended to cover all Learning and Skills Council (LSC) funded providers in England. An ambition for the Strategy, in the longer term, is to develop a framework which addresses common workforce development needs, to include those that work in different parts of the sector delivering through different funding streams. The Strategy covers the work of leaders, governors, teachers, trainers, tutors and learning support staff, as well as staff in the areas of human resources, business support, administration as well as resources and facilities management who help to deliver positive experiences and achievements for learners and employers.

Four over-arching priority areas have been developed from an analysis of policy documents, primary and secondary sector research, supported by data analysis, where available, and refined through consultation with colleges and learning providers and sector representatives. These four priorities identify the challenges faced by the sector and the key aims and outcomes that will make a difference. These will be further developed in an Implementation Plan due to be published in March 2008. All four priorities seek to embed equal access and respect for diversity within the Further Education sector workforce, by promoting equality and diversity and a commitment to eliminating discrimination at its core.

Priority 1 Understanding the nature of the workforce

- Theme 1 Gathering robust data on the FE workforce
- Theme 2 Using data to understand the FE workforce and improve future planning
- Theme 3 Using data to understand workforce diversity and target actions

Priority 2 Attracting and recruiting the best people

- Theme 4 Recruiting the people we need
- Theme 5 Increasing the diversity of the workforce at all levels
- Theme 6 Improving and selling the workforce image

Priority 3 Retaining and developing the modern, professionalised workforce

- Theme 7 Professionalising the workforce from initial training to continuing professional development
- Theme 8 Being responsive by ensuring new workforce skills demands are met

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

After the final Implementation Plan is published, the Strategy will be reviewed and the associated Implementation Plan updated in subsequent years. A progress report will be published annually.

Extensive consultation has been undertaken with those working in and with the further education sector, including individual colleges and learning providers and with groups of employees, in order to develop the Workforce Strategy. This has allowed all parts of the FE system to gain a better understanding of the composition and size of the workforce, skills shortages and gaps, to identify future workforce skills and development needs and also to reflect on other factors, including structural ones, which are integral to the development of the FE workforce. LLUK will continue to facilitate the review and development of the Workforce Strategy in partnership with the employers and the wider FE system.

ANNEX E - MAPPING OF SSA SOLUTIONS TO SKILLS POLICIES

The tables on the next page show a summary of the mapping of SSA solutions to skills policies.

SSA Solutions mapped to skills policies in England

The tables on the following pages outline a broad strategy for developing the ten proposed SSA solutions with employers, partners and stakeholders in England. There are numerous stakeholders who have an interest in LLUK's SSA; the list of stakeholders below is not exhaustive but represents some significant partners and stakeholders. The following annex outlines how we intend to take forward discussion of the SSA actions.

| Professionalising' the lifelong learning workforce | | | |
|---|--|---|--|
| Key Strategic Activities | Lead Partners | Support Partners/ Employer Representatives | Mapping to Skills Policies |
| <ul style="list-style-type: none"> Define registration and regulation systems Map associated qualifications and frameworks Review of NOS consultation process Explore 14-19 Research Develop work on SQS Explore skills passports with other SSCs | CEL DIUS and DCSF HEA HEFCE Leadership Foundation LSC LSN MLA QAA QCA QIA SfBn TDA | In order to scope this work across the sector LLUK will need to work with employer groups in England including:- ALP AoC CILIP DEA HOLEX LEAFA NCVO NYA Parenting UK SoA UnionLearn Universities UK | <ul style="list-style-type: none"> DfES: <i>Further Education: Raising Skills, Improving Life Chances</i> (March 2006) DIUS: <i>Further Education: Raising Skills, Improving Life Chances Update</i> (July 2007) DfES: <i>14-19 Education and Skills White Paper</i> (Nov 2005) DfES: <i>The future of Higher Education</i> (Jan 2003) DfES: <i>Further Education Training Bill</i> (Nov 2006) DfES: <i>Children's Workforce Strategy</i> (Feb 2006) DCMS: <i>Framework for the future</i> (Feb 2003) DfES: <i>Realising potential (Foster)- Review of the future role of further education colleges</i> (2005) DfES: <i>Youth Matters</i> (2006) DfES: <i>Every Child Matters</i> (2004) QIA: <i>Pursuing excellence, National Improvement Strategy</i> (2007) DfES: <i>21st Century Skills – realising our potential</i> (July 2003) DfES: <i>Getting on in Business, Getting on at Work</i> (Mar 2005) HEA: <i>National Professional Standards Framework for Teaching and Supporting Learning in Higher Education</i> (2006) LSC/DfES: <i>Delivering World-Class Skills in a Demand-Led system</i> (Jan 2007) LSC: <i>Raising our game: Annual Statement of Priorities</i> (Oct 2006) DCSF: <i>Aiming High for Young People: a ten year strategy for positive activities</i> (July 2007) LSC: <i>Framework for Excellence: raising standards and informing choice</i> (March 2007) HM Treasury: <i>The Leitch Review of Skills</i> (Dec 2006) DCSF: <i>The Children's Plan: Building Brighter Futures</i> (2007) |

| Exploration of current CPD models and subsequent development of an integrated CPD framework and model for the lifelong learning sector if appropriate. | | | |
|--|---|---|---|
| Key Strategic Activities | Lead Partners | Work with our employers | Mapping to Skills Policies |
| <ul style="list-style-type: none"> Map existing CPD frameworks across the sector Consider and map current best practice examples across the sector Explore work as part of the 14-19 CPD framework Explore development of CPD frameworks with funding/ professional bodies Explore funding opportunities re CPD | CEL CWDC CWN DIUS and DCSF HEA HEFCE IfL Leadership Foundation LSC LSN MLA QIA SfBn | <p>In order to scope this work across the sector LLUK will need to work with employer groups in England including:</p> <p>ALP AoC CILIP DEA HOLEX LEAFA NCVO NYA Parenting UK SoA UnionLearn Universities UK</p> | <ul style="list-style-type: none"> HEA: <i>National Professional Standards Framework for Teaching and Supporting Learning in Higher Education</i> (2006) LSC/DfES: <i>Delivering World-Class Skills in a Demand-Led system</i> (Jan 2007) DfES: <i>Further Education: Raising Skills, Improving Life Chances</i> (March 2006) DIUS: <i>Further Education: Raising Skills, Improving Life Chances Update</i> (July 2007) DfES: <i>14-19 Education and Skills White Paper</i> (Nov 2005) DfES: <i>Children's Workforce Strategy</i> (Feb 2006) DfES: <i>Realising potential (Foster)- Review of the future role of further education colleges</i> (2005) DfES: <i>Youth Matters</i> (2006) DfES: <i>Every Child Matters</i> (2004) DCMS: <i>Framework for the future</i> (Feb 2003) DCSF: <i>The Children's Plan: Building Brighter Futures</i> (2007) |

| Explore and develop 'Skills for Learning Professionals' framework | | | |
|--|---|---|---|
| Key Strategic Activities | Lead Partners | Support Partners | Mapping to Skills Policies |
| <ul style="list-style-type: none"> Map current provision in England for customer engagement/ ILT/ employer engagement and partnership working Explore partnership elements within 14-19 developments | CEL CWDC CWN DIUS and DCSF HEA HEFCE Leadership Foundation LSC LSN MLA QAA QCA QIA SfBn TDA | <p>In order to scope this work across the sector LLUK will need to work with employer groups in England including:</p> <p>ALP AoC CILIP DEA HOLEX LEAFE NCVO NYA Parenting UK SoA UnionLearn Universities UK</p> | <ul style="list-style-type: none"> DfES: <i>Further Education: Raising Skills, Improving Life Chances</i> (March 2006) DIUS: <i>Further Education: Raising Skills, Improving Life Chances Update</i> (July 2007) DfES: <i>14-19 Education and Skills White Paper</i> (Nov 2005) DfES: <i>The future of Higher Education</i> (Jan 2003) DfES: <i>Further Education Training Bill</i> (Nov 2006) DfES: <i>Children's Workforce Strategy</i> (Feb 2006) DCMS: <i>Framework for the future</i> (Feb 2003) DfES: <i>Realising potential (Foster)- Review of the future role of further education colleges</i> (2005) DfES: <i>Youth Matters</i> (2006) DfES: <i>Every Child Matters</i> (2004) QIA: <i>Pursuing excellence, National Improvement Strategy</i> (2007) DfES: <i>21st Century Skills – realising our potential</i> (July 2003) HEA: <i>National Professional Standards Framework for Teaching and Supporting Learning in Higher Education</i> (2006) DCSF: <i>Aiming High for Young People: a ten year strategy for positive activities</i> (July 2007) LSC: <i>Framework for Excellence: raising standards and informing choice</i> (March 2007) DCSF: <i>The Children's Plan: Building Brighter Futures</i> (2007) |

| Develop collaborative working across the lifelong learning sector to recognise and disseminate good practice | | | |
|---|---|--|--|
| Key Strategic Activities | Lead Partners | Support Partners | Mapping to Skills Policies |
| <ul style="list-style-type: none"> Review existing good practice mechanisms and case studies Explore the demand for collaborative models across the sector Work with partners across the sector to develop a model for collaborative working To take into account the difference between competing and collaborative models | CEL CWDC CWN DIUS and DCSF HEA HEFCE Leadership Foundation LSC LSN MLA QAA QCA QIA SfBn TDA | <p>In order to scope this work across the sector LLUK will need to work with employer groups in England including:</p> <p>ALP AoC CILIP DEA HOLEX LEAFA NATSPEC NCVO NYA Parenting UK SoA UnionLearn Universities UK</p> | <ul style="list-style-type: none"> LSC: <i>Framework for Excellence: raising standards and informing choice</i> (March 2007) DfES: <i>Further Education: Raising Skills, Improving Life Chances</i> (March 2006) DIUS: <i>Further Education: Raising Skills, Improving Life Chances Update</i> (July 2007) DfES: <i>14-19 Education and Skills White Paper</i> (Nov 2005) DfES: <i>Further Education Training Bill</i> (Nov 2006) DfES: <i>Children's Workforce Strategy</i> (Feb 2006) DCMS: <i>Framework for the future</i> (Feb 2003) DfES: <i>Realising potential (Foster)- Review of the future role of further education colleges</i> (2005) DfES: <i>Youth Matters</i> (2006) DfES: <i>Every Child Matters</i> (2004) QIA: <i>Pursuing excellence, National Improvement Strategy</i> (2007) DCSF: <i>Aiming High for Young People: a ten year strategy for positive activities</i> (July 2007) DCSF: <i>The Children's Plan: Building Brighter Futures</i> (2007) DWP: <i>Commissioning Strategy</i> (2008) |

| Support lifelong learning employers in the move towards more demand-led training opportunities | | | |
|---|--|--|---|
| Key Strategic Activities | Lead Partners | Support Partners | Mapping to Skills Policies |
| <ul style="list-style-type: none"> Map existing good practice Explore findings/outcomes from Train to Gain Programme Work with the SfBn to explore the demand for developing links with industry | CEL CWDC CWN DIUS and DCSF HEA HEFCE Leadership Foundation LSC LSN MLA QIA SfBn | <p>In order to scope this work across the sector LLUK will need to work with employer groups in England including:</p> <p>ALP AoC CILIP DEA HOLEX LEAFEA NCVO NYA Parenting UK SoA UnionLearn Universities UK</p> | <ul style="list-style-type: none"> LSC/DfES: <i>Delivering World-Class Skills in a Demand-Led system</i> (Jan 2007) HM Treasury: <i>The Leitch Review of Skills</i> (Dec 2006) DfES: <i>21st Century Skills – realising our potential</i> (July 2003) DfES: <i>Getting on in Business, Getting on at Work</i> (Mar 2005) DfES: <i>Realising potential (Foster)- Review of the future role of further education colleges</i> (2005) DWP: <i>Commissioning Strategy</i> (2008) |

| Develop sector-wide career pathways | | | |
|--|--|--|---|
| Key Strategic Activities | Lead Partners | Support Partners | Mapping to Skills Policies |
| <ul style="list-style-type: none"> • Work with partners to map existing career routes and develop future structure of the sector • Work with LLNs to develop understanding of progression agreements • Work with partners to identify best practice • Map existing career planning support across the sector • Work with SfBn to explore career pathways across other sectors | CEL CWDC CWN DIUS and DCSF HEA HEFCE Leadership Foundation LearnDirect LSC LSN MLA QIA SfBn TDA | <p>In order to scope this work across the sector LLUK will need to work with employer groups in England including:</p> ALP AoC CILIP DEA HOLEX LEAFA NATSPEC NCVO NYA Parenting UK SoA UnionLearn Universities UK | <ul style="list-style-type: none"> • DfES: <i>Further Education: Raising Skills, Improving Life Chances</i> (March 2006) • DIUS: <i>Further Education: Raising Skills, Improving Life Chances Update</i> (July 2007) • DfES: <i>14-19 Education and Skills White Paper</i> (Nov 2005) • DfES: <i>The future of Higher Education</i> (Jan 2003) • DfES: <i>Further Education Training Bill</i> (Nov 2006) • DfES: <i>Children's Workforce Strategy</i> (Feb 2006) • DCMS: <i>Framework for the future</i> (Feb 2003) • DfES: <i>Realising potential (Foster)- Review of the future role of further education colleges</i> (2005) • DfES: <i>Youth Matters</i> (2006) • DfES: <i>Every Child Matters</i> (2004) • DfES: <i>21st Century Skills – realising our potential</i> (July 2003) • DfES: <i>Getting on in Business, Getting on at Work</i> (Mar 2005) • HEA: <i>National Professional Standards Framework for Teaching and Supporting Learning in Higher Education</i> (2006) • LSC/DfES: <i>Delivering World-Class Skills in a Demand-Led system</i> (Jan 2007) • DCSF: <i>Aiming High for Young People: a ten year strategy for positive activities</i> (July 2007) • DCSF: <i>The Children's Plan: Building Brighter Futures</i> (2007) |

| Develop a knowledge bank for IAG professionals and others to support new entrants and existing staff in the lifelong learning sector | | | |
|--|--|---|---|
| Key Strategic Activities | Lead Partners | Support Partners | Mapping to Skills Policies |
| <ul style="list-style-type: none"> Review current IAG practice across the careers guidance community in England – include work with Connexions Look at existing materials which have been developed for other sectors Map where specific subject shortages exist and are likely to arise Review LLUK IA service Consider outcomes of the LLUK Impact Review Work with Skillset and other SSCs involved in IAG project work across the SfBn | CEL CWDC CWN DIUS and DCSF HEA HEFCE Leadership Foundation Learndirect LSC LSN MLA QIA SfBn TDA | <p>In order to scope this work across the sector LLUK will need to work with employer groups in England including:</p> <p>ALP Association of Graduate Careers Advisory Services (AGCAS) AoC CILIP DEA HOLEX LEAFA NATSPEC NCVO NYA Parenting UK SoA UnionLearn Universities UK</p> | <ul style="list-style-type: none"> DfES: <i>Further Education: Raising Skills, Improving Life Chances</i> (March 2006) DIUS: <i>Further Education: Raising Skills, Improving Life Chances Update</i> (July 2007) DfES: <i>14-19 Education and Skills White Paper</i> (Nov 2005) DfES: <i>The future of Higher Education</i> (Jan 2003) DfES: <i>Further Education Training Bill</i> (Nov 2006) DfES: <i>Children's Workforce Strategy</i> (Feb 2006) DCMS: <i>Framework for the future</i> (Feb 2003) DfES: <i>Realising potential (Foster)- Review of the future role of further education colleges</i> (2005) DfES: <i>Youth Matters</i> (2006) DfES: <i>Every Child Matters</i> (2004) DfES: <i>21st Century Skills – realising our potential</i> (July 2003) DfES: <i>Getting on in Business, Getting on at Work</i> (Mar 2005) HEA: <i>National Professional Standards Framework for Teaching and Supporting Learning in Higher Education</i> (2006) LSC/DfES: <i>Delivering World-Class Skills in a Demand-Led system</i> (Jan 2007) DCSF: <i>Aiming High for Young People: a ten year strategy for positive activities</i> (July 2007) HM Treasury: <i>The Leitch Review of Skills</i> (Dec 2006) |

| Recruitment programmes | | | |
|---|--|---|--|
| Key Strategic Activities | Lead Partners | Support Partners | Mapping to Skills Policies |
| <ul style="list-style-type: none"> Map where specific subject shortages exist and are likely to arise Consider outcomes of the LLUK Impact Review and ensure that SfBn intelligence informs future planning with regards to recruitment programmes Explore opportunities for collaborative work with other SSCs building on Construction Tutors project Consider outcomes of the LLUK Impact Review | CEL CWDC CWN DIUS and DCSF HEA HEFCE Job Centre Plus Leadership Foundation LSC LSN MLA QIA SfBn TDA | In order to scope this work across the sector LLUK will need to work with employer groups in England including: ALP AoC CILIP DEA HOLEX LEAFEA NCVO NYA Parenting UK SoA UnionLearn Universities UK | <ul style="list-style-type: none"> DfES: <i>Further Education: Raising Skills, Improving Life Chances</i> (March 2006) DIUS: <i>Further Education: Raising Skills, Improving Life Chances Update</i> (July 2007) DfES: <i>14-19 Education and Skills White Paper</i> (Nov 2005) DfES: <i>The future of Higher Education</i> (Jan 2003) DfES: <i>Further Education Training Bill</i> (Nov 2006) DfES: <i>Children's Workforce Strategy</i> (Feb 2006) DCMS: <i>Framework for the future</i> (Feb 2003) DfES: <i>Realising potential (Foster)- Review of the future role of further education colleges</i> (2005) DfES: <i>Youth Matters</i> (2006) DfES: <i>Every Child Matters</i> (2004) DfES: <i>21st Century Skills – realising our potential</i> (July 2003) DfES: <i>Getting on in Business, Getting on at Work</i> (Mar 2005) HEA: <i>National Professional Standards Framework for Teaching and Supporting Learning in Higher Education</i> (2006) LSC/DfES: <i>Delivering World-Class Skills in a Demand-Led system</i> (Jan 2007) DCSF: <i>Aiming High for Young People: a ten year strategy for positive activities</i> (July 2007) HM Treasury: <i>The Leitch Review of Skills</i> (Dec 2006) DCSF: <i>The Children's Plan: Building Brighter Futures</i> (2007) DWP: <i>Commissioning Strategy</i> (2008) |

Develop a UK-wide Leadership and Management strategy for the lifelong learning sector – work with partners to build a framework of leadership & management training programmes for the sector

| Key Strategic Activities | Lead Partners | Support Partners | Mapping to Skills Policies |
|--|--|---|---|
| <ul style="list-style-type: none"> • Work with partners to identify suitable provision relating to leadership and management across the sector • Carry out wider consultation on leadership and management standards for the sector • Build on work already underway to contextualise MSC NOS • Work with SfBn as part of the cross sector projects underway relating to leadership and management | CEL Clore Leadership Programme CWDC CWN DIUS and DCSF HEA HEFCE Leadership Foundation LSC LSN MLA QIA SfBn – SkillsActive as lead SSC TDA Third Sector Leadership Centre | In order to scope this work across the sector LLUK will need to work with employer groups in England including: ALP AoC NATSPEC CILIP DEA HOLEX LEAFA NCVO NYA Parenting UK SoA UnionLearn Universities UK | <ul style="list-style-type: none"> • DfES: <i>Further Education: Raising Skills, Improving Life Chances</i> (March 2006) • DIUS: <i>Further Education: Raising Skills, Improving Life Chances Update</i> (July 2007) • DfES: <i>14-19 Education and Skills White Paper</i> (Nov 2005) • DfES: <i>The future of Higher Education</i> (Jan 2003) • DfES: <i>Further Education Training Bill</i> (Nov 2006) • DfES: <i>Children's Workforce Strategy</i> (Feb 2006) • DCMS: <i>Framework for the future</i> (Feb 2003) • DfES: <i>Realising potential (Foster)- Review of the future role of further education colleges</i> (2005) • DfES: <i>Youth Matters</i> (2006) • DfES: <i>Every Child Matters</i> (2004) • DfES: <i>21st Century Skills – realising our potential</i> (July 2003) • DfES: <i>Getting on in Business, Getting on at Work</i> (Mar 2005) • HEA: <i>National Professional Standards Framework for Teaching and Supporting Learning in Higher Education</i> (2006) • LSC/DfES: <i>Delivering World-Class Skills in a Demand-Led system</i> (Jan 2007) • DCSF: <i>Aiming High for Young People: a ten year strategy for positive activities</i> (July 2007) • HM Treasury: <i>The Leitch Review of Skills</i> (Dec 2006) • DCSF: <i>The Children's Plan: Building Brighter Futures</i> (2007) |

| Develop the business case and resources to support the use of technology in the sector, particularly relating to information learning technology | | | |
|---|--|---|--|
| Key Strategic Activities | Lead Partners | Support Partners | Mapping to Skills Policies |
| <ul style="list-style-type: none"> • Work with partners to scope IL T environment • Map current support mechanisms available in the sector • Develop guidelines to support operating within this environment • Support employers to plan for ICT needs • Work with SfBn, in particular e-skills UK to explore opportunities relating to e-learning and ILT | BECTA DIUS and DCSF e-skills UK HEA HEFCE JISC LSC LSN MLA QIA SfBn Ufl | In order to scope this work across the sector LLUK will need to work with employer groups in England including: ALP AoC CILIP DEA HOLEX LEAFA NATSPEC NYA Parenting UK SoA UnionLearn Universities UK | <ul style="list-style-type: none"> • HEFCE: <i>Strategy for E-learning</i> (2005) • DfES: <i>Harnessing Technology: transforming learning and children's services</i> (2005) • LSC: <i>The Provider for the Future – the LSC vision for the implementation of e-learning</i> (April 2006) • HM Treasury: <i>The Leitch Review of Skills</i> (Dec 2006) • DCSF: <i>The Children's Plan: Building Brighter Futures</i> (2007) |

Mapping skills policy initiatives to solutions

The table below shows how skills policy initiatives can be matched to the 10 SSA solutions.

| Solution | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| LLUK WfD Strategy | * | | | | | | | | | |
| NYA Professional Validation | * | * | | | | | | | | |
| HEA endorsement of professional development provision | * | * | | | | | | | | |
| LFHE Coaching for Excellence | | * | | | | | | | | |
| LFHE Mentoring Scheme | | * | | | | | | | * | |
| HEATED | | * | | | | | | | | * |
| The National Teaching and Learning Change Programme | | * | | | | | | | * | |
| First Steps to Leadership | | * | | | | | | | * | |
| Horizons | | * | | | | | | | * | |
| Leaders as Coaches | | * | | | | | | | * | |
| Leaders of Teachers | | * | | | | | | | * | |
| CEL Mentors | | * | | | | | | | * | |
| Work Shadowing Scheme | | * | | | | | | | * | |
| CEL14-19 Support Programme | | * | | | | | | | * | |
| MLA WfD Projects | | * | | | | | | | * | |
| MLA Action for Archives | | * | | * | | | | | * | |
| MLA Inspiring Learning for All | | * | | * | | | | | * | |
| FDF Quality Enhancement Strategy | | * | | | | | | | | |
| BECTA Post-16 e-learning evidence database | | * | | | | | | | | * |

| Solution | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|
| BECTA The 14-19 e-learning community | | * | | | | | | | | * |
| QIAS | | * | | | | | | | * | |
| HEA UK Professional Standards Framework | * | * | | | | | | | * | |
| NIACE Curriculum for Diversity | | * | | | | | | | * | |
| NIACE The Numeracy Energiser project | | * | | | | | | | | |
| QIA Excellence Gateway | | * | | | | | | | * | |
| QAA Frameworks for Higher Education Qualifications | | | * | | | | | | * | |
| NYA ETS | | | * | | | | | | * | |
| NYA Global Youth Work | | | * | | | | | | | |
| HEIF | | | | * | | | | | | |
| Centres for Knowledge Exchange | | * | | * | | | | | | |
| CETL | | * | | * | | | | | * | |
| LLN | | | | * | | | | | * | |
| Subject Centres | | * | | * | | | | | | |
| The ESCalate Partnership | | | | * | | | | | | |
| Change Academy | | | | * | * | | | | * | |
| LF Learning Networks and Communities | | | | * | | | | | * | |
| MASHEIN | | | | * | | | | | * | |
| Universities UK The Delivery Partnership | | | | * | | | | | | |

| Solution | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| Code of practice for the assurance of academic quality and standards | | | | | | | | | * | |
| QIA Support for Success | | | | | | | | | * | |
| CEL Aspiring Principals and Senior Leaders Programme | | | | | | | | | * | |
| CEL From Management to Leadership | | | | | | | | | * | |
| CEL Induction for New Principals | | | | | | | | | * | |
| CEL Principal's Qualifying Programme | | | | | | | | | * | |
| CEL Leading adult learning | | | | | | | | | * | |
| CEL Managing better | | | | | | | | | * | |
| CEL Routes to success | | | | | | | | | * | |
| MLA New Libraries Performance Management Framework | | | | | | | | | * | |
| MLA Leading Modern Public Libraries | | | | | | | | | * | |
| E-skills e-skills for e-leaders | | | | | | | | | * | * |
| LSC Professionalise equality and diversity practice | | | | | | | | | * | |
| Framework for Excellence | | | * | | * | | | | * | |
| NUS and CEL Student Governors and Student Leaders in FE | | | | | | | | | * | |
| AoC Leadership skills for governance programme | | | | | | | | | * | |
| AoC Work Shadowing Scheme: Developing Leaders and Building Partnerships | | | | | | | | | * | |
| BECTA Technology Implementation Plan for FE and Skills | | | | | | | | | | * |
| HEFCE E-learning Strategy | | | | | | | | | | * |
| New Technology Institutes (NTIs) | | | | | | | | | | * |
| e-University | | | | | | | | | | * |
| LFHE Support for technicians | | | | | | | | | | * |

| Solution | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| AoC National job evaluation scheme | | | | | | * | | | | |
| 'Climbing Frames' | | | | | | * | | | | |
| FDF Enhancing IAG Support for Foundation Degree Provision | | | | | | | * | | | |
| Unionlearn Quality IAG Services at the workplace model | | | | | | | * | | | |
| HEFCE Recruitment and retention incentives | | | | | | | | * | | |
| LSC Our future - It's in our hands Campaign | | | | | * | | | * | | |
| Equality Challenge Unit | | | | | | | | | * | |
| Self-assessment tool for people management | | | | | | | | | * | |
| Management, Leadership and Quality Enhancement | | | | | | | | | * | |
| TechDis | | | | | | | | | * | * |
| LFHE Strategic Partnership Programme | | | | | | | | | * | |
| LFHE The Leadership Series | | | | | | | | | * | |
| LFHE Governor Development Programme | | | | | | | | | * | |
| LFHE Leadership Foundation Fellowships | | | | | | | | | * | |

| Solution | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| LSSSP | | | | * | | | | | | |
| YALP | | | | * | | | | | | |
| AoC Beacon Awards | | | | * | | | | | | |
| Beacons for Public Engagement | | | | | * | | | | | |
| Higher Level Skills Pathfinder | | | | | * | | | | | |
| Train to Gain | | | | | * | | | | | |
| Learning and skills Beacon status | | | | | * | | | | | |
| CEL World class leadership in international education | | | | | * | | | | * | |
| The People's Network Service | | | | | * | | | | | * |
| National Skills Academies | | | | * | * | | | | * | |
| Colleges' Learner Involvement Strategy | | | | | * | | | | | |
| The Business Development Network | | | | | * | | | | | |
| Career Path programmes for middle and first line managers | | | | | * | * | | | * | |

| Solution | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|
| CEL Connect | | | | | | | | | | * |
| CEL eQuIP | | | | | | | | | | * |
| CEL eXplorer | | | | | | | | | | * |
| CEL Realise | | | | | | | | | | * |
| MLA Reference Online | | | | | | | | | | * |
| ACL e-learning positioning tool. | | | | | | | | | | * |
| JANET | | | | | | | | | | * |
| e-resources | | | | | | | | | | * |
| JISC e-learning programmes | | | | | | | | | | * |
| e-skills Towards Maturity | | | | | | | | | | * |
| Offenderlearning.net: effective e-learning and related support | | | | | | | | | | * |
| AoC NILTA | | | | | | | | | | * |
| Unionlearn – e-learning | | | | | | | | | | * |

Skills for Business is an employer-led network consisting of 25 Sector Skills Councils and the Sector Skills Development Agency. Through its unrivalled labour market intelligence and insights from employers in all sectors of the UK economy, the network identifies change needed in policy and practice relating to education and skills development. With the influence granted by licences from the governments of England, Scotland, Wales and Northern Ireland, and with private and public funding, this independent network engages with the education and training supply-side, such as universities, colleges, funders and qualifications bodies, to increase productivity at all levels in the workforce.

Lifelong Learning UK
5th Floor, St Andrew's House,
18-20 St Andrew Street
London EC4A 3AY

Telephone: 0870 757 7890 Fax: 0870 757 7889
Information and Advice Service: 0207 936 5798
Email: enquiries@lluk.org
Web: www.lluk.org

