A SECTOR SKILLS AGREEMENT FOR THE LIFELONG LEARNING SECTOR

STAGE 1 – SKILLS NEEDS ASSESSMENT (SNA)

FOREWORD

Lifelong learning is a reality for everybody. No longer do we inhabit a world where one set of skills will equip us for life. The pace of change, whether technological, geographical, organisational or social, means that we all have to adapt and learn new skills.

But who will help us to learn? Learning professionals, whether lecturers, librarians, tutors or youth workers, need the right skills to help learners whoever and wherever they may be. Therefore it is vital that learning professionals themselves are able to develop appropriate skills. And this is the starting point for Lifelong Learning UK's Sector Skills Agreement (SSA), of which this research and its companion volume form the first two stages.

Let me provide some context. Lifelong Learning UK (LLUK) is the independent, employer-led, Sector Skills Council (SSC) for community learning and development, further education, higher education, libraries, archives and information services and work based learning.

Our vision is that the UK lifelong learning workforce should be the best globally. The realisation of that vision depends on ensuring that employers in the lifelong learning sector can recruit, retain and develop highly skilled and effective staff.

Lifelong Learning UK is one of twenty-five Sector Skills Councils which make up the UK's Skills for Business network, and we occupy a unique position within it. It is lifelong learning employers who must meet the workforce development needs of all the UK's other employment sectors. It is also a major employment sector in its own right, with a workforce - as this research confirms - of well over a million people, and its own workforce development needs.

The Leitch Review of Skills[1], published in December 2006, threw those needs into sharp relief with its recommendation that the UK triples the attainment of skills by adults. The UK's ambition, detailed in Leitch, is to commit to a radical improvement in its skills ranking amongst OECD nations by 2020.

LLUK will play an important role in realising the UK's skills ambitions. The day following the publication of the Leitch Review, the Secretary of State for Education and Skills Alan Johnson said: "Our lifelong learning workforce must be firing on all cylinders and this is where LLUK plays a vital role. We won't create world class skills in Britain without world class trainers. This shines a spotlight on LLUK." We look forward to working with current and new governments across the UK in 2007 to consider how the lifelong learning workforce can become world class.

Lifelong Learning UK brings together the UK's lifelong learning sector in a way that no other body does. LLUK is a bridge between demand for learning and skills and the supply of education and training. Lifelong Learning UK's SSA gives, for the first time, an overview of the skills held by the learning professionals who deliver or support learning in a range of locations including colleges, training providers, libraries, universities and in the community. It identifies the types of skills gaps that exist and gives the information needed to plan for future workforce development.

This is one of the most far-reaching pieces of research undertaken for and about the workforce in the lifelong learning sector. There is an assumption that the sector has been documented to death. In fact, this is the first time sector-wide research of this kind has been attempted, and in many areas we are sailing into uncharted territory. Our stakeholders and a range of employers

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[1] Leitch Review of Skills, *Prosperity for all in the Global Economy: World Class Skills*, December 2006

have been eager to work with us and we obtained feedback from a much greater number of respondents than our most optimistic forecasts had anticipated.

Even so, there is more investigation to be done, and one key outcome of this research is that it tells us where to concentrate our further research efforts in order to test some long-held assumptions.

The research indicates that there is much potential for cross-cutting work such as developing learner support or service skills between different groups of learning professionals. There is an increase in interest amongst our groups of employers about how others in the sector address skills issues, and what they can learn from each other. It is evident that the sector will have to work together in new ways and new partnerships – and will also need to address some negative trends, such as the ongoing barriers to career progression and advancement experienced by women and people from ethnic minorities.

This volume, a skills needs assessment, represents Stage 1 of the SSA for the lifelong learning sector. It looks at drivers of change such as demographics, technology, participation trends and expenditure in order to assess current skills needs and future priorities. We see a sector which has achieved considerable success, but faces major challenges driven by the pace of change. Employers anticipate increased demand for skills at NVQ level 4 and above, as well as at NVQ level 3, and see increasing the skills levels of the existing workforce as more important than increasing the workforce within particular sector occupations.

Overall, SSAs will encourage investment in skills. They will influence future funding and have the potential to unlock new sources of funding. Our SSA is the main channel for employers and stakeholders, within their national policy contexts, to collaborate over skills planning for the future. Our SSA will also have a unique element – an Impact Review. This looks at all the other SSAs produced by the Skills for Business network to assess the impacts and demands they will have on skills in the lifelong learning sector, both currently and for future workforce planning.

As we move forward into the next stages of our Sector Skills Agreement I would encourage lifelong learning employers to continue to get involved. We want to ensure as many of you as possible take every opportunity to contribute your views. 2007 holds many far-reaching changes for those involved in skills provision, one thing is certain – skills will continue to have a higher profile in the UK than they ever have before.

David Hunter
Chief Executive
Lifelong Learning UK

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EXECUTIVE SUMMARY

This executive summary, along with the full report and associated annexes, represent the main outputs of an extensive programme of both primary and secondary research undertaken between May and November 2006. The research forms the first and foundation stage of the Sector Skills Agreement (SSA) process for the lifelong learning sector – the skills needs assessment. It was undertaken by independent consultants SQW, in collaboration with Lifelong Learning UK, the Sector Skills Council (SSC) for the lifelong learning sector.

Lifelong Learning UK (LLUK) is the SSC representing five key constituencies, which together make up the lifelong learning sector:
- community learning and development (CLD)
- further education (FE)
- higher education (HE)
- libraries, archives and information services (LAIS)
- work based learning (WBL).

The lifelong learning sector occupies a unique position within the 'Skills for Business' network. Its employers provide services which meet the workforce development needs of other employment sectors, and it is an employment sector in its own right, with its own workforce development needs.

The Sector Skills Agreement process was developed by the 'Skills for Business' network in order to ensure that businesses are equipped to meet the realities of the modern working environment and that the workforce is able to offer the right skills in the right places at the right time. The SSA comprises five key stages, with the fifth resulting in a final agreement of how the SSC and employers will work together with key partners to secure the necessary supply of appropriate training for the future.

In addition, because of LLUK's key role in supporting employers delivering lifelong learning and because of the extent to which the skills needed by the lifelong learning workforce will be shaped by the workforce development needs identified within other employment sectors, Lifelong Learning UK will undertake an additional stage. This will comprise an '**Impact Review**' of the SSAs produced by other SSCs, the purpose of which is to consider the effects and demands that the SSAs will place on the lifelong learning sector, both now and in the future.

Methodology

The research undertaken for Stage 1 of the Sector Skills Agreement necessarily adopted a mixture of quantitative and qualitative methods, drawing on a range of existing secondary data sources and primary data collection. This included:
- a comprehensive review of relevant existing literature
- the identification and analysis of existing standard and sector-specific secondary data sources
- the design, collection and analysis of a range of new primary data:
  - 22 key stakeholder consultation interviews
  - a large survey of sector providers/employers with 689 analysed responses
  - seven future scenarios workshops.

The profile of the lifelong learning sector

Various existing secondary data sources have contributed to the development of an estimate of the total workforce within the lifelong learning sector, which is in the region of **1–1.2 million people**.

Estimates also suggest that HE, FE and CLD are the largest constituencies in terms of their workforce, with LAIS being the smallest.

Examination of the characteristics of the existing workforce, based on a range of existing secondary data sources, reveals that:

- The majority of the lifelong learning workforce is **female** (particularly in Northern Ireland), but that female employment is limited in the more senior or professional employment categories.

- The majority of the workforce is **aged between 35–54 years**, with a slightly younger profile apparent within the WBL constituency and also amongst women in the HE and FE constituencies.

- The workforce is predominantly employed within **professional** roles, which is higher than for other sectors or the economy as a whole.

- **Full-time, permanent employment** is the norm – particularly within the HE and WBL constituencies and for staff at less senior or professional levels.

These findings suggest particular challenges for the lifelong learning sector. For example, the greater prevalence of female employment amongst younger, non-professional and part-time staff suggests enduring gender barriers to skills development and career progression, which need to be addressed. Similarly, older workers, who make up much of the sector and have not benefited from recent reforms to the compulsory education system, are likely to have different skills needs and qualifications than their younger colleagues, and this also has implications for future 'succession planning' and renewing the workforce (particularly the professional workforce) within the sector.

Drivers of the demand for skills

For a sector, which exists to support and deliver lifelong learning, **government policy** in a range of areas plays a considerable role in influencing the development of the sector and the future demand for skills within its workforce.

Strengthening economic prosperity, productivity and social justice is a key theme within government policy across the UK, to which the development of skills within the population as a whole is expected to contribute. Public Service Agreements (PSAs) and target indicators (high-level indicators in Scotland) have been established, which set out clear targets for improving the education/training attainment of young people and improving adult skills levels.

Moreover, the way in which the lifelong learning sector responds and develops, in order to meet the demands placed upon it, is also largely governed by policy development. Although specific policies have been implemented in different ways within the four UK home countries, common themes included:
- setting standards for service delivery and professional practice

- developing capacity within the lifelong learning workforce
- developing responsive and flexible services offering greater choice and personalisation to meet the needs of employers and individuals
- strengthening partnership working, collaboration and service integration, which involves employers and individuals in determining service provision
- reducing bureaucracy and inefficiency within the system and service delivery infrastructure.

Closely related to policy development, **expenditure on lifelong learning** is also acknowledged as both reflecting and also being a significant driver of change. Analysis suggests that, whilst total funding levels are likely to remain healthy and stable in the near future, this will not necessarily affect individual constituencies equally and increasing investment by employers and individual learners will be required. The sector will need staff skilled in securing and sustaining funding from an increasingly diverse range of sources, as well as staff skilled in offering provision that responds to the needs and demands of 'paying customers'.

Demographic change clearly has implications for **trends in participation** in lifelong learning and participants' specific demands and needs. The UK population is predicted to increase from nearly 60 million today to around 69.5 million by the year 2054, and this population is expected to be an increasingly ageing population. Hence, demand for lifelong learning amongst older learners may increase – this is already apparent within the HE constituency, for example. Older participants in lifelong learning may have very different needs, preferences and behaviours, compared with the more traditional, younger users, with whom lifelong learning staff may be more familiar. This may require an updating of staff skills and approaches to service delivery.

The increasingly **global economy** will place an increased premium on skills within the workforce as a whole. New industries, occupations and working practices will require new skills and knowledge, with associated demand for 'replacement skills'. The implications of this for the lifelong learning sector will also become clearer as a result of the LLUK 'Impact Review' of the skills needs identified by the Sector Skills Agreements undertaken by other Sector Skills Councils.

Migration is another important facet of globalisation. Inward migration potentially increases demand for English for speakers of other languages (ESOL) provision, as well as requiring lifelong learning staff to work with an increasingly diverse population. The migration of skilled workers (both inwards and outwards) also increases the need for internationally comparable standards for skills and qualifications. The development of the proposed 'European Qualifications Framework' would also enable and potentially result in increased competition for students between lifelong learning providers in the UK and those overseas.

Finally, **technological change** has considerable implications for the development of skills across the workforce as a whole, thus influencing demand for lifelong learning provision. Developments in technology also shape the delivery of that provision and hence the skills needs of the lifelong learning workforce. Skills will require continual updating in order to keep pace with rapid technological innovation.

The competitive position of the sector

There are known difficulties in measuring the impact of the lifelong learning sector and its competitive position, performance, success and productivity. Unlike sectors that produce tangible 'products' (and that consequently have an impact on Gross Value Added – GVA), the lifelong learning sector lacks a single standardised scale, which can be used to measure its success and productivity.

A few formal measures and 'hard' performance indicators do exist, although these are generally constituency-specific and, where similarities across constituencies do exist, data is often not collected in directly comparable formats. Moreover, informal, 'softer' measures, identified through this research, emphasise the competence and knowledge of employees as a proxy for success, but, being qualitative in nature, are necessarily hard to quantify and, therefore, do not lend themselves to generating statistical trends.

Various sources indicate that increasing participation in lifelong learning could result in **benefits to the UK economy**. For example, within the HE constituency, research suggests that the constituency had an income of £16.87 billion in the year 2003/04 and gross export earnings of £3.6 billion. Similarly, projections made by Lord Leitch claim considerable benefits to the economy of increasing the skills of the UK workforce as a whole.

Trends in participation also provide an indicator of the success of the sector, as in an increasingly commercially oriented environment potential participants 'vote with their feet'. Continued increases in the number of participants in lifelong learning suggest that the perceived benefits or value of participation still outweigh the personal investment increasingly required. **Participant satisfaction** surveys also support this finding.

Levels of success experienced by lifelong learning participants provide another indicator of the success of the sector, as well as potentially influencing levels of future participation. For the FE constituency, where data was available, success rates have increased between 1997/98 and 2003/04, exceeding targets by 2%.

International comparison of the lifelong learning sector is similarly complex, with each country collecting the relevant data in different ways. However, some indicators have been identified as producing robust comparison between 30 OECD and 37 EU (and associated) countries and these can be used to measure the UK lifelong learning sector against its worldwide counterparts.

It has already been stated that **female employees** make up a high proportion of the UK lifelong learning workforce. However, the predominance of men within academic roles, which has already been noted, was less marked within the UK than in Germany, the Netherlands, Italy and Switzerland. Moreover, of these countries, the UK saw the biggest increase in numbers of female academics between 1998–2004.

Similarly, whilst the issue of an **ageing workforce** remains, the UK has a lower proportion of staff aged more than 50 years employed in delivering tertiary education, compared to many other countries, including Norway and Italy.

Average **academic salaries** in tertiary education in the UK were second only to those in the United States (after taking into account the cost of living) and considerably higher than those in Sweden.

Expenditure on tertiary education in the UK, representing 1.1% of GDP, is the same as that in France and Japan, but considerably lower than that in the USA (2.7%). However, more is spent within the UK on primary-, secondary- and post-secondary non-tertiary education (3.9% GDP), ranking it 13th amongst OECD countries.

In terms of **learner outcomes**, the proportion of 25–64 year olds which had attained upper-secondary or post-secondary non-tertiary education (57%) was higher than the OECD average of just 44% in 2002, and had remained stable since 1998.

And finally, the UK has a fairly high **rate of return**, a measure of the benefits of education over time, relative to the costs of the investment in education, and analogous to the percentage returns from investing in a savings account. Of the nine countries where data existed, only Finland and Hungary had better rates of return.

The current skills profile, skills needs and priorities in the lifelong learning sector

It is acknowledged that it is hard to find a suitable proxy measure for 'skills' within the available secondary data sources. The most common and widely used indicator is qualifications, although this is limited in that it does not take into account skills held or developed by employees, which are not formally recognised in any way. Nonetheless, qualifications data does allow comparisons to be made across different occupations and employment sectors and there was little option but to take this approach for this research.

In addition, there are challenges in terms of identifying and comparing skills and qualifications at different levels as a range of different qualification frameworks are currently in operation across the different lifelong learning constituencies and UK home countries. However, the majority of the sources on which this report draws (including the Labour Force Survey and the influential Leitch review of skills in England) are based on the five level National Vocational Qualifications (NVQ) framework. For this reason, **the five-level NVQ framework has been adopted throughout this report**, despite the fact that this has recently been updated to an eight-level National Qualifications Framework (NQF) and the existing Scottish Qualifications Framework (SCQF) has 12 levels. Examples of qualification types and levels and their equivalence to this five-level NVQ framework are shown in table B2 in Annex B.

It has already been stated that the lifelong learning sector is made up of a high number of senior and professional occupations. It is not surprising, therefore, that **a high proportion of the workforce hold qualifications equivalent to NVQ level 4 or above** (64%, compared with 24% in the economy as a whole). Northern Ireland had the highest incidence of NVQ level 4 or above qualifications within the lifelong learning workforce, while England had the lowest.

Moreover, between the years 2001–2005, **the numbers of the lifelong learning workforce holding an NVQ level 4 or above qualification has increased** across all home countries of the UK, but particularly, more recently, within Northern Ireland.

However, against this backdrop of already high and increasing skills levels within the workforce, especially among professional and support/associate professionals, the demand for such 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,** with applicants for vacant posts not having the required skills, work experience or qualifications. There is also evidence of **an even greater challenge in terms of the numbers of existing staff with skills gaps,** individuals lacking the skills required for the successful performance of their role.

Skills shortages made up a higher proportion of vacancies within lifelong learning establishments, compared with the all-sector average within Wales and Northern Ireland, but a lower proportion in England. In addition, skills shortages were responsible for more 'hard to fill' vacancies within lifelong learning than the all-sector average in each of the home countries in the UK. However, the considerably lower all-sector average and lifelong learning figure in Northern Ireland suggest that other issues were involved in the recruitment challenges faced there. Skills shortages were faced, particularly at **NVQ level 4**, for **managers and professional occupations** and comprised predominantly occupationally-specific **professional/technical/ practical skills**, followed by **transferable skills**.

Skills gaps 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 UK home countries, where comparative data was available. Across the home countries of the UK, skills gaps in lifelong learning establishments were reported in the highest proportion in Scotland and the lowest proportion in Northern Ireland. The low incidence of skills gaps in Northern Ireland may be associated with its higher proportion of the workforce already qualified to NVQ level 4 or above. Similar to the picture for skills shortages, skills gaps were most commonly reported at **NVQ level 4**, for **managers and professional occupations**.

In addition to the priorities resulting directly from these skills shortages and skills gaps, stakeholders interviewed identified **leadership and management**, and **transferable and wider employability skills** as particular priorities across all lifelong learning constituencies within the UK. Some particular skills priorities within individual UK home countries and individual constituencies were also identified (such as the need to build capacity for delivering lifelong learning through the medium of Welsh in Wales).

Future skills needs in the lifelong learning sector

Future trends forecasts, based on the Labour Force Survey, suggest that:

- The lifelong learning workforce, already comprising a high number of professionals, is expected to become even more increasingly dominated by **professional occupations** – reaching 56% by the year 2014, an increase of 3%.

- Overall, **almost 300,000 new recruits will be required** in the lifelong learning workforce by the year 2014 to satisfy both predicted expansion and replacement demand. The lifelong learning sector (reflecting its age profile and high incidence of professional occupations) has a high replacement demand – raising considerable issues in relation to skills development, career progression and succession planning.

- An increasing proportion of the lifelong learning workforce is expected to work on a **part-time** basis – 38% in the year 2014, an increase of 2%.

It is perhaps not then surprising to learn that employers anticipated increased demand for skills at NVQ level 4 and above, and also at NVQ level 3, and that increasing the skills levels of the existing workforce was more important to them than increasing the workforce within particular sector occupations. Higher-level professional skills are, therefore, a 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.

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

- increasing demand for professionals and support/associate professionals, especially in FE, HE and WBL.

- increasing demand for particular professional/technical/practical skills for professionals within individual constituencies, 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 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.

The future scenarios workshops also provided participants with an opportunity to speculate on and envisage what the future lifelong learning sector might look like. In line with some of the drivers of the demand for skills already identified from the review of relevant literature, participants identified three broad themes, which they believed would have a significant impact on the sector and its workforce in the future:
- globalisation
- integration
- responsiveness

They also identified specific priorities for the future related to individual constituencies within the four individual home countries of the UK.

Future priorities

The final chapter within the report draws together all the findings from all of the previous chapters to suggest the future priorities for:
- the lifelong learning sector as a whole
- specific constituencies within the lifelong learning sector
- Lifelong Learning UK as an organisation.

In relation to the **lifelong learning sector as a whole**, priority issues for the future relate to:
- the policy context

- improving education and training participation and attainment among young people aged 14–19
- improving literacy and numeracy and increasing qualifications levels in the working-age population
- increasing social inclusion and improving individuals' employability
- lifelong learning system reform and quality improvement
- the changing social, economic and technological context
- the changing global and international context
- major trends across the lifelong learning workforce
  - an ageing workforce
  - a predominantly female workforce, except in the more senior and professional roles
  - a highly qualified workforce in predominantly professional roles
  - an increasing need for high level skills, rather than an increase in numbers within particular occupational groups
  - a high 'replacement demand' within the workforce, with implications for future workforce succession planning.

Key priorities for the future identified in relation to **individual constituencies** within the lifelong learning sector include:

- In **CLD**:
  - skills related to management and leadership
  - information, communications and technology (ICT) skills
  - demand for youth workers and parent training practitioners
  - other constituency specific skills, including partnership working, outreach skills and the ability to promote social inclusion and empower communities.

- In **FE**:
  - specific shortage subjects – construction; engineering; ICT; science; management; health and social care
  - Skills for Life (and its equivalents – Essential Skills; Adult Literacy, Numeracy and ESOL; and Adult Basic Skills)
  - skills related to management and leadership
  - future demand for support professionals and technical support staff
  - other constituency specific skills, including gaining current industry experience; updating vocational courses; developing a wider range of teaching and learning support skills.

- In **HE**:
  - technicians qualified to NVQ level 4 or above
  - skills related to management and leadership
  - future demand for skilled teachers for specific subject areas – business management; IT; economics; electronics; law and medicine
  - skills related to the widening participation agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.

- In **LAIS**:
  - ICT skills – digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development

- o specific technical skills – cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; content management systems (CMS)
- o customer engagement – interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with needs in terms of Skills for Life (and its equivalents – Essential Skills; Adult Literacy, Numeracy and ESOL; and Adult Basic Skills)
- o skills related to management and leadership.

- In **WBL**:
  - o skills related to management and leadership
  - o assessment skills
  - o Skills for Life (and its equivalents – Essential Skills; Adult Literacy, Numeracy and ESOL; and Adult Basic Skills)
  - o updating of industrial practices.

In conclusion, it can be said that skills priorities across the UK and specific constituencies are showing a strong sense of modernisation. Traditional patterns (of student/teacher; librarian/user relationships) are gradually merging into a 'contemporary paradigm', where lifelong learning institutions are expected to function as businesses and the workforce will need to be armed with **agility, competence and business acumen,** in order to be able to liaise with service users as customers in the modern world.

Finally, the production of this report of the first stage of the Sector Skills Agreement for the lifelong learning workforce has identified some **future priorities to be addressed by Lifelong Learning UK** as an organisation.

A programme of LLUK research projects has already been proposed, commencing in 2007, to collect new primary data, which will go some way towards addressing the remaining gaps in the evidence. These research projects will focus on the:
- archives and records management workforce across the UK
- CLD workforce across the UK (including strand level data for community based adult learning (CBAL), community development, community education, development education, family learning, working with parents and youth work.)
- qualifications of FE staff in Northern Ireland
- WBL workforce across the UK.

It is acknowledged that this report has not been able to address some issues relating to the individual constituencies and, more particularly, to individual strands or component parts of lifelong learning constituencies at a fine level of detail. This was recognised particularly by stakeholder reviewers of the report within the CLD and LAIS constituencies. Other issues, which were identified but similarly not possible to address in detail within the scope or remit of this research, include:
- measures and indicators of success and productivity within the sector
- lifelong learning service user satisfaction
- the effects of the introduction of HE fees
- the effects of the introduction of e-learning
- issues relating to private and voluntary-sector provision of lifelong learning services
- issues relating to the volunteer workforce and SMEs within lifelong learning service delivery.

There are, therefore, further decisions to be taken within LLUK about the extent to which additional and more detailed research work focused on individual constituencies, parts of constituencies and specific issues can and will be prioritised for action in the future.

1. INTRODUCTION

This report and its associated annexes represent the main outputs of an extensive programme of both primary and secondary research undertaken between May and November 2006 by the independent consultants SQW, in collaboration with Lifelong Learning UK (LLUK), the Sector Skills Council for the lifelong learning sector. This research forms the first and foundation stage of the Sector Skills Agreement (SSA) process for the lifelong learning sector, the skills needs assessment.

1.1 The lifelong learning sector and LLUK

LLUK is one of 25 independent, employer-led Sector Skills Councils (SSCs), funded by the Sector Skills Development Agency (SSDA) and licensed by the Secretary of State for Education and Skills, in consultation with ministers in Scotland, Wales and Northern Ireland. Together, the 25 SSCs make up the majority of the 'Skills for Business' network, the key goals of which are to:
- reduce skills gaps and shortages
- improve productivity, business and public service performance
- increase opportunities to boost skills and productivity
- improve learning supply, including apprenticeships, HE and National Occupational Standards (NOS).

Since January 2005, LLUK has taken over the work of three former National Training Organisations (NTOs): FENTO (the Further Education NTO), PAULO (the NTO for community based learning and development) and isNTO (the information services NTO), together with the NTO responsibilities of HESDA (the Higher Education Staff Development Agency) and the learning and development standards, which were previously within the remit of ENTO (Employment NTO). As a result, LLUK represents five key constituency groups:
- **community learning and development** (CLD) – covering community based adult learning (CBAL), community development, community education, development education, family learning, working with parents and youth work
- **further education** (FE) – embracing FE colleges, specialist institutions, sixth form colleges in England and post-16 learning provision in Wales
- **higher education** (HE) – including universities and colleges of HE
- **libraries, archives and information services** (LAIS)
- **work based learning** (WBL) – relating to provision by private training companies.

Definitions and further background and contextual details relating to each of these constituencies in each of the home countries of the UK can be found in the sections that follow.

1.1.1 Community learning and development (CLD)

Community learning and development represents mainly 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 range of community based activity undertaken means that many of those who work with LLUK standards in this area may be recorded as being employed in another sector. For example, health visitors work with LLUK standards but are sited within the 'Skills for Health' footprint, or English Sure Start staff who are captured within the 'Skills for Care and Development' footprint. Much of this constituency's activity is voluntary, although

volunteers are often coordinated by a smaller number of dedicated full-time professional staff. Employers can range from local councils and local authorities to 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 comprised seven discreet strands, which in Scotland find expression in three national priorities:

The CLD constituency comprises seven discrete strands:

- **Community based adult learning** (CBAL) involves young adults through to older people and takes a range of contexts from community centres primarily focused on adult learning, to social services settings, regeneration projects and the work place. In England part of this strand is sometimes referred to as adult and community learning (ACL) and also personal and community development learning (PCDL). Where the terminology ACL & PCDL are used, this refers to those particular areas only.

- **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 the "developed" countries of the North with those of the "developing" South, enabling 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** – the workforce that trains those who work with parents specifically, both to support and enhance the development of parenting skills. As well as direct work 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** – the workforce designated as working 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 & 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.

Community learning and development (CLD) in Scotland is defined as learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is the programmes and activities are developed in dialogue with communities and participants. CLD's main aim is to help individuals and communities tackle real issues in their lives through community action and community based learning. Three priorities in Scotland are working with adults, working with communities and working with young people.

1.1.2 Further education (FE)

FE defines the constituency that encompasses the activities undertaken by colleges and institutions primarily concerned with post-compulsory learning. For example, in England, this includes: general colleges; sixth form colleges; and specialist colleges. In all four UK home countries the FE sector offers a great deal of WBL 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 departments involved in this funding are the education and training departments or designated funding councils/agencies in each of the four UK home countries. Colleges may also source funding from regional development agencies, private and public sector employers and from the European Social Fund.

1.1.3 Higher education (HE)

Funded by the Higher Education Funding Councils for England and Wales (HEFCE and HEFCW), the Scottish Further and Higher Education Funding Council (SFC) and the Department for Employment and Learning in Northern Ireland (DELNI), the higher education constituency comprises all publicly funded HE institutions in the UK. This includes universities and university colleges.

1.1.4 Libraries, archives and information services (LAIS)

This constituency includes librarians, archivists and information service providers in publicly financed libraries, as well as those in universities and colleges. Funded from a variety of sources, some of the main stakeholders in the sector are: the national governments in the four UK home countries; the Museums, Libraries and Archives Council (MLA) in England; the Scottish Library and Information Council; and CyMAL: Museums Archives and Libraries Wales.

1.1.5 Work based learning (WBL)

WBL describes the activities undertaken by the private sector training organisations concerned with the delivery of applied (vocational) training, which is primarily work based. 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 departments involved in this funding are the education and training departments or designated funding councils/agencies in each of the four UK home countries. WBL providers may also source funding from regional development agencies, private and public sector employers and from the ESF.

1.2 The Sector Skills Agreement (SSA)

The 'Skills for Business' network has developed the 'SSA process' in order 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 SSCs.

The SSA process comprises five inter-related stages:
- **stage 1** – a sophisticated assessment of each sector's needs to cover the long-term, medium-term and short-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 of its central role as the SSC supporting employers, whose primary purpose is the support or delivery of lifelong learning, **LLUK will undertake an 'Impact Review' as a sixth stage in the process**. This will involve reviewing all other sectors' SSAs, assessing 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 an opportunity to glean additional detail about the specific requirements of other industrial sectors, which it was not possible to identify in detail within this skills needs assessment.

This report is the result of activities undertaken within the first stage of the process, the skills needs assessment for the lifelong learning sector. It builds on and substantially enhances the initial assessment of the sector's skills needs included in the 'Market assessment' prepared by LLUK in 2004, during its development phase as a nascent SSC. It does this by: deepening the analysis of standard and sector-specific secondary data sources; conducting a variety of primary data collection and analyses within particular constituency and UK home country contexts; and by looking further forward to identify employers' priority skills needs for the future.

It is intended that this report be read by employers and stakeholders who are interested in the planning of workforce development in the lifelong learning sector and its component constituencies in England, Northern Ireland, Scotland and Wales. It will also be of value to academics researching the profile and the current and future skills needs requirements of the lifelong learning workforce.

The remainder of this report comprises a further seven main chapters, which address issues across the UK as a whole, but also present constituency and UK home country/regional variations as appropriate:
- **chapter 2** – the methodology adopted within the research
- **chapter 3** – the profile of the lifelong learning sector and its workforce
- **chapter 4** – policy and other drivers of the demand for skills

- **chapter 5** – the competitive position of the sector, including success and productivity indicators, as well as international benchmarking
- **chapter 6** – the current skills profile, needs and priorities of the sector
- **chapter 7** – future skills needs within the sector
- **chapter 8** – future priorities to be addressed by the sector as a whole, individual constituencies and Lifelong Learning UK.

This report is also accompanied by seven annexes, which provide supplementary information that would unduly burden the main report:
- **Annex A** – Glossary
- **Annex B** – Methodology
- **Annex C** – Additional UK-wide data and analysis
- **Annex D** – England
- **Annex E** – Northern Ireland
- **Annex F** – Scotland
- **Annex G** – Wales.

2. METHODOLOGY

The methodology adopted for Stage 1 of this SSA necessarily comprised a mixture of quantitative and qualitative research methods. In addition to a comprehensive review of documents and data relating to the policy and other drivers of skills in the sector, it included:

- 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.
- 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, with reference to particular LLUK constituencies and UK home countries.

Both of these elements have had considerable implications for the development and outcomes of the research as a whole and have involved numerous methodological decisions being taken throughout. The key issues and decisions are described in this chapter. Some further details of the process undertaken and the specific research instruments developed and used are provided in Annex B, to which references are made within the text as appropriate.

2.1 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, 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 sometimes even with individual constituencies or UK home countries. All of these data sources have their own merits and limitations and can illuminate different aspects of the lifelong learning workforce in different ways.

2.1.1 Standard UK-wide sources

The main standard UK-wide data source analysed for the purposes of this research is the **Labour Force Survey (LFS)**. This is 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) codes[2] and, therefore, offers rich and current information related to the lifelong learning sector, based on a large sample size, which is directly comparable with data for other occupational sectors. Some of the available indicators include:

> **"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)

- workforce numbers

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[2] SIC codes represent the classification system to classify business establishments and other statistical units by the type of economic activity in which they are engaged. The system provides uniformity for the collection, tabulation, presentation and analysis of data and is also used for administrative purposes and by non-Government bodies to classify industrial activities into a common structure.

- personal characteristics – gender, age group
- occupational profile (by Standard Occupational Classification – SOC code[3] major groups)
- geographical location – English regional and UK home country variations
- categories of work – full-time and part-time, permanent or temporary
- skills, qualifications and training.

The LFS was deemed to be a valuable standard UK-wide source for profiling the lifelong learning workforce, as compared with others such as the Inter-Departmental Business Register (IDBR) across the UK and the employee and workplace analyses based on the IDBR undertaken by the Annual Business Inquiry (ABI) in England, Northern Ireland, Scotland and Wales. The LFS collects regular data, provides coverage of all of the key workforce characteristics and allows for analysis of trends over time. Moreover, due to the large sample size involved, it allows data relating to individual SIC codes to be analysed by UK home country, enabling comparisons of workforce characteristics between the different home countries of the UK to be made. LFS data also provides standardised information, which will enable LLUK to undertake its 'Impact Review' across other SSC footprints using comparable datasets. 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 to provide future forecasts. This involved an extrapolation of the five-year data from 2001–2005, projected forward to the year 2016. The analysis was done using Microsoft Excel functions that use existing values to predict future values using a linear regression model. However, the predicted trends are precisely that – a prediction – and should be viewed with a degree of caution. Firstly, the projections are simply extrapolations of the recent past – no variables other than time are taken into account – so, as it is in this report, interpretation of their significance should be undertaken in the light of the analysis of findings from other data sources. Secondly, simple time series forecasting becomes less robust and effective beyond a 5–6 year trend period, so results beyond the year 2010 should be treated with a particular degree of reservation.

The challenge of using SIC codes

A key problem with the use of the LFS (and some other sources mentioned within this report) is its reliance on the use of SIC codes. Formally, five SIC codes were originally assigned to define the LLUK 'footprint' for the purpose of SSC licensing and recognition:

- **80.22**   technical and vocational secondary education
- **80.30/1**   sub-degree level HE
- **80.30/2 & 3**   first- and postgraduate-degree level HE
- **80.42**   adult and other education not elsewhere classified
- **92.51**   library and archives activities.

However, there is considerable overlap and interplay between these SIC codes, and they do not align exactly with the sector footprint and individual constituencies as described in section 1.1 – this is a common difficulty experienced by more than one SSC. The specific difficulties include:

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[3] SOC codes describe nine 'major' groups of occupations: 1) Managers and senior officials, 2) Professional occupations, 3) Associate professional and technical, 4) Administrative and secretarial, 5) Skilled trades occupations, 6) Personal service occupations, 7) Sales and customer service occupations, 8) Process, plant and machine operatives, 9) Elementary occupations.

- **SIC 80.22** – 'technical and vocational secondary education' – and **SIC 80.30/1** – 'sub-degree level HE' – correspond to the **FE** constituency, but this constituency should also include an amount from **SIC 80.21** – general secondary education.

- **SIC 80.42** – 'adult and other education not elsewhere classified' corresponds to part of the **CLD** constituency, but also includes **private WBL** training providers; it does not include youth workers.

- There is no corresponding SIC code for **WBL**, although **SIC 80.42** includes private WBL training providers.

- **SIC 92.51** – 'library and archives activities' does not include records managers as these information professionals are generally embedded across the other occupational SIC codes.

Hence, using SIC codes to define the lifelong learning sector presents major challenges for the WBL and CLD constituencies (and especially for the individual strands within CLD) and also potentially slightly fewer difficulties for the FE and LAIS constituencies.

2.1.2 Country- and constituency-specific sources and issues

In order to supplement the use of the LFS and address its previously mentioned limitations for profiling the lifelong learning sector, a detailed 'data scoping' exercise of secondary data sources specific to individual LLUK constituencies and/or UK home countries was undertaken at an early stage in the research. Sources were sought, which provided details such as:
- workforce numbers
- workforce characteristics such as age and gender
- workforce qualifications and skills.

The data scoping exercise revealed a wide range of country- and constituency-specific data sources. An assessment was made about the ability of each source to add value to the research, whilst also taking into account pragmatic issues such as the availability and accessibility of the data source and the financial and other implications of accessing and using it. Some of the sources identified were deemed to be not useful on close examination or presented pragmatic challenges that on balance rendered them not worth pursuing further in the context of this research. The remaining 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.

Table B1 in Annex B shows the core and supplementary secondary data sources identified as relevant to each UK home country and constituency within the LLUK 'footprint'. These data sources provide good coverage of some parts of the lifelong learning sector. In particular, they provide: excellent coverage of HE; good coverage of FE; 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. The main gaps in constituency-specific data sources were identified for:

- LAIS
  - archives and records management across the UK
- CLD
  - community based adult learning in Wales and Northern Ireland
  - community development in England and Wales
  - youth work in Northern Ireland
  - other strands of CLD (community education, development education, family learning and working with parents across the UK
- qualifications data of FE staff in Northern Ireland
- WBL across all UK home countries except England.

Further documents were reviewed in order to understand the current skills requirements in the workforce. However, data sources for identifying and measuring such skills needs are relatively rare, partly because it is challenging and expensive to survey employers on a sufficiently large scale in order to ask them the most appropriate questions about skills and qualifications needs. Results specific to the lifelong learning sector have been analysed from four major national employer skills surveys:

- **England** – 'National employer skills survey 2004' (LSC, 2005b)
- **Wales** – 'Future skills Wales 2005' (Young and Morrell, 2006)
- **Scotland** – 'Skills in Scotland 2004' (Futureskills Scotland, 2005)
- **Northern Ireland** – 'Northern Ireland skills monitoring survey 2002' (Skills Unit, Research and Evaluation Branch, DELNI, 2003).

The analysis draws on the common terminology used within these surveys and which, for consistency, is also adopted within the primary research undertaken for this stage of the SSA:

- **hard to fill vacancies** – those vacancies classified by respondents as hard to fill – for a variety of reasons
- **skills shortage vacancies** – specific hard to fill vacancies where applicants do not have the required skills, work experience or qualifications
- **skills gaps** – the extent to which employers perceive current employees to be less than fully proficient at their jobs.

Again, similar to the LFS, data from these surveys is based on large sample sizes of employers and allows comparisons to be made between lifelong learning and other industrial sectors. However, they took place at different times and are based on different questions, thus hindering robust and reliable comparisons across the different home countries of the UK. They are also reliant on the use of SIC codes, with the inherent difficulties that this entails for comparison across constituencies (see section 2.1.1). Because of these limitations, the analysis of employers' skills needs based on these national employer skills surveys serves to provide the background context for the additional assessment of skills needs based on the primary data collection and analysis undertaken.

2.1.3 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.

Gaps in constituency coverage

Data from the LFS, used extensively throughout this report and based on SIC code classifications, does not align exactly with the LLUK sector footprint or individual constituencies/strands within in it. Particular issues are apparent for defining the WBL and CLD constituencies (and especially the individual strands within CLD), as well as the FE and LAIS constituencies, to a potentially lesser extent.

Moreover, whilst the scoping of country- and constituency-specific secondary data sources revealed additional sources for defining and profiling the lifelong learning workforce and its qualifications, these sources were unable to fill all of the gaps or sufficiently deepen the analysis of skills needs for some constituencies or strands within constituencies. Issues were particularly identified in relation to: the archives and records management workforce across the UK; some strands of CLD in specific UK home countries and others across the UK as a whole; FE (qualifications of staff) in Northern Ireland; and WBL across all UK home countries, with the exception of England.

The primary research undertaken for this project, and described in the later section, aimed to address some of the deficiencies identified within the secondary data sources. However, recognising the magnitude of this task and the importance of robust data for effective workforce planning and development in all parts of the lifelong learning sector, LLUK plans to address the major remaining gaps in evidence by establishing a research programme, commencing in 2007, to collect primary data focusing on the:

- archives and records management workforce across the UK
- CLD workforce across the UK
- qualifications of FE staff in Northern Ireland
- WBL workforce across the UK.

The difficulty of discrepancies between different sources

Another acknowledged difficulty of drawing on a range of different data sources, both secondary and primary, is the discrepancies that occur between them. This is particularly apparent in the following chapter in relation to profiling the size and characteristics of the lifelong learning workforce. There are numerous potential reasons for disagreement between different data sources, including:

- the definitions of the sector and constituencies used (see section 2.1.1 for a discussion of the problems relating to the use of SIC codes)
- the specific ways in which the data was collected, for example, the methods used, datasets, sample sizes and response rates
- the time period over which the data was collected.

Any discrepancies arising are noted within the text and possible reasons for the differences suggested, wherever possible.

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

The concept of 'skills' is varied and lacks a perfect measure (Leitch, 2005, 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'*" (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 they are most often developed through experience or 'on the job' training in the workplace and are not formally recognised in any way. 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."**
> (Leitch, 2005, p.20)

0Nonetheless, qualifications data is useful in that it does allow some comparisons to be made about skills levels (in the narrowest sense) 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.

However, 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; IT professional skills for IT staff and information retrieval skills for librarians
- **transferable skills** – skills which are needed in work, learning and everyday life such as: communication; applied numeracy; IT use; and foreign language/Welsh language skills
- **wider employability skills** – such as: problem solving; team-working; improving own learning and performance; and 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 (2005) provides a good discussion of this issue and proposes the use of the five-level National Vocational Qualifications (NVQ) framework, despite the fact that this has been updated to an eight-level National Qualifications Framework (NQF) and the existing Scottish Qualifications Framework (SCQF) has 12 levels. The LFS (on which much of this report is based) and several of the other secondary constituency-specific data sources also utilise this five-level framework, and for this reason it has been adopted throughout this report. Examples of qualification types and levels and their classification according to the five NVQ levels are provided in table B2 in Annex B.

2.2 Collection and analysis of new primary data

The SSDA guidance for Stage 1 of the Sector Skills Agreement process (SSDA, 2006) advocates that SSCs should make the best use of existing secondary data sources. However, it also recognises that consultation with employers and key stakeholders is important to provide direct insights into current and future skills needs, with reference to an SSC's particular constituencies and UK home countries. Hence, as part of this research, three primary data collection activities were undertaken, 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.

2.2.1 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 and table B3 in Annex B shows the coverage of organisations, constituencies and individual UK home countries achieved.

All consultation interviews took place over the telephone and the aide-memoir of key questions used to guide the conversations is also presented immediately following table B3 in Annex B. Notes were taken during the interviews and these were analysed qualitatively to provide insights into key issues and themes and specific illustrative examples.

A further seven short telephone interviews with relevant stakeholders were conducted specifically for the purpose of collecting estimates of the size of the workforce within the CLD and WBL constituencies, which were poorly served by other data sets.

2.2.2 Survey of lifelong learning providers/employers

A large lifelong learning provider/employer survey was undertaken between July and September 2006 in order to assess their current and future skills needs in the lifelong learning sector. The survey was intended to address some of the evidence gaps left by the national employer skills surveys described in section 2.1.2, especially their inability to reflect the whole LLUK 'footprint'. It also contributed to the parallel work being undertaken on Stage 2 of the SSA by gathering evidence on the quality of, and satisfaction with, the current training provision, which was available to the workforce in the four UK home countries.

Although the survey was conducted anonymously, it provided a key opportunity, similar to the stakeholder consultation interviews, for a wide range of individual lifelong learning providers/employers within all constituencies and UK home countries to engage with this first stage of the SSA process and contribute to its findings.

The survey was conducted using two key mechanisms: online survey completion by providers/employers and telephone interviews. The online version of the survey was more extensive and collected predominantly quantitative data, whilst the telephone

interviews involved a more limited number of respondents and collected mainly qualitative data. Both mechanisms covered the same key themes:

- **'skills shortages'[4]** of new recruits – by occupational category and for different skills types and levels
- **'skills gaps'[5]** 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.

Both the online survey and telephone interviews deployed the classification of different skills types and qualification levels introduced in section 2.1.3 to ensure that the data collected was comparable and consistent with existing UK-wide, country- and constituency-specific data sources, as well as with primary data collected during the future scenarios workshops. Similarly, the occupational categories used were adapted from the SOC major group codes used within the Labour Force Survey (see section 2.1.1). The key occupational categories used in the survey were:

- organisational managers and senior officials
- managers of services
- professionals (teaching and research)
- support/associate professionals
- administrative staff
- manual staff.

In order to support employers from different constituencies to provide valid responses, an 'occupational map' (see table B4) was developed, which incorporated constituency-specific examples for each occupational category. For example, 'organisational managers' might include: chancellors, vice-chancellors, pro-vice chancellors and directors or deans of faculties within HE; compared with chief executive officers, chief operating officers, managing directors or directors within WBL. The research instruments used, as well as the 'occupational map' for all occupational categories and constituencies, are available in Annex B.

Target sample sizes for the online survey were broadly based on the number of organisations known or estimated for each constituency in each of the four UK home countries. Weekly monitoring of survey responses and targeted campaigns to boost sample sizes (for example, by contacting individual organisations identified from LLUK client relationship management databases) ensured that the target sample was achieved for all UK home countries and most constituencies.

The total number of responses to the online survey was 960. However, a substantial number of respondents (271) provided only limited responses to the broad demographics questions at the start of the survey but did not go on to respond to any of the major substantive questions that followed. Hence, except in the specific case of these early background demographics questions, **the analysis was based on the 689 responses** where at least one major substantive question had been answered.

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[4] Skills shortages are hard to fill vacancies where new applicants do not have the required skills, experience or qualifications.
[5] 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.

Table 2.1: Analysed (and target) responses to the online survey

	CLD	FE	HE	LAIS	WBL
England	**107** (72)	**96** (69)	**36** (63)	**158** (66)	**67** (73)
Northern Ireland	**20** (14)	**13** (10)	**3** (3)	**16** (11)	**15** (12)
Scotland	**10** (9)	**20** (9)	**4** (10)	**27** (12)	**15** (16)
Wales	**22** (9)	**17** (9)	**12** (11)	**19** (12)	**36** (9)

Source: LLUK online employer survey, 2006, total responses.

Note: Numbers in **bold** show the number of responses achieved and analysed, numbers in brackets represent the target number of responses.
Numbers for individual constituencies and UK home countries do not sum to the total 689 responses – some responses related to provision in multiple home countries of the UK and are multiple counted in relation to each.

Analysis of the online survey results was based on the numbers presented in table 2.1 in two different ways: at UK-wide level for individual constituencies; and at individual UK home country level for individual constituencies. Key findings from this analysis can be found in annexes C–G. 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.

2.2.3 Future scenarios workshops

Seven future scenarios workshops were held between June and September 2006, across all four UK home countries and involving representatives from all five LLUK constituencies. The workshops were conducted with LLUK country panels comprising constituency representatives in Northern Ireland, Scotland (two workshops) and Wales. Additional 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. These again provided opportunities for key stakeholders and individual providers/employers within the sector to contribute directly to the research and findings of this first stage of the SSA.

The principal aim of the workshops was to identify future priority skills needs for the individual constituencies in each UK home country. In particular, the workshops aimed to deliver clear evidence about which occupations and skills levels might be in greatest demand for each constituency in each UK home country in the future. In order to achieve this, 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 possible scenarios for the future of post-compulsory learning in 20 years' time were developed, based on the established methodology of the 'Tomorrow Project' (www.tomorrowproject.net), and taking into account current priorities, future challenges and drivers for change and are briefly summarised in table 2.2:

Table 2.2: Possible scenarios for the future of post-compulsory learning

Steady as it goes – low regulation, low public investment The status quo option, focusing on the implementation of government policies with minimal future government intervention aimed at encouraging the development of a flexible labour market, with FE colleges providing more applied (vocational) training, HE institutions continuing to widen participation, and employers providing more in-house training for the extant workforce.	**Change tack – high regulation, low public investment** Increased government policy focus on regulating entry to the labour market, in recognition that market forces alone will not increase higher value-added employment, with a massive expansion of apprenticeships and less emphasis on meeting the skills needs of older workers.
Change course – low regulation, high public investment Increased government policy focus on increasing employers' demand for skills and resolving regional imbalances in economic performance, aiming to raise employees' skills and productivity by employers working more closely with regional bodies and demanding more bespoke in-house training.	**All aboard – high regulation, high public investment** The most radical scenario, involving a sharp increase in the minimum wage forcing employers into higher value-added activities, in order to tackle the UK's continuing low-productivity, low-pay paradigm and reduce dependence on immigrant workers.

Source: Learning from the future: scenarios for post-16 learning (Moynagh & Worsley, 2003).

The workshops focused on consideration of the implications of the different scenarios for the development of a lifelong learning workforce capable of operating within these different futures. When tackling the task of prioritising occupations and skills for the future workforce within particular constituencies and UK home countries, workshop participants used the same occupational categories and skills types and levels deployed in the employer surveys and addressed the following key questions:

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

Notes made during the workshops were written up by independent consultants SQW and further validated by LLUK staff, who attended the workshop, in consultation with other participants. The results were analysed to identify common themes across all LLUK constituencies and UK home countries and other key points relating to specific UK home countries or constituencies.

2.3 Validating the findings of this research

The findings of the research undertaken for this stage of the SSA have undergone several stages of review in order to validate the findings, both internally with a wide range of LLUK 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 which it has not been possible to address within the scope or remit of this report. These remain as issues for LLUK 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.

Further validation of the findings of this stage of the SSA will necessarily also take place as part of the wider consultation with employers and stakeholders, to be undertaken as part of Stage 3 of the SSA process.

3.   THE PROFILE OF THE LIFELONG LEARNING SECTOR

The lifelong learning sector is a large, complex and mainly public sector, providing increasingly integrated services across its five component constituencies. The sector displays tremendous diversity between and within its constituent parts, shaped by distinctive institutional and administrative arrangements and divergent policies in the four home countries of the UK. (See section 1.1 for further discussion of this diversity and section 4.1 for further discussion of the relevant policies driving demand for skills within the sector.)

This chapter builds on findings presented in the LLUK 'Market assessment' (2004) and considers the profile of the lifelong learning sector in terms of both the size and characteristics of its existing workforce.

3.1 The size of the lifelong learning workforce

The 'Market assessment' (LLUK, 2004) presented numbers for the lifelong learning workforce using various data sources, notably 'An assessment of skills needs in post-16 education and training' (Williams, 2002) and skills foresight papers produced by the constituent bodies of LLUK, namely ISNTO, FENTO, PAULO and HESDA, along with data from the LFS. These estimates, along with more recent figures from the LFS (aggregated across the four quarters of 2005), are presented in table 3.1. In addition, in order to address the gaps and deficiencies in the UK-wide data, constituency-specific sources were explored and a number of stakeholders were asked to provide estimates of workforce numbers (see section 2.2.1) for WBL and youth work within CLD, where SIC code representation and numbers from other sources was missing or inadequate. These figures are also shown in the table:

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

Constituency	LLUK Market Assessment	LFS 2005	Estimates from constituency-specific sources	Stakeholder estimates
CLD	**249,000** (LFS and PAULO LMI)	**152, 924** (SIC 80.42, but excludes youth workers and possibly other strands)		**Youth work total:130,000 (approx)** **England – 9,000 paid, 6,000 volunteers** (National Youth Agency local authority employed youth workers) **Northern Ireland – 1,210 paid, 22,111 volunteers** (Youth Council for Northern Ireland) **Scotland – 8-9,000 paid, 40,000 volunteers** (Youth Link Scotland) **Wales – 2,893 paid, 40,000 volunteers** (Local Authority Youth Service in Wales Audit, Council for Wales of Voluntary Youth Services, CWVYS)
FE	**282,000** (LFS and various individual sources: LSC SIR, Scottish Executive and Enterprise, Transport and Lifelong Learning Department, ELWa, FENTO estimates for Northern Ireland)	**184,909** (SIC 80.22 and 80.30/1. Could also include unspecified amount from 80.21)	**England – 246,005 (contract numbers)** (LLUK, 2006, p.4) **Northern Ireland – 5,311 (headcount for teaching staff only)** (DEL, 2004/05) **Scotland – 12,330 FTE** (SFC, 2004/05) **Wales – 9,324 (headcount/contract numbers)** (SIR Wales, 2003/04)	
HE	**420,000** (LFS estimate)	**417,296** (SIC 80.30/2 & 3)	**340,000** (HESA Staff Record UK, Dec. 2004)	
LAIS	**50,000** (IsNTO)	**52,007** (SIC 92.51)	**23,000** (CILIP database, UK estimated to cover approximately 25% of the LIS workforce) **England – 31,433** (Greenwood and Maynard, 2005)	
WBL	**70,000** (Skills Dialogue 2002 for publicly funded providers, and assuming at least as much for private providers)	(No separate SIC coverage)		**Total: 136,625** **England – 30,000** (Parsons and Berry-Lound, 2003) **Northern Ireland – 1,625** (Jobskills Providers Forum, Northern Ireland, and LLUK estimate of number of providers) **Scotland – 70-75,000** (Scottish Training Federation) **Wales – 30,000** (National Training Federation, Wales)

Sources: As specified in the table.

It is clear that there are considerable challenges in interpreting the data presented in table 3.1 for all LLUK constituencies:

- In the **CLD** constituency, the variation between the LFS and LLUK 'Market assessment' (2004) figures is possibly explained by absence from the relevant SIC code of youth workers and other sub-groups within the constituency. Stakeholder estimates suggest that youth workers alone could account for approximately 130,000 individuals missing from the LFS total. Keeping the above in mind, an approximate total for CLD is **283,000**.

- Similarly, in **FE**, the variation between the LFS and other sources may be related to the 'missing' unspecified amount from SIC 80.21 (general secondary education), which is not included in the total. Sector-specific data sources provide estimates of the FE workforce in each nation. However, due to the differences in the 'units' used for the purpose of calculation (i.e. 'headcount' or 'contracts' in England and Wales, compared with 'full-time equivalent' (FTE) in Scotland), as well as the varying timescales used for data collection, it is difficult to produce a grand total for FE based on these. The total workforce of FE is **184,909** according to the LFS, although the breakdown in the four UK home countries, based on country-specific data suggests, that this might represent a sizeable under-estimate, being:
  - **246,005** staff in England
  - **5,311** teaching staff only in Northern Ireland
  - **12,330** (full-time equivalent) staff in Scotland
  - **9,324** staff in Wales

- In the **HE** constituency, LFS data aggregated across the four quarters of 2004/05 and provides a recent figure of **417,296**. However, the HESA Staff Record uses the staff contract population, an indicator of HE staff contracts active on 1st December 2004, and provides an HE workforce total of **340,000**.

- In the **LAIS** constituency, the 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 figure from the MLA digest of statistics gives a figure of more than 31,000 staff working in libraries in England alone. However, with no single data source that provides data for the LAIS constituency, the estimated workforce total is **52,000** based on LFS, although this is acknowledged to be likely to be a sizeable under-estimate.

- Coverage of the **WBL** constituency is very limited and the robustness of the available data could be seriously questioned. The LLUK 'Market assessment' (2004) relied heavily on an assumption about the number of private WBL providers. Moreover, the updated data relies on stakeholder estimates within the individual home countries of the UK. The best estimate total workforce for this constituency is **136,625**.

It is hoped to address these shortcomings within proposed LLUK research (see section 2.1.3).

Given the data discrepancies and gaps which are evident, it is very difficult to establish an accurate global estimate of the size of the lifelong learning workforce as a whole to provide a benchmark figure for the purposes of this report and any overall

estimate should be treated with extreme caution. However, an analysis of the figures from the LFS, data from constituency-specific sources and other stakeholder estimates, it is suggested that the lifelong learning sector comprises in the region of 1–1.2 million individuals.

The total lifelong learning workforce comprises in the region of 1–1.2 million individuals.

For those constituencies covered by SIC codes, the LFS data presented in table 3.2 reveals broadly comparable patterns across the four home countries of the UK.

Table 3.2:   Geographic breakdown of LFS data by constituency

	CLD excluding youth work (SIC 80.42)	FE (SIC 80.22, 80.30/1)	HE (SIC 80.30/ 1&2)	LAIS (SIC 92.51)	Total
England	135,171 (20%)	157,135 (23%)	333,931 (50%)	44,300 (7%)	670,536
Northern Ireland	2,697 (17%)	6,357 (39%)	6,747 (42%)	380 (2%)	16,181
Scotland	10,935 (14%)	12,295 (15%)	52,091 (65%)	5,205 (6%)	80,525
Wales	4,123 (10%)	9,122 (23%)	24,528 (61%)	2,122 (5%)	39,895

English Regions

	CLD excluding youth work (SIC 80.42)	FE (SIC 80.22, 80.30/1)	HE (SIC 80.30/ 1&2)	LAIS (SIC 92.51)	Total
North East	5,518 (18%)	6,416 (21%)	16,200 (53%)	2,210 (7%)	30,343
North West	19,574 (22%)	23,650 (27%)	38,630 (44%)	5,343 (6%)	87,195
Yorkshire & Humber	12,551 (16%)	18,724 (24%)	39,986 (51%)	6,573 (8%)	77,834
East Midlands	29,718 (23%)	12,767 (22%)	29,718 (51%)	2,398 (4%)	57,916
West Midlands	13,472 (23%)	15,057 (25%)	26,927 (45%)	3,787 (6%)	59,243
East of England	11,108 (16%)	15,798 (23%)	36,673 (54%)	4,955 (7%)	68,533
London	23,665 (22%)	19,209 (18%)	56,213 (53%)	7,843 (7%)	106,930
South East	23,808 (20%)	26,635 (22%)	62,646 (52%)	6,789 (6%)	119,695
South West	12,442 (20%)	18,880 (30%)	27,122 (43%)	4,403 (7%)	62,846
Total	152,924 (23%)	184,909 (52%)	417,296 (19%)	52,007 (6%)	807,136

Source: Labour Force Survey, aggregate data for 2005.
Percentages in brackets represent the row percentage, the percentage of the workforce in each UK home country/English region classified within each constituency.

The key features of this table are that:

- Not unexpectedly, the vast majority of the total lifelong learning workforce (as defined by SIC codes) were resident in England, with the South East and London being the most common English regions of residence.

- The workforce in HE outnumbered that in FE in all home countries of the UK, although the difference in Northern Ireland was considerably less (in percentage terms) than that observed in all other UK home countries. The proportion of the workforce involved in FE was highest in Northern Ireland (39%) and lowest in Scotland (15%). Conversely, the proportion of the lifelong learning workforce involved in HE was highest in Scotland (65%) and lowest in Northern Ireland (42%).

- The LAIS workforce comprised less than 10% of the total lifelong learning workforce in all areas of the UK, being at its smallest proportion in Northern Ireland (2%).

3.2 Characteristics of the lifelong learning workforce

This section considers the characteristics of the individuals working within the lifelong learning sector. It begins by examining data from the Labour Force Survey, before considering additional evidence from constituency-specific sources.

Detailed data tables drawn from the LFS (aggregate data for the year 2005) outlining key characteristics of the lifelong learning workforce (as covered by SIC codes) are provided in Annex C, tables C1–C4. The key findings, with distinctive variations between the different UK home countries, are that:
- the majority of the sector workforce was **female**, with this gender bias being most pronounced in Northern Ireland (70%), compared with England (59%), Scotland (58%) and Wales (53%) (shown in figure 3.1 and table C1)
- over half (55%) were **aged between 35–54 years**. Scotland had the highest percentage of those aged 45–54 years (35%), compared with Northern Ireland (30%), Wales (29%) and England (28%); whilst Wales had the highest percentage aged 25–34 (22%), compared with England (18%), Northern Ireland (17%) and Scotland (14%) (shown in figure 3.2 and table C2)
- in terms of ethnic origin, 92% were classified as '**white**' (table C3)
- just under two-thirds (65%) were known to be **employed full-time** (table C4)
- more than three quarters (77%) were known to be **employed on a permanent basis**, whilst 16% were known to be on **temporary contracts** (table C4).

Figure 3.1: Lifelong learning workforce gender by UK home country
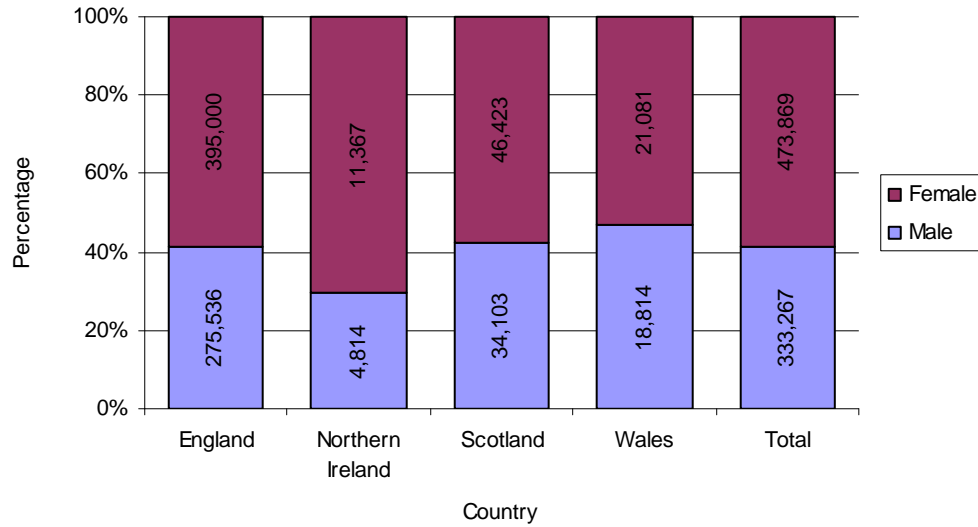
Source: Labour Force Survey, aggregate data for 2005.

Figure 3.2: Lifelong learning workforce age by UK home country
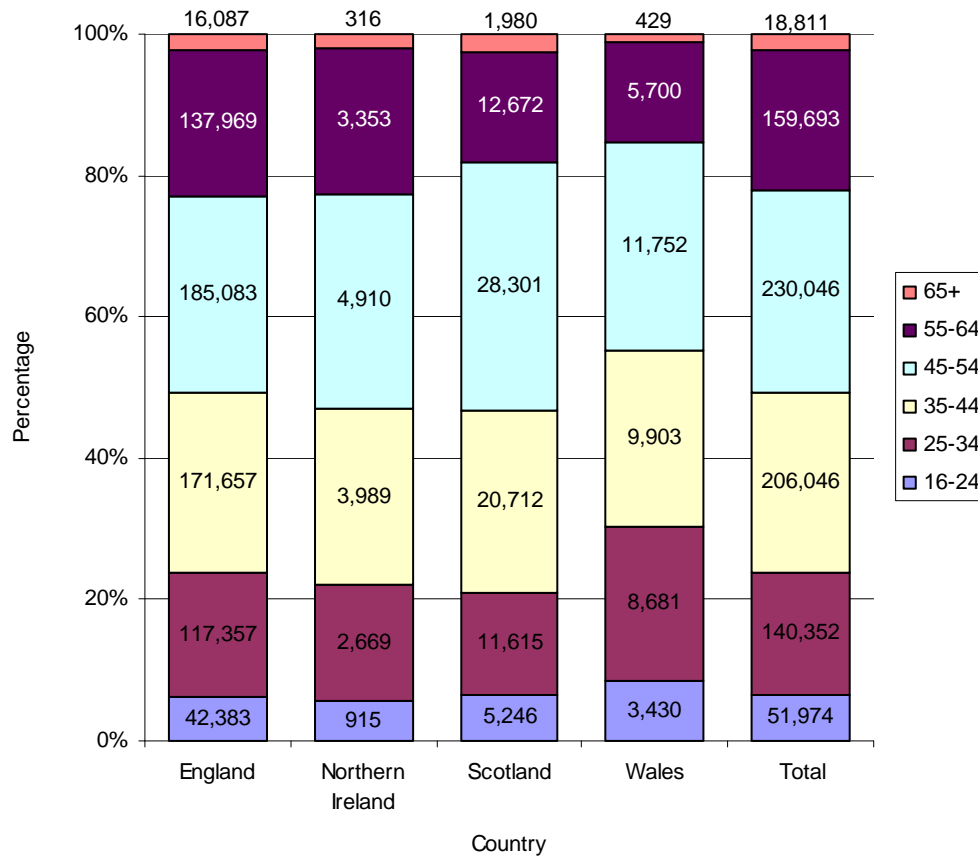
Source: Labour Force Survey, aggregate data for 2005.

Drawing on the occupational profile data from the LFS according to the SOC major group codes (see section 2.1.1 for further discussion of the use of SOC codes) highlights **the importance of professional occupations** within the sector, which represent 52% of those employed. As shown in figure 3.3 and table C5 in Annex C, this was considerably higher than the

52% of employment in lifelong learning was made up of professional occupations – compared with only 8% in the economy as a whole.

(LFS, 2005)

proportion in other sectors, such as other parts of education (48%), health and social work (11%), the public sector as a whole (11%) and the economy as a whole (8%). 'Associate professional and technical occupations' (15%) and 'administrative and secretarial occupations' (14%) were the next most common occupational groups.

Figure 3.3: Lifelong learning workforce occupational profile, compared with other employment sectors (2005)
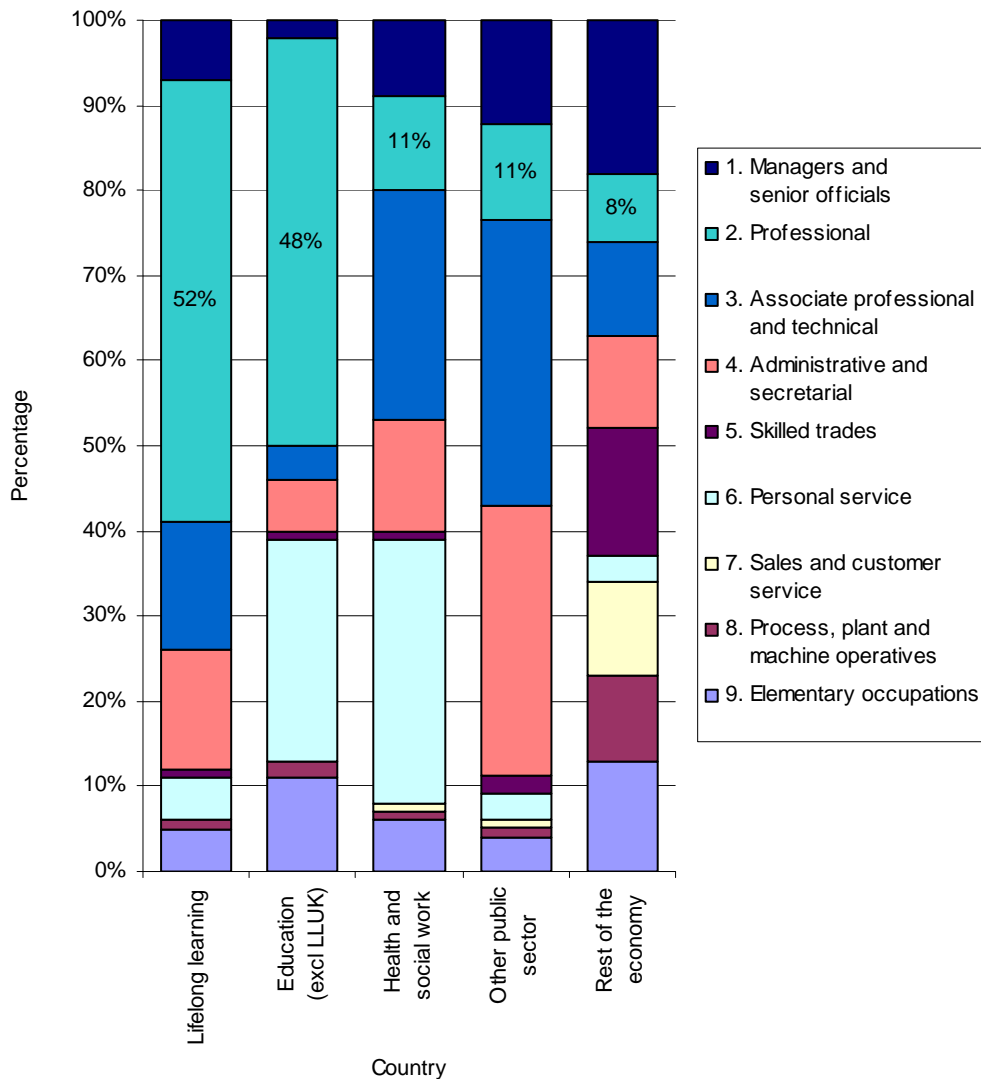
Source: Labour Force Survey, aggregate data for 2005.

Shown in table C6 in Annex C, the concentration of professional occupations was particularly evident within Northern Ireland, where they comprised 66% of lifelong learning employment, compared with Wales (57%), England (52%) and Scotland

(47%). In contrast, Scotland had a higher proportion of lifelong learning employment classified within the 'associate professional and technical' category (18%), compared with the other UK home countries (each 14%).

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%). Again, providing some degree of balance, the East Midlands had the highest proportion of 'managers and senior officials' (11%) of any region, whilst the North East had a high proportion of 'associate professional and technical occupations' (16%), the same as in the West Midlands, with only Yorkshire and the Humber higher (17%).

As has already been discussed (see section 2.1.1), due to the absence of complete coverage of all LLUK constituencies in the LFS data, these results should be interpreted with care and regarded alongside findings from constituency-specific data sources. The sections that follow present a summary of the issues and findings relating to the characteristics of the lifelong learning workforce within specific constituencies, based on constituency-specific sources. However, considerable care needs also to be exercised in comparing the findings from these different data sources – especially those based on one-off surveys and/or those based on limited sample sizes.

Further details can be found in Annexes C–G and reference to these is provided in the text where relevant.

3.2.1 CLD

No 'core' and only very limited 'supplementary' data sources were identified specifically for the CLD constituency during the data-scoping exercise (see section 2.1.2 and table B1 in Annex B). Moreover, only some of the limited sources identified provided details of workforce profile characteristics. For example, in **Scotland**, 'Learning Connections', part of 'Communities Scotland' has policy responsibility for the CLD constituency in Scotland on behalf of the Scottish Executive. To this end, it has established the 'performance information project' and commissioned work to pilot a survey of the CLD workforce in Scotland. Fieldwork took place between January and March 2006. The full report on this survey is expected to be published in the near future by Learning Connections, and it is intended that further workforce surveys will build on this pilot exercise.

To summarise the findings from other UK home countries:

In **England**, 'Qualifications of staff in LSC-funded provision' carried out by Host Policy Research for the DfES (Parsons & Berry-Lound, 2004) provides some workforce characteristics, based on a limited sample of those undertaking adult and community learning, which in England is also referred to as personal and community development learning. Of the 1,577 individual responses received:
- 91% described 'teaching' as their main activity (table D1)
- 76% were female (table D2)
- 22% were aged 40 years or under (table D3)
- only 7% worked full-time, with the most common employment status being sessional/hourly paid, accounting for 45%, followed closely by part-time (40%) (table D4).

Figures from the National Youth Agency's (NYA) ninth annual audit, incorporating returns related to staffing from 136 of the 149 local authorities in England in the year 2004/05, (NYA, 2006) reveal that at that time, local authority youth services employed:

- 3,950 professionally qualified Youth Workers (3,400 FTEs)
- 14,150 youth support workers (3,300 FTEs)
- 860 in management posts (800 FTEs)
- 1,500 FTE administrative staff
- approximately 6,000 volunteers – equivalent to approximately 150 FTE (across 88 authorities where data was available).

In **Northern Ireland**, 'Sector Skills: a skills foresight research report on the paid workforce of the voluntary and community sector in Northern Ireland' (NICVA Research Unit, 2004) suggests that over 72% of the paid workforce in the voluntary and community sector in Northern Ireland were female, but that men were over-represented at the more senior occupational levels. See also annex E.

In **Wales**, the 'Local authority Youth Service in Wales: audit 2003/04' (Sharp and Davies, 2005), based on a survey of principal youth officers employed in the youth service or community education service departments within all 22 local authorities in Wales, suggests that (p.5):

- 119 management and 2,730 delivery staff were employed in local authority youth services in Wales in 2003/04 and, in addition, youth services were staffed by a further 330 volunteers
- 87% of delivery staff were employed part-time.

3.2.2 FE

The secondary constituency-specific data sources identified during the data-scoping exercise provide relatively good coverage of the FE constituency, except in the case of Northern Ireland.

In **Northern Ireland**, analysis of data obtained from Department for Employment and Learning for the year 2004/05 only provides details on the gender and mode of employment for teaching staff (see table E1 in Annex E):

- 58% of teaching staff were female
- similarly, 58% of teaching staff worked part-time
- 63% of female teaching staff worked part-time, compared with 53% amongst their male counterparts.

In **England**, analysis of data obtained from the LSC Staff Individualised record (SIR) for the year 2004/05 reveals that:

- almost two-thirds (64%) of the FE workforce in England was female, and the imbalance was greatest amongst 'other support staff' and 'teaching and learning support staff', where women made up 69% and 66% respectively (table D6)
- the majority of the FE workforce was aged 40 years and over and it appears that, overall, they tended to join the FE workforce in their thirties and leave from age 55 (table D7)
- over half worked part-time (57%), particularly within the 'teaching and learning staff' (62%) and 'teaching and learning support staff' (60%) categories, compared with 'other support staff' (47%) (table D8)
- two-thirds (66%) were employed on permanent contracts – particularly amongst 'other support staff' (80%) and 'teaching and learning support staff'

(71%). Conversely, 23% were employed on a fixed term basis, particularly those defined as 'teaching and learning staff' (30%) (table D9).

'Qualifications of staff in LSC-funded provision' (Parsons and Berry-Lound, 2004) supported many of the LSC SIR 2004/05 findings, reporting that, of the 3,764 individual FE survey responses received:
- 76% described their main activity as 'teaching' (table D1)
- 60% were female (table D2)
- 29% were aged 40 years or less (table D3)
- 45% worked full-time, with 31% working part-time and a further 14% working as sessional/hourly paid staff (table D4).

In **Scotland**, 'Staffing statistics for further education colleges in Scotland: 2004/05' (Scottish Funding Council, 2006) reveals that:
- 61% of staff were teaching staff (table F3)
- the majority of the workforce was female, accounting for 57% of full-time equivalents (FTEs), 51% of teaching staff FTEs and 63% of non-teaching FTEs (table F1)
- the majority of staff (FTE) were between 30–49 years of age, with a slightly younger profile for female than male staff (table F2)
- the workforce comprised more part-time than full-time workers, particularly amongst teaching staff (64%), compared with non-teaching staff (37%) (table F3)
- 61% of staff were employed on a permanent basis, with this being particularly the case for non-teaching staff (81%) (table F4).

In **Wales**, analysis of data obtained from the Department for Employment, Lifelong Learning and Skills (DELLS) Staff Individualised Record (SIR – broadly comparable with data from the LSC SIR in England) for the year 2003/04, reveals that:
- 60% of the FE workforce was classified as 'teaching and learning staff', compared with 13% as 'teaching and learning support staff' and 28% as 'other support staff' (table G1)
- 61% of the FE workforce was female, particularly 'other support staff' (70%) (table G1)
- the distribution of staff ages centred on ages 40–49 years for women (31%), and 50–54 years for men (15%), although amongst non-teaching staff numbers were high in the under 25 years age group (tables G2 and G3)
- full-time staff accounted for a greater proportion of the full-time equivalent (FTE) total (70%) than part-time-staff (30%), although this does not allow comparison of the actual numbers of staff employed full-time and part-time (table G4)
- 74% of FTEs were employed on permanent contracts. 'Other support staff' were the most likely to be employed on permanent contracts (83% FTEs) and also the most likely to be full-time (tables G4 and G5).

3.2.3 HE

One 'core' secondary data source was identified for the HE constituency, the HESA Staff Record for 2004/05, which provided good coverage across the four home countries of the **UK** and also the nine English regions. Its main findings were that:
- just under half (46%) of the HE workforce were academic professionals, although the proportion was marginally less in Northern Ireland (42%) and Scotland (41%). Northern Ireland had an unusually large proportion of

- administrative and clerical staff (24%) compared with other UK home countries (table C13).
- there were more females (53%) than males. Female employment was concentrated amongst non-academic staff (64%) while the majority of academic staff was male (59%) (table C14).
- there was a broad age distribution within the workforce, although females were more prevalent in the younger age bands (under 30 years), whilst in the oldest age bands (55 years or over) males were more prevalent than females (table C15).
- more than two-thirds (67%) of the HE workforce were employed full-time (table C16).
- 70% were employed on open-ended or permanent contracts, although this was considerably lower for academic professional staff (57%) than other staff (81%) (table C17).
- 82% were based in England, with the most common regions being London (17%) and the South East (15%), broadly mirroring the data from the LFS for 2004/05. Along with Scotland (11%) and the North West (10%), these regions accounted for just over half of the total HE workforce in the UK (table C18).

3.2.4 LAIS

There are two 'supplementary' secondary data sources which provide some additional information relating to the LAIS sector, although it has already been mentioned (see section 2.1.2) that this data does not cover archivists or records managers in any way.

Across the UK, data from the Chartered Institute of Library and Information Professionals (CILIP) membership database in 2006, indicates that more than three-quarters of the total membership were female (76%) but that only 37% of the most senior level of membership ('Fellows of CILIP') were female (table C22).

In addition, according to data obtained from a limited survey conducted by the Employers Organisation for local government in England and Wales in 2005, covering library staff employed by 68 out of the 171 local authorities in **England** and **Wales**:
- only 18% of library staff were male (table C25)
- 35% worked full-time (table C26)
- 60% were between 40–59 years of age, with the 50–54 years age-group category being the largest (table C27).

3.2.5 WBL

Very limited 'supplementary' secondary data relating to the WBL constituency was identified through the data-scoping exercise. That which was identified related only to **England**; Key findings of the survey undertaken by Host Policy Research (Parsons and Berry-Lound, 2004) and reported in 'Qualifications of staff in LSC-funded provision' are that of the 917 individual WBL survey responses:
- 36% described their main activity as 'teaching' (table D1)
- 61% were female (table D2)
- 47% were 40 years old or less (table D3)
- 62% were employed full-time (table D4).

3.3 Summary

Various sources of data have contributed to the development of an estimate of the total workforce within the lifelong learning sector in the region of 1.1–1.2 million individuals, with HE, FE and CLD being the largest and LAIS the smallest constituencies in terms of workforce numbers.

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, and between 58–76% were female based on constituency-specific sources. This gender bias was particularly notable in Northern Ireland. However, where data from constituency-specific sources allowed comparison, female employment tended to be more limited in the more senior or more professional employment categories.

- **An ageing workforce** – the LFS suggests that the majority of the workforce were aged between 35–54 years. This finding is supported within other constituency-specific sources, with a slightly younger profile within the WBL constituency, and several sources (in the HE and FE constituencies) suggesting a younger profile for women employed within the sector, compared with men.

- **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. The least common occupational group was in sales and customer service occupations.

- **Full-time, permanent employment** was the norm for the workforce as a whole identified within the LFS, although constituency-specific sources suggest that this was more the case within the HE and WBL constituencies and for staff at less senior or professional levels, than for the CLD and LAIS constituencies and staff taking on more senior professional or academic roles.

These findings, and the specific findings from both the LFS and constituency-specific sources, point to some common and particular workforce trends within the different constituencies and UK home countries comprising the lifelong learning sector. For example, the greater prevalence of female employment amongst younger, non-professional and part-time staff suggests enduring gender barriers to skills development and career progression, which need to be addressed. Similarly, older workers, making up much of the sector and who have not benefited from recent reforms to the compulsory education system are likely to have different skills needs and qualifications than their younger colleagues and this has implications for future 'succession planning' and renewal of the workforce (particularly the professional workforce) within the sector.

4. DRIVERS OF THE DEMAND FOR SKILLS

Workforce skills are influenced by a variety of drivers. As the lifelong learning sector is primarily publicly-funded, it is government policy across the UK as a whole and within each of the individual home countries of the UK that is perhaps the most important factor influencing skills demand. This chapter starts with a country-specific classification of policy drivers and is based on an extensive review of policy documentation relevant to each of the five component constituencies of the lifelong learning sector across the UK as a whole and within the four individual UK home countries.

The remainder of the chapter reviews other drivers of the demand for skills, including: expenditure trends; demographic change; trends in participation in lifelong learning; globalisation and technological change. It is based on a review of academic and other research reports and also draws on findings from consultations with key stakeholders across the sector. Stakeholders often provided country-specific views with regard to the factors driving change in their constituency. However, given the broad scope of the drivers for sector skills demand discussed, most of the issues are addressed at a UK-wide level but with individual geographic and constituency perspectives provided where the evidence allows.

4.1 Government policy

In a largely publicly-funded sector, policy making across a wide range of issues and themes is a major driver of change for employers and their workforce.

Some of the main policy drivers and associated initiatives of the time were reviewed in the 'Market assessment' (LLUK, 2004). This chapter brings this earlier review up-to-date, considering the plethora of recent policy developments affecting the sector and its component constituencies within the UK. It begins by considering policies influencing the UK as a whole and takes into account ways in which UK-wide policies are also shaped by European agreements and initiatives.

The education system in Scotland has been separate from that in the remainder of the UK for many years. Also, in 1998 powers for education and training were devolved to the National Assembly for Wales, and powers for education, learning and employment were devolved to the Northern Ireland Assembly. This has resulted in additional and considerable variations in the development and implementation of policy on common themes across the four home countries of the UK. In order to address this, each UK home country is also considered in turn, with the intention of summarising the main features of relevant policy development in that country. Additional information in relation to individual policies within individual UK home countries is presented in Annexes D–G, and specific reference to these is made within the text where relevant.

4.1.1 UK policy drivers

In 2004, Lord Leitch was commissioned by the Chancellor of the Exchequer and the Secretary of State for Education and Skills to undertake a review to consider what the UK's long-term ambition should be for "*developing skills in order to maximise economic prosperity, productivity and to improve social justice*" (Leitch, 2006, p.1). In response, the interim report (Leitch, 2005) and the pivotal final report, published in December 2006 (Leitch, 2006) suggested that, despite some notable improvements in recent years, particularly with regards to employment levels and higher-level skills

acquisition, the current productivity and skills levels in the UK lag behind comparator countries. Even if the UK can meet its current ambitious Public Service Agreement (PSA) targets for improving skills, the report suggests that by the year 2020 the UK skills base will still fail to be world class.

In order to deliver the necessary step-change in the skills levels of the UK workforce by the year 2020, the report emphasises the need to:

- tackle the numbers of low-skilled adults without qualifications, basic literacy and numeracy
- invest more in intermediate skills
- further increase the proportion of adults holding a degree.

> **"Without increased skills, we would condemn ourselves to a lingering decline in competitiveness, diminishing economic growth and a bleaker future for all."**
>
> (Leitch, 2006, p.1)

It is recommended that all four UK home countries seek to meet targets of:

- 95% of adults achieving functional literacy and numeracy
- exceeding 90% of the adult population qualified to at least NVQ level 2
- shifting the balance of intermediate skills from NVQ level 2 to NVQ level 3
- exceeding 40% of the adult population qualified to NVQ level 4 and above.

Throughout the report, Leitch (2006) emphasises that more than 70% of what will be the workforce in the year 2020 are already in work, over 80% in Scotland. On this basis it is essential that adults can access excellent information and guidance, skills training and the development that they need to build sustainable and productive careers. Moreover, there are currently over six million adults with poor basic skills, approximately half of who are currently in work. Economic forecasting suggests that by the year 2020 there will be less than 600,000 such jobs suitable for those with poor levels of literacy or numeracy.

For England, Leitch suggests a number of structural refinements building on the current system in order to enable the achievement of the outlined targets. The devolved administrations within the other UK home countries are invited to develop their own thinking on how to develop systems to achieve these shared ambitions. Throughout, one aspect is clear: the system must be reformed to ensure that all young people and adults gain economically valuable skills, utilising more diverse funding streams and continuing to increase both the quantity and quality of provision. In order for this vision to be realised, the workforce within all constituencies of the lifelong learning sector must perform effectively at all levels.

> **"Lifelong Learning UK represents a powerful force for change, with the potential to transform the quality of learning … across the entire lifelong learning sector."**
>
> (Alan Johnson, Secretary of State for Education and Skills, LLUK conference, 2006)

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 Public Service Agreements (PSAs) and achieving targets in relation to key indicators. In Scotland, high-level indicators rather than PSAs are used – see Annex

F for further details from 'Life through learning; learning through life: the lifelong learning strategy for Scotland' (Scottish Executive, 2003). The indicators, shown in table 4.1, broadly divide 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 4.1: Public Service Agreements (PSAs) and target indicators

Young people	Adults
England	
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 HE by those aged 18–30
Northern Ireland	
Improve GCSE achievement at age 16	Increase the proportion of working age people qualified at NVQ level 2 or above Increase the proportion of working age people qualified at NVQ level 3 or above For those who lack literacy and numeracy skills, increase the number achieving a recognised qualification
Scotland (high level indicators)	
Reduce the proportion of 16–19 year olds not in education, employment or training (NEET) Increase the participation and retention of 16–19 year olds in school and FE	Increase the proportion of graduates in the workforce Reduce the proportion of working-age adults whose highest qualification is below SCQF level 5 Reduce the proportion of 18–29 year olds, whose highest qualification is below SCQF level 6 Increase the proportion of people in employment undertaking training
Wales	
Improve the GCSE attainment of pupils finishing compulsory education	Reduce the proportion of adults of working age without qualifications Increase the proportion of adults with an NVQ level 4 qualification

Source: Skills in the UK: the long-term challenge: interim report (Leitch, 2005), table C.4, p.143, for England, Northern Ireland and Wales.
Life through learning; learning through life: the lifelong learning strategy for Scotland (Scottish Executive, 2003), p.64, for Scotland.

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

The European dimension

In addition to addressing purely UK-focused issues, the lifelong learning sector must also implement lifelong learning and community development agreements and initiatives negotiated with other European Union member states.

The need for rapid improvement in the UK's skills and productivity levels was identified at the Lisbon European Council meeting in March 2000. At this meeting, the UK and other European Union member states' heads of government set a new strategic goal for Europe by the year 2010: "*to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion*" (Lisbon European Council, 2000). In 2005, the Treasury launched the 'Lisbon strategy for jobs and growth: UK National Reform Programme' (NRP) for the years 2005–08, outlining its long-term plan for delivering the Lisbon agenda in the UK through strong economic performance and employment growth, and by maintaining the UK's competitiveness in the face of increased global competition (HM Treasury, 2005b).

Strengthening the UK's skills base is affirmed by the NRP as a key driver for increasing productivity. The proposed aim is "*increasing participation in education at age 17 from 75 per cent to 90 per cent over the next ten years*" (ibid. p.3). Measures to achieve this include changes to the secondary curriculum in England, in order to provide more flexible pathways through education, combining academic and applied (vocational) routes, which can be school-, college- or work-based, and ensuring improved information, advice and guidance (IAG) on possible career choices post-16. With regard to improving adult skills, the UK NRP supports a more flexible, demand-led training system, focusing particularly on areas of market failure in the provision of training which "*reduce investment in skills needed for the economy and society, and are most acute for those with low skills*" (ibid., p31)

> **"Effective investment in skills is a key driver of productivity. It increases the flexibility and adaptability of the labour market by helping individuals to adapt to change, sustain employment and absorb innovation."**
> (HM Treasury, 2005b, p.29)

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 NRP (ibid.), endorsed by Lord Leitch (2006) and reflected in the implementation of UK policies.

The report from the National Audit Office, 'Employers' perspectives on improving skills for employment' (Bourn, 2005a) 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. The report suggested that employers wanted a simple way of getting advice on the best skills training for their staff. The report described how "*organisations involved in funding, planning and providing skills development … have been working towards a 'no wrong door' approach enabling employers to get advice, or to help influence provision, whichever*

public organisation they approach" (ibid., p.11). 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. The 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*" (ibid. 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. Another report from the National Audit Office, 'Working with the third sector' (Bourn, 2005b)[6], made the case for increasing the community and voluntary sector's role in the delivery of public services generally. More specifically, it suggested 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 (TSOs) needed to train existing employees and volunteers and to 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.

4.1.2 England

Overall, many aspects of the UK policy drivers resonate strongly with government policy for lifelong learning in England and its nine Government Office Regions. England's economic context is mixed, with some parts of London and the South East having greater wealth and productivity than anywhere else in Europe, whilst other parts of London, the South West and North East remain amongst the poorest performing areas in Europe.

Over the last few years, the English government has made a concerted effort to address systemic challenges within the lifelong learning workforce, including: supporting the development of qualification frameworks; improving development opportunities for those in higher and FE; and placing staff development on a par with other aspects of quality improvement. This has been supported through a number of key policies across four key themes:

- system reform and quality improvement, particularly affecting the lifelong learning workforce
- increasing the participation and achievement of young people
- improving adult skills
- regional economic development.

System reform and quality improvement

Policies focused on system reform and quality improvement attempt to strengthen the contribution made by the constituent parts of the lifelong learning sector to meeting the interdependent aims of improving economic prosperity and employability, productivity and social justice proposed by Lord Leitch (2005).

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[6] The 'Third Sector' describes a range of institutions existing between the state and private sectors. These include small local community and voluntary groups, registered charities both large and small, foundations, trusts and a growing number of social enterprises and cooperatives.

Common themes were identified within the reform agendas developed by each constituency within the lifelong learning sector. All emphasised improving quality, by:

- setting standards for service delivery and professional practice
- developing services, which offer greater choice
- promoting responsiveness and flexibility to meet the needs of employers and individuals
- strengthening partnership working, collaboration and service integration (sometimes involving the voluntary and community sector)
- reducing bureaucracy and inefficiency and ensuring resources are directed at the delivery of front-line services.

Illustrative examples of key initiatives include:

- In **FE** – the '**Further education: raising skills, improving life chances**' White Paper – sharpening the mission of the FE system on economic development and meeting the needs of employers and learners, developing a national quality improvement strategy, new funding and planning systems, and updating the skills of FE lecturers (DfES, 2006c).

- Also in **FE** – '**Equipping our teachers for the future: reforming initial teacher training for the learning and skills sector**' – increasing the number of FE teachers holding appropriate teaching qualifications based on professional standards (DfES, 2004a).

- In **LAIS** – '**Libraries and lifelong learning: a strategy, 2002–4**' – strengthening the contribution made by libraries and information services to supporting learning and tackling social exclusion by identifying the learner-support skills needed by library staff (Library Association, 2001).

In order to deliver the lifelong learning policy priorities, lifelong learning organisations in England are expected to work more collaboratively with each other, to engage employers in the design and delivery of provision, and to attract and sustain funding from a wider range of different sources. The different constituency reform agendas outlined above include recognition of the need to build workforce capacity and improve practitioners' skills and qualifications if each constituency is to develop new ways of working and in order to secure improvements in the quality of service delivery. Continuing investment in the development of the lifelong learning workforce is thus widely regarded across the sector as being essential for achieving lifelong learning policy objectives.

Increasing the participation and achievement of young people

Policies focused on young people aim to increase participation and achievement by: enhancing applied (vocational) provision for 14–19 year olds; increasing collaboration between schools, FE colleges and other learning providers; strengthening applied (vocational) pathways into HE; developing personalised approaches to learning; and offering wider choice to sustain young people's engagement beyond compulsory education. Illustrative examples of key initiatives include:

- '**14–19 education and skills**' White Paper – including proposals to introduce 'diplomas' from September 2008 and strengthen achievement at level 2 (DfES, 2005a).

- '**Youth matters**' – engaging young people in more positive activities and in shaping local youth services (DfES, 2005f).

- '**Five year strategy for children and learners**' – introducing Young Apprenticeships, developing more flexible and applied (vocational) pathways into HE, and rolling out the 'Education Maintenance Allowance' to encourage retention in post-16 learning (DfES, 2004c).

Improving adult skills

Policies focused on adult skills aim to improve 'Skills for Life', other skills at NVQ levels 2 and 3 and higher-level skills and employability. They expect to achieve this by: engaging employers in the design and delivery of learning; developing innovative and accessible learning methods; increasing employment amongst particular groups; and strengthening collaboration between organisations in different parts of the lifelong learning sector. Illustrative examples of key initiatives include:

- '**21st century skills: realising our potential**' – strengthening the focus of education and training supply on employers' skills needs through SSAs (DfES, 2003a).

- '**Skills: getting on in business, getting on at work**' – launching the 'Train to Gain' brokerage service in September 2006, enabling employers to identify local provision supporting their employees to achieve NVQ level 2 qualifications (DfES, 2005e).

- '**The future of higher education**' White Paper – increasing and widening participation in HE by young adults aged 18–30 to 50% by the year 2010, and strengthening the links between HE and business (DfES, 2003b).

- '**Framework for the future: libraries, learning and information in the next decade**' – involving libraries and information services in supporting adults with basic literacy needs (DCMS, 2003).

Regional economic development

Several of the main themes identified in UK and English lifelong learning policy were also recognised as contributing to the delivery of Regional Economic Strategies (RES), alongside other priorities for improving productivity, economic performance and social cohesion, such as increasing inward investment and ensuring sustainable development. This was manifest 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.

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 IAG services (North East); improving access to WBL (East Midlands); and increasing

employment rates in disadvantaged communities (East of England). Further details of the different skills priorities for each English region can be found in Annex D.

4.1.3 Northern Ireland

Lifelong learning policy in Northern Ireland is set within a background context of generally weak economic performance, high levels of economic inactivity (higher than any other home country or region in the UK) and low levels of essential skills among the workforce (DETINI, 2005).

System reform and quality improvement

Policies focused on system reform affect the lifelong learning sector widely in Northern Ireland. The wide-ranging 'Review of Public Administration' (RPA) in Northern Ireland, launched in 2002, aimed to revitalise public services by replacing current structures with a new and more accountable public sector. Final decisions affecting different parts of the lifelong learning sector were announced in 2005 and 2006. These included reducing the number of local councils from 26 to seven by the year 2009, and replacing the five Education and Library Boards with a new Education and Training Authority (with a remit covering the 14–19 curriculum) in 2008.

These major changes to the infrastructure for lifelong learning service delivery within Northern Ireland were accompanied by additional reforms and initiatives, including:

- '**Building real partnership**' – a compact between government and the voluntary and community sector (VCS) for the delivery of public services in which VCS organisations pledged to develop quality standards, involve users in the development and management of services and develop systems to strengthen accountability (DHSSNI, 1998).

- In **FE** – '**Further education means business**' – reducing the number of FE colleges from 16 to six area-based colleges by the year 2007 and strengthening the primary focus on supporting economic development (DELNI, 2004a).

- In **WBL** – '**Success through skills**' – reconfiguring the WBL 'Jobskills' programme and reducing the number of contract holders from more than 90 to 25 in order to reposition WBL as a route into highly skilled employment, thus contributing to economic development (DELNI, 2006a).

In addition, the English government has issued a consultation on reforming the FE system to support the ambitions set out by Leitch (2006), in particular, the structural and funding reforms required to move to a 'demand-led' system. This could have a profound effect on the structure and quality of the FE system and have major implications for the wider lifelong learning sector in Northern Ireland.

Young people and adult skills

The need to increase productivity and improve economic performance has shaped recent policy development relating to young people and adult skills, e.g. 'Youth work: model for effective practice' (DENI, 2004b) and 'Essential skills for living' (DELNI, 2002), whilst the need to improve the efficiency of the public sector (arising in large part from the Review of Public Administration in Northern Ireland) has resulted in

several initiatives to reform the lifelong learning system, e.g. 'Further education means business' (DELNI, 2004a).

Specific policies focused on young people and adult skills have addressed literacy, numeracy and ICT skills deficiencies. Attention has also been given to enhancing applied (vocational) provision, improving learner choice, and offering training that is more relevant to both learners and employers. Many policy documents are targeted at both the education and business communities, seeking to cultivate greater employer engagement in the design and delivery of provision and to sharpen the focus on economic development. Illustrative examples of key initiatives include:

- '**Essential skills for living**' – increasing the take up of improved essential skills provision for adults (DELNI, 2002).

- '**Future post-primary arrangements**' (the Costello report) – entitling all young people aged 14–19 to access both academic and applied (vocational) education, linked to meeting local employment needs (DENI, 2004a).

- '**Training for success**' – a consultation on the reform of 'jobskills', proposing a review of the vocational education available to young people and adults, in particular apprenticeships and training within employment to NVQ level 2 (DELNI, 2006b).

- '**Skills strategy for Northern Ireland**' – establishing local employer-led workforce development forums and entitling those aged over 19 years to access training towards a first level 2 qualification (DELNI, 2004b).

- '**Northern Ireland's libraries: a framework for change**' – strengthening customer service and the delivery of early years and youth services in libraries and information services (DCALNI, 2005).

4.1.4 Scotland

Lifelong learning policy in Scotland is shaped by levels of strong economic performance and higher than average employment levels, according to the 'Scottish economic report' (SER) (Scottish Executive, 2006c). The report also regarded Scotland's labour supply as one of the country's economic strengths, and noted that skills shortages reported by employers were uncommon. Skills gaps, on the other hand, were concentrated among people in low-skilled jobs, where market failure in the provision of training was evident. For example in 'More choices, more chances' (Scottish Executive, 2006a), a strategy to tackle the high proportion (13.5%) of young people not in education and training (NEET), the Executive sought to increase demand for learning by increasing the financial incentives offered to young people at risk of social exclusion and by expanding the range and quality of options and support available to them.

In common with the rest of the UK, Scottish lifelong learning policies have a strong focus on improving adult literacy, numeracy and ESOL skills levels. These can be seen as essential elements underpinning the Scottish social inclusion agenda. Making the whole workforce more flexible and adept at coping with the ever rapidly changing demands of the economy is also a priority. 'Life through learning: learning through life' (Scottish Executive, 2003) is the overarching strategy, bringing coherence to provision beyond school, including basic, intermediate and higher level

skills provision. The Scottish Executive is currently consulting on a review of the lifelong learning strategy, the results of which should be available after the election.

At intermediate skills levels there has been a drive in Scotland to increase the uptake of apprenticeships, WBL and applied (vocational) qualifications for both young people and adults, as set out in 'The framework for economic development in Scotland' (Scottish Executive, 2004c). In addition, entrepreneurialism and enterprise skills were identified as development priorities for the general workforce in 'Learning to work' (Scottish Funding Council, 2005).

The lifelong learning workforce will need to respond to these and other policy priorities, including: enhanced incentives for individuals to engage in post-compulsory learning, such as the payment of tuition fees for eligible students announced in 'The Framework for economic development in Scotland' (Scottish Executive, 2004c); increasing the participation of vulnerable groups at the margins of society such as refugees, announced in the 'Adult ESOL strategy for Scotland' (Scottish Executive, 2005a); and opening access to education and training through e-learning, reported in the final report of the joint Further and Higher Education funding councils' e-learning group (SFEFC/SHEFC e-learning group, 2003).

With regard to the LAIS constituency, in 2005 the Scottish Executive published 'Our next major enterprise: final report of the Cultural Commission' (Scottish Executive, 2005e). The Commission identified a number of drivers for change in the LAIS constituency, including:

- the 'Freedom of information (Scotland) Act 2002' (Scottish Executive, 2002) increasing the demand for records managers
- the digitisation of family archives, increasing public interest in genealogy and demand for archival services
- the need to increase library access and customer care, and to support adults entering literacy schemes.

In response, 'Scotland's culture' (Scottish Executive, 2006b) announced a new model for Scotland's cultural infrastructure, which included the creation of 'The National Collections for Scotland'. This will involve the National Archives Scotland and the National Library of Scotland in the development of minimum standards for service delivery.

A large number of lifelong learning policies in Scotland have focused on system reform – improving the standards and quality of lifelong learning service delivery. Illustrative examples of key initiatives include:

- '**Learning to improve**' – improving the quality of all post-compulsory learning by improving providers' capacity to listen to learners and by strengthening workforce development (Scottish Executive, 2005c).

- In **CLD** – '**Strengthening standards: improving the quality of CLD service delivery**' – improving quality by establishing a professional body to ensure high standards of practice, approve training and develop a qualifications framework (Scottish Executive Short Life Task Group, 2006).

- In **FE** – the **review of Scotland's Colleges** (RoSCo) – strengthening the contribution FE colleges make to Scotland's learners, economy and wider society and examining the professionalism of staff as part of a wider review of the FE system.

- In **FE**, **HE** and **WBL** – '**Learning for life: a joined up approach**' – strengthening service integration and collaboration across lifelong learning providers in FE, HE and WBL (Joint Lifelong Learning Group, 2000).

- '**Further and higher education (Scotland) Act**' – merging the FE and HE funding councils (Scottish Executive, 2005b).

- '**Lifelong partners**' – strengthening school and FE college collaboration by investing £40m over three years to enhance the curriculum offer for young people aged 14–19 (Scottish Executive, 2005d).

4.1.5 Wales

Lifelong learning policy in Wales is driven by three main economic and social needs: better skills; better quality jobs; and social inclusion (LLUK, 2004).

The Welsh approach to lifelong learning was encapsulated in the wide-ranging strategy 'The learning country' (WAG, 2001b), which set out a ten-year vision for transforming education and lifelong learning in Wales. It was followed, in 2006, by 'The learning country: vision into action' (WAG, 2006c), which presented detailed objectives for delivering the strategy, including 15 relating to lifelong learning. These aimed to:

- improve services and protection for children and young people, taking forward the 'Extending 'Entitlement' strategy for young people
- transform provision for 14–19 year olds, including strengthening collaboration between schools, FE and WBL providers
- strengthen the provision of services in the medium of Welsh
- drive up standards, improve quality and build capacity in the lifelong learning workforce
- strengthen the contribution of education and training to economic development
- reconfigure the infrastructure and improve the performance of HE in Wales, building on plans for reshaping HE institutions announced in 'Reaching higher: higher education and the learning country' (WAG, 2002a).

Improving services and provision

With regard to improving services for young people in Wales, '**Extending entitlement: supporting young people in Wales**' (National Assembly for Wales Policy Unit, 2000) is the flagship policy covering all services and opportunities for young people and aiming to ensure that young people can participate effectively and responsibly in learning, employment and their communities. It emphasised the importance of involving young people in the design of the services offered to them, and outlined ten entitlements, which the Assembly identified as essential to enabling young people to achieve their potential. These entitlements ranged from 'being heard' and 'feeling good' to 'education and employment' and 'access to information and guidance'. The important role played by youth workers in the delivery of 'Extending entitlement' was recognised in the discussion paper 'Extending entitlement: supporting young people 11–25: working together to provide young people's entitlements' (WAG, 2005b). This paper included important proposals for workforce development, covering both initial training and continuing professional development

(CPD), to be taken forward by a workforce development sub-group working with LLUK and coordinated by the Wales Youth Agency.

With regard to building the capacity of the lifelong learning workforce, '**The learning country: vision into action**' (WAG, 2006c) noted the growing number of staff, other than teachers and lecturers, who supported learning across the sector. It identified the need to "*implement a training and development strategy for youth workers and others working with young people to ensure that the workforce possesses the necessary skills and competencies to work most effectively with young people*" (ibid., p.16). The report also specified quality improvement targets for FE, WBL and apprenticeship programmes assessed by the Office of Her Majesty's Chief Inspector of Education and Training in Wales (Estyn)*,* to be met by the year 2010 (ibid., p.17):

- FE programmes – 95% to be grade 3 or better and 65% to be grade 2 or better
- WBL training programmes – 85% to be grade 3 or better and 40% to be grade 2 or better
- Modern Apprenticeships – completion rates to increase to 40%.

These targets were linked to earlier strategies and initiatives for improving education and training in Wales. For example, '**Learning pathways 14–19 – guidance**' (WAG 2004a) set out plans to raise both attainment and participation in post-compulsory education and training, with the objectives of getting 95% of young people ready for skilled employment and/or HE by the year 2015 and increasing access to and participation in learning. This report also reflected a particular emphasis within Welsh policy making on ensuring that lifelong learning services meet the needs of individuals by offering:

- wider choice
- increased flexibility in delivery
- strengthened careers IAG to support individuals to make informed choices and encourage them to persist with learning.

Strengthening the delivery of lifelong services through the medium of the Welsh language is another distinguishing feature of lifelong learning policy in Wales. 'Iaith Pawb' (WAG, 2003a) set out the Assembly's strategy for achieving a bilingual Wales. It identified practitioner staffing and training and the production of learning materials in Welsh as major areas for development. More recent reports including 'Future skills Wales survey – Welsh language skills in seven sectors' (Beaufort Research & Menter a Busnes, 2005) and the bilingual skills strategy (WAG, 2006e) have reiterated the need to make continued progress in extending lifelong learning provision through the Welsh language, in order to meet the needs of both individuals and employers.

In the LAIS constituency, the '**CyMAL: museums archives and libraries Wales: action plan April 2006 – March 2008**' (WAG, 2006a) contains important proposals for developing bilingual services, extending access to services, accessing new funding sources, and developing the workforce in line with employer requirements. The plan includes proposals to produce a draft workforce development strategy and implementation plan, a report of the training and development needs of archive services, and a programme for the delivery of training by 2008. In particular, the workforce development strategy will advocate staff training to support expansion in online information services, include leadership development, vocational and distance learning programmes and set a target of a 10% increase in the number of public library staff engaged in training by March 2007.

4.2   Expenditure on lifelong learning

It is often the case that public funding responds to policy shifts and anticipated economic and social changes. It is also reasonable to assume that any increase in expenditure on the lifelong learning sector might require (or indeed enable) an expansion in the overall size of the workforce. Public sector investment in recent years has undoubtedly been a significant driver of continued growth in education as a whole, including in the lifelong learning sector.

However, it is important also to note the increasing policy emphasis on investment in lifelong learning from sources other than public expenditure. For example, in England, the FE White Paper 'Further education: raising skills, improving life chances' (DfES, 2006c) confirmed the government's commitment to extending demand-led funding for the majority of FE and WBL provision (mainly from employers) within a decade. Moreover, in England, the introduction of variable tuition fees from 2006 (with increased levels of financial support for those most needing it), as a result of the Higher Education Act (HMSO, 2004), is anticipated to provide additional resources to enable higher levels of participation in HE. As a result, the FE, WBL and HE constituencies, in particular, (and especially in England) will require staff with the skills needed to secure and sustain funding from a diverse range of sources in the future.

> **In the UK, education (including lifelong learning) remains the second largest area of public expenditure after health, with a 5.5% share of total GDP in 2004/05.**
> (HM Treasury, 2005c, p.45)

Nevertheless, in the UK, education (including lifelong learning) remains the second largest area of public expenditure after health, with a 5.5% share of total GDP in 2004/05 (HM Treasury, 2005c, p.45). It is projected to remain relatively stable over coming decades which "*reflects the fact that the number of people of education age (either in schools, higher education or further education) is projected to vary only slightly*" (ibid., p.44).

However, growth in levels of public expenditure is expected to vary across the different phases of education. A recent report by the House of Commons Education and Skills Committee (2006) commented on the fact that, while spending on schools in England since 1998/99 has increased in real terms by 50% and spending on FE has increased by 56%, HE expenditure has only increased by 18% over the same period. The Committee expressed concern about the apparent shift in government priorities towards schools and FE and away from HE. The government's response (House of Commons, 2006) confirmed that the introduction of variable fees was expected to bring additional revenues to the HE constituency and that government expenditure on loans for variable fees and other student support would enable HE institutions to charge fees of up to £3,000 per year without deterring entrants on financial grounds. Thus, while the PSA target of enabling 50% of 18–30 year olds to access HE remains a priority, its delivery is expected to be resourced by increased levels of personal investment.

Figure 4.1 and table D12 show the budgeted growth in DfES funding for FE, Adult Learning and Skills and Lifelong Learning in England. It indicates a healthy and stable growth in budgeted expenditure, although this is currently constrained beyond the year 2007/08 by the forthcoming 'Comprehensive Spending Review'.

Figure 4.1: Total DfES resource budget for FE, adult learning and skills and lifelong learning in England (£ million)
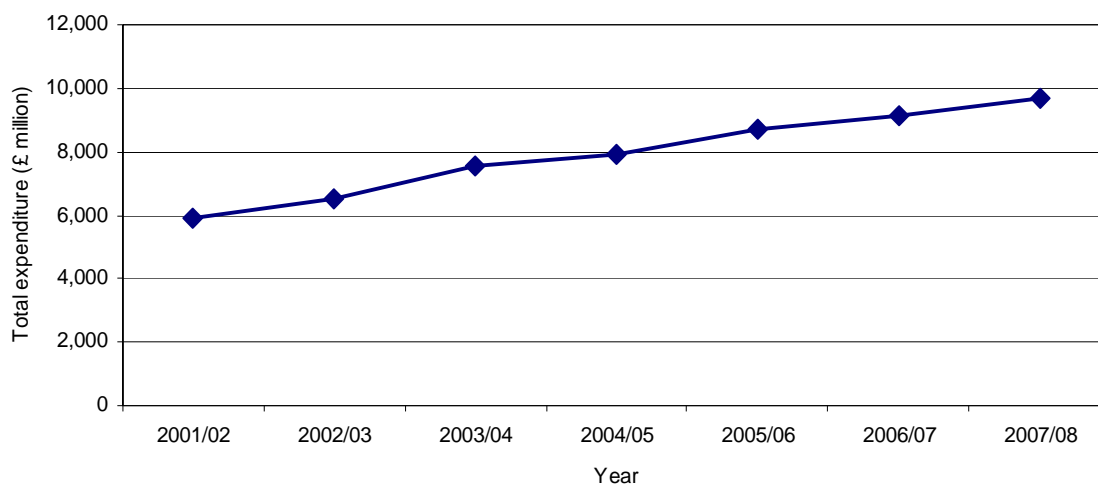
Source: Departmental report 2005 (DfES, 2005b) p.94.

Expenditure plans in the devolved administrations show similar trends:

- According to the latest annual report for **Northern Ireland** (DELNI, 2005), departmental expenditure for 2005 increased by almost £60 million compared to the previous financial year. Lifelong learning accounted for a third of this increase during this time period. There has been close to 3% increase in funding for the two universities in Northern Ireland, while the increase in funding to the Colleges of Education was close to 5.8%. Grant aid to FE increased by £5.6 million, with a £3 million increase towards the Jobskills apprenticeships (i.e. WBL) programme.

- In **Scotland**, the Scottish Executive's spending plans for 2005–2008 (Scottish Executive, 2004b) include a healthy 12% increase in planned expenditure for the Scottish Higher Education Funding Council, and a 13% increase for Scottish Further Education Council (both are now incorporated in the Scottish Further and Higher Education Funding Council).

- In **Wales**, budgeted expenditure by the Welsh Assembly Government (WAG) for lifelong learning and skills for young people and adults is planned to increase by 3% between 2005/06 and 2006/07 and 6% between 2006/07 and 2007/08 (WAG, 2005c).

So the lifelong learning sector has continued to respond to historical increases in expenditure over the last decade, with future increases also likely in Northern Ireland, Wales and, particularly Scotland. However, some of the stakeholders interviewed were of the opinion, in agreement with the final recommendations made by Lord Leitch (2006), that additional funding for lifelong learning would increasingly need to be contributed by individuals and employers. Certainly, stakeholders within the FE constituency anticipated a reduction in public funding for the constituency, which would challenge FE colleges to become more entrepreneurial in order to attract alternative sources of demand-led funding. It also seems likely that funding changes will not be experienced equally or in the same ways by different constituencies within the lifelong learning sector.

The possible need to increase levels of employer and individual investment in the lifelong learning sector across the UK will require the staff in the workforce to have the appropriate skills for success in a commercial environment, either in discrete 'business development' or 'business management' roles, or roles which combine this aspect with other functions.

4.3 Demographic change

As has already been noted in section 4.2, projected future expenditure on lifelong learning is partly based on assumptions about future demographic change and it is clear that demographic changes have considerable implications for the lifelong learning sector as a whole.

The UK, like nearly all European nations, is currently witnessing an ageing of its population, largely as a result of declining birth rates and increasing life expectancy. The UK's population is projected to increase from nearly 60 million today to around 69.5 million by the year 2054, an increase of around 15%. When this demographic change is considered for the individual home countries of the UK, the results show that most of the growth will be driven by the population in **England** and **Wales** (projected to grow by 19% and 12% respectively between 2004 and the year 2054). The population in **Northern Ireland** is projected to increase by just over 5% during the same period, and the population in **Scotland** is expected to decrease by around 8%, with declining fertility rates and poorer life expectancy outweighing the positive effects of net migration (HM Treasury, 2005c).

Differences in the underlying growth rates of the different age groups will also result in a considerably altered population structure. Whilst the numbers of children and those within younger age groups are expected to remain relatively stable, those aged 55–64 are expected to increase by nearly 20% by the year 2074, with the population aged 65–84 years more than doubling and the population aged over 85 years quadrupling over the same period (HM Treasury, 2005c, p.7). These trends are increasingly being acknowledged in government policy, which now recognises that the ageing working population could have a significant impact on both product and labour markets. Future policies could focus on a number of different areas:
- labour market reform to encourage later retirement
- tax and other incentives for older age groups
- pensions policy
- incentives for lone parents to participate in the labour markets
- softer policies to reduce age discrimination and encourage employers to hire and retain older workers.

Gender also plays an important role – men and women have different patterns of participation in the labour market. A recent report (Madouros, 2006) on labour force projections suggests that economic activity among women aged 50–64 years is likely to increase at a healthy rate until the year 2020, with younger cohorts of women entering the workforce and older women continuing to be economically active beyond the current retirement age of 65. Moreover, recent growth in economic activity rates for men aged 50–64 is projected to continue over the same period. Lengthened working lives will need to be supported by lifelong learning to ensure workers of all ages have the skills they need to compete in and contribute to a rapidly changing labour market.

These demographic and economic trends also suggest that, whilst numbers of younger learners in schools, FE and WBL will remain relatively stable in the coming decades, demand from older learners for lifelong learning services across the LLUK constituencies may increase. However, the falling population in **Scotland** could result in a declining market for 14–19 provision, yet a growing population of older people seeking to re-engage with lifelong learning. In **England**, mature students already outnumber traditional 18–21 year olds in HE, with a recent report from the Higher Education Policy Institute (Bekhradnia, 2006) suggesting that numbers within this latter group will decline significantly after 2011. The rapid growth in HE in recent years has been driven by mature part-time students and this trend is expected to continue. Similarly, almost half (46%) of users of public libraries across the UK in 2003/04 were aged 55 or over, with nearly 40% retired (Greenwood & Maynard, 2005). It seems highly likely that trends in the demand for lifelong learning services will continue to shift towards older learners and service users in the future and that the sector will have to respond to this change. An important question for the lifelong learning sector is whether older workers (and learners) have different preferences, choices and behaviours, compared with their younger counterparts, which will require specific policy responses and changes to service provision.

It is also clear that older people have different skills levels and lifelong learning needs compared to younger people. According to the Skills for Life survey commissioned by the DfES (Williams, J. *et al*, 2003) those aged 56–65 years are most likely to suffer from poor English language, literacy and numeracy skills (Skills for Life). With this age group projected to increase both in terms of numbers and economic activity rates, the lifelong learning sector should be prepared for growth in demand for these types of skills in the future. However, as the International Adult Literacy Survey (OECD, 2000) revealed, variations in levels of these types of skills were more likely to be associated with differing life experiences than with ageing alone and were sometimes related to time spent out of employment. As a result, policies encouraging the re-engagement of previously economically inactive workers could also drive demand to address these skills requirements.

4.4 Trends in participation in lifelong learning

The PSAs and target indicators (see section 4.1.1) serve to highlight the considerable emphasis in government policy being placed on maintaining upward trends in the numbers accessing lifelong learning services.

According to data from the Department for Education and Skills (DfES, 2005g and 2006d), the numbers of 16–18 year olds participating in some form of education and training in England increased steadily between 2001 and 2005. However, the proportion of those not in education, employment or training (NEET) also increased slightly over the same period. Research undertaken by the New Policy Institute and published by the Joseph Rowntree Foundation (Palmer *et al.*, 2003), found that in 2003, more than a quarter of 19 year olds lacked an NVQ level 2 or equivalent qualification. This reflected no real improvement on 1999 figures, despite the fact that absolute numbers of those in all age-groups without an NVQ level 2 or equivalent qualification fell between the years 1995–99.

Figures 4.2 and 4.3 show the proportion of 16 year olds in both full- and part-time FE in the four UK home countries. These figures suggest that:
- there were higher levels of participation in full-time than part-time FE

- **England** and **Wales** had the highest participation level for full-time learners and the lowest for part-time learners, with the latter declining slightly during the period
- **Northern Ireland** witnessed a decline in participation in full-time learning, balanced by growth in part-time learning
- participation rates in **Scotland** improved from a low base, with considerable growth evident in the proportion of part-time learners, exceeding all other UK home countries between 2002/03 and 2003/04. However, they still have the lowest participation rate at age 16 of any of the OECD countries (Scottish Executive, 2006a).

Figure 4.2: Full-time participation in FE amongst 16 year olds (%)
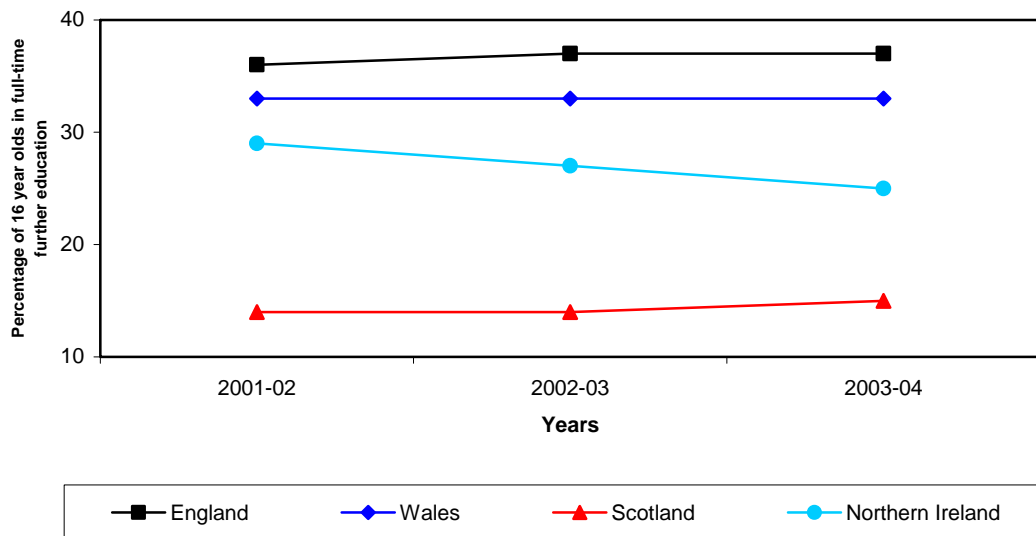
Source: Regional trends, no.39 (ONS, 2006), table 4.07

Figure 4.3: Part-time participation in FE amongst 16 year olds
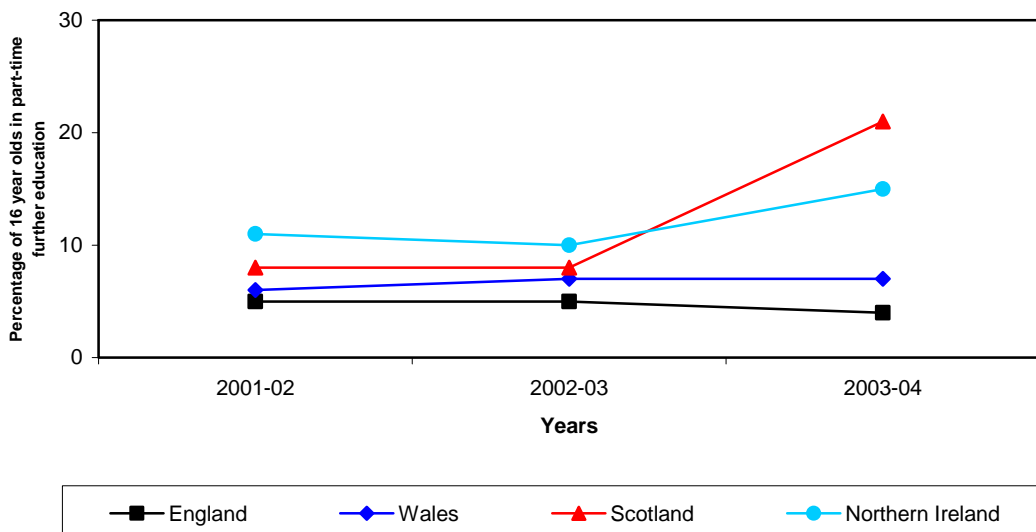
Source: Regional trends, no.39 (ONS, 2006), table 4.07

The total population of home HE students in the UK has increased substantially – by 65% between 1991/2 and 2004/5 to over 1.8 million – with substantial growth in

participation by mature students and ethnic minorities. The highest percentage increase was seen in the numbers of postgraduate students (87% - representing an increase of 136,300 students). In the same period, numbers of undergraduate students increased by 62% (representing 588,400 students) and they continue to make up the majority of the HE student population (DfES, 2006e) The participation of 18–30 year olds in HE in England, as measured by the DfES 'higher education initial participation rate', was 42% in 2004/05, with the government aiming to increase HE participation in this age group to 50% by the year 2010 (ibid.)

Visitor numbers for public libraries across England, Scotland and Wales (based on returns from all 208 local authorities) showed a 4.3% increase in 2003/04 (up to almost 337 million visits), compared with the previous year. However, whilst libraries have more visitors, there are fewer borrowers. Book borrowing rates fell 5.5% to 341 million in 2003/04 (CIPFA, 2005). This trend is in line with stakeholder views, with reports of libraries diversifying their services and moving away from the traditional provision of just lending books. The implication of these trends is that staff working in libraries require a more diverse skills portfolio incorporating additional IT, customer-services, problem solving and team-working skills.

It is a widely held view that participation rates in lifelong learning drop with age. Learners who participate in lifelong learning tend to be younger, economically active, have stayed in education for longer, and have left with better qualifications. A recent report for the Learning and Skills Development Agency (Maguire *et al.*, 2006) found that of those who left school at age 19 without an NVQ level 2 qualification, a significant majority of those who had subsequently acquired qualifications at this level were female and aged 40–55 years. Most had studied for work- or job-related reasons with the support of their employer. This suggests that, although lifelong learning participation rates are not high for older age groups overall, re-engagement in later life within employment contexts may warrant targeted provision for older workers and those seeking employment, particularly women.

A more recent report by the Social Exclusion Unit (SEU, 2005) focused on three disadvantaged groups: people with low levels of literacy; disabled people or those suffering from long-term health conditions; and people from certain ethnic minority groups. It reported that education and training, particularly 'Skills for Life' provision, could play a significant role in reducing social exclusion. The report suggested that satisfaction with adult education and training among such groups was often affected by their demand for certain types of provision to meet their specific needs, such as ESOL or provision specifically tailored for disabled people. It also acknowledged the role that could be played by local libraries to reduce social exclusion by providing opportunities to engage with learning, which were appealing to those who had had poor previous educational experiences.

Further details about trends in participation in lifelong learning in the UK, compared with trends in other countries, can be found in section 5.2.2.

Demand for the services offered by LLUK constituencies is therefore growing and anticipated to grow further in the future. However, an expansion in participation need does not necessarily require a commensurate expansion in the size of the lifelong learning workforce. As several stakeholders interviewed noted, new ways of 'working smarter, not harder' (for example, delivering lifelong learning services electronically and expanding the roles performed by existing staff) and the pressure to deliver public services more efficiently and cost-effectively, may actually have the effect of constraining employment growth in the sector in the future.

4.5 Globalisation

According to the Tomorrow Project (Tomorrow Project, 1 May 2006), globalisation has resulted in a series of dynamic changes in recent years, observed by increased inter-connectedness at cultural, economic and political levels. Some of the key features of these changes are:

- better world communications bringing people together – through improved information flows based on technological advances, travel and migration
- an increase in cross-border trade and economic competition, involving a wide range of products and, increasingly also, services

> **"Globalisation is the process by which the world has become more interconnected – economically, politically and culturally."**
> (Tomorrow Project, May 2006)

- national governments increasingly working more closely together towards common environmental, health and security goals.

The scale of the globalisation challenge facing the lifelong learning sector was illuminated in '**Globalisation and the UK: strength and opportunity to meet the economic challenge**' (HM Treasury, 2005a). The report recognised that globalisation was increasing the premium placed on skills and enhancing the need for advanced economies to ensure that their workforce was flexible and skilled enough to take advantage of changes in technology and capable of moving into new areas of work. It also drew attention to areas where market failure[7] might hinder the responsiveness of some lifelong learning providers to the needs of employers and the economy, in particular in the supply of lower- and intermediate-level skills, in order to meet the needs of an ever more science- and knowledge-driven economy.

Some of the implications of globalisation on curriculum content within lifelong learning provision are already being recognised. For example, a briefing paper by the National Institute for Adult and Continuing Education (NIACE) for the Development Education Association (DEA) on strengthening global perspectives in lifelong learning (Alexander and Newell Jones, 2002) emphasised the need to acknowledge the global dimension in adult and community education. It argued that the following key themes in global perspectives should be addressed by all lifelong learning provision (p.8–9):

- global interdependence
- skills for a global economy
- active citizenship and social inclusion
- cultural diversity and race equality
- improving quality of life.

The briefing paper also provides several specific examples of existing provision geared towards the global dimension. For example, ICT tutors in the south-east of England are extending their use of the internet to encourage students to explore global issues and their impact on people of varying backgrounds. In another example, the Workers' Educational Association (WEA) has set up a tutor-training programme on global development education, which aims to improve awareness, skills and confidence in incorporating the global dimension into teaching and learning.

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[7] A market failure in education is likely to exist when the potential benefits to society in terms of increased skills and productivity levels are not priced by the market, and the consumer (in this case the learner and the employer) does not take into account these social benefits and may therefore under-invest in education or training supply.

For individuals, cheaper technologies, and the resulting improvements in information flow will afford greater choice in almost every aspect of life. Coupled with the increased expectation of personal investment in lifelong learning (see section 4.2), this could potentially increase individuals' demand for more customised services, including lifelong learning provision, which is responsive, flexible, accessible and effective. Similarly, if employers are increasingly responsible for funding training, it is likely that they too will demand increased access to information about provision and provision tailored to their own specific needs. In response, the emphasis within lifelong learning policy and practice will need to focus on creating supply-side solutions, which more closely address the demand-side concerns of both individuals and employers.

The arrival in the UK of 447,000 migrant workers from the ten European Union accession countries between May 2004 and June 2006 (Home Office *et al.*, 2006) adds a further dimension to the issue of globalisation, with significant implications for the lifelong learning sector. This phenomenon was frequently commented upon by employers and their representative organisations throughout the UK during the future scenario workshops.

Most migrant workers (82%) were aged between 18–34 years old and were employed in low-skilled manual jobs in factories, warehouses, agriculture, hospitality and catering, in jobs reliant on skills well below their existing skills levels (Home Office *et al.*, 2006). However, many had poor English language skills, such that this was their most immediate learning need. In the short-term, therefore, strong demand for ESOL provision from migrant workers will add to the pressure to increase and improve the quality of ESOL learning in order to contribute to the achievement of 'Skills for Life' PSA targets in England. However, the LSC recently announced that from 2007/08, ESOL learning in England will no longer attract automatic fee remission, and that free tuition will only be available to priority groups, which exclude migrant workers (LSC, 2006d). Over time, as migrant workers become core rather than peripheral employees within the UK workforce, their skills needs may increase and diversify, with growing demand for recognition and utilisation of their higher-level skills and qualifications (Institute for Employment Research, 2006).

Stakeholders interviewed in Scotland and Northern Ireland also identified increased demand for ESOL provision led by migrant workers and a need for a lifelong learning workforce with the skills to work with culturally diverse populations in the longer term.

The migration of skilled workers also creates pressure for the development of international standards for the mutual recognition of qualifications by different countries. Increasingly, multinational companies operating in different countries will demand a workforce with harmonised qualifications, challenging variations in regulations and other constraints in labour mobility. Within Europe, parts of the lifelong learning sector will participate in the proposed European Qualifications Framework, which will "*act as a translation device and neutral reference point for comparing qualifications across different education and training systems*", in order to "*facilitate the transfer and use of qualifications across different education and training systems and levels*" throughout the European Union (Commission of the European Communities, 2006, p.2–3). Implementation of the framework will potentially increase the flow of European students into UK educational establishments, but it will also encourage competition for students between lifelong learning providers in the UK and providers overseas. Widening international horizons thus presents both opportunities and challenges for lifelong learning providers in the UK, requiring a workforce which is capable of operating successfully within this global and international environment.

4.6 Technological change

The use of Information and Communications Technologies (ICT) is already widespread within the lifelong learning sector and was regarded unanimously by stakeholders interviewed as an important driver of change within all constituencies and across all home countries of the UK. It was also one of the factors described in section 4.5 as contributing to increasing globalisation, in itself having considerable implications for the lifelong learning sector.

The 'Market assessment' (LLUK, 2004) acknowledged the significance of e-learning and the way in which it might affect learning delivery in the future, providing (p.21):

> *"… new opportunities for learning, alternatives to institution-based off-the-job classroom lessons and on-the-job 'sitting next to Nellie': distance- and open-learning using computers, the internet, videos, simulations and other aspects affecting learning of skills and knowledge and their assessment."*

Growing use of Information and Learning Technologies (ILT) was reported by stakeholders interviewed within the HE and FE constituencies, often blended with or sometimes even replacing traditional face-to-face teaching methods. Recent research undertaken for the DfES (Golden *et al.*, 2006) also suggested that the majority of lecturers in FE colleges in England used e-learning in their teaching practice, most commonly for: research; creating and accessing teaching materials; and preparing lesson plans. Moreover, learners tended to use e-learning in similar ways: to work independently; undertake research; and present their work. Other significant examples of the use of e-learning are the Open University (OU) and the University of the Highlands and Islands Millennium Institute (UHIMI).

A recent review undertaken for the Learning and Skills Council of e-learning support services for post-16 learning providers in England (Bell *et al.*, 2006) identified several priorities related to enabling the lifelong learning workforce to adapt to the rapid pace of change in ICT and e-learning, including:
- the availability of mentors and champions to work with staff
- a focus on learning and pedagogy
- a single port of call for advice and intelligence
- appropriate leadership and management, which is forward-looking and welcomes change.

Within the LAIS constituency, stakeholders interviewed reported increasing use of ICT to widen the range of services offered by libraries and to improve the preservation of and access to archival collections. Although the constituency is already taking advantage of the benefits of ICT, with generally high levels of ICT hardware use, Internet access and staff training, research undertaken by the National Foundation for Educational Research (NFER) (Lines *et al.*, 2004) explored the role of ICT in extending the role of libraries beyond traditional lending and information services. This will have considerable implications for the skills needs of staff. This has already been recognised in the ICT training package developed by Scottish Library and Information Council (SLIC)/CILIPS.

The future development of the constituency is increasingly focused on exploiting ICT in new ways. In 2004, the Museums, Libraries and Archives Council (MLA) Archives Task Force recommended the creation of a new online 'Archives Gateway' for the UK "*that will bring about a step change in the accessibility of services and collections*" (Archives Task Force, 2004, p.7). The aspiration to "*put use of museum, library and archive resources at the heart of the country's 21*st *century learning agenda*" (p.7) was also expressed. In a constituency now heavily dependent on ICT, LAIS staff will

continue to require ongoing skills-updating in order to keep pace with technological change.

4.7 Summary

As the sector that exists to support and deliver lifelong learning, **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, PSAs and target indicators (high-level indicators in Scotland) have been established, which 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 contribute to influencing the demands placed on the lifelong learning sector and its workforce.

However, as a largely public 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 other policy development. Although specific policies have been developed and implemented in different ways within different constituencies and in the four UK home countries, some common policy themes have been identified, including:

- setting standards for service delivery and professional practice
- developing capacity within the lifelong learning workforce
- developing responsive and flexible services, offering greater choice and personalisation, to meet the needs of employers and individuals
- strengthening partnership working, collaboration and service integration, involving employers and individuals in determining service provision
- reducing bureaucracy and inefficiency within the system and service delivery infrastructure.

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.

Demographic change is an issue with implications for the potential numbers of participants in lifelong learning services 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. Within this growth, the UK, like nearly all European nations, is witnessing an ageing of its population. This suggests that, whilst demand for lifelong learning services 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, although undergraduate students continue to make up the majority of the population. It is clear that older users of lifelong learning services 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 likely require an updating of lifelong learning staff skills and approaches to service delivery.

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. A clear conclusion here, again, 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 (see section 1.2).

Migration is another important facet of globalisation, in the short term potentially resulting 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.

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 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, and these skills will require continual updating to keep pace with rapid technological innovation.

5. THE COMPETITIVE POSITION OF THE SECTOR

A recent report on UK productivity (HM Treasury and DTI, 2006) stressed the government's commitment to improving the productivity and efficiency of both the public and private sectors. The report suggests that (p.3):

> *"Private and public sector productivity growth is interdependent, the public sector has a critical role to play in supporting productivity growth through the provision of key public services such as education, infrastructure and the public science base. If these public services do not receive adequate investment, or are delivered ineffectively, then they will have direct impact on the growth potential of the whole economy. More widely, increasing productivity across the public sector plays a key role in ensuring that the economy's resources and capacity are efficiently utilised and also deliver high quality public services."*

The lifelong learning sector is largely (but not exclusively) a public sector, where services are perceived to be for the public good and require government intervention and expenditure to support universally accessible provision. As such, the lifelong learning sector competes with other public sectors (such as health and defence) in attracting public investment. It also competes internally between and within its constituent parts as different constituencies and individual providers attract varying levels of investment and deploy different strategies to engage service users. Although many decisions within this 'public good' market are policy driven, section 4.2 has identified that lifelong learning providers, particularly within the FE, HE and WBL constituencies, are increasingly expected to compete for higher levels of investment from employers and individuals and to respond to competitive market conditions within the UK and overseas.

However, the productivity and competitiveness of the lifelong learning sector are not easy to define. Productivity is usually defined as the revenue generated by outputs compared with the cost of inputs required. For sectors that produce goods and services that have a price assigned to them, productivity is measured by GVA, Gross Value Added. This is problematic for the lifelong learning sector, owing largely to the fact that the 'market' for public services is difficult to define and it is difficult to assign a 'price' to its outputs. Quality of provision also forms an important objective for public services and it is far from straightforward to take this into account. The 'Market assessment' (LLUK, 2004) acknowledged that there was a need for LLUK to establish a common basis for productivity measurement across the lifelong learning sector, whilst recognising that some constituencies would be more problematic than others in this regard.

This section begins by considering actual and potential indicators of success and productivity within the UK lifelong learning sector as well as existing evidence, based on the performance indicators currently available. It then moves on to assess the competitive position of the sector compared with that in other countries internationally. It is based on: a review of existing government policy and other research literature on productivity and performance measures; an analysis of currently available international data; and findings from stakeholder interviews to illuminate constituency and individual UK home country perspectives.

5.1 UK indicators of success and productivity

Having recognised the challenge of defining and measuring 'success' and 'productivity' within the lifelong learning sector, this section illustrates some of the main measures or performance indicators currently being used or developed within different constituencies and UK home countries.

5.1.1 UK-wide

Since 1999, the four UK funding bodies for **HE**[8] have published annual performance indicators to provide management information for HE institutions. These provide comparative data on the performance of institutions in widening participation, student retention, learning and teaching outcomes, research outputs and the employment of graduates. According to the Higher Education Statistics Agency (HESA) (HESA Performance Indicators, 10 May 06), which collates the statistics on behalf of the four funding bodies, the aims of the performance indicators are to:

- provide reliable information on the nature and performance of the UK HE constituency
- allow comparison between individual institutions of a similar nature, where appropriate
- enable institutions to benchmark their own performance
- inform policy development
- contribute to public accountability.

The Quality Assurance Agency (QAA) for HE also assesses arrangements for ensuring quality teaching and learning in HE institutions throughout the UK and data from these assessments is considered in the report on Stage 2 of this Sector Skills Agreement.

5.1.2 England

Following the launch of the 'Success for all' strategy (DfES, 2002) for the FE system, previously known as the learning and skills sector, incorporating **FE**, **WBL** and adult and community learning (also referred to as personal and community development learning in England) the DfES, Learning and Skills Council, England (LSC), Office for Standards in Education, England (Ofsted) and the Adult Learning Inspectorate (ALI) have worked together to develop measures of success for learners and for the performance of education and training providers. Eight areas for development and implementation have been proposed:

- qualification success rates
- value-added and distance travelled improvements in learner outcomes and achievement
- recognising and recording progress and achievement in non-accredited learning
- responsiveness to employers
- learner satisfaction
- learner destinations
- value for money
- staff measures.

Other new measures of success that the LSC have introduced incorporate three elements relating to the cost-effectiveness of the delivery of provision:

- **economy** – the price at which inputs are obtained for services or products, including the sector's workforce, public and private funding and other capital inputs.
- **efficiency** – using the most suitable processes and methods to produce the services or products, i.e. how learning services are delivered.

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[8] The Higher Education Funding Council for England (HEFCE), the Scottish Funding Council (SFC), the Higher Education Funding Council for Wales (HEFCW) and the Department for Employment and Learning, Northern Ireland (DELNI).

- **effectiveness** – the extent to which the final output meets the set objectives, i.e. the extent to which the delivery of learning services meets learner and employer needs.

Both of these sets of measures are aimed at benchmarking performance between providers, whilst recognising that they need to be flexible enough to suit the varying monitoring data needs of the different stakeholders in the FE system.

Ofsted and ALI also conduct institutional inspections within the FE system in England, which incorporates **FE, WBL** and adult community learning (also referred to as personal and community development learning in England).constituencies The quality of provision, based on their reports, is considered in the report on Stage 2 of this Sector Skills Agreement.

The 'Quality improvement strategy' by the Quality Improvement Agency (QIA) and 'Framework for excellence' by the Learning and Skills Council (LSC), both due to be published in 2007 will provide a clearer framework of quality criteria.

5.1.3 Northern Ireland

The Education and Training Inspectorate (ETI) 'Improving quality, raising standards' (IQRS) inspection manual (ETI, 2003) outlines the inspection activities undertaken by ETI and provides the guidelines and performance indicators used by ETI when evaluating the quality of the programmes inspected. It suggests that quality assurance procedures should be designed to (p.1):

- ensure that each college monitors and evaluates its performance continually and systematically, in order to improve the quality of its provision and the levels of achievement in all courses and programmes
- provide essential information, both qualitative and quantitative, to government, industry, students and the public, to enable them to have confidence in the sector, and to inform decision-making and choice.

This document has been used since 1998/99 by **FE** colleges to prepare annual self-evaluations, and (in a modified form) by **WBL** training organisations for the same purpose since the year 1999/2000. The IQRS self-evaluation process allows providers to monitor and evaluate the quality of their provision and the standards attained by their learners, and to identify areas for improvement. Each course or aspect of provision being inspected should be assessed on (p.5):

- **quality of learning** – evaluative comments on the range and quality of the learning experiences provided for students and including reference to the quality of planning, teaching, assessment and support.
- **standards and outcomes** – evaluative comments on the standards of the students' work, including Key Skills, retention and success rates and progression.

Guidance on the relevant quality indicators, performance descriptors and potential sources of evidence are provided to support the self-evaluation process.

Stakeholder consultations in Northern Ireland indicated that there is significant ongoing work on performance indicators in **FE** and **WBL**. These focus on both 'hard measures', such as enrolments, retention, success and progression, and 'soft measures', including student and employer satisfaction, repeat business with employers and wider stakeholder engagement.

5.1.4 Scotland

The Scottish Executive's Lifelong Learning Strategy for Scotland *Life Through Learning Through Life* (2003) set out six high level indicators for measuring success in the lifelong learning sector. These were:
- a reduction in the proportion of 16-19 year olds not in education, employment or training;
- an increase in support to 16-19 year olds from low income families to stay on at school and/or FE college, thereby raising the participation and retention rates of this group;
- an increase in graduates as a proportion of the workforce;
- a reduction in the proportion of working age adults whose highest qualification is below SCQF level 5;
- a reduction in the proportion of 18-29 year olds whose highest qualification is below SCQF level 6
- an increase in the proportion of people in employment undertaking training.

These performance indicators were not intended to relate to one single part of the lifelong learning sector or organisation, but rather to monitor and assess the overall impact of the policy and the success of the sector. The Scottish Executive also planned to monitor performance internationally, by assessing Scotland's position in relation to the top quartile of other OECD countries.

Since 2003 the Scottish Executive has published the *Lifelong Learning Statistics 2005*, bringing together comprehensive statistics on the lifelong learning sector in Scotland to help assess the effectiveness of the lifelong learning strategy. This document assessed progress against the six indicators above as well as looking at each area of the sector in further detail and drawing international comparisons.

In addition the Scottish Executive has published regular strategy updates to outline progress made on the lifelong learning strategy since 2003. These updates include a review of progress, future plans and case studies from learners, stakeholders and service providers among others.

Looking specifically at widening access to learning, the Scottish Funding Council Report *Learning for All* (2005) recommends performance can be measured in a variety of ways. The report suggests 3 main outcomes which can be used to measure whether the goal of widening access is working:
1. Patterns of participation would be more even across different groups in society
2. There would be more even demand for learning across all groups in society
3. All learners would achieve and have a good learning experience that enhances their life chances

Ways of specifically measuring these outcomes include looking at:
- School attainment for pupils from different socio-economic backgrounds and by gender
- The participation rates in HE and FE from the schools which currently have the lowest participation
- The proportions of students in HE and FE from each quintile of the population by deprivation
- The proportions of mature students from the most deprived areas in FE and HE
- The differences in participation in FE and HE by geographical areas

- The differences in participation in FE and HE by gender, ethnicity and disability.
- The proportion of young people in the NEET group
- The patterns of applications for places in HEIs by socio-economic background, deprivation zone, gender and disability; and
- The patterns of school-leavers (as monitored in the Scottish School-leavers Survey) who aspire to go to university by socio-economic background and gender.
- Retention and achievement rates in FE and HE for students from different backgrounds
- The proportion of students entering HEIs via FE colleges, particularly with advanced standing
- Through the longitudinal survey of students, the proportion of students from different backgrounds that recognised the value of their learning experience.

In terms of adult learning in Scotland, measures of success are set out in specific targets outlined in the Scottish Executive's Adult Literacy and Numeracy Strategy (2000). These targets focus on increasing the total number of learners supported in Scotland.

The Scottish Funding Council has a set of performance indicators for the FE sector, on which it publishes an annual review. These indicators are intended to inform stakeholders about the performance of the FE sector in Scotland and also to enable colleges to benchmark their performance against similar colleges, to assist with their own quality improvement. The indicators cover such areas as
- The volume of further and higher education being delivered by colleges
- The quality of provision reported by Her Majesty's Inspectorate of Education (HMIE)
- Student and employer satisfaction with the service
- Student retention rates
- Student achievement rates
- Staff qualifications
- Financial indicators

In the CLD sector the HMIe report *How Good is Our Community Learning and Development* (2006) is designed to evaluate the quality of services delivering CLD in Scotland. The performance indicators outlined in the report have been designed for self-evaluation, encouraging service providers to ask:
- What key outcomes have we achieved?
- What impact have we had in meeting the needs of our stakeholders?
- How good is the delivery of our key processes?
- How good is our operational management?
- How good is our strategic leadership?
- What is our capacity for improvement?

For each of these overarching questions there are specific indicators which are evaluated on a six point scale.

In 2005 the Scottish Funding Council published a report entitled *Learning to Improve: quality approaches to lifelong learning*. This report's key recommendations for the lifelong learning sector in Scotland were:
- that learner's needs should be at the centre of educational systems, but that all of the current quality systems need significant development to make this happen

- that even more work needs to be done to make sure that the learner's voice is heard by educators
- that to achieve improvement, 'tick box' or 'compliance' approaches will be counterproductive, and we need a productive relationship between education providers and external quality assurance agencies
- that if we are really to make improvements, individual staff and teams of staff have to continue to make the shift from a focus on 'teaching' to a focus on 'supporting learning', and have to be engaged effectively in reflecting on and improving their performance.

These recommendations reflect the fact that in Scotland lifelong learning is not simply driven by economic performance, but is strongly based on a social practice model and focuses on putting the learner at the centre of the learning process. The idea of social practice is one which is embedded into the performance of all lifelong learning activities in Scotland.

5.1.5 Wales

The National Council for Education and Training for Wales (ELWa – Education and Learning Wales, part of WAG from April 2006) has been active in developing measures of performance for the sector, aimed at providing data to providers for benchmarking and monitoring their performance (ELWa, 2004c).These new measures are proposed for **FE**, **WBL**, **community learning** and school sixth forms funded by the Welsh Assembly Government and are based around similar themes to the measures being developed in England:
- completion rates
- attainment
- value for money
- learner destinations
- customer satisfaction
- value added
- engagement with employers
- engagement with communities.

ELWa has also introduced a requirement for providers to complete a self-assessment report and quality development plan. This requires the use of benchmarking data to compare the performance of different programmes, subject areas and departments, using trends across recent years, performance against targets and measuring their performance against that of other providers.

5.1.6 Stakeholder views

The stakeholders interviewed during the research unanimously agreed that workforce skills were critical to the success of the lifelong learning sector. On this basis they identified the following 'soft' indicators of success and good performance within the sector:
- responsiveness to the needs of individuals, employers and communities
- up-to-date knowledge of current industry practices (for FE and WBL practitioners)
- flexibility in the delivery of services
- services which meet wider economic and social development needs.

In practice, these potential indicators of success are particularly difficult to quantify and it would require specific techniques to be developed to ascribe any monetary 'value' to them as outcomes.

In addition, other indicators identified by the stakeholders interviewed included:

> **How do you define success and good performance?**
>
> **"Meeting financial forecasts for budgetary surplus, meeting nationally defined performance indicators, having satisfied students and well-motivated staff."**
> (LLUK employer survey response, HE, England, 2006)

- In relation to **FE** and **WBL**, the achievement of good inspection grades and higher levels of student satisfaction, along with the delivery of qualifications by the sector to learners. Stakeholders also viewed practitioners' engagement with continuous professional development as important.

- In relation to **CLD**, the generation of social capital and social cohesion, and reductions in poverty and social exclusion were identified as critical. Other measures included community engagement with democratic processes, enhancing individuals' confidence and self-esteem and more self-reliant and cohesive societies. However, many of these present similar challenges in terms of their identification and actual 'measurement'.

- Stakeholders from the **LAIS** constituency identified measures of success and performance in two areas:
  - o increasing participation in and access to learning, knowledge and information
  - o being central to communities and contributing effectively to the wider social inclusion and citizenship agendas.

- Specifically in **Wales**, the achievement of increased Welsh-medium learning opportunities, with sufficient numbers of Welsh-speaking practitioners and teaching and learning materials, were offered as potential measures within **FE** and other constituencies.

With a lack of a single set of well defined and universally tested performance measures (like the GVA) for the lifelong learning sector, it is very difficult to debate the productivity and competitiveness of the sector as a whole. For this purpose, this section highlights some of the performance indicators already in use in constituencies and in nations that can be measured, to provide an idea of productivity in these specific cases.

5.2 Evidence from existing UK performance indicators

Some of the existing measures of success identified in the previous sections, especially those based on learner outcomes and satisfaction, can be used at a national level to indicate how well the sector and its individual constituencies are performing.

5.2.1 Economic benefits

Benefits for the UK economy are one indicator of success and performance within the lifelong learning sector. The interim report by Lord Leitch (2005) presented a cost-

benefit analysis model,[9] which considered the implications of participation in lifelong learning for the UK economy and which projected that by the year 2020:

- decreasing the number of adults with **skills below NVQ level 1,** by 2.7 million in relation to literacy and 2.4 million in relation to numeracy, could deliver a net benefit to the UK economy of £50–70 billion over the period, an average of £1.8–2.2 billion per year (p.95)
- up-skilling an additional 3.5 million adults to **NVQ level 2** (or equivalent) could deliver a net benefit to the UK economy of between £85–100 billion (p.92)
- up-skilling an additional 3.5 million people to **NVQ level 3** (or equivalent) could deliver a net benefit of £105–125 billion (p.93)
- adding an additional 3.5 million people to the population with **NVQ level 4** (or equivalent) or above, which could be achieved by increasing the HE attainment rate to 65% of those aged 19–30 years, could deliver a net benefit of £125–145 billion (p.94).

In his final report, Leitch (2006) suggests that achieving the stated ambitions outlined in section 4.1.1 has the potential to contribute an additional £80 billion to the UK economy over the next 30 years – representing a £2.5 to £3 billion per annum increase – alongside a 15% increase in productivity and a 10% increase in the employment rate. Moreover, the potential productivity gains increase exponentially if the number of graduates and those holding higher degrees can also be increased.

A specific example from the HE constituency also serves to illustrate the point, based on current indicators. Recent research examining the impact of HE on the UK economy (Kelly *et al*, 2006) suggests that the economic importance of the constituency is significant, employing 1.2% of the total UK workforce, with an income of £16.87 billion in the year 2003/04 and gross export earnings of £3.6 billion. Further, for every £1 million output from HE institutions, £1.52 million was generated in other sectors of the economy, implying substantial multiplier or knock-on effects.

Statistics from the HESA, shown in table 5.1, confirm that more than 85% of graduates from full-time first degree programmes went on to employment, further study or a combination of these two options each year, between 2002/03 and 2004/05. In comparison, 7% or less each year were assumed to be unemployed.

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[9] The cost-benefit analysis model is based on a number of key assumptions and has a range of limitations such that it "*should only be a guide to the potential impacts of skills policy. A number of other tools should be used in reaching a judgement about the impact and suitability of a particular skills profile*" (Leitch, 2005, p.86).

Table 5.1:   Employment outcomes of full-time first degree students (%)

	2002/03	03/04	04/05
Employment	62.9%	62.7%	62.8%
Employment and further study	7.9%	8.6%	8.1%
Further study only	14.8%	15.0%	14.9%
Assumed unemployed	7.0%	6.4%	6.5%
Not available for employment	5.2%	5.0%	4.9%
Other	1.0%	1.0%	1.1%
Question not answered	1.2%	1.4%	1.8%

Source: HESA, 2005

The potential of the lifelong learning sector to generate benefits for the UK economy should therefore not be underestimated. In addition, in Autumn 2006, the Financial Times newspaper ran a series of comprehensive reports on the state of the nation. One key conclusion was that investment in people, through better schooling and in infrastructure, and where the social benefit outweighed the cost, offered more permanent solutions than public spending on health and housing in poorer regions. Hence, policy interventions and other responses to economic, social and demographic changes could help to bring about enhanced participation in lifelong learning and increase attainment rates, which, in turn, could improve economic productivity considerably in the coming decades.

5.2.2 Participation

As well as their role in bringing about economic improvement for the UK as a whole, **trends in participation in lifelong learning** can also act as indicators of success and good performance in their own right. Section 4.2 has already suggested that lifelong learning organisations are operating in an increasingly commercially orientated environment, where funding is increasingly sought from a diverse range of sources. However, despite these moves towards increased personal (and employer) responsibility for meeting costs (the phasing out of student grants and the introduction of loans and tuition fees for HE in England and Wales being examples), the continued increases in participation suggest that the perceived benefits or 'value' of participation still outweigh the investment required. Were this not the case, potential participants might increasingly 'vote with their feet', with a resulting reduction in the levels of participation recorded. It will also be interesting, over time, to observe the impact that the introduction of tuition fees in England and Wales has on students' decisions about where to study, for example, on demand for places in Scotland, where no tuition fees are currently charged.

5.2.3 Participant satisfaction

Participant satisfaction with lifelong learning experience is also an indicator of success and performance, which is relevant to individuals' ongoing participation within the sector and also, possibly, to the extent of their future participation.

In **England**, the annual 'National learner satisfaction survey' (LSC, 2006c), based on responses from 43,000 learners within LSC-funded adult community learning, (also referred to as personal and community development learning) **FE** and **WBL**, was conducted for the fourth time in 2004/05. The results indicate that a high proportion of respondents within FE and WBL were satisfied with the quality of teaching overall, with female and older learners particularly responsible for this rating. The highest overall satisfaction rating was recorded for non-accredited adult community learning, (also referred to as personal and community development learning) (79% 'very-' or 'extremely satisfied'), followed by FE delivered by adult learning providers (74%), FE (67%) and WBL (61%). Comparing the results of the surveys over time revealed that overall satisfaction ratings have increased in the year 2004/05 and were the highest recorded since the survey began.

A similar national learner satisfaction survey was also conducted in **Wales** in 2003 (ELWa, 2004b) to obtain measures of learning satisfaction in ELWa-funded provision. The survey was based on responses from 6,000 learners in accredited **adult continuing education**, **FE** and **WBL**. In FE, seven out of ten learners reported that they were extremely or very satisfied with their learning experience. Dissatisfaction mostly tended to be voiced by younger and male learners. A similar observation was made from the results within WBL, whilst those involved in adult continuing education provision reported even higher levels of satisfaction than those in FE and WBL.

Within the **LAIS** constituency, visitors to public libraries in England, Scotland and Wales reported high levels of satisfaction with library services (Greenwood and Maynard, 2005). Based on a survey of public library users undertaken by the Chartered Institute of Public Finance and Accountancy (CIPFA), almost all respondents (92%) rated public libraries as 'good' or 'very good' in 2003/04.

5.2.4 Success rates

And finally, for those constituencies delivering specific qualifications or training, the levels of success experienced by participants could be seen as an indicator of their success or performance. Experiencing success may also be a factor motivating individuals' continued or future participation in lifelong learning provision.

In England, success rates (a measure combining both learner retention and achievement figures) for learners enrolled on short and long FE courses funded by the LSC rose between 1997/98 and 2004/05. This is shown in figure 5.1:

Figure 5.1: Success rates in all FE institutions, by qualification length
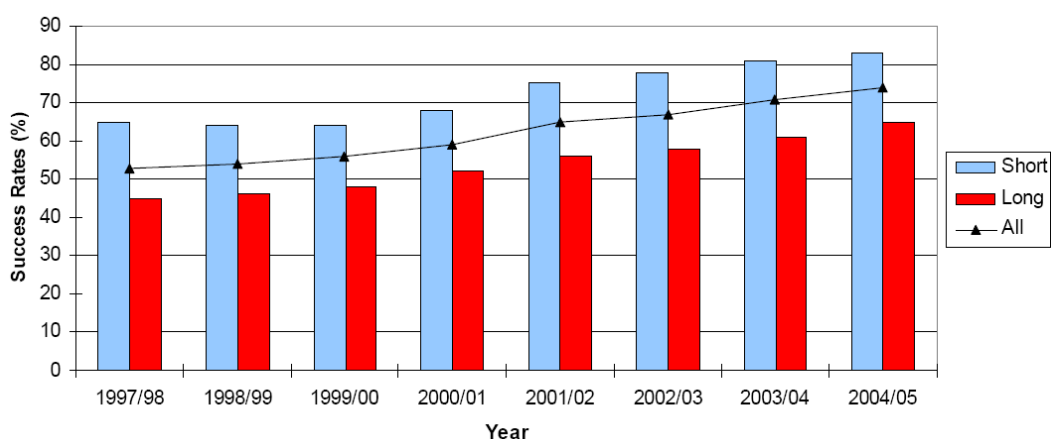
Source: Benchmarking data 2002/03 to 2004/05: background, definitions and key findings (LSC, 2006a), figure 1, p.3.
Note: Short qualifications represent those where the student expects to complete in fewer than 24 weeks.

Figures also reveal a rise in success rates for FE provision in the 388 English FE colleges in particular, from 72% in 2003/04 to 75% in 2004/05 (exceeding targets set in 'Success for all' (DfES, 2002) by 2%). Learning aims at NVQ level 2 demonstrated the greatest increase in success rates in this period (LSC, 2006b). At the same time, the rise in success rates was accompanied by an increase of 0.7% in the number of learners taking FE courses (from 4,155,300 in 2003/04 to 4,206,200 in 2004/05), particularly among learners aged 19 years and younger (a rise of 2.2%), and for learners aged 19 and over registered for learning aims at NVQ level 2 (a rise of 9.3%).

5.3 International benchmarking

In the increasingly global economy referred to in section 4.5, it is clearly important to consider the success and performance of the lifelong learning sector in the UK in comparison with that in other countries internationally. Lord Leitch (2005) acknowledged that the UK lags behind many of its international competitors, stating "*the UK's skills profile is unimpressive in comparison with other countries*" (p.42) and "*is consistently out-ranked by countries such as Sweden and Finland, the USA and Germany*" (p.43). Overall (p.43):

- The UK performs relatively well on higher-level qualifications compared to the OECD. Even so, a much higher proportion of the population in countries such as the US and Canada hold higher-level qualifications than in the UK.

- The UK has a smaller than average proportion of the population with intermediate skill levels, and is ranked 20th across the 30 countries of the OECD.

- The UK has more people with low qualification levels than many major comparators and is ranked 18th across the OECD.

However, there are several challenges inherent in making international comparisons. Each country collects comparator data separately and each uses its own methods, definitions and timings for data collection and there are occasionally gaps in the data provided by different countries. Moreover, as already alluded to in section 4.5, there are sometimes considerable differences in the structure of the education systems and qualifications frameworks in the different countries being compared. In response to this, the remaining data presented in this section is based on the International Classification of Education Systems (ISCED[10]) devised by UNESCO, which is fairly broad and in some cases not focused specifically on the lifelong learning sector. There are two main classifications within ISCED that are relevant:
- **Tertiary education** – equivalent to HE and NVQ level 4+ – equates approximately to **HE** and the NVQ Level 4+ qualifications delivered by **FE** and **WBL** constituencies

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[10] The ISCED 97 classification divides the education sector into seven levels, from pre-primary education (level 0) through to the second stage of tertiary education (level 6). The remit of LLUK relates to level 4 (post-secondary non-tertiary education), level 5 (first stage of tertiary education) and level 6 (second stage of tertiary education).

- **Post-secondary non-tertiary education** – post-compulsory education but excluding HE – equates approximately to parts of the **FE**, **WBL** and **CLD** constituencies.

Two key sources have provided the data for the comparisons in the remainder of this section:
- **Eurostat** – the statistical service of the European Union (Eurostat, 10 May 2006a), comparative statistical data for up to 37 European Union (and associated) countries
- **'Education at a glance: OECD indicators 2004'** (OECD, 2004) – comparisons for up to 30 member countries.

5.3.1 Workforce comparisons

Section 3.2, examining the characteristics of the workforce within the lifelong learning sector suggested that, whilst female employment was important, women were under-represented in the more senior and more professional employment categories. Figures downloaded from Eurostat, the statistics body of the European Commission, were in broad agreement stating that in 2004, 39% of the UK academic workforce providing tertiary education were women. The predominance of men was similar to that in France (39% female), Spain (38% female) and Norway (37% female), but less marked than in Germany (34% female), the Netherlands (33% female), Italy (33% female) and Switzerland (28% female). Of these countries, the UK has seen the biggest increase in the female proportion of the academic workforce in tertiary education between 1998 and 2004 (almost 7 percentage points, compared with a less than 2 percentage point increase in Norway) (Eurostat, 10 May 2006b).

In the UK, in 2004, 30% of the academic workforce in tertiary education was over 50 years of age. Whilst this may seem like a fairly high figure, it is similar to that in Germany (30%) and Spain (29%), and considerably lower than in some other countries, in particular Italy (58%) and Norway (43%) of the academic workforce in tertiary education was over 50 years old (ibid.) This age profile can have substantial implications for the funding of education, and the renewal of the tertiary-education teaching workforce.

A recent report for the DfES (Metcalf *et al.*, 2005) compared academic salaries in HE in nine countries. When differences in the costs of living were taken into account, only in the US did academics tend to earn more than those in the UK, while in Sweden they earned considerably less. However, the earnings profile of academic staff in tertiary education in the UK was quite different to those in other countries. For example, the distribution of earnings in the US was quite dispersed, whereas it was less so in the UK, France and Sweden, where the top quartile earners earned significantly more than the bottom quartile earners.

5.3.2 Expenditure

Figure 5.2 shows the total (public and private) expenditure on tertiary education institutions in a range of comparator countries as a % of GDP and how this has changed in the period 1995–2001.

Figure 5.2:   Expenditure on tertiary education institutions as a % of GDP, 1995 and 2001
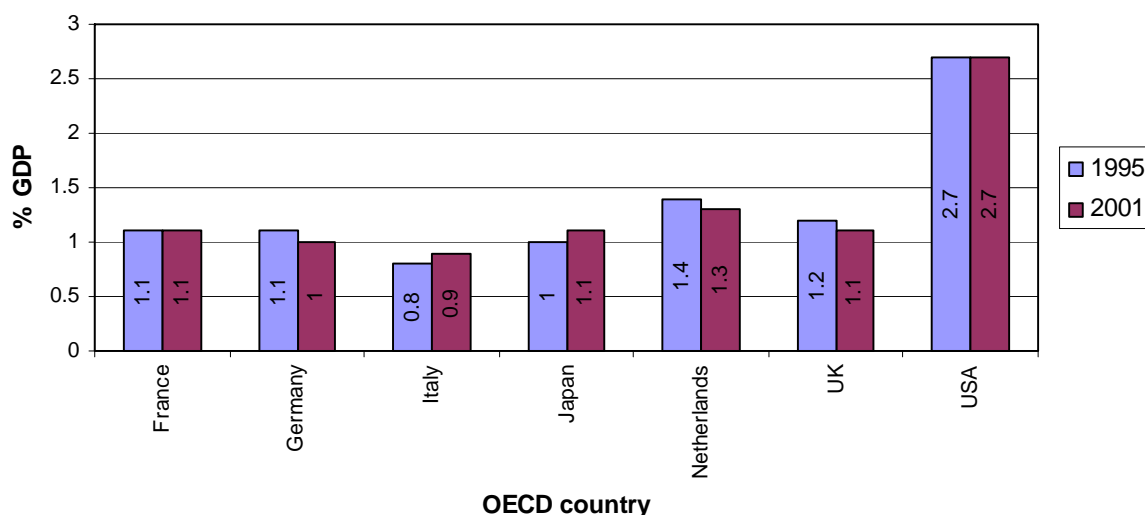
Source: Education at a glance: OECD indicators 2004 (OECD, 2004), table B2.1b, p.230.

Compared with other countries, in 2001 the UK ranked 15th (out of 26 OECD countries with data) in terms of its total (public and private) expenditure on tertiary education institutions in the UK, representing 1.1% of GDP, compared to an OECD mean of 1.4%. This proportion was the same as France and Japan, but lower than the USA (2.7% – ranked 1st). It should be noted, however, that in the USA, a high proportion of the total expenditure is private expenditure, and that levels of public expenditure on tertiary education institutions are similar in the UK and the USA (0.8% and 0.9% of GDP respectively). Moreover, the UK has seen a slight decrease in total spending on tertiary education between 1995 and 2001 (8% decrease), similar to that in Germany (9% decrease) and the Netherlands (7% decrease) and falling from an OECD ranking of 10th. Italy and Japan have both increased expenditure on tertiary education, by 13% and 10%. The highest increases were seen in Turkey and Greece, 57% and 38% respectively, bringing them up to the same level of total expenditure as in the UK, i.e. 1.1% of GDP (table C28).

However, lower expenditure does not necessarily imply that an education system is 'worse', as expenditure is also a function of demographic factors such as the proportion of young people in the population, how education systems are organised, and their degree of efficiency.

Alongside the 1.1% of GDP spent within the UK on tertiary education, the UK dedicated significantly more resources to primary, secondary and post-secondary non-tertiary education in 2001 (3.9% of GDP, ranked 13th of 27 OECD countries with data), as do all other comparator countries. Iceland, Korea and Norway spend the highest proportion, 5.2%, 4.6% and 4.6% of GDP respectively. Greece and the Slovak Republic spend the smallest proportion, both spending 2.7% of GDP. Echoing findings presented in section 4.2, expenditure on this type of educational institution has remained stable over the period 1995–2001, compared with Canada, Ireland and Spain, which all saw decreased expenditure and Greece, Portugal and Australia,

which saw increases (the latter two of which now spend more than the UK) (table C29).

5.3.3 Learner outcomes

Figure 5.3 shows that following the OECD mean trend, after a sharp rise in the period 1991–1998, the proportion of 25–64 year olds, which had attained upper-secondary and post–secondary non-tertiary education in the UK, has remained fairly stable. This covers qualifications at NVQ levels 1, 2, and 3 (including GCSE/SCE Highers) and HE access courses. In 2002, 57% of 25–64 year olds in the UK had attained a qualification at these levels, compared to the OECD average of just 44% (OECD, 2004).

> **In 2002, 57% of 25–64 year olds in the UK had attained a qualification equivalent to NVQ level 1, 2 or 3, compared with the OECD average of 44%.**
> (OECD, 2004, p.72–3)

Figure 5.3: % of 25–64 year olds attaining upper-secondary or post-secondary non-tertiary education, 1991–2002
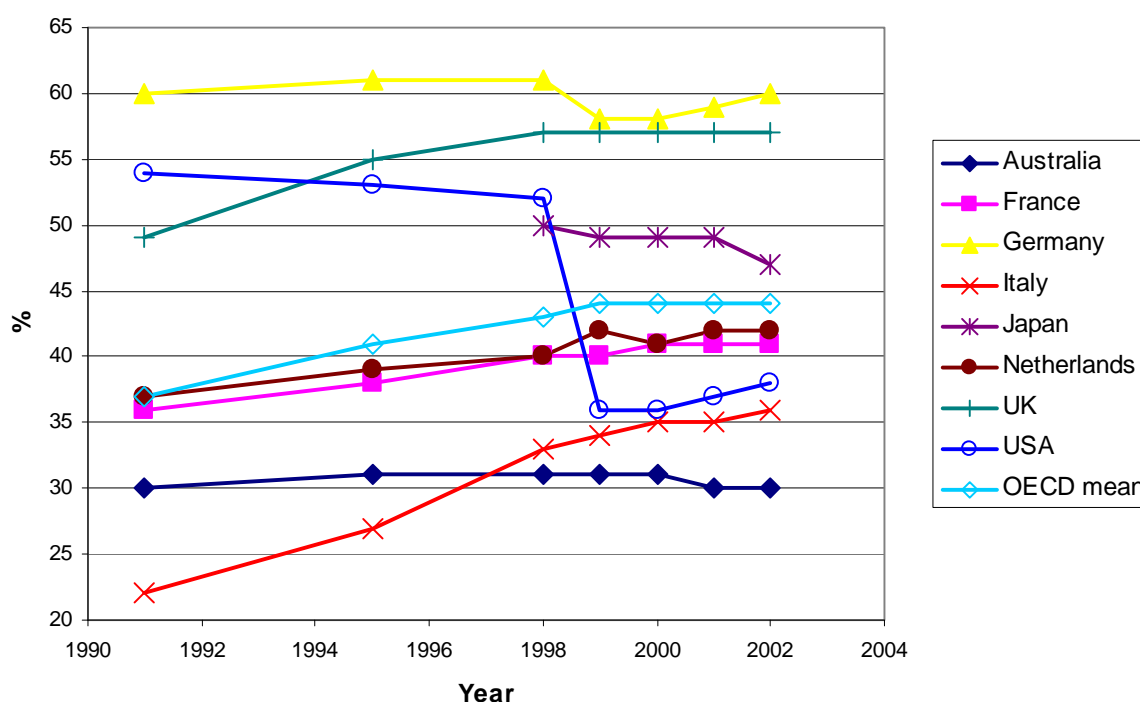
Source: Education at a glance: OECD indicators 2004 (OECD, 2004), table A3.4a, p.72–3.

In comparison, Japan saw a decline in the proportion attaining upper-secondary or post-secondary non-tertiary education between the years 1998 and 2002. Germany suffered a dip in 1999 but has been steadily increasing since 2000, although by 2002 it still had not returned to its 1998 level. France, Italy and the OECD average both show a similar trend to the UK, although the proportion of achievers is significantly lower for both (table C30).

Similarly, 27% of those aged 25–64 had completed tertiary education in the year 2004 (OECD, 2004), comparable with Denmark (27%) and Belgium (28%). The UK outperformed several countries including France (24%), Spain (24%) and Germany (23%). However, there were several countries where the proportion outstripped that

in the UK, and has done consistently over several years, including Canada (43%), the United States (38%) and Japan (36%) (table C31).

5.3.4 Rates of return

According to 'Education at a glance: OECD indicators, 2004' (OECD, 2004, p.164):

> "*Education and earnings are positively linked. In many countries, upper secondary and post-secondary non-tertiary education form a break point beyond which additional education attracts a particularly high premium. In all countries, graduates of tertiary level education earn substantially more than upper secondary and post-secondary non-tertiary graduates.*"

The incentives for an individual to invest in their education (alluded to in section 5.2.2) can be summarised in estimates of 'private internal rates of return'. The rate of return "*represents a measure of the benefits obtained, over time, relative to the costs of the investment in education. It is expressed as a percentage and is analogous to percentage returns from investing in a savings account*" (p.168).

Figure 5.4 shows the rates of return from obtaining a tertiary level or advanced research qualification immediately following an upper secondary or post-secondary non-tertiary level of education.

Figure 5.4:   Private internal rates of return from obtaining a tertiary level or advanced research qualification
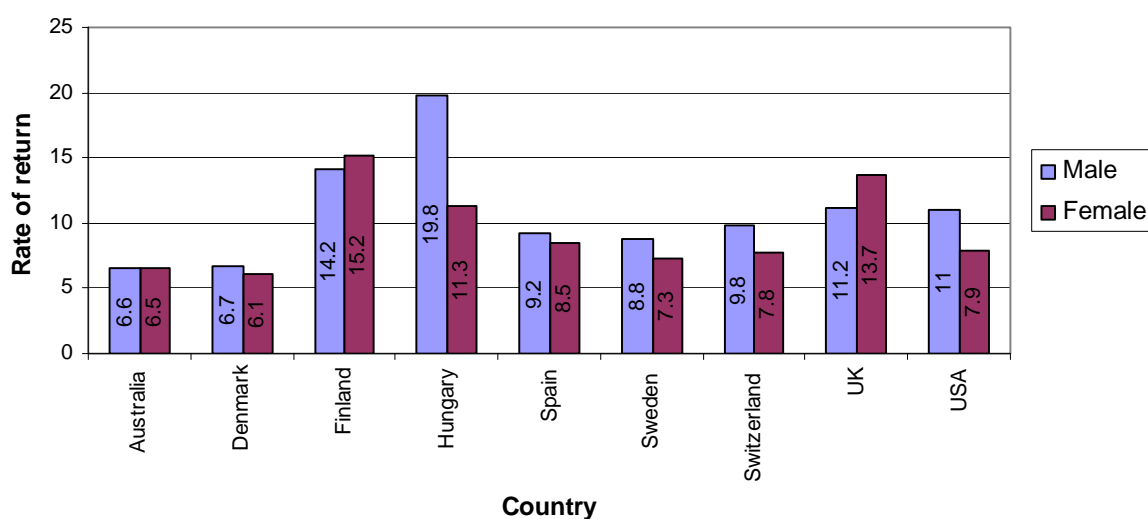
Source: Education at a glance: OECD indicators 2004 (OECD, 2004), table A11.5, p.181.

Data was only available for the nine countries shown in figure 5.4, which reveals the UK with a relatively high rate of return, especially for women, behind that of only Finland (for both men and women) and Hungary (for men only). This may be due to the relatively short length of HE courses in the UK (generally 3 years, instead of 4–5 years in Finland and Hungary) and also to earning differentials and the length of education in general in these countries. Education at a glance: OECD indicators 2004 (OECD, 2004) describes the methodology used to calculate these rates of return, and the potential reasons for the differences across different countries in more detail.

5.4 Summary

There is a known difficulty in measuring the impact of the lifelong learning workforce, in terms of its competitive position, performance, success and productivity. Unlike sectors that produce tangible products (and consequently have an impact on GVA), the lifelong learning sector lacks a single, standardised scale, which can be used to measure its success and productivity.

A few formal measures and performance indicators exist, but these are specific to individual constituencies (e.g. HE annual performance measures, FE system performance targets in England related to 'Success for all' (DfES, 2002), participant satisfaction, and success rates etc.) Informally, on the other hand, 'softer' measures have been identified through this research, which emphasise the competence and knowledge of employees as a proxy for success. Being qualitative measures, these are somewhat problematic in that they are hard to quantify and, therefore, unable easily to generate statistical trends.

International comparison of the lifelong learning sector is similarly complex, with each country collecting data in different ways. However, some indicators have been identified as producing robust comparisons between the OECD countries – expenditure, workforce profile, salary scales and learner outcomes – and these can be used to measure the UK lifelong learning sector against its worldwide counterparts. The key findings based on these indicators are as follows:

- Workforce profile:
  - within tertiary education, the UK has seen an increase of almost 7 percentage points in the female proportion of the academic workforce between 1998 and 2004
  - whilst the issue of an aging population remains, the UK has a lower proportion of staff aged 50 and over in tertiary education, compared to others such as Italy and Norway.

- Salary – the UK comes second only to the USA in terms of salary (after weighting cost of living). However, in terms of income distribution, the UK is closer to its European counterparts, France and Sweden, rather than the USA, where income distribution is more dispersed.

- Expenditure:
  - expenditure on tertiary education in the UK is a relatively low level of 1.1% of GDP (the same level as in France and Japan), ranked 15th amongst OECD countries. The USA is ranked 1st with expenditure of 2.7% of GDP.
  - the UK, the same as all other OECD countries, spends more on primary, secondary and post-secondary non-tertiary education (3.9% of GDP), and is ranked 13th out of the OECD countries.

- Learner outcomes – the proportion of 25–64 year olds that had attained upper-secondary or post–secondary non-tertiary education in the UK has remained fairly stable since 1998, with 57% having attained a qualification at these levels, compared to the OECD average of just 44% in the year 2002.

- Rates of return – the UK has a fairly high rate of return – a measure of the benefits of education over time - relative to the costs of the investment in education, and analogous to the percentage returns from investing in a savings account. Of the nine countries where data existed, only Finland and Hungary had better rates of return.

6. THE CURRENT SKILLS PROFILE, SKILLS NEEDS AND PRIORITIES IN THE LIFELONG LEARNING SECTOR

The aim of this chapter is to present an assessment of the current profile of the skills of the lifelong learning workforce and its current skills needs and priorities.

However, as described in section 2.1.3, the concept of 'skills' is difficult to define, and even more difficult to actually measure. The most common and regularly used proxy indicator for skills is qualifications. Qualifications data does allow comparisons to be made across different occupations and employment sectors – this is the case within most standard secondary data sources such as the LFS and, where data is available, also constituency-specific secondary data sources. However, qualifications types and levels and occupational categories are defined differently by different constituencies and within different UK home countries, which also creates obstacles to comparative analysis.

The concept of skills also goes beyond merely qualifications to include other types of skills, categorised, for the purposes of this report, as: professional/ occupational/ technical skills; transferable skills; and wider employability skills. These types of skills are rarely (and very variably) addressed within secondary data sources. This chapter includes analysis of the primary data collected through the LLUK employer survey, which incorporates assessment of these different types of skills.

This chapter also includes discussion of the current priorities in relation to skills needs (in the widest sense) within the lifelong learning sector, with conclusions based on two key issues:

- external **skills shortages** – where applicants for vacant posts do not have the required skills, work experience or qualifications required
- internal **skills gaps** – where current employees are perceived to be lacking the appropriate level or types of skills to enable them to be fully proficient in their post.

So this chapter begins by drawing on data from the LFS to examine the profile and trends in qualifications in the lifelong learning sector (as defined by the SIC codes – see section 2.1.1 for a discussion of the challenges that this presents) at a UK-wide level, briefly exploring the key geographic variations.

It then moves on to consider UK-wide issues in relation to current priority skills needs within the lifelong learning sector as a whole, based on data from the national employer skills surveys undertaken in the four UK home countries between 2002–2005 (which are also based on the use of SIC and SOC codes, see section 2.1.2), as well as the employer survey and stakeholder interviews undertaken as part of this research. Sections 2.2.1 and 2.2.2 above contain a description of the methodology used in relation to each of these aspects of primary data collection. In particular it should be noted that they are not constrained by the same limitations as the sources based on the use of SIC codes.

Finally, this chapter presents an analysis of the current qualifications profile and priority skills needs applicable to each of the individual constituencies comprising the lifelong learning sector, including discussion of key geographic variations where relevant.

6.1 UK-wide qualifications profile of the sector

Based on data from the LFS, figure 6.1 shows the distribution of highest qualifications held by the lifelong learning workforce (as defined by SIC codes) in the year 2005. Given the predominance of professional occupations within the workforce described in section 3.2, it is perhaps not surprising to find that two thirds of the workforce (66%) was qualified to NVQ level 4 or above. Figure 6.2 shows the qualifications of the lifelong learning workforce compared with those in other public sectors. The proportion of the lifelong learning workforce holding their highest qualification at NVQ level 4 or above was higher than the proportion similarly qualified in other public sectors,

> **66% of the lifelong learning workforce were qualified to NVQ level 4 or above – compared with 24% in the economy as a whole.**
>
> (LFS, 2005)

such as other parts of education (57%) and health and social work (44%), and considerably higher than that found within the economy as a whole (24%). Only 6% held qualifications below NVQ level 2 and only 3% held no qualifications at all – both considerably less than within the economy as a whole (15% and 11% respectively) (table C7).

Figure 6.1:   Profile of highest qualifications held within lifelong learning workforce
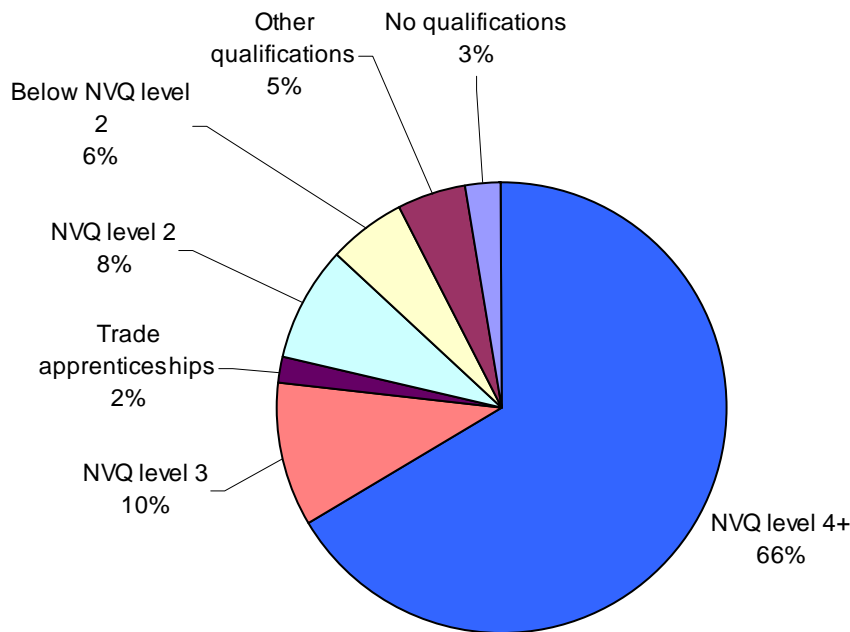
Source: Labour Force Survey, aggregate data for 2005.

Figure 6.2: **Profile of highest qualifications held within lifelong learning workforce, compared with other sectors**
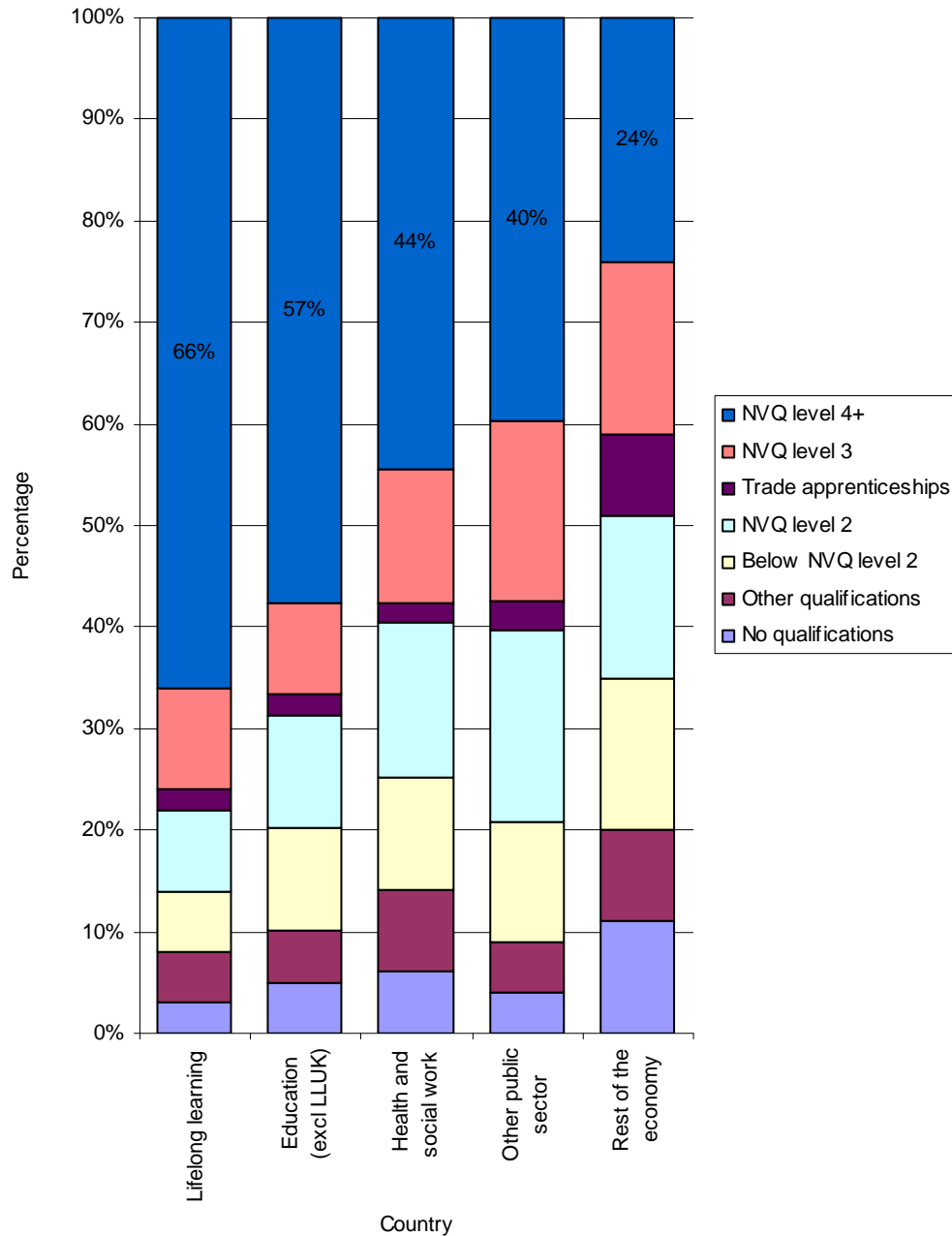
Source: Labour Force Survey, aggregate data for 2005.

Moreover, the trends in highest qualifications held over time (between the years 2001 and 2005) reveal an increase of 17% in the proportion of the lifelong learning workforce holding a qualification at NVQ level 4 or above, compared with overall sector employment growth of 11%. There has also been a reduction of 32% in the proportion with no qualifications and a more recent reduction of the proportion with qualifications below NVQ level 2 (table C8). These trends are illustrated in figure 6.3.

Figure 6.3: **Trends in highest qualification levels within the lifelong learning workforce, 2001–2005**
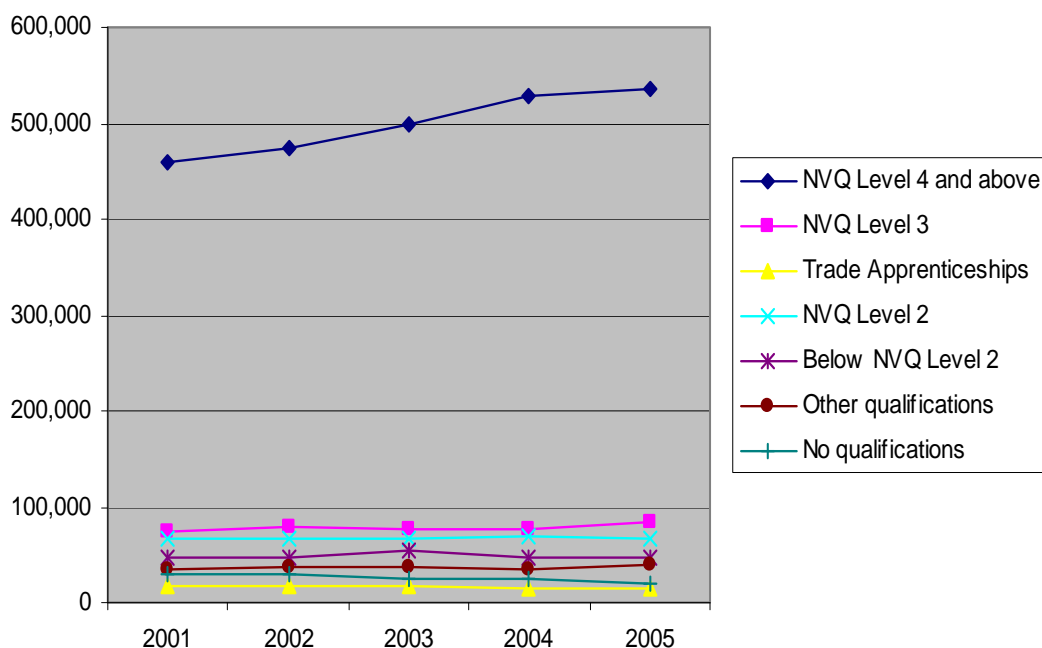
Source: Labour Force Survey, 2001–2005.

In 2005, the LFS showed that qualifications at NVQ level 4 or above were held predominantly (but not exclusively) by managers and senior officials (70%), those within professional occupations (86%) and those within associate professional and technical occupations (67%). However, just under a third of administrative and secretarial (32%) and personal service occupations (30%) also held qualifications at this level (table C9).

Data from the LFS for the years 2001–2005 indicates that the growth in the proportion of the workforce with qualifications at NVQ level 4 or above was largely driven by increases in the proportion of those within professional occupations with this level of qualification, followed by increases amongst those in the associate professional and technical occupations, thus representing up-skilling of the workforce within the already high-level occupational categories (table C9).

Broad **geographic variations** were also apparent in the LFS data for the year 2005 (table C10):

- **England** had the lowest proportion of its lifelong learning workforce qualified to NVQ level 4 or above at 65%, compared with 77% in **Northern Ireland**, 76% in **Wales** and 70% in **Scotland**.

- 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%).

The proportion of the lifelong learning workforce which was unqualified, or had qualifications below NVQ level 2 only varied between a total of 7% (in Wales) and 9% (in Northern Ireland and Scotland). Within England, there was very little variation

in the proportion of the lifelong learning workforce in each region that was unqualified (between 1–4%). However, combining this with the proportions qualified below NVQ level 2, Yorkshire and the Humber and the West Midlands had the highest proportion in these categories (12% and 11% respectively).

Trends in the LFS data between the years 2001–2005 show that the increase in numbers of qualifications at NVQ level 4 or above was mirrored across all four UK home countries. Northern Ireland, the home country with the highest proportion of its workforce qualified at this level in 2005, experienced a particularly sharp increase between the years 2003–2005.

6.2 UK-wide skills needs and priorities

This section examines the current skills needs and priorities within the lifelong learning sector across the UK, in terms of external **skills shortages** – where applicants for vacant posts do not have the required skills, work experience or qualifications and internal **skills gaps** – where current employees are perceived to be lacking the appropriate levels or types of skills to enable them to be fully proficient in their post.

> **"The skills of our workforce are vital to the success of all our missions."**
> (LLUK employer survey response, HE, Wales, 2006)

6.2.1 Skills shortages

Table 6.1 shows data extracted from the national employer skills surveys undertaken separately in the four UK home countries between 2002–2005 (see section 2.1.2). This data reveals that overall:

- A higher proportion of employers in the lifelong learning sector reported recruitment vacancies compared with all establishments, within each UK home country (except Scotland, where data was not available).

- In all UK home countries the percentage of lifelong learning establishments with vacancies was higher than in all sectors together. However, the number of vacancies as a percentage of total employment was lower within the lifelong learning sector than in all sectors combined.

- As a percentage of all vacancies, the proportion of vacancies classified as 'skills shortage vacancies', where applicants did not have the required skills, work experience or qualifications, was higher in the lifelong learning sector than the whole country average in Wales and Northern Ireland, but lower in England (data was not available for Scotland).

> **'Skills shortage vacancies' made up a higher proportion of vacancies described as 'hard to fill' within the lifelong learning sector than the all-sector average in each UK country.**
> (UK employer skills surveys)

- Skills shortage vacancies made up a higher proportion of vacancies classified as 'hard to fill' within the lifelong learning sector than the average in any of the four UK home countries as a whole. In Northern Ireland, the proportion of hard to fill vacancies accounted for by skills shortage vacancies was much lower

than that in other home countries of the UK, suggesting that issues other than skills shortages were responsible for the majority of recruitment difficulties experienced.

Table 6.1: General, 'hard to fill' and 'skills shortage' vacancies

	England		Northern Ireland		Scotland		Wales	
	LL	Total	LL[1]	Total	LL	Total	LL	Total
% of establishments with vacancies	29%	18%	27%	16%	*	*	24%	21%
Vacancies as % of employment	2.1%	2.9%	1.6%	2.5%	2.0%	3.6%	1.6%	3.5%
Hard to fill vacancies as a % of all vacancies	24%	37%	41%	61%	17%	46%	23%	35%
Skills shortage vacancies as a % of all vacancies	15%	24%	13%	7%	*	25%	17%	14%
Skills shortage vacancies as a % of hard to fill vacancies	69%	64%	32%	12%	66%	55%	73%	41%
No. of skills shortage vacancies in lifelong learning (LL)	2,175		140		*		114	

Sources: Individual employer skills surveys
England – 'National employer skills survey 2004' (LSC, 2005b)
Wales – 'Future skills Wales 2005' (Young and Morrell, 2006)
Scotland – 'Skills in Scotland 2004' (Futureskills Scotland, 2005)
Northern Ireland – 'Northern Ireland skills monitoring survey 2002' (DELNI, 2003)
* denotes data not available
[1] classified as 'the education sub-sector'

The LLUK employer survey carried out as part of this research illuminates the main characteristics of these skills shortages. Further details of this survey and the resulting data can be found in section 2.2.2 and Annexes C–G. For each occupational group, the survey asked respondents "*at which skills levels does your organisation experience the greatest skills shortages?*" It also asked respondents to identify the broad types of skills where shortages occurred:

- 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 (figure C4). The one exception was the **HE** constituency, in which more employers reported occupationally-specific professional/technical/practical skills shortages for administrative staff.

- **Shortages of transferable skills** were mostly associated with administrative staff, and wider employability skills particularly with manual staff (figure C4).

- In terms of level of skill, **skills shortages at NVQ level 4** were the most prevalent among organisational managers (i.e. senior managers), managers of services (i.e. middle managers) and professional occupations (figure C3). These were experienced predominantly for **professional/technical/practical skills**, followed by **transferable skills**.

There was little variation across the different home countries of the UK, except predominantly in the extent of skills shortages reported:

- In **England**, employers reported skills shortages at mostly NVQ level 4 and above for organisational managers, managers of services and professionals. 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 (figure D3). In terms of the type of skills shortages, employers more commonly reported professional/ technical/ practical skills as shortages, compared with transferable or wider employability skills (figure D4).

  Unfortunately insufficient data was collected to enable full regional comparative analysis for each constituency. The fullest regional data was collected for the North West across all constituencies and the LAIS constituency in all regions. Both serve to illustrate regional variance but without allowing for detailed analysis.

- In **Northern Ireland**, employers from all constituencies more commonly reported skills shortages than employers in other countries. Employers from all constituencies reported skills shortages among managers and professionals, predominantly at NVQ level 4 (figure E3).

- In **Scotland**, similar to the picture in Northern Ireland, employers reported a higher incidence of skills shortages than in other countries. Professional/technical/practical skills were the most commonly reported type of skills shortage and employers reported most skills shortages amongst professionals (figure F4).

- In **Wales**, professional/technical/practical skills were also the most commonly reported type of skills shortages, although employers in Wales were more likely to report this type of skills shortage amongst administrative staff than employers in other countries, who more often identified transferable skills shortages amongst administrative occupations (figure G4). Welsh employers were evenly split over the level of skills shortages for support/associate professionals (between NVQ levels 3 and 4) and administrative occupations (between NVQ levels 2 and 3) (figure G3). This contrasts with responses across the UK, where employers reported skills shortages predominantly at NVQ level 4 for professionals and NVQ level 3 for support/associate professionals.

6.2.2 Skills gaps

Comparing the data presented in tables 6.1 and 6.2, shows that, for the two countries where data was available (England and Wales), the number of employees within the existing lifelong learning workforce reported as having skills gaps was much higher than the number of skills shortage employment vacancies. Nonetheless, the proportion of existing employees with skills gaps was lower within the lifelong learning sector than the average across all sectors in each of these two countries.

Within the lifelong learning sector, the number of existing employees with skills gaps was much higher than the number of skills shortage vacancies.
(UK employer skills surveys)

The proportion of employers experiencing skills gaps was similar to the average across all sectors within each UK home country (data was not available for Scotland). However, the proportion of employers in Scotland reporting skills gaps amongst their existing workforce was almost twice that in Northern Ireland, suggesting an issue to be addressed.

Table 6.2: Skills gaps within the existing workforce

	England		Northern Ireland		Scotland		Wales	
	LL	Total	LL[1]	Total	LL	Total	LL	Total
% of establishments with skills gaps	21%	20%	14%	13%	26%	*	17%	18%
% of staff with skills gaps	5%	7%	*	*	3%	*	3%	6%
No. of employees with skills gaps in LL	32,200		*		*		1,143	

Sources: Individual employer skills surveys:
England – 'National employer skills survey 2004' (LSC, 2005b)
Wales – 'Future skills Wales 2005' (Young and Morrell, 2006)
Scotland – 'Skills in Scotland 2004' (Futureskills Scotland, 2005)
Northern Ireland – 'Northern Ireland skills monitoring survey 2002' (DELNI, 2003)
* denotes data not available
[1] classified as the education sub-sector, including lifelong learning

Three of the surveys (with the exception of the Northern Ireland skills monitoring survey) provided additional detail about types of skills gaps:

- In **England**, skills gaps across the lifelong learning sector were most commonly associated with **general IT 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**.

- Sector employers in **Scotland** associated skills gaps with 'soft' wider **employability skills**, such as organising and problem solving (as did employers in other sectors).

- Skills gaps in **Wales** covered a wide range of areas including **professional/technical/practical skills and management skills**, but also

transferable skills (such as IT user skills) and **wider employability skills** such as team working, problem solving, and customer handling.

The LLUK employer survey carried out as part of this research further illuminates the main characteristics of these skills gaps. Similar to the questions relating to skills shortages, for each occupational group, the survey asked respondents to "*identify the main skills gaps in your current workforce*" and "*at which skills levels does your organisation experience the most skills gaps?*" The main issues revealed were:

- skills gaps at **NVQ level 4 and above** among managers and professional occupations (figure C7) for all constituencies except HE, where skills gaps at this level were more prevalent amongst support/associate professionals
- skills gaps among professionals in **CLD**, **FE** and **LAIS**, and among administrative staff in **HE** and support/associate professionals in **CLD** (figure C8)
- gaps in **transferable skills** (literacy, numeracy, ICT user skills).

Respondent employers thus reported broadly similar patterns for skills gaps within the existing lifelong learning workforce as for skills shortages among applicants. Skills gaps were most often reported among professionals and least often among organisational managers. Interestingly, respondents were more likely to identify skills gaps among administrative staff than they were skills shortages, possibly representative of improving skills levels among entrants to administrative roles within the sector. Again, as with skills shortages, there were limited significant geographical variations:

> **Similar patterns of skills gaps were identified within the existing lifelong learning workforce as skills shortages amongst applicants for vacant posts.**
> (LLUK employer survey, 2006)

- In **England,** employer responses generally reflect the sector-wide skills gaps found for the UK as a whole, unsurprisingly as the majority of the sample respondents were from England. Skills gaps among **professionals and managers of services** at **NVQ level 4** or above were most often reported**,** with skills gaps for manual occupations and organisational managers least common (figure D6).

- In **Northern Ireland**, the pattern for skills gaps was similar to that reported by employers for skills shortages. Also in line with the UK pattern for skills gaps, employers in Northern Ireland were most likely to have experienced skills gaps at **NVQ level 4** or above and among **managers and professionals**. However, in contrast to the UK as a whole, skills gaps were also reported at this level amongst **support/associate professionals**. Among **administrative staff**, a larger proportion of employers in Northern Ireland than elsewhere reported skills gaps at **NVQ level 3** (figure E6).

- In **Scotland**, responses revealed generally similar patterns to those within the UK as a whole. As elsewhere, respondents reported the greatest incidence of skills gaps among professionals. **Professional/technical/practical skills gaps** at **NVQ level 4** or above were predominant across all occupational groups, with the exception of skills gaps for **support/associate professionals,** which occurred predominantly at **NVQ level 3** (figure F6).

- In **Wales**, employers were more likely to report skills gaps amongst **support/associate professionals** than employers in other UK home countries, where skills gaps amongst professionals were more prevalent. Moreover, more skills gaps among professionals in Wales were reported at **NVQ level 3**, in contrast to other UK home countries where NVQ level 4 was the norm (figure G6).

6.3 The qualifications profile and current skills needs within individual constituencies

There are some variations in the distribution of highest qualifications held across the lifelong learning sector (as defined by SIC codes), based on data from the LFS. For example, in 2005, 71% of those employed within the HE constituency held their highest qualification at NVQ level 4 or above, compared with only 37% in LAIS. This was balanced, to an extent, by a higher proportion of the LAIS workforce holding their highest qualification at NVQ level 3 (20% compared with 8% in HE).

Trends in the data between 2001 and 2005 reveal that (table C11):

- In **CLD**, the proportion of the the workforce holding qualifications at NVQ levels 2 and 3 has increased, particularly between 2003 and 2005. The proportion with qualification at NVQ level 4 has remained broadly static and the proportion with trade apprenticeships and other qualifications has decreased.

- In **FE**, the proportion with qualifications at NVQ level 4 has increased steadily year-on-year between 2001 and 2005, whilst other proportions have fluctuated only slightly.

- In **HE**, growth in the proportion with qualifications at NVQ level 4 and above has fluctuated around 70% between 2001 and 2005 whilst the proportion with no qualifications has decreased.

- In the **LAIS** constituency, although the proportion of the workforce with qualifications at NVQ level 2 was high (in comparison with other constituencies), the proportion has fallen, particularly since 2003. Conversely, the proportion with qualifications at NVQ level 3 and above has increased.

There are limited **constituency-specific secondary data sources**, some with a **UK wide** coverage and others covering **only some countries**. The UK wide data sources (see Annex C for further details) provided some further insights into the qualifications profile of two lifelong learning constituencies:

- **HE** – the HESA Staff Record 2004/05 covered the contract staff population, although data on highest qualifications held was only collected for SOC major groups 1–3: managers and senior officials, professional occupations and associate professional and technical occupations. In addition, almost half of all individual records (45%) did not contain any qualifications data.

- **LAIS** – the CILIP membership database 2005/06 covers library and information professionals (estimated to represent approximately one quarter of the total LAIS workforce).

Although no comparable UK-wide data sources were available for the individual strands of CLD, FE, LAIS (archives and records management) or WBL constituencies, some constituency-specific sources, including workforce qualifications, were available, which related to individual home countries within the UK:

- **CLD** in:
    - **England** – community based adult learning (see Annex D)
    - **Scotland** – community education (see Annex F)
    - **Wales** – youth work (see Annex G)
- **FE** in **England** (see Annex D), **Scotland** (see Annex F) and **Wales** (see Annex G)
- **WBL** in **England** (see Annex D).

However, the methodologies adopted and the range of qualifications and occupations covered by these data sources vary considerably, such that any comparisons between them (even within individual constituencies) should be treated with extreme caution. The remainder of this chapter will outline the current qualifications profile, skills needs and priorities identified for each constituency within the lifelong learning sector, including geographic variations where appropriate. However, care must be taken in drawing conclusions or making comparisons between the findings from different sources in this section, especially when based on one-off surveys or those with limited sample sizes.

6.3.1 CLD

In **England**, analysis of the qualifications of the adult and community education workforce (also known as personal and community development learning) collected through a limited survey undertaken for the DfES in 2003 (Parsons and Berry-Lound, 2004) revealed that nearly all of the 1,577 CLD respondents (91%) were teachers or tutors and more than a quarter of these (27%) held a qualification at NVQ level 5. Over a quarter of the workforce held professional qualifications (recognised by a professional body, but equivalent to a range of different NVQ levels). Only 5% reported a qualification at NVQ level 2 as their highest qualification (table D5).

Figures from the National Youth Agency annual audit of local authority Youth Services in 2004/05 (NYA, 2006) suggest that compared to the previous year, the proportion of youth workers who were 'professionally qualified'[11], rose from 75% to 83%. The proportion of youth support workers, who were similarly professionally qualified, remained around 50%. Given the contribution to service delivery made by these youth support workers and also by volunteers, the development of this essentially 'pre-professional' part of the youth work workforce is crucial to its overall effectiveness. Moreover, recruitment and retention continue to be major issues within youth work. 5% of youth worker posts were vacant at the time of the audit, as were 8% of youth support worker posts.

In **Scotland**, limited data relating to workforce qualifications was available for those working within community education. According to a report undertaken by the Scottish Council for Research in Education (Malcolm *et al.*, 2002), a survey of 147 community education organisations (including voluntary organisations, community/new community schools, FE colleges, local authority main providers, local

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[11] There are 33 HEIs providing 50 Youth and Community Work programmes, which are recognised by the Joint Negotiating Council (JNC) as conferring qualification as a professional youth worker.

authority other providers and other public sector employers) found that local authority departments which were the main provider of community education had the most highly qualified paid staff – more than two thirds of these responses reported that most or all paid staff were qualified to the equivalent of NVQ level 4. The report also confirmed that paid community education staff were far more likely to hold a qualification in community education (a degree, diploma or certificate) equivalent to NVQ level 4 than their volunteer counterparts. At least half of all respondents reported that none of their volunteer staff held a qualification in community education equivalent to NVQ level 4 (table F6).

In **Wales**, workforce qualifications related to the CLD constituency were available in the report of a survey of principal youth officers employed in youth or community education services departments in 22 local authorities, conducted in 2003/04 (Sharp and Davies, 2005). Analysis of the responses revealed that (p.5):

> *"Although the vast majority of managers are qualified, almost half of the full-time workers are listed as unqualified as are over half of the part-time workers. However, it needs to be noted that many of those listed as unqualified are currently on a range of training courses but this figure was not requested."*

No further definition of the terms 'qualified' and 'unqualified' was provided.

Skills shortages, gaps and priorities

In response to the LLUK employer survey, employers in the CLD constituency were most likely to report **skills shortages** among professionals and support associate professionals. However, in Northern Ireland, employers in this constituency more commonly reported shortages amongst administrative staff, compared with employers in the same constituency in other UK home countries.

Shortages were most commonly reported at NVQ level 4 when recruiting managers and professionals. In terms of the different types of skills, the CLD employers surveyed by telephone identified shortages in both transferable skills (ICT user skills) and wider employability skills (team working and customer services), particularly for professional but also administrative occupations.

Employers within the CLD constituency most commonly reported **skills gaps** among professionals, although gaps at NVQ level 4 were reported most frequently for managers. In **Scotland**, employers within the CLD constituency were more likely to report skills gaps amongst all occupational groups, compared with those in other UK home countries. Similarly, in Northern Ireland they were more likely than those in other UK home countries to report gaps at NVQ level 3 specifically for associate professional and technical occupations.

In addition to the priorities revealed in relation to the skills gaps and shortages outlined above, the stakeholders interviewed revealed a range of specific priorities for skills development within the CLD constituency, including:

- **transferable and wider employability skills** – with examples including leadership skills, partnership working, interpersonal skills, outreach skills, skills to promote social inclusion and empowering communities, and the ability to think creatively
- **professional/technical/practical skills** – such as organisational and financial planning skills.

Additionally, stakeholders in Scotland particularly suggested that CLD professionals needed to approach learning in more flexible ways to address challenges related to location, timing and method of delivery and that, in relation to professional/technical/ practical skills, engaging communities and clients presenting diverse development needs, and developing participative ways of working, were particular priorities.

6.3.2 FE

In **England**, according to data from the LSC Staff Individualised Record (SIR) in the year 2004/05, just under half (47%) of all FE staff held their highest qualification at NVQ level 4 or above, 12% at Level 3, 10% at Level 2, and 5% held no formal qualifications (table D10). However, these findings should be treated with caution, as the qualifications of almost a quarter of FE staff were not included in the LSC SIR in 2004/05. Teaching and learning support staff were unsurprisingly more highly qualified than other support staff, with 9% of the latter holding no formal qualifications (table D10).

Based on a sample of the LSC SIR data for the year 2004/05, 80% of full-time FE teaching staff held recognised teaching qualifications, as specified in 'Success for all' (DfES, 2002). The North West had the highest proportion of its teaching workforce (72% of all FE teaching staff in the region) holding recognised teaching qualifications, whereas the East of England and East Midlands had the smallest proportion (56% of all FE teaching staff qualified). In all cases, full-time FE teaching staff were more likely to hold a relevant teaching qualification than their part-time counterparts (table D11).

In **Scotland**, lecturers and tutors in FE are deemed to be 'fully qualified' if they hold a Scottish Teaching Qualification in FE (TQ(FE)), accredited by the General Teaching Council in Scotland (and equivalent to NVQ level 4). As in England and Wales, primary- and secondary-school teaching qualifications are regarded as equivalent to TQ(FE) for FE lecturers and tutors, but unlike these other countries, there are no regulatory requirements or targets for increasing the proportion of FE lecturers and tutors with TQ(FE) or equivalent qualifications in Scotland. According to 'Staffing statistics for FE colleges in Scotland: 2004/05' (Scottish Funding Council, 2006), just under half (49%) of FE lecturers and tutors were in possession of a TQ(FE) or equivalent qualification, with a further 15% holding an 'other' teaching qualification. Those not in possession of a teaching qualification were categorised as either 'qualified but not teacher trained' (accounting for 33% of all FE lecturers or tutors) or 'unqualified' (accounting for only 3%) (table F5).

In **Wales**, according to the Staff Individualised Record (SIR) data collected from FE colleges for the year 2003/04, the majority of teaching staff (60%) were qualified to NVQ level 4 or above, compared with 34% of teaching and learning support staff. Among other support staff (i.e. those not directly involved in supporting learning), less than one third (29%) held qualifications at NVQ level 4 or above, and 8% held no qualifications at all (table G6). Over a third of teaching and learning staff (34%) were known to have 'Qualified Teacher Status' (QTS) for teaching in primary or secondary schools, and 16% had an FE teaching qualification (table G7).

Skills shortages, gaps and priorities

Skills shortages within the FE constituency were most commonly reported for professionals, and particularly at NVQ level 4 when recruiting both professionals and managers. In England, shortages were also reported in relation to support/associate professionals. In Scotland, employers reported skills shortages amongst

professionals and organisational managers at NVQ level 4, although fewer reported the same shortages for managers of services. In Wales, employers within the FE constituency were more likely to report skills shortages amongst manual staff at NVQ level 3 (compared with NVQ level 2, which was the norm), possibly suggesting aspirations towards a more highly qualified group of manual staff in Wales, compared to other UK home countries.

Similarly, skills gaps were particularly reported within the FE constituency for professionals and managers, although in Scotland employers also reported skills gaps within other occupational groups. A larger proportion of FE employers in Wales reported skills gaps among managers of services, compared with those in other UK home countries. Employers surveyed by telephone explained that skills gaps arose due to the need to keep up with current practice and policy developments, the rapid growth of basic skills provision, and the increasing expectation that teaching and learning staff will have current industrial experience. Employers within FE in Northern Ireland were less likely to report skills gaps than their counterparts in other UK home countries – perhaps associated with the high proportion of staff in Northern Ireland already qualified to NVQ level 4.

In addition to the implications of these skills shortages and gaps, in relation to FE, stakeholders interviewed prioritised the development of:

- **professional/technical/practical skills** such as gaining current industry experience, keeping vocational courses up-to-date, and other teaching skills such as up-to-date teaching and assessment skills reflecting current industry practices
- **leadership and management skills.**

Specific comments in relation to individual home countries within the UK suggested that:

- In **England**, stakeholders particularly prioritised **leadership skills** – citing the need to: manage complex change in the face of diminishing resources; develop and sustain partnerships; and tackle issues relating to control, autonomy and delegation.

- In **Scotland**, stakeholders interviewed prioritised **responsiveness** to the demands of industry – particularly for professionals teaching in the biotechnology and energy fields, within both the FE and HE constituencies.

- In **Northern Ireland**, stakeholders felt that teaching and learning staff within both FE and HE constituencies needed to develop skills for **embedding essential skills assessments within other programmes of learning**.

6.3.3 HE

Data from the HESA Staff Record (2004/05) confirms the previous analysis of data from the LFS, i.e. that the workforce within HE were highly qualified. Almost three-quarters (74%) of those within SOC major groups 1–3 held qualifications at NVQ level 4 or above. Academic professionals were the most highly qualified group, of whom two thirds (66%) held their highest qualification at NVQ level 5 (a higher degree or equivalent) and a further 16% held a qualification at NVQ level 4 (a first degree or equivalent) (table C19). Moreover, as no qualifications data was available

for 15% of academic professionals, it seems likely that actual figures were even higher.

Comparison of the HESA data across the four home countries of the UK reveals little variation in the proportions of the HE workforce in each country holding qualifications at NVQ level 4 or above (the highest being 51% in both **England** and **Wales**, and the lowest being 48% in **Scotland**) (table C20). There was slightly more variation between the different English regions – in the West Midlands, 47% of the HE workforce held a qualification at NVQ level 4 or above (the lowest proportion), compared with 56% in both the South East and East (the highest) (table C21).

Skills shortages, gaps and priorities

Employers within the HE constituency reported more **skills shortages** as occurring among support/associate professionals, followed by administrative occupations, compared with other constituencies where the most prevalent shortages were amongst professionals and support/associate professionals. As in other constituencies, skills shortages were identified among professionals and managers predominantly at NVQ level 4.

However, in Northern Ireland, shortages amongst administrative staff were identified at NVQ level 3 (compared with NVQ level 4 amongst HE employers in other UK home countries), possibly suggesting a less qualified administrative workforce in this country. Conversely, in Wales, employers reported skills shortages amongst support/associate professionals occurring at NVQ level 4, rather than NVQ level 3, which was the norm in other UK home countries.

Similarly, employers within the HE constituency identified **skills gaps** as occurring predominantly amongst professional and administrative occupations In Scotland, gaps within this constituency were identified across a broader range of occupational groups than in the other UK home countries, including professional, support/associate professionals, administrative occupations, and manual occupations. In Wales, gaps were identified within administrative occupations, as well as associate professional and technical occupations.

Current skills priorities for the HE constituency identified by stakeholders included **leadership and management skills,** as well as professional **competence and wider employability skills**. Dealing with the widening participation agenda and with learners with diverse needs were also priority areas within the professional/ technical/ practical skills category.

Particularly in **Northern Ireland**, stakeholders felt that teaching and learning staff within both FE and HE constituencies needed to develop skills for **embedding Essential Skills assessments** within other programmes of learning.

6.3.4 LAIS

According to CILIP membership data for the year 2006, in terms of the framework of different CILIP grades, two thirds (66%) of CILIP members in **England** were chartered (FCLIP or MCLIP) members (equivalent to NVQ level 5) and 29% were associate members (equivalent to NVQ level 4). In **Northern Ireland**, only 55% of members were chartered (FCLIP or MCLIP) members, but a larger proportion than in other countries (38%) were associate members. In **Scotland**, the data reveals a very similar pattern to that in England. More than two thirds (71%) of members were chartered (FCLIP or MCLIP) members, whilst 26% were associate members. In

Wales, 69% of members were chartered (FCLIP or MCLIP) members, while 28% were associate members (table C23).

The types of institution employing the highest proportions of chartered (FCLIP or MCLIP) compared with non-chartered members were public libraries (79%), public authorities (70%), schools (70%) and particularly school libraries (78%), universities (66%) and colleges of education (61%). The types of institution with the lowest proportion of chartered (FCLIP or MCLIP) members were industry and commerce (55%) and government departments (58%) (table C24).

Skills shortages, gaps and priorities

LLUK survey respondents within the LAIS constituency reported skills shortages predominantly amongst professionals and at NVQ level 4 when recruiting both managers and professionals. However, within this constituency there were also particular shortages at NVQ level 2 when recruiting manual staff (e.g. porters/warehouse staff, security staff, cleaning and estates staff). Employers surveyed by telephone identified particular shortages in relation to **ICT skills**.

Similarly, LAIS employers particularly reported skills gaps amongst professionals and managers, with little variation across the four home countries of the UK.

Within the LAIS constituency, stakeholders interviewed identified a mixture of priorities including:
- **professional/technical/practical skills** – such as building databases, digitisation and digital content creation
- **wider employability skills** – such as customer services, the ability to support people and help them learn, and management and supervisory skills blended with library management skills, advocacy and team working
- **transferable skills** such as communications.

In **England**, stakeholders particularly prioritised **leadership skills** – citing advocacy, partnership, influencing and strategic management skills in particular. They also prioritised transferable skills, particularly ICT and communications, and wider employability skills including team working and customer service.

In **Scotland** stakeholders noted the need for professional archivists to keep abreast of changes and developments related to **ICT** and also suggested that manual staff could be provided with additional training to become archives assistants, thus freeing up professional archivists to concentrate on the more technical aspects of the job.

6.3.5 WBL

Finally, analysis of the qualifications data collected during a survey of the WBL workforce during 2003 in **England** (Parsons and Berry-Lound, 2004) reveals that the highest qualifications held by 41% of the 976 WBL trainers who responded to the survey, were professional qualifications (recognised by a professional body but at a range of different NVQ levels). 15% held their highest qualification at NVQ level 2, whilst a similar proportion, 14%, held a qualification at the highest level, NVQ level 5 (table D5).

Skills shortages, gaps and priorities

In terms of **skills shortages**, survey responses from WBL employers were not dissimilar to those from the other constituencies, generally being most frequent among professionals and support/associate professionals. At NVQ level 4, skills shortages for managers were most prevalent. However, in England, fewer employers within this constituency reported skills shortages among professionals at this level, with more being reported amongst organisational managers. In addition, in Scotland, all of the survey respondents within this constituency reported skills shortages at the equivalent of NVQ level 2 amongst manual staff and, similar to employers within this constituency in other UK home countries, they generally reported skills shortages across a wider range of occupations.

Again, similar to the pattern of skills shortages, **skills gaps** were most frequently reported by employers within the constituency amongst managers at NVQ level 4, although a relatively small proportion reported the same challenge amongst professionals. However, in contrast to other UK home countries, WBL employers in **Northern Ireland** were more likely to report skills gaps among administrative occupations (at NVQ level 3) and to a lesser extent among professionals (at NVQ level 4), than among organisational managers, with some commenting that the main reasons for skills gaps in the WBL constituency were linked to technological change and changing regulations. Similarly, in **Scotland**, employers were more likely to report skills gaps among professionals and managers of services, than their counterparts in other UK home countries.

In addition to the priorities resulting from the skills shortages and gaps described in the previous paragraphs, all three broad categories of skills were identified as important priorities by stakeholders interviewed in relation to the WBL constituency. Particular examples of priorities in relation to skills cited included management and leadership, assessment skills, competence in teaching basic and key skills, gaining current industry experience and financial and strategic planning.

6.4 Summary

The lifelong learning workforce is a highly professional workforce, made up of a high proportion of staff within SOC classifications 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**. Northern Ireland had the highest incidence of NVQ level 4 or above qualifications within the workforce, while England had the lowest.

Moreover, between the years 2001–2005, **the trend in numbers of the lifelong learning workforce holding an NVQ level 4 or above qualification has increased**, across all four home countries of the UK, but particularly more recently within Northern Ireland. 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, i.e. perceived to be lacking skills important to the successful performance of their role.

Skills shortages – where applicants for vacant posts did not have the required skills, work experience or qualifications – made up a higher proportion of vacancies within lifelong learning establishments, compared with the all-sector average within Wales and Northern Ireland, but a lower proportion in England. In addition, 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. The considerably lower all-sector average and lifelong learning figures in Northern Ireland suggest that issues involved in the recruitment challenges faced within this country are not related to the lifelong learning sector but are wider and more general.

Skills shortages were faced particularly at **NVQ level 4,** for **managers and professional occupations.** The reported shortages were predominantly in occupationally-specific **professional/technical/practical skills**, followed by **transferable skills**.

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. Across the four home countries of the UK (but bearing in mind the difficulties inherent in comparing the figures across the national employer surveys – see section 2.1.2 for further details of this) skills gaps were reported in the highest proportion of lifelong learning establishments in Scotland and the lowest proportion in Northern Ireland. The low incidence of skills gaps in Northern Ireland may be associated with its higher proportion of the workforce already qualified to NVQ level 4 or above.

Similar to the picture for skills shortages, skills gaps were most commonly reported at **NVQ level 4**, for **managers and professional occupations**.

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.

In addition to the current priorities resulting directly from these skills shortages and skills gaps, stakeholders identified **leadership and management**, and **transferable and wider employability skills,** as particular priorities across all lifelong learning constituencies within the UK. Moreover, stakeholders representing different constituencies within individual UK home countries sometimes identified the same priority skills needs for their country, including:

- In **Wales** – building capacity for the delivery of lifelong learning services through the medium of Welsh.

- In **Scotland** – several stakeholders considered improved ICT user skills and up-to-date industry knowledge as vital. Skills in partnership working were also regarded as important, in order to overcome problems related to access to learning opportunities and choice, driven by the remoteness of some Scottish regions.

- In **Northern Ireland**, **FE** and **HE** stakeholders agreed that teaching and learning staff needed to develop skills for embedding Essential Skills assessments within other programmes of learning.

7. FUTURE SKILLS NEEDS IN THE SECTOR

This chapter considers the future skills needs of the lifelong learning sector. The analysis is based on three key components:

- time-series forecasting of employment and qualifications for the lifelong learning sector (albeit based on SIC codes), based on secondary data from the LFS and building on the data from 'Working futures 2004–2014' (Wilson *et al.*, 2006) (see section 2.1.1)
- the future scenarios workshops (see section 2.2.3)
- the employer survey (see section 2.2.2).

This chapter begins by considering statistical trends and forecasts relating to the lifelong learning sector. It moves on to envisaging the future lifelong learning sector, drawing on the broad themes identified by lifelong learning sector employers and other representatives attending the future scenario workshops held throughout the UK in 2006, as part of this research. Finally, it considers the future skills needs of the lifelong learning sector within individual constituencies and UK home countries.

7.1 Forecasting future skills needs

This section builds on the analysis of the current profile of the lifelong learning workforce presented in chapter 3 and its current skills profile, needs and priorities, as outlined in chapter 6, to provide longer-term forecasts of the future for the sector in these areas. These forecasts draw on findings from the 'Working futures 2004–2014: sectoral report' (ibid.), based on the Census of Population and LFS data and applying SIC and SOC definitions of the sector and its workforce (with the inherent difficulties that this involves – see section 2.1.1 for further details), which acknowledges that:

> "The real value of the Working Futures 2004–2014 projections are that they provide a common basis and starting point for understanding skill needs, based on a transparent, specific set of macroeconomic assumptions and economic relationships affecting the whole economy and its structure (p.2)."

However, in line with the suggestion that "*individual partners will still develop their own tailored forecasts*" (p. 2), this section also provides additional statistical trends forecasts developed from the LFS specifically for the lifelong learning sector and draws on views expressed by respondents to the employer survey, undertaken as part of this research.

Trends forecasts from the 'Working futures 2004–2014: sectoral report' (ibid.) suggest that for the lifelong learning sector in the UK as a whole (as defined by SIC codes):

- **Professionals will constitute 56% of the overall workforce in 2014** (up 3% from the year 2004), followed by associate professional and technical occupations with 14% (no change from the year 2004). In contrast, **administrative occupations will comprise 4% of the workforce** (down 1% on the year 2004) and elementary occupations 5% (down 3% from the year 2004). See figure 7.1.

- Overall, almost **300,000 new recruits will be required in the lifelong learning workforce by the year 2014,** in order to satisfy both expansion and replacement demand. The lifelong learning sector has a very high replacement demand (40% of employment in the year 2004), driven largely by

its professional occupations. An increasing proportion of this workforce (38%, up 2% from the year 2004) is likely to be employed part-time (see figures 7.2 and 7.3).

Figure 7.1: Occupational composition: 1994-2014
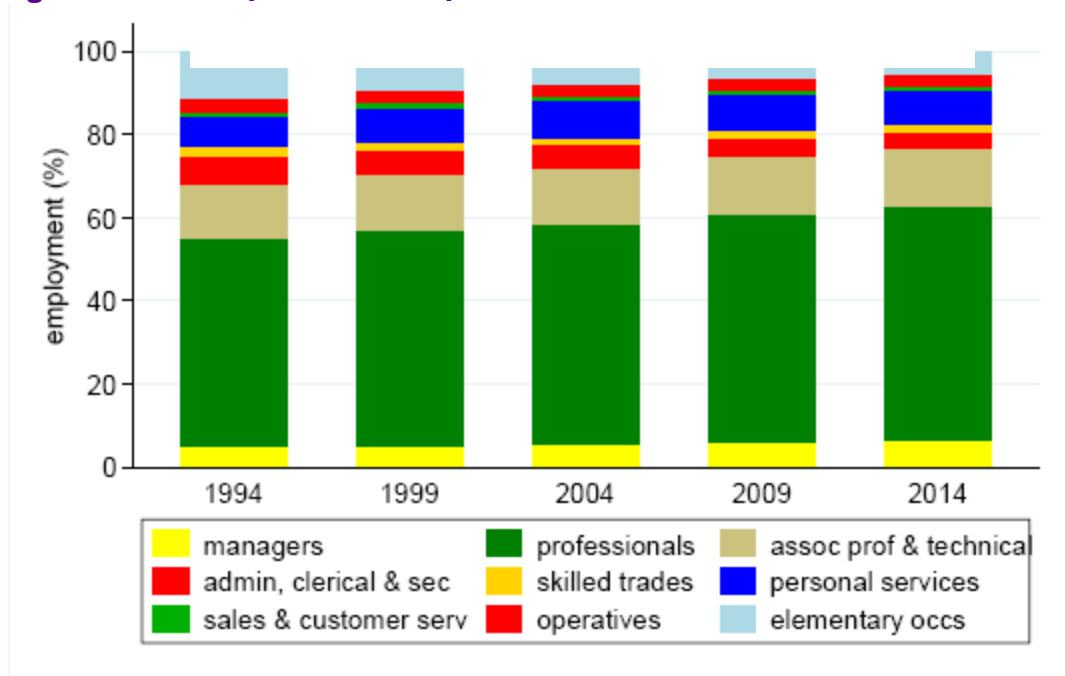
Source: Working futures 2004–2014: sectoral report (Wilson *et al.*, 2006), p.189.

Figure 7.2: Employment by status: 1984-2014
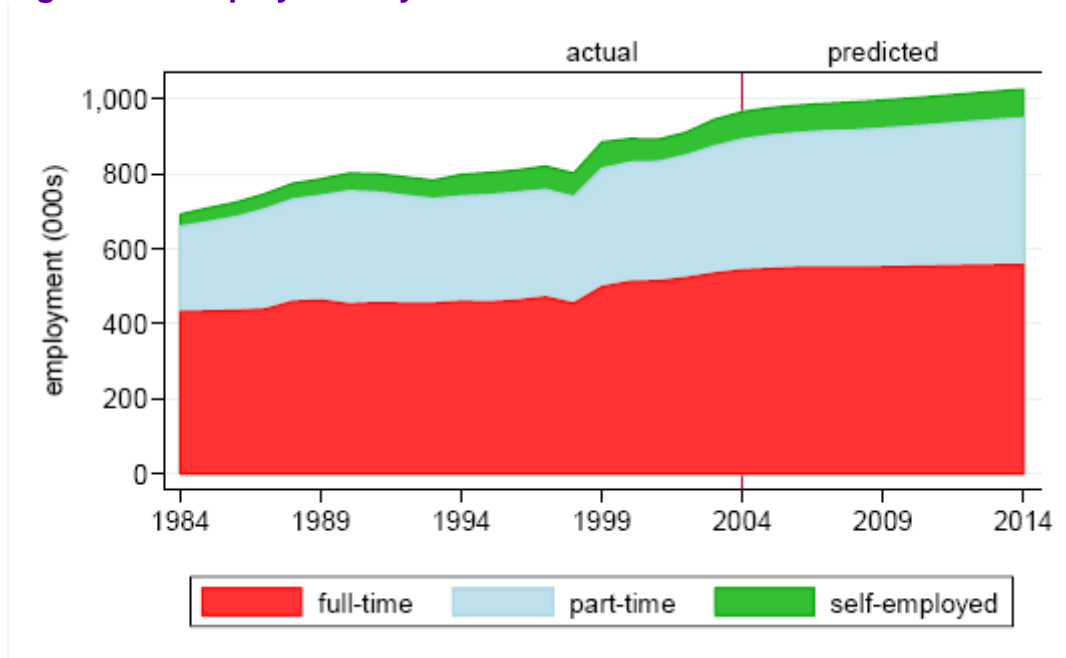
Source: ibid. p.188

Figure 7.3: Total requirement by SOC major group: 2004-2014.
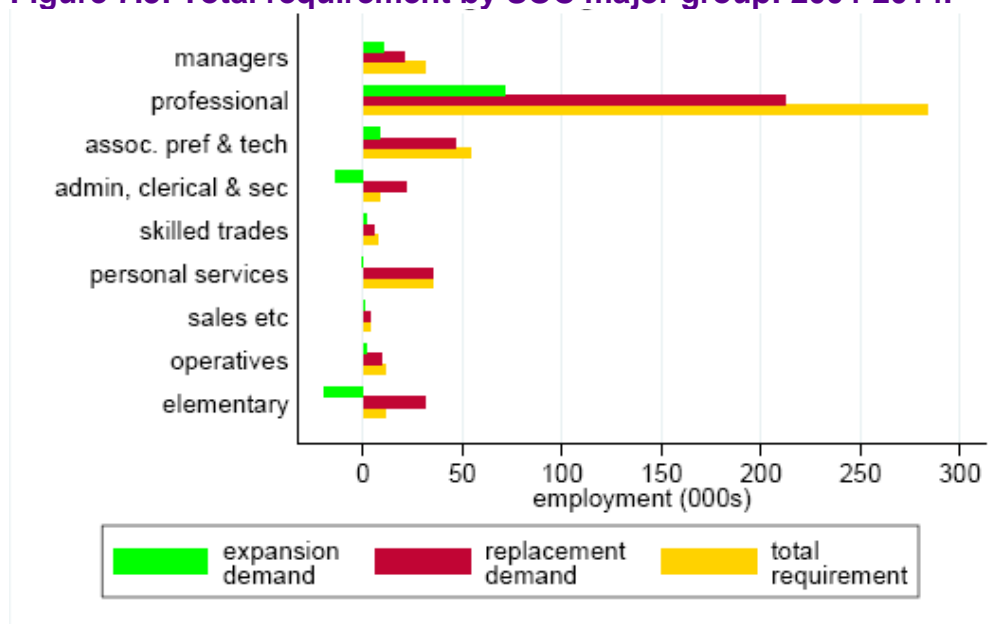
Source: ibid. p.191

Forecasts to 2016, undertaken as part of this research and based on historical LFS data from 2001 to 2005 (with the inherent difficulties that this presents as a result of the use of SIC codes to define the sector), enable these findings to be contextualised within particular country and constituency settings.

The main message from the additional LFS forecasts is that there will be an increase in the number of people employed in the sector holding qualifications at NVQ level 4 or above and also qualifications at NVQ level 3. However, the views expressed by respondents to the employer surveys were somewhat different. Across all constituencies apart from HE (where greatest growth in professional occupations was anticipated), more employer respondents expected growth in demand for support/associate professionals in the next 5–10 years than they did for other occupational groups (figure C12). However, in general, the respondent employers were more likely to expect increasing demand for **skills** over the next 5-10 years than growth in particular **occupations**. In addition, they thought that the nature of these skills requirements would change from the current need for professional/technical/ practical skills, to transferable skills, followed by wider employability skills in the future (figure C13).

More employers anticipated increased demand for skills in the next 5–10 years, compared with the growth in particular occupational groups in the lifelong learning sector.
(LLUK employer survey, 2006)

With professional occupations forecast to make up more than half of the lifelong learning workforce by 2016, coupled with forecast growth in particular professional occupations such as **FE** and **HE** academics, it is perhaps unsurprising to find parallel growth forecast for the number of professionals holding higher degrees (at NVQ level 5). Forecast growth is concentrated in the **HE** workforce, with slower growth forecast for the workforce within **FE** and **CLD** The number of associate professional and technical occupations holding first/foundation degrees and higher degrees is also forecast to grow (Wilson *et al.*, 2006).

Additional constituency variations were identified in relation to particular qualifications types and levels:

- The **CLD** workforce holding first/foundation degrees (equivalent to NVQ level 4) is forecast to grow significantly, with slower growth in these qualifications in the **FE** and **HE** workforce.

- Forecast growth in the number of people with a qualification at NVQ level 3 as their highest qualification is quite low and concentrated in the **CLD**, **HE** and **FE** workforces.

- The number of people with 'A' Level or equivalent qualifications (equivalent to NVQ level 3) as their highest qualification is forecast to increase strongly in **CLD** and more steadily in **FE**.

- Forecasts for the number of people holding a qualification at NVQ level 2 as their highest qualification are very mixed, showing sharp increases for the **CLD** workforce, a sharp fall for **HE** workforce, and a steady fall for the **LAIS** workforce.

7.2 Envisaging the future lifelong learning sector

Participants in the future scenario workshops throughout the UK identified three broad themes, which they believed would have a significant impact on the lifelong learning sector and its workforce in the future:
- globalisation
- integration
- responsiveness.

These views reflect some of the drivers of the demand for skills outlined earlier in chapter 4, and set the scene for the future forecasts in the remainder of this chapter.

Increasing globalisation and international mobility (migration) was expected to impact on the lifelong learning sector in two distinct ways, the first related to demand and the second to supply:

- The UK is already witnessing a growing inflow of migrant workers and their families from the new European Union member states. It was anticipated that this trend would continue, resulting in increased **demand** for ESOL provision throughout the UK and recognition of migrant workers' skills and qualifications.

- At the same time, the globalisation of education and training **supply**, with specialist providers widening the use of open- and distance-learning methods, was expected to increase international competition for both staff and students.

Increasing integration between constituencies within the lifelong learning sector was expected to operate at a variety of levels:

- Closer institutional collaboration was already being witnessed between FE and HE providers and the continuing development of vocational HE delivered through regional universities and local FE partners was expected to continue this trend.

- It was anticipated that this, in turn, would open up more vocational progression pathways and strengthen integrated services offered by WBL and CLD providers.

- It was suggested that widening participation in HE would require staff able to support learning in community and employment settings, sometimes working in collaboration with the CLD and WLB constituencies.

- More generally, it was felt that there may be increasing overlap in individual job roles and growing multi-tasking within individual lifelong learning institutions, as well as collaboration and the merging of job roles (or individual posts) between lifelong learning institutions in different constituencies.

Finally, the **lifelong learning sector was expected to become more responsive** for a number of reasons:

- To meet the development needs of other sectors and because communities, employers and individuals are expected play an increasing role in defining (and, in some cases also, paying for) the lifelong learning services they receive. As a result, it was anticipated that the trend moving the focus of lifelong learning services away from supply-led towards demand-led provision would increase, with greater demand for high quality customised and personalised services to satisfy customers' growing expectations.

- In particular, the sector will need to meet the needs of an ageing population: preparing the existing UK workforce to participate fully in the 'knowledge economy'; addressing the continuing low-productivity, low-pay paradigm in some sectors; and dealing with any attendant social exclusion and community development needs.

- However, despite a general inflation of qualifications levels throughout the UK labour market, training for some low-paid jobs will still be required in some sectors, in order to respond to local economic conditions.

- Specifically within lifelong learning organisations, workforce development was anticipated to become an increasingly important part of industrial relations involving employer and trades union representatives.

- To enable the UK to achieve the ambitions set out by Leitch (2006) to support increased and sustainable productivity.

It was suggested that, in order to address these three key themes, and meet the challenges that they represent, the workforce within the lifelong learning sector would require higher skills levels. As institutional and occupational integration increases and the range of markets and services becomes more diverse, it was suggested that stronger and more distributed institutional leadership and management skills would be required across a range of institutional functions including: corporate management; human resource management and development; cultural and diversity awareness; partnership working; financial management; and marketing and business development.

7.3 Future skills needs in particular countries and constituencies

In addition to the UK-wide future skills needs discussed previously, participants at the future scenarios workshops also identified both cross-sector and constituency-specific future skills needs in each of the four UK home countries.

7.3.1 England

In line with the key themes presented in the previous section, workshop participants across all lifelong learning constituencies argued that globalisation would require a stronger international dimension to lifelong learning services. Particularly in relation to the FE and HE constituencies, this would involve greater competition for learners with increased international mobility.

Within England there is already considerable overlap in the roles performed by staff working in different constituencies within the lifelong learning sector. A more integrated qualifications framework would support greater mobility and enhanced career progression between different constituencies. In addition, within individual employment roles, there was expected to be greater multi-tasking and a need for higher-level ICT user skills, to maximise the potential of technological development.

It was also stated that within lifelong learning organisations, higher levels of employer investment in workforce development would be required, in order to ensure continuing high levels of performance.

Considering the future for particular constituencies within the lifelong learning sector in England, it was anticipated that the key issues will be:

In **CLD**:
- There will be a need for increasing levels of awareness of equality, diversity and cultural differences.
- Service users, especially those in the younger age brackets, will expect greater involvement in the design of the provision that they receive.
- Professionals and managers from other sectors will increasingly work within the constituency and will need to develop a broader understanding of the constituency, in order to operate effectively.
- Managers within the sector will need to develop skills related to defining and managing the changing staff roles within the sector, and, with increased integration, managing large numbers of volunteers.

In **FE**:
- The FE workforce in general will need to develop stronger customer service and client management skills.
- Employers across the country as a whole will demand more specifically job-related training to be delivered within employment settings.
- Lecturers will increasingly be expected to have current or recent experience of working within the sectors and occupations about which they teach.
- A range of collaborative business models for FE colleges will emerge, focusing on provision for: young people aged 14–19 (in collaboration with schools); adult workforce development (in collaboration with employers); HE delivered within FE college settings (in collaboration with HE); and for tackling social exclusion (in collaboration with CLD).

In **HE**:

- Those who teach and support learning will need skills in facilitating independent learning, catering for different learning styles and enabling the learning of a more diverse student body.
- Students will expect greater interactivity, with teaching and learning support staff in both traditional and distance delivery modes.
- There will be potentially less demand for academic professionals and an increasing demand for associate professionals responsible for supporting learning, whilst increasing use of ICT may reduce the demand for administrative staff.
- Leadership will become more distributed throughout HE organisations, with more staff requiring leadership skills.

In **LAIS**:

- Traditional skills for archivists and librarians will still be required, together with growing demand for non-traditional skills such as ICT and customer service.
- Information brokerage and interpretation roles will grow as information becomes more widely available through electronic media.
- Updating training will be required in health and safety, welfare and legislative and regulatory changes.

In **WBL**:

- Individuals within all WBL occupations will require transferable skills in communication, numeracy and ICT, and wider employability skills such as team working and problem solving.
- Professional skills needed by trainers and assessors will continue to require both occupational and assessor competence.
- The number of middle managers, professionals and administrative staff will increase.
- Closer collaboration with FE colleges will be required.

Employers in England who responded to the online survey identified future demand for support/associate professionals and professionals closely in line with both the overall UK response and the responses from the future scenarios workshops in England. This was true for all constituencies. Most employers across all constituencies identified transferable skills as an area of future demand, with the exception of those within WBL, where reports of demand for professional/ technical/ practical skills took precedence.

7.3.2 Northern Ireland

Workshop participants within Northern Ireland described how imminent changes to the lifelong learning infrastructure will affect most constituencies substantially (see section 4.1.3 for further details):

- As part of the 'Review of Public Administration' (Review of Public Administration, 30 May 2006) announced in November 2005, the five 'Education and Library Boards' will be replaced by a single 'Education and Training Authority'. This change will affect the FE (14–19 provision), CLD (youth sector), and LAIS constituencies.

- As part of the 'Further education means business' (DELNI, 2004a) reforms, the number of FE colleges will be reduced from 16 to six area-based colleges,

which will have significant implications for the management and development of the future FE workforce.

- The 'Success through skills' strategy implementation plan (DELNI, 2006a) made a commitment to reconfigure training provision for young people aged 14–24 and involves the replacement of more than 90 'Jobskills' contracts by 25 new contracts for a new 'Technical and Professional Training programme', which will impact on WBL employers and potentially employees.

These imminent changes resulted in future scenarios being particularly difficult to conceptualise in the Northern Ireland context. However, despite the current degree of uncertainty, workshop participants identified a number of additional key priority areas for the different lifelong learning constituencies in Northern Ireland:

In **CLD**:
- The expansion of partnerships and collaboration between the voluntary and statutory sectors will result in some small organisations increasing in size and involve a growing number of volunteers.
- Employees and volunteers will all require stronger transferable and wider employability skills, with a particular focus on business skills and advice and guidance skills for youth workers.

In **FE**:
- Increased collaboration with schools in the delivery of applied (vocational) education and training for pupils aged 14–19, as a result of the Department of Education, Northern Ireland (DENI) and Department for Employment and Learning, Northern Ireland (DELNI) 'Vocational Enhancement Programme'. This programme is strengthening schools and FE partnerships in preparation for the introduction of the 'Entitlement Framework', as a statutory requirement in the year 2009.

In **HE**:
- With only two universities and two HE colleges in Northern Ireland, many young people enter HE institutions in the other home countries of the UK. However, student numbers are expected to grow in the future.
- Increasing student numbers will require more academic and administrative staff, in particular, although technicians will move from demonstrating into teaching roles and academics will take on greater management responsibilities.
- The extent of future retention of university entrants within Northern Ireland will be affected by the introduction of top-up fees from September 2006.
- Academics will also require more business-oriented skills in order to increase research and consultancy income.
- The skills of manual staff will also require updating, particularly in order to ensure adequate health and safety requirements within the workplace.

In **LAIS**:
- In archives and records management, stronger ICT and customer service skills will be required.
- 'People skills' are expected to come to the fore, alongside new skills for developing e-libraries and archival collections using the internet and digital technology.

- There will be greater demand for support/associate professionals (with an increasing emphasis on their CPD) and also professional staff, but fewer senior managers, administrators and manual staff.

In **WBL**:
- Closer integration with FE colleges is likely, as a result of the current review of 'Jobskills' provision.

Employers from Northern Ireland, who responded to the survey, expected future demand for support/associate professionals to grow, with the exception of employers within the HE and WBL constituencies. Employers in HE anticipated growing demand for all other occupational groups. While the overall UK response among WBL employers anticipated future demand for professionals and associate professionals, WBL employers in Northern Ireland often also anticipated growth in the numbers of managers of services.

More employers across the sector in Northern Ireland cited transferable skills as the key area of future demand than on other skills types. Employers in HE also anticipated increasing demand for professional/occupational/technical skills and transferable skills, but none within the HE constituency expected increased demand for employability skills. Employers within the CLD constituency shared the views of future scenarios workshop participants in anticipating growth in demand for transferable and wider employability skills in the future.

7.3.3 Scotland

Workshop participants in Scotland described how the ageing population in Scotland, which has the greatest impact on the lifelong learning market in rural areas such as the Highlands and Islands, was reflected in the age profile of the lifelong learning workforce itself.

It was expected that greater institutional collaboration, particularly between FE and HE, would occur in the future, especially in the Highlands and Islands. Teachers will need to be able to support learning in a wide range of settings and, at the same time, respond to the needs of a more diverse student body with different learning needs. As a result, lifelong learning providers will deliver more 'unitised' and 'bite-sized' learning, as well as providing coaching and mentoring for the adult workforce.

Considering the individual constituencies comprising the lifelong learning workforce within Scotland:

The future skills needs of the **CLD** workforce include:
- Increased demand for tutors of literacy and numeracy.
- CPD for graduates, as well as manual staff, and management development.
- Stronger skills in demonstrating accountability for public funding.

In **FE**:
- Demand for professional and support/associate professional and technician occupations will increase in the future.
- Lecturers in FE colleges will need to develop broader pedagogical skills, as well as other skills related to meeting the needs of employers.
- The risk of lecturer shortages in the future, resulting from the aging workforce, is increased by the aspirations of some FE staff in Scotland move to teaching in HE.

In **HE**:

- As in Northern Ireland, the role of technicians as demonstrators will broaden to include a greater emphasis on teaching and directly supporting learning.
- Academics will require management development and stronger entrepreneurial skills.
- Support staff will require management development.

In **LAIS**:

- Technology is driving change, making CPD a necessary requirement for effective personal practice.
- Librarians will need CPD, in order to support learning, help users interrogate information and provide enhanced customer services.
- There will be greater demand for para-professionals to work in archives and records management and they will require training to achieve full occupational competence.

In **WBL**:

- There will be closer collaboration between WBL and FE, with the result that WBL tutors will need to acquire teaching qualifications relevant to FE roles
- Demand for trainers generally and specifically those working with higher-level learners will increase.
- Demand for middle managers and administrative staff will also increase.

Like employers across the UK and in line with responses from participants in the future scenarios workshops in Scotland, respondents to the employer surveys in Scotland identified growing demand for support/associate professionals and professionals over the next 5–10 years. However, compared to sector employers in other parts of the UK, a smaller proportion of employers in Scotland felt there would be increasing demand for professional/technical/practical skills, particularly in the CLD and HE constituencies. In contrast, respondent Scottish employers also anticipated an increase in demand for transferable skills across all constituencies, but more so in CLD than in others. In addition, relatively more WBL employers in Scotland anticipated future need for transferable and employability skills than WBL employers in other parts of the UK, who reported professional/technical/practical skills to be most important.

7.3.4 Wales

The scenario workshop participants in Wales identified two main issues affecting all constituencies. The first was the growing importance of the Welsh language in the delivery of lifelong learning services. This could act as a considerable barrier to inward mobility for the lifelong learning workforce and requires additional training in order to deliver 'Iaith Pawb' (WAG, 2003a), the National Assembly for Wales' strategy for achieving a bilingual country. Secondly, addressing the significant adult basic skills deficit in Wales will attract continuing investment as a result of the implementation of the Assembly's Adult Basic Skills strategy – 'Words talk: numbers count' (WAG, 2005f).

Additional key points were identified in relation to specific lifelong learning constituencies across Wales:

In **CLD**:
- Stronger leadership, management and entrepreneurial skills will be needed across the constituency.
- It may be necessary to strengthen regulation of the workforce, to ensure CLD employers train their staff, particularly those in small organisations, as the sector takes on more public-sector commissions. However, there is risk that this will impact on staff retention, particularly in the youth service.
- The growing involvement of volunteers in the CLD workforce will create demand for recognition of the experience and qualifications they bring from other roles to their CLD work.

In **FE**:
- Workshop participants were of the view that, perhaps more than in any other constituency in Wales (with the exception of WBL), priorities for the FE workforce will be determined by skills needs identified within other employment sectors.
- In addition, there will be a growing need for the FE workforce to develop skills in: customer care; e-learning and ICT; adult basic skills delivery (both specialist and embedded provision); and high-level subject-specialist skills.

In **HE**:
- 'Over the border' collaboration with English HE institutions will become increasingly difficult, as a result of divergent HE policies in Wales.
- Within Welsh HE institutions, there will be an increasing need for skills in: widening participation; collaboration with FE colleges; consultancy and research; fund-raising and business development; and client and project management.
- There will be greater demand for professionals, support/associate professionals and technical staff, and manual staff, and a decline in demand for senior and middle managers and administrative staff. All will require skills at NVQ level 4 in the future, apart from manual staff, who will require skills at NVQ level 3.

In **LAIS**:
- There will be greater demand for professionals, support/associate professionals and for senior managers, but falling demand for middle managers, administrative staff and manual staff.
- Amongst professionals, there will be a growing demand for skills in customer service, knowledge management and ICT systems, in addition to traditional professional skills.

In **WBL**:
- There will be increasing demand for middle managers and professionals.
- The demand for administrative and manual staff will decline, and they will require higher-level skills in order to support professional roles effectively.

Employers in Wales, who responded to the employer surveys, agreed with many participants in the future scenarios workshops that the strongest demand in the future would be for support/associate professionals, and the least for manual staff. As in England, there appeared to be an inconsistency between the views of respondent HE employers, who expected future demand among managers of services, and the views of participants in future scenarios workshops, who thought that demand for these occupations was likely to decline.

Overall, employers in Wales were far more likely to anticipate growing demand for skills, rather than for particular occupations over the next 5–10 years, although with some constituency variations. Transferable skills, followed by wider employability skills, were anticipated to be most in demand. However, as in other UK home countries, WBL employers in Wales placed greater emphasis on professional/ technical and practical skills and LAIS employers were most likely to anticipate future demand in transferable skills. Relatively more CLD, FE and WBL employers anticipated growing demand for bilingual skills and Welsh speakers, particularly compared with those in the LAIS constituency.

7.4 Summary

The lifelong learning workforce will increasingly be dominated by professional occupations and, to a considerably lesser extent, by support/associate professionals in the coming years, and it is 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, as noted in chapter 3.

It is perhaps not then surprising to learn that employers anticipated that demand for higher level skills at NVQ level 4 and above, and also at NVQ level 3, 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 professional 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.

However, within this research it has not been 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, to be undertaken by LLUK, 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 the UK identified the following overall priority future skills needs:

- **increasing demand for professionals and support/associate professionals**, especially in FE, HE and WBL
- **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 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.

8. FUTURE PRIORITIES

This chapter draws on the findings of all of the previous chapters to put forward future priorities to be addressed, based on the research undertaken for the purpose of this phase of the SSA. It focuses on describing the key issues and priorities for:

- the lifelong learning sector as a whole
- specific constituencies within the lifelong learning sector
- LLUK as an organisation.

At the present time, only a limited attempt is made to classify these priorities into short-, medium- and longer-term priorities, although this is intended to form the basis of future discussions, both within LLUK and as part of ongoing stages of the SSA process.

8.1 Priorities for the lifelong learning sector

The lifelong learning sector is large, complex and comprises mainly public sector organisations offering increasingly integrated services across its five constituencies. In excess of one million people are employed in the sector throughout the UK. The sector occupies a unique position within the 'Skills for Business Network', as its employers provide services, which meet the workforce development needs of other employment sectors, and it is also an employment sector in its own right, with its own workforce development needs. As a result, in large part, the skills needed by the lifelong learning workforce will be shaped by the workforce development needs of other sectors, identified by the SSAs of other SSCs, which are to be reviewed by LLUK as an additional sixth stage in the SSA process.

8.1.1 The policy context

The lifelong learning sector is shaped, to a considerable extent, by the policies and distinctive institutional and administrative arrangements in the four UK home countries. The future direction of the sector is also influenced by wider European agreements implemented through the increasingly divergent policies of English government departments and the devolved administrations in other UK home countries. However, priorities in relation to lifelong learning policy in the four home countries centre around four broad themes, all of which have influence on the priority skills needs of the lifelong learning workforce:

- improving education and training participation and attainment among young people aged 14–19
- improving literacy and numeracy and increasing qualifications levels in the working-age population
- increasing social inclusion and improving individuals' employability
- lifelong learning system reform and quality improvement.

Lord Leitch emphasises these points in the recently released 'Prosperity for all in the global economy: world class skills' (Leitch, 2006), identifying the following priority areas where increased workforce capacity is recommended to be targeted (p.3):

- 95% of adults achieving the basic skills of functional literacy and numeracy
- exceeding 90% of adults qualified to at least NVQ level 2
- shifting the balance of intermediate skills from NVQ level 2 to NVQ level 3
- exceeding 40% of adults qualified to NVQ level 4 and above...

8.1.2 The social, economic and technological context

Projected demographic change, resulting in an ageing population in the coming decades, will increase the proportion of older learners, as well as of older workers, in the labour market. In all parts of the lifelong learning sector, growing numbers of adult learners with diverse needs will present particular challenges for the sector and its workforce. Globalisation is also increasing the premium placed on skills, enhancing the need for advanced economies to ensure that their workforce has the necessary skills to take advantage of new ways of working, the internationalisation of working practices, and advanced technologies. A knowledge-driven economy will demand knowledge-rich workers, who will require CPD in order to sustain employment and living standards.

8.1.3 The international context

The lifelong learning sector plays an important role in strengthening the competitive position of the UK economy, by providing services which improve skills and productivity, and aid social cohesion. In the pivotal interim report from his review of skills in the UK (Leitch, 2005) and emphasised in the final report published in December 2006 (Leitch, 2006), Lord Leitch confirmed that the UK is committed to becoming a world leader in skills, i.e. to reach the top quartile in the OECD at all skill levels by the year 2020, in order to secure prosperity and fairness worldwide. It is expected that the lifelong learning sector will play a central role in implementing these proposals and meeting these ambitious targets.

To put this in context, despite some notable improvements in recent years, particularly with regards to employment levels and higher-level skills acquisition, the current productivity and skills levels in the UK continue to lag behind comparator countries. Even if the UK can meet its current ambitious PSA targets for improving skills, by 2020 the UK skills base would still fail to be world class (Leitch, 2005).

The diversity and complexity of the lifelong sector is thus potentially set to increase, as demand for its services grows. In an era of advanced technologies, individuals, employers and communities are better informed and will demand lifelong learning services, which are responsive to their needs and flexible in their delivery. As a result, traditional professional/ technical/ practical skills, focused on core job roles, will no longer be sufficient for effective professional practice in many parts of the lifelong learning sector. In the future, multi-skilled practitioners with good market awareness, who are 'IT-savvy' and can demonstrate sound management and strong interpersonal skills, will be highly valued. The workforce will have to work across a wide range of diverse and yet increasingly integrated markets for lifelong learning services.

Taken together with the outcomes of the SSAs undertaken by other SSCs and lifelong learning policy priorities in the four UK home countries, the final recommendations from the Leitch review will have a major impact on workforce development for the UK lifelong learning sector in the future. The priority skills needs identified in this chapter must be read in the light of these other significant developments.

8.1.4 The lifelong learning workforce – priority skills needs

Data from standard and sector-specific secondary sources show that the UK lifelong learning workforce is **already highly qualified** and **concentrated in professional and support/associate professional occupations**. The data also shows that highly

qualified professionals will strengthen their representation in the sector's workforce in coming years. However, the distribution of highest qualifications held at NVQ level 4 and above was not even across the UK: larger proportions were to be found in Northern Ireland (77%) and Wales (76%) than in Scotland (70%) and England (65%). These differences may influence demand for **initial training and CPD** across the UK sector.

Employers surveyed across the sector reported growing demand for higher-level skills and for professionals and support/associate professionals, with regard to **both new recruits as well as the existing workforce**. There is greater demand for professional/technical/practical skills for new recruits and a widespread need for stronger transferable skills across the extant workforce, particularly among administrative and manual staff.

Those operating within highly skilled occupations in the sector will need further professional/ technical/ practical skills in the future, but not all of their skills needs will be developed through formal qualifications programmes at NVQ level 4 and above. On the contrary, employers surveyed reported increasing demand for **transferable skills and wider employability skills**. Transferable skills in ICT use and wider employability skills in customer care, for example, are more likely to be applied at lower skills levels than professional/technical/practical skills recognised by formal qualifications.

The lifelong learning sector has an **unusually high replacement demand, driven by an ageing professional workforce**. This has important implications for succession planning within the lifelong learning sector. Moreover, the **gender bias** apparent within the sector suggests that males were more prevalent within the more senior and professional roles, implying ongoing barriers to career progression and advancement experienced by women, which may need to be addressed, in order to contribute to sustaining sufficient numbers in the more senior roles.

Professionals in the sector often take on management responsibilities as their careers advance, while other managers, who deliver specialist functions (e.g. human resources, finance, marketing), are recruited through different channels. Sector employers recognised that **enhanced leadership and management skills** are needed across a wider range professional and other occupations, to enable providers to respond effectively to the changing needs of individuals, employers and communities.

8.2 Priorities for lifelong learning constituencies

Data from primary research and analysis of secondary information revealed the following priority skills needs for individual constituencies within the lifelong learning sector:

In **CLD**:
- skills related to management and leadership
- ICT skills
- demand for youth workers and parent training practitioners
- other constituency-specific skills, including partnership working, outreach skills and the ability to promote social inclusion and empower communities.

In **FE**:
- specific shortage subjects: construction; engineering; ICT; science; management; health and social care
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL; and Adult Basic Skills)
- skills related to management and leadership
- future demand for support professionals and technical support staff
- other constituency specific skills, including: gaining current industry experience; updating vocational courses; developing a wider range of teaching and learning support skills.

In **HE**:
- technicians qualified to NVQ level 4 or above
- skills related to management and leadership
- future demand for skilled teachers for specific subject areas: business management; IT; economics; electronics; law and medicine
- skills related to the widening participation agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.

In **LAIS**:
- ICT skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development
- specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS
- customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with needs in terms of Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL; and Adult Basic Skills)
- skills related to management and leadership.

In **WBL**:
- skills related to management and leadership
- assessment skills
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL; and Adult Basic Skills)
- updating of industrial practices.

In conclusion, it can be said that skills priorities across the UK and specific constituencies are showing a strong sense of modernisation. Traditional patterns (for example, of student/teacher or librarian/user relationships) are gradually merging into a 'contemporary paradigm', where lifelong learning institutions are expected to function as businesses and their workforce needs to be armed with **agility, competence and business acumen,** in order to be able to liaise with service users as customers of the modern world.

8.3 Priorities for Lifelong Learning UK

Undertaking the research for this first stage of the SSA has revealed a range of issues requiring further attention within LLUK as an organisation. These have been gathered under three headings;
- the need to address weaknesses in the available evidence base

- the need to address issues for specific lifelong learning constituencies/strands in more detail
- other issues warranting further investigation or research.

8.3.1 Addressing weaknesses in the available evidence base

Using SIC codes to define the lifelong learning sector for the purposes of extracting data from UK-wide data sources does not provide an accurate representation of the whole of the lifelong learning sector and presents particular challenges for individual constituencies within it. Moreover, the constituency-specific data sources, which were identified, were not able to sufficiently address all of these gaps in the data.

Recognising the importance of robust data, on which to base effective workforce planning and development across all parts of the lifelong learning sector, LLUK has already proposed a **programme of future research projects, commencing in 2007**, to collect new primary data, which goes some way towards addressing the remaining gaps in the evidence. These research projects will focus on the:

- archives and records management workforce across the UK
- CLD workforce across the UK
- qualifications of FE staff in Northern Ireland
- WBL workforce across the UK.

8.3.2 Providing more detailed analysis for specific constituencies/strands

It is acknowledged that this report has not been able to address issues relating to the individual constituencies and, more particularly, to individual strands or component parts of lifelong learning constituencies, at a fine level of detail. This has been recognised particularly by stakeholder reviewers within the CLD and LAIS constituencies.

Achieving this level of detail would have been particularly challenging on the basis of the available evidence, on which the research could draw. Moreover, this level of detail might also have rendered this report too long and unwieldy to be effective as a starting point for further debate between lifelong learning providers/employers during the remaining stages of the SSA process. It is, therefore, acknowledged that further decisions are required within LLUK about the extent to which further detailed research work focused on individual constituencies or parts of constituencies can and will be undertaken in the future.

8.3.3 Other issues warranting further investigation

This research has also identified a range of other issues, which it has not been possible within the scope or remit of this report to examine in detail, and which might usefully be investigated or researched further in the future. These include:

- measures and indicators of success and productivity within the sector
- lifelong learning service user satisfaction
- the effects of the introduction of HE fees
- the effects of the introduction of e-learning
- issues relating to private and voluntary-sector provision of lifelong learning services

- issues relating to the volunteer workforce and SMEs within lifelong learning service delivery.

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ANNEX A: GLOSSARY

ABI	Association of British Insurers
ACL	Adult and Community Learning (now known as PCDL – Personal and Community Development Learning) forms part of the Community Based Adult Learning strand within CLD
ACLIP	Associate membership, Chartered Institute of Library and Information Professionals
ALI	Adult Learning Inspectorate
ALN	Asynchronous Learning Networks
ALP	Association of Learning Providers
CBAL	Community Based Adult Learning
CDE	Community Development Exchange
CDF	Community Development Foundation
CDW	Community Development Work
CDX	Community Development Exchange
CILIP	Chartered Institute of Library and Information Professionals
CILIPS	Chartered Institute of Library and Information Professionals in Scotland
CIPFA	Chartered Institute of Public Finance and Accountancy
CLD	Community Learning & Development
CPA	Committee of Public Accounts
CPD	Continuing Professional Development
CyMAL	Museums Archives and Libraries Wales
DCALNI	Department of Culture, Arts and Leisure, Northern Ireland
DCMS	Department for Culture Media and Sport, England
DEA	Development Education Association
DELLS	Department of Education, Lifelong Learning and Skills, Wales
DELNI	Department for Employment and Learning, Northern Ireland
DENI	Department of Education, Northern Ireland
DfES	Department for Education and Skills, England
DHSS	Department for Health and Social Security, England
EEDA	East of England Development Agency
ELWa	Education and Learning Wales – National Council for Education and Training for Wales
EMA	Education Maintenance Allowance
EoI	Expression of Interest
ESF	European Social Fund
Estyn	The Office of Her Majesty's Chief Inspector of Education and Training in Wales
ESOL	English for speakers of other languages
EU	European Union
FCLIP	Fellow of CILIP, Chartered Institute of Library and Information Professionals
FEDS	Framework for Economic Development in Scotland (Scottish Executive, 2004c)
FEI	Further Education Institute
FENTO	Further Education National Training Organisation
FES	Further Education Statistics
FSS	Futureskills Scotland
FSW	Future Skills Wales

FTE	Full-time Equivalent
GCSE	General Certificate in Secondary Education
GDP	Gross Domestic Product
GOR	Government Office Region
GTCS	General Teaching Council for Scotland
GVA	Gross Value Added
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HEFCW	Higher Education Funding Council for Wales
HESA	Higher Education Statistics Agency
HESDA	Higher Education Staff Development Agency
IAG	Information Advice and Guidance
ICT	Information and Communication Technology
IDBR	Inter Departmental Business Register
ILO	International Labour Organisation
ILR	Individualised Learner Record
ILT	Information and Learning Technology
ISCED	International Standard Classification of Education
isNTO	Information Services National Training Organisation
ITT	Initial Teacher Training
LAIS	Libraries, archives and information services
LFS	Labour Force Survey
LISU	Library and Information Statistics Unit
LMI	Labour Market Intelligence
LSC	Learning and Skills Council, England
MCLIP	Chartered membership, Chartered Institute of Library and Information Professionals
MLA	Museums Libraries and Archives Council, UK
N/SVQ	National or Scottish Vocational Qualification
NEET	Not in Education, Employment or Training
NIACE	National Institute for Adult and Continuing Education (England and Wales)
NICVA	Northern Ireland Council for Voluntary Action
NISTF	Northern Ireland Skills Task Force
NQF	National Qualifications Framework
NRP	National Reform Programme
NTO	National Training Organisation
NVQ	National Vocational Qualification
NYA	National Youth Agency, England
OECD	Organisation for Economic Co-operation and Development
Ofsted	Office for Standards in Education, England
ONS	Office for National Statistics
PCDL	Personal and Community Development Learning (also referred to as Adult and Community Learning)
PDA	Professional Development Awards
PDF	Professional Development Forum
PDU	Professional Development Units

PI	Performance Indicator
PSA	Public Service Agreement
QTS	Qualified Teacher Status
RDC	Rural Development Council, Northern Ireland
RES	Regional Economic Strategy
RSP	Regional Skills Partnerships
SAR	Staff Aggregate Record
SCCD	Standing Conference for Community Development
SCQF	Scottish Qualifications Framework
SCRE	Scottish Council for Research in Education
SEAP	Skills and Employment Action Plan
SER	Scottish Economic Report
SEU	Social Exclusion Unit
SFC	Scottish Funding Council
SFEFC	Scottish Further Education Funding Council
SHEFC	Scottish Higher Education Funding Council
SIC	Standard Industrial Classification
SIR	Staff Individualised Record
SiS	Skills in Scotland
SLIC	Scottish Library and Information Council
SLTG	Short Life Task Group
SME	Small- and Medium-sized Enterprise
SOC	Standard Occupational Classification
SQA	Scottish Qualifications Authority
SSC	Sector Skills Council
SSDA	Sector Skills Development Agency
TDLB	Training and Development Lead Body
TQ (FE)	Teaching Qualification in FE (Scotland)
TSO	Third-Sector Organisation
VCS	Voluntary and Community Sector
WAG	Welsh Assembly Government
WBL	Work Based Learning
WEA	Workers' Educational Association

ANNEX B: METHODOLOGY

The majority of methodological issues relating to the research undertaken for this Stage 1 of the SSA for the lifelong learning sector are described in Chapter 2. This methodology annex provides some additional details of the process undertaken and copies of the specific research instruments developed and used.

Data scoping exercise

The data scoping exercise, undertaken by consultants SQW at an early stage in the research, aimed to identify sector-specific data sources, which would provide data covering the different elements of the lifelong learning sector workforce for each of the four home countries of the UK.

An initial list of organisations, which might hold suitable data, was supplied to SQW by LLUK. The first task was an extensive search of these organisations' websites, which resulted in the identification of some data sets, but, more commonly, to reports of the findings of surveys or which made reference to sources, on which conclusions were based. The second task was to contact appropriate individuals at these organisations and others identified through the web search by telephone or email. The contacts were useful for providing answers to questions surrounding the data sources' utility, coverage, timing and accessibility. These contacts were also often able to recommend other possible data sources and organisations to follow up.

As described in chapter 2, the sources identified as useful were classified into two groups:
- **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 country/region or a few constituencies in one or more regions and on which the research could draw in specific instances.

A summary of these sources is shown in table B1 on the following pages. (Please note that unpublished data sets are not cited in the references.)

Table B1: 'Core' and 'supplementary' data sources identified through the data-scoping exercise

	England	Northern Ireland	Scotland	Wales
CLD community based adult learning	Qualifications for Staff in LSC-Funded Provision (Parsons & Berry-Lound, 2004). (The only known data source on ACL (also referred to as PCDL) and WBL for England. Cannot be used to determine the size of the workforce)		Performance Information Project, Communities Scotland (One-off survey)	
CLD community development		Sector skills: a skills foresight research report on the paid workforce of the voluntary and community sector in Northern Ireland (NICVA Research Unit, 2004).	Performance Information Project, Communities Scotland (One-off survey) **Skills and Competencies for Community Regeneration, (Taylor *et al.*, 2004)** (Based on a survey, which sampled 5 local authorities in Scotland) Working for democracy – review of community education training (Malcolm *et al.*, 2002). (One-off report, drawing on 16 data sources)	
CLD youth work	National Youth Agency: Local authority Youth Services Annual Audit 2004/05 (National Youth Agency, 2006)		Performance Information Project, Communities Scotland (One-off survey)	Local authority Youth Service in Wales: audit 2003/04 (Sharp and Davies, 2005)

Note: Sources in **bold type** are those deemed core sources; those in normal type are supplementary sources.
It was often not possible to distinguish 'adult and community learning' and 'community development' from other strands within CLD.
Cells shaded pale purple are those for which workforce data (including data on qualifications) are available from core secondary sources.
Cells shaded purple are those for which workforce data (including data on qualifications) are available from supplementary secondary sources.
Cells shaded dark purple are those for which either no or limited data was available from either core or supplementary secondary sources.

Table continues overleaf …

Table B1 (continued):   'Core' and 'supplementary' data sources identified through the data-scoping exercise

	England	Northern Ireland	Scotland	Wales
FE	**Staff Individualised Record (SIR) data, Learning and Skills Council.** Qualifications for Staff in LSC-Funded Provision (Parsons & Berry-Lound, 2004).	**FE staff data, Department for Employment and Learning, Northern Ireland.** (Teaching staff only, broken down by gender and mode of employment. No qualifications data)	**Staffing statistics for further education colleges in Scotland: 2004/05 (Scottish Funding Council, 2006)**	**Staff Individualised Record (SIR) and Staff Aggregate Record (SAR), Department of Education, Lifelong Learning and Skills (DELLS)**
HE	**Staff Record, Higher Education Statistics Agency (HESA)**	**Staff Record, Higher Education Statistics Agency (HESA)**	**Staff Record, Higher Education Statistics Agency (HESA)**	**Staff Record, Higher Education Statistics Agency (HESA)**
LAIS **libraries archives and information services**	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)	Membership Database, Chartered Institute of Library and Information Professionals (CILIP)	Membership Database, Chartered Institute of Library and Information Professionals (CILIP)	Membership Database, Chartered Institute of Library and Information Professionals (CILIP) 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)
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)			

Note: Sources in **bold type** are those deemed core sources; those in normal type are supplementary sources.
Cells shaded pale purple are those for which workforce data (including data on qualifications) are available from core secondary sources.
Cells shaded purple are those for which workforce data (including data on qualifications) are available from supplementary secondary sources.
Cells shaded dark purple are those for which either no or limited data was available from either core or supplementary secondary sources.

Qualifications frameworks

Table B2:   Qualifications – conversion to NVQ level equivalents

	General qualification level	LFS list
Below Level 2	Other qualification	NQV Level 1 GNVQ, GSVQ foundation level CSE below grade 1 GCSE below grade C BTEC first or general certificate RSA Other City and Guilds other YT, YTP certificate Other qualifications (55%)
		<5 GCSE A*-C
		1 AS level
Level 2	GCSE A*–C	NVQ Level 2 GNVQ intermediate RSA diploma City and Guilds craft BTEC first or general diploma 5+ O-', GCSE grade A–C or equivalent
		1 'A' level or equivalent Scottish CSYS (33%) 1–2 SCE Higher or equivalent 2–3 'AS' levels Trade apprenticeship (50%)
		Other qualifications (35%)
Level 3	'A' level or equivalent	NVQ Level 3 GNVQ advanced 2+ 'A' levels or equivalent RSA Advanced diploma OND, ONC, BTEC etc. national City and Guilds advanced craft Scottish CSYS (67%) 3+ SCE higher or equivalent 4+ 'AS' levels or equivalent Trade apprenticeship (50%)
Level 4	First degree	First degree Other degree
	Other HE	NVQ Level 4 Diploma in higher education HNC, HND, BTEC etc. higher Teaching, further education Teaching, secondary education Teaching, primary education Teaching, level not stated Nursing etc. RSA Higher diploma Other HE below degree
Level 5	Higher degree	NVQ Level 5 Higher degree

Source: Adapted from Leitch, 2005, Annex C, p.144.

Primary data collection and analysis

Table B3:   Stakeholder consultations – organisations and countries

Organisation	Country	Constituencies
Scottish Funding Council, (2)	Scotland	FE, HE
Wales Management Council	Wales	Wide coverage
Parenting UK	UK	CLD
CDX	UK	CLD
Welsh Assembly Government (2)	Wales	Wide, CLD
Communities Scotland	Scotland	CLD
National Library for Scotland	Scotland	LAIS
CDF	UK	CLD
National Archive Service	Scotland	LAIS
AoC	England	FE
Museums, Libraries and Archives Council	England	LAIS
Centre for Excellence	UK	FE
SFEU	Scotland	FE
DEL	Northern Ireland	FE, HE
ALP	England	WBL
Estyn	Wales	FE
DfES	England	Wide coverage
Rural Development Council	Northern Ireland	CLD
NI QCA	Northern Ireland	Qualifications
ETI	Northern Ireland	FE

Source: LLUK.

Research instrument: Aide-memoire for stakeholder consultation interviews

SQW have been commissioned by Lifelong Learning UK to conduct a Skills Needs Assessment as part of the evidence base for Stage 1 of the Sector Skills Agreement process. We are aiming to consult with key stakeholders in the sector to take their views on what drives change and demand for skills in the sector, and the current and future skills requirements and priorities for the sector's workforce.

It should be noted that all information provided during the course of the interview will be treated as strictly confidential.

General Information
➢ Name of organisation (plus telephone, e-mail details and business card where possible).

➢ Name and position of interviewee (including the particular department they work in).

➢ General remit of the particular organisation (brief description, including which part of the sector or occupations they represent or their comments otherwise relate to).

➢ Size of organisation (employees), number of offices and rough location of their constituency (i.e. four UK countries and nine English regions).

What drives skills demand?
1. How would you define success and good performance in the lifelong learning sector (or part/s of it, as appropriate)? How important are workforce skills to a successful lifelong learning sector?

2. What **market and regulatory pressures** are currently faced by employing organisations in the lifelong learning sector (e.g. colleges, universities, libraries, and training providers)? How do you think these pressures affect their performance now and in the next 5-10 years?

3. What other factors are driving change in the lifelong learning sector e.g. demographics, globalisation, technological developments, legislative requirements, learner tastes, policy drivers such as widening participation, Skills for Life and social inclusion agenda, emphasis on vocational learning.

4. How will these drivers affect the demand for skills in the lifelong learning sector workforce? Are they UK wide or country specific?

5. What recent policy developments particularly affect the lifelong learning sector? What are the implications for the demand for skills, qualifications and competences in the sector's workforce?

Current and Future Skills Needs
6. What types of skills or qualifications are most important for the lifelong learning sector workforce?

7. What are the current and future skills needs in the lifelong learning sector workforce (basic skills/employability skills/ up to Level 2, intermediate and up to Level 3/higher skills at Level 4 and above)?

8. Are any of these skills needs specific to particular occupational groups or do they apply to the whole workforce?

9. Do you feel that there are significant variations in skills needs in the lifelong learning sector workforce at the regional, country specific and national level? And if so, why do you think these variations occur?

10. Is the relative balance between higher and lower level qualifications suitable to meet the challenges for the lifelong learning sector workforce (or part/s of it, as appropriate) or does it need to change? If so, how?

11. How are organisations within the lifelong learning sector responding to changes in the demand for skills driven? What strategies and business processes are being pursued?

12. Who should the key players be in responding to the skills demands faced by the lifelong learning sector?

Table B4:   The occupational map

Occupational category	CLD	FE	HE	LAIS	WBL
Organisational managers and senior officials	Director/Head of Service of Youth Work/services Principal Youth Officer Director of Children's Services Director of Trust – local authorities Director of voluntary sector organisation (May have different titles in smaller CLD organisations)	Chair of Governors Director Principal Vice/Deputy Principal Chief Executive Officer 6th Form College Principal	Chancellor Vice Chancellor Pro Vice Chancellor Director/Dean of Faculty	Director or Head of Service Chief Librarian National Librarian National Archivist Chief Archivist County Archivist Company Archivist Chief Information Manager	Chief Executive Officer Chief Operating Officer Managing Director Director
Managers of services	Manager of Youth Work Services Manager of Children's Services Manager of Trust – local authorities Curriculum Manager	Head of School/Department Education Manager	Principal lecturer Head of School/Department	Functional or Departmental Manager (larger organisations) Manager of Archive Records Manager Manager of Information Service (e.g. college library/ learning resources unit, specialist archive or business library/ information unit)	General Manager Training Manager Head of Department/ Region/Centre

Table continues overleaf …

Table B4 (continued): The occupational map

Occupational category	CLD	FE	HE	LAIS	WBL
Professionals	Community Trainer/ Tutor Professional Youth Worker Senior/Principal Youth Worker	Senior Lecturer Lecturer Teacher FE teaching professional 6th Form college teaching professional NATSPEC Colleges teaching professional Team leader	Senior Lecturer Lecturer HE teaching professional	Librarian Archivist Information Officer Archives Conservator	Training Consultant Training Officer Basic Skills Tutor Foundation Tutor Vocational Tutor Uniformed Services/ Armed Forces training professional Guidance specialist
Support/ associate professionals	Youth and Community Worker Associate/Detached Youth Worker Delivery or Support Worker, post-compulsory learning Family Liaison Officer	Learning Support Staff Instructor FE facilitator	Learning Support Staff Instructor Demonstrator	Assistant Archivist Assistant Librarian Assistant Information Services Officer	Assessor Verifier Audit staff Employer Engagement Officer Recruitment Officer Retention Officer
Administrative staff	Administrator	Administrator	Administrator	Library Assistant Archive Assistant Information Assistant	Administrator Data Entry Clerk
Manual staff	Security staff Caretaking, Estates and Cleaning staff	Security staff Caretaking, Estates and Cleaning staff	Security staff Caretaking, Estates and Cleaning staff	Porter/ Warehouse staff (usually only in large organisations such as national library or archive) Security staff Caretaking, Estates and Cleaning staff	Security staff Caretaking, Estates and Cleaning staff

Research instruments – LLUK employer surveys

There were several different formats for the LLUK employer surveys.

Online, the employer survey comprised a constituency-specific section 1 (questions 1 – 8/9), followed by a standard remainder for all respondents. The full version of the survey for the CLD constituency is shown in this annex, followed by the alternative versions of Section 1 for the other constituencies.

The telephone version of the survey followed a similar pattern, using the online versions of Section 1, followed by a shortened standard version of the remainder of the survey. This part of the annex concludes with this shortened telephone version.

Research instrument: LLUK online employer survey (CLD[12])

LLUK employer survey for the community learning and development sector
This survey collects employers' views about workforce skills needs and training supply for the community learning and development sector.

We would be grateful if you could spare a few minutes to complete the survey. It contains 37 mainly tick box questions over 7 pages, and should take no more than 20 minutes to complete. The results will contribute to Lifelong Learning UK's Sector Skills Agreement, and will influence the supply of training and help ensure your sector has the workforce skills it needs for the future.

The survey should be completed by staff development managers, human resources managers or principals/directors/chief executives. If you have received notification about this survey in error, please forward the link to the most appropriate person in your organisation.

Please consider your response to each question carefully. You will only be able to go to the next page when all of the mandatory questions have been answered, and you will be unable to return to pages you have already completed.

Standardized occupational categories have been used throughout the survey, in order to ensure the results articulate with major secondary data sets. The following list illustrates the kinds of occupations within your sector for each occupational category:

- **Organisational managers** could include Director/Head of Service of Youth Work/Services, Director of Children's Services, Director of Trusts in local authorities, Director of voluntary sector organisation

- **Managers of services** could include Manager of Youth Work Services, Manager of Children's Services, Manager of Trusts - local authorities, Curriculum Manager for adult or community learning, Voluntary and Non-Profit Manager

- **Professionals** could include Community Trainer, Adult Education Tutor, Principal Youth Workers, Principal Youth Workers

- **Support/associate professionals** could include Youth and Community Workers, Delivery and Support Workers of post-compulsory learning, Family Liaison Officer

- **Administrative occupations** could include Administrators and Data Entry Clerks

- **Manual staff** could include Security Staff, Caretaking and Estates Staff, Cleaning Staff.

As you go through the survey, click the 'more information' button where these occupational categories appear, to be reminded of the kinds of occupations covered by each occupational category.

Data Protection
This survey is being carried out by independent consultants SQW. Before you complete this survey, SQW would like to assure you that any information you provide will be treated in confidence and reported only in an aggregate analysis, where individuals' answers are untraceable.

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[12] The online questionnaires for all constituencies within the lifelong learning sector were the same – except for Section 1 (Questions 1–8/9). The variations in this section for other constituencies are shown, following this complete example.

1. In which country do you work? (Optional)
    (select all that apply)
    ☐ Wales
    ☐ Scotland
    ☐ Northern Ireland
    ☐ England (please specify region/s in following question)
    ☐ UK Wide
    ☐ Other (please specify):

    In which English region/s do you work? (Optional)
    (select all that apply)
    ☐ South East
    ☐ South West
    ☐ North East
    ☐ North West
    ☐ East Midlands
    ☐ West Midlands
    ☐ East of England
    ☐ London
    ☐ Yorkshire and Humberside

2. What type of organisation do you work in?
    (select one)
    ☐ Local government service
    ☐ Voluntary organisation
    ☐ Charity
    ☐ Community organisation
    ☐ Further education college
    ☐ Higher education institution
    ☐ Archive, library or information service
    ☐ Public sector work based training provider
    ☐ Private sector work based training provider
    ☐ Not-for-profit work based training provider
    ☐ Other (please specify):

3. In which part of the lifelong learning sector is your organisation located?
    (select one)
    ☐ Further Education
    ☐ Higher Education
    ☐ Adult and Community Learning/Community based Adult Learning/Community Learning and
         Development
    ☐ Community Development
    ☐ Community Development Learning
    ☐ Youth Work
    ☐ Family Learning
    ☐ Working with Parents
    ☐ Development Education
    ☐ Libraries
    ☐ Archives
    ☐ Information Services
    ☐ Work based learning
    ☐ Records management

4. Which of the following best describes your role within your organisation?
    ☐ Director, Principal or Chief Executive Officer
    ☐ Human Resources Director or Manager
    ☐ Staff Development Manager
    ☐ Manager of a service
    ☐ Other (please specify). Please provide your job title if you selected 'Other':

5. How many employees work in your organisation or that part of the organisation, for which you are responsible?
    ☐ Less than 10
    ☐ Between 10 and 49
    ☐ Between 50 and 249
    ☐ 250 and above

a. How many employees working in your organisation are bilingual speakers?
    ☐ Less than 10
    ☐ Between 10 and 49
    ☐ Between 50 and 249
    ☐ 250 and above
    ☐ None

b. How many employees working in your organisation are Welsh speakers – **Employers in Wales only (Optional)**

    [   ]

6. What is the current annual operating budget for your organisation or that part of the organisation, for which you are responsible?
    ☐ Less than £250,000
    ☐ £250,000 - £500,000
    ☐ £500,000 - £1million
    ☐ £1 - £5 million
    ☐ £5 - £10 million
    ☐ £10 - £20 million
    ☐ £20 - £50 million
    ☐ More than £50 million
    ☐ Don't know

7. What is the current training budget as a percentage of annual operating budget for your organisation or that part of the organisation, for which you are responsible?
    ☐ Less than 1%
    ☐ 1% - 5%
    ☐ 5% - 10%
    ☐ More than 10%
    ☐ Don't know

8. Approximately how many staff are recruited each year in your organisation or that part of the organisation, for which you are responsible?
    ☐ Less than 30
    ☐ Between 30 and 50
    ☐ Between 50 and 100
    ☐ Don't know

SKILLS SHORTAGES OF YOUR NEW RECRUITS
Skills shortages are hard to fill vacancies where applicants do not have the required skills, experience or qualifications. The questions below relate to different types of skills and to different types of occupations. Click on the 'more info' buttons for descriptors for both.

9. At which skills levels does your organisation experience the greatest skills shortages?

	Up to Level 2 or GCSEs (for Scotland, up to SCQF Level 5, or SVQ Level 2 or Intermediate 2 credit standard grade)	At Level 3 or 'A' Levels (for Scotland, at SCQF Level 6, SVQ Level 3, or Highers)	Level 4+ or first degree and above (for Scotland, SVQ Level 4 or first degree and above)	Don't know	Not applicable
a. Organisational					

managers					
b. Managers of services					
c. Professionals					
d. Support/associate professionals					
e. Administrative staff					
f. Manual staff					

10. Please identify the skills levels at which your organisation experiences the greatest skills shortages.

	Professional/ technical/ practical skills	Transferable skills	Employability skills	Don't know	Not applicable
a. Organisational managers					
b. Managers of services					
c. Professionals					
d. Support/associate professionals					
e. Administrative staff					
f. Manual staff					

11. Please identify the main reason(s) why these skills shortages (especially in professional or technical skills areas) occur, for up to three occupations listed above. **(Optional)**

TRAINING OF YOUR NEW RECRUITS

12. Where do most new recruits to your organisation receive their training prior to appointment? (select one in each row)

	HE	FE	In-house training	External training supplier	Local Authority service	Various	Other	Don't know	Not applicable
a. Organisational managers									
b. Managers of services									
c. Professionals									
d. Support/ associate professionals									
e. Administrative staff									
f. Manual staff									

13. If you selected 'Other' in question 12, for where your recruits receive training prior to recruitment, please enter further details below. (Optional)

14. How satisfied are you with the skills and qualifications of new recruits? (select one in each row)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know	Not applicable
a. Organisational managers						
b. Managers of services						
c. Professionals						
d. Support/associate professionals						

e. Administrative staff					
f. Manual staff					

15. How satisfied are you that the initial training of new recruits has prepared them to perform their job roles effectively?(select one in each row)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know	Not applicable
a. Organisational managers						
b. Managers of services						
c. Professionals						
d. Support/associate professionals						
e. Administrative staff						
f. Manual staff						

SKILLS GAPS OF YOUR CURRENT WORKFORCE
Current skills gaps are skills (including technical, employability and transferable skills) and qualifications of the current workforce, which have potential for enhancement, as perceived by employers. The questions below relate to different types of skills and to different types of occupations.

16. For each occupational group, please identify the main skills gaps in your current workforce.

	Professional/ technical/ practical skills	Transferable skills	Employability skills	Don't know	Not applicable
a. Organisational managers					
b. Managers of services					
c. Professionals					
d. Support/associate professionals					
e. Administrative staff					
f. Manual staff					

17. At which skills levels does your organisation experience the most skills gaps?

	Up to Level 2 or GCSEs (for Scotland, up to SCQF Level 5, or SVQ Level 2 or Intermediate 2 credit standard grade)	At Level 3 or 'A' Levels (for Scotland, at SCQF Level 6, SVQ Level 3, or Highers)	Level 4+ or first degree and above (for Scotland, SVQ Level 4 or first degree and above)	Don't know	Not applicable
a. Organisational managers					
b. Managers of services					
c. Professionals					
d. Support/associate professionals					
e. Administrative staff					
f. Manual staff					

18. Please identify the main reason(s) why these skills gaps occur, for up to three occupations listed above. (Optional)

TRAINING YOUR CURRENT WORKFORCE

19.   Does education and training provision for existing staff in your organisation focus on their initial training or continuing professional development? (select one in each row)

	Initial Training	Continuing Professional Development	Both Equally	Don't know	Not applicable
a. Organisational managers					
b. Managers of services					
c. Professionals					
d. Support/associate professionals					
e. Administrative staff					
f. Manual staff					

20.   Where do most existing staff in your organisation undertake their continuing professional development activities? (select one in each row)

	HE	FE	In-house training	External training supplier	Local Authority service	Various	Other	Don't know	Not applicable
a. Organisational managers									
b. Managers of services									
c. Professionals									
d. Support/ associate professionals									
e. Administrative staff									
f. Manual staff									

21.   If you selected 'Other' for any of the options in question 20, please give more details. (Optional)

22.   How satisfied are you with the continuing professional development activities undertaken by existing staff at your organisation? (select one in each row)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know	Not applicable
a. Organisational managers						
b. Managers of services						
c. Professionals						
d. Support/associate professionals						
e. Administrative staff						
f. Manual staff						

23.   How satisfied are you with the current skills and competences of existing staff at your organisation? (select one in each row)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know	Not applicable
a. Organisational managers						
b. Managers of services						
c. Professionals						
d. Support/associate professionals						
e. Administrative staff						
f. Manual staff						

24.   How satisfied are you with the bilingual skills of your existing staff? (Optional)
    ☐ Very satisfied
    ☐ Satisfied
    ☐ Dissatisfied
    ☐ Very dissatisfied
    ☐ Don't know
    ☐ Not Applicable

25.   How satisfied are you with the Welsh speaking skills of your existing staff **- Employers in Wales only (Optional)**
    ☐ Very satisfied
    ☐ Satisfied
    ☐ Dissatisfied
    ☐ Very dissatisfied
    ☐ Don't know
    ☐ Not Applicable

FUTURE SKILLS NEEDS

We know the world is changing - we live, work and study in a global market place, technologies change the way we go about tasks and share information, people move further and more frequently.

Organisations, which support learning, are at the heart of this change and often feel it first. Many also have a duty to prepare their learners, their communities and the employers they work with to respond and adapt to change.

In that context, we are very interested to know how you think skills, qualifications and occupations in the sector will change in the future.

26.   What do you think will be the five most important changes in employment for your sector in the next 5-10 years?   (select all that apply)
    ☐ Professional qualifications become more important
    ☐ Skills become more important than formal qualifications
    ☐ There is an increase in the levels of qualifications required for entry
    ☐ There is an increasing focus on recognising and accrediting prior experience
    ☐ Employers proactively invest in the skills development of their existing workforce
    ☐ Employees increasingly invest in their own skills development
    ☐ Employers increasingly recognise the role and contribution of a diverse workforce
    ☐ Employers increasingly meet their skills needs by employing staff from overseas
    ☐ Wages become more competitive
    ☐ Employers increasingly employ staff on short-term contracts
    ☐ Employers offer short courses to existing workforce to meet demand
       Other: please specify (Optional)

27.   What do you think will be the five most important changes in qualifications for the workforce in your sector in the next 5-10 years?   (select all that apply)
    ☐ Demand for formal qualifications amongst post 16 learners will increase, as a result of increasing regulation, with implications for staff
    ☐ Demand for apprenticeships and other vocational qualifications for post 16 learners will increase, as a result of increasing regulation, with implications for staff
    ☐ Increasing integration between FE and HE will result in demand for suitable qualifications and training among the workforce
    ☐ Demand for graduates in your sector grows significantly
    ☐ Qualification levels continue to give a clear indication of the occupation/profession of employees
    ☐ A more integrated sector allows for a framework of vocational and academic qualifications to be offered to the workforce, to meet learner demand
    ☐ Employees increasingly acquire additional qualifications and training for new roles
    ☐ Employers increasingly offer qualifications and training linked to new roles and functions

☐ The demand for vocational qualifications among staff increases

☐ New qualifications are required to match the variety of competencies, roles and functions employees need

☐ Vocational or professional qualifications are introduced for the whole of the lifelong learning workforce, including the workforce in your sector

☐ A statutory licence to practice, linked to qualifications based on national occupational or professional standards, is introduced for professionals in your sector

☐ The demand for appropriate degree-level qualifications, combined with relevant professional experience, among professionals in your sector increases

Other: please specify (Optional)

28. What do you think will be the main changes in demand for occupations in your sector in the next 5-10 years? (select one in each row)

	Increase	Decrease	Remain the same	Don't know	Not applicable
a. Demand for organisational managers will					
b. Demand for managers of services will					
c. Demand for professionals					
d. Demand for support/associate professionals will					
e. Demand for administrative staff will					
f. Demand for manual staff					
g. Demand for professional/ occupational/ technical skills will					
h. Demand for transferable skills will					
i. Demand for wider employability skills will					
j. Demand for bilingual speakers will					
k. Demand for Welsh speakers will **- Employers in Wales only**					

29. What are the main market, policy and regulatory pressures faced by your organisation? (Optional)

How do they affect performance? (Optional)

30. How does your organisation define success and good performance? (Optional)

What role do the skills of your workforce play in this? (Optional)

IMPROVING EDUCATION AND TRAINING PROVISION

31. How should the supply of education and training for your staff change in the future? (select one in each row)

	Agree	Disagree	Don't know	Not applicable
a. Offer more places on existing courses				

b. Offer more suitable courses for particular skill areas				
c. Introduce policies to increase the take-up of existing courses				
d. Involve employers more in the design of provision				
e. Involve employers more in the delivery of provision				
f. Offer more flexible delivery options -- e.g. more part-time or distance and e-learning				

32. Any other ideas on how the supply of education and training for your staff should change in the future? (Optional)

33. Where is your investment in education and training for staff working at your organisation concentrated? Please select your response from each of the multiple choice options.
 a. Select the main area of investment from the list
  ☐ Initial training
  ☐ Continuing professional development
  ☐ Both equally
  ☐ Don't know
  ☐ Not applicable

 b. Select the main area of investment from the list
  ☐ Formal accredited courses
  ☐ Informal non-accredited courses
  ☐ Both equally
  ☐ Don't know
  ☐ Not applicable

 c. Select the main area of investment from the list
  ☐ Skills development for staff who are already qualified
  ☐ Skills development for un-qualified staff
  ☐ Both equally
  ☐ Don't know
  ☐ Not applicable

 d. Select the main area of investment from the list
  ☐ Occupational/professional/technical skills
  ☐ Employability skills
  ☐ Transferable skills
  ☐ All equally
  ☐ Don't know
  ☐ Not applicable

34. To what extent does your organisation invest in the education and training of its staff? (select one in each row)

	Not at all	Small extent	Large extent	Very large extent	Don't know	Not applicable
a. Organisational managers						
b. Managers of services						
c. Professionals						
d. Support/associate professionals						
e. Administrative staff						
f. Manual staff						

35. To what extent do your staff invest in their own education and training? (select one in each row)

	Not at all	Small extent	Large extent	Very large extent	Don't know	Not applicable
a. Organisational managers						
b. Managers of services						
c. Professionals						
d. Support/associate professionals						
e. Administrative staff						
f. Manual staff						

36.   Which of the following statements do you agree with? (select one in each row)
     Please complete the following prompt question before choosing your answer.

Investing in the development of my staff...				
	Agree	Disagree	Don't know	Not applicable
a. Enhances organisational performance and improves service delivery				
b. Tackles deficiencies in the skills of new recruits				
c. Supports the continuing professional development of existing staff				
d. Supports some other primary purpose (please specify in the 'Other' box below)				

37.   From question 36d. (Optional)

38.   How satisfied are you that your organisation's investment in staff development achieves the primary purpose/s for this investment? (select one in each row)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know	Not applicable
a. Enhances organisational performance and improves service delivery						
b. Tackles deficiencies in the skills of new recruits						
c. Supports the continuing professional development of existing staff						
d. Meets regulatory requirements)						
e. Supports some other primary purpose (as specified in question 37)						

Thank you for your contribution
We may wish to contact some respondents at a later date in order to get some more detailed feedback. If you are happy to be contacted, please fill in your details below:
39.   Name: (Optional)
40.   Organisation: (Optional)
41.   Telephone Number: (Optional)
42.   Email address: (Optional)

Research instrument: LLUK online employer survey (FE Section 1[13])

LLUK employer survey for the further education sector

This survey collects employers' views about workforce skills needs and training supply for the further education sector.

We would be grateful if you could spare a few minutes to complete the survey. It contains 37 mainly tick box questions over 7 pages, and should take no more than 20 minutes to complete. The results will contribute to Lifelong Learning UK's Sector Skills Agreement, and will influence the supply of training and help ensure your sector has the workforce skills it needs for the future.

The survey should be completed by staff development managers, human resources managers or principals/directors/chief executives. If you have received notification about this survey in error, please forward the link to the most appropriate person in your organisation.

Please consider your response to each question carefully. You will only be able to go to the next page when all of the mandatory questions have been answered, and you will be unable to return to pages you have already completed.

Standardized occupational categories have been used throughout the survey in order to ensure the results articulate with major secondary data sets. The following list illustrates the kinds of occupations within your sector for each occupational category:

- **Organisational managers** could include Chair of Governors, Director, Principal or Vice/Deputy Principal, Chief Executive Officer, 6th Form College Principal

- **Managers of services** could include Heads of School/Department, Education managers

- **Professionals** could include Senior Lecturer/Lecturer, Teacher, FE or 6th form teaching professionals, NATSPEC colleges teaching professionals, Team Leaders

- **Support/associate professionals** could include Learning Support staff, Instructors and FE Facilitators

- **Administrative occupations** could include Administrators and Clerks

- **Manual staff** could include Security Staff, Caretaking and Estates Staff, Cleaning Staff.

As you go through the survey, click the 'more information' button where these occupational categories appear, to be reminded of the kinds of occupations covered by each occupational category.

Data Protection

This survey is being carried out by independent consultants SQW. Before you complete this survey, SQW would like to assure you that any information you provide will be treated in confidence and reported only in an aggregate analysis, where individuals' answers are untraceable.

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[13] The online questionnaires for all constituencies within the lifelong learning sector were the same – except for Section 1 (Questions 1–8/9). The variations in this section for other constituencies are shown, following this complete example.

YOUR ORGANISATION

1. In which country do you work? (Optional)
   (select all that apply)
   ☐ Wales
   ☐ Scotland
   ☐ Northern Ireland
   ☐ England (please specify region/s in following question)
   ☐ UK Wide
   ☐ Other (please specify):

   In which English region/s do you work? (Optional)
   (select all that apply)
   ☐ South East
   ☐ South West
   ☐ North East
   ☐ North West
   ☐ East Midlands
   ☐ West Midlands
   ☐ East of England
   ☐ London
   ☐ Yorkshire and Humberside

2. What type of organisation do you work in?
   (select one)
   ☐ General further education college
   ☐ Specialist further education college (e.g. agriculture, art and design, performing arts)
   ☐ Sixth-form college
   ☐ Public sector work based training provider
   ☐ Private sector work based training provider
   ☐ Not-for-profit work based training provider
   ☐ Other (please specify):

3. In which part of the lifelong learning sector is your organisation located?
   (select one)
   ☐ Further Education
   ☐ Higher Education
   ☐ Adult and Community Learning/Community based Adult Learning/Community Learning and
      Development
   ☐ Community Development
   ☐ Community Development Learning
   ☐ Youth Work
   ☐ Family Learning
   ☐ Working with Parents
   ☐ Development Education
   ☐ Libraries
   ☐ Archives
   ☐ Information Services
   ☐ Work based learning
   ☐ Records management

4. Which of the following best describes your role within your organisation?
   ☐ Director, Principal or Chief Executive Officer
   ☐ Human Resources Director or Manager
   ☐ Staff Development Manager
   ☐ Manager of a service
   ☐ Other (please specify). Please provide your job title if you selected 'Other'.

5. How many employees work in your organisation or that part of the organisation, for which
   you are responsible?

☐ Less than 10
☐ Between 10 and 49
☐ Between 50 and 249
☐ 250 and above

a. How many employees working in your organisation are bilingual speakers?
☐ Less than 10
☐ Between 10 and 49
☐ Between 50 and 249
☐ 250 and above
☐ None

b. How many employees working in your organisation are Welsh speakers - **Employers in Wales only (Optional)**

☐

6. What is the current annual operating budget for your organisation or that part of the organisation, for which you are responsible?
☐ Less than £250,000
☐ £250,000 - £500,000
☐ £500,000 - £1million
☐ £1 - £5 million
☐ £5 - £10 million
☐ £10 - £20 million
☐ £20 - £50 million
☐ More than £50 million
☐ Don't know

7. What is the current training budget as a percentage of annual operating budget for your organisation or that part of the organisation, for which you are responsible?
☐ Less than 1%
☐ 1% - 5%
☐ 5% - 10%
☐ More than 10%
☐ Don't know

8. Approximately how many staff are recruited each year in your organisation or that part of the organisation, for which you are responsible?
☐ Less than 30
☐ Between 30 and 50
☐ Between 50 and 100
☐ Don't know

Research instrument: LLUK online employer survey (HE Section 1[14])

LLUK employer survey for the higher education sector

This survey collects employers' views about workforce skills needs and training supply for the higher education sector.

We would be grateful if you could spare a few minutes to complete the survey. It contains 37 mainly tick box questions over 7 pages, and should take no more than 20 minutes to complete. The results will contribute to Lifelong Learning UK's Sector Skills Agreement, and will influence the supply of training and help ensure your sector has the workforce skills it needs for the future.

The survey should be completed by staff development managers, human resources managers or principals/directors/chief executives. If you have received notification about this survey in error, please forward the link to the most appropriate person in your organisation.

Please consider your response to each question carefully. You will only be able to go to the next page when all of the mandatory questions have been answered, and you will be unable to return to pages you have already completed.

Standardized occupational categories have been used throughout the survey in order to ensure the results articulate with major secondary data sets. The following list illustrates the kinds of occupations within your sector for each occupational category:

- **Organisational managers** could include Chancellor, Vice Chancellor, Pro Vice Chancellor, Director/Dean of Faculty

- **Managers of services** could include Principal Lecturers, Heads of School/Department

- **Professionals** could include Senior Lecturer/Lecturer, HE teaching professionals

- **Support/associate professionals** could include Learning Support Staff, Instructors, Demonstrators

- **Administrative occupations** could include Administrators and Clerks

- **Manual staff** could include Security Staff, Caretaking and Estates Staff, Cleaning Staff.

As you go through the survey, click the 'more information' button where these occupational categories appear to be reminded of the kinds of occupations covered by each occupational category.

Data Protection

This survey is being carried out by independent consultants SQW. Before you complete this survey, SQW would like to assure you that any information you provide will be treated in confidence and reported only in an aggregate analysis, where individuals' answers are untraceable.

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[14] The online questionnaires for all constituencies within the lifelong learning sector were the same – except for Section 1 (Questions 1–8/9). The variations in this section for other constituencies are shown, following this complete example.

YOUR ORGANISATION

1. In which country do you work? (Optional)
(select all that apply)
- ☐ Wales
- ☐ Scotland
- ☐ Northern Ireland
- ☐ England (please specify region/s in following question)
- ☐ UK Wide
- ☐ Other (please specify):

In which English region/s do you work? (Optional)
(select all that apply)
- ☐ South East
- ☐ South West
- ☐ North East
- ☐ North West
- ☐ East Midlands
- ☐ West Midlands
- ☐ East of England
- ☐ London
- ☐ Yorkshire and Humberside

2. What type of organisation do you work in?
(select one)
- ☐ University
- ☐ University college
- ☐ Other higher education institution
- ☐ Further education college
- ☐ Other (please specify):

3. In which part of the lifelong learning sector is your organisation located?
(select one)
- ☐ Further Education
- ☐ Higher Education
- ☐ Adult and Community Learning/Community based Adult Learning/Community Learning and Development
- ☐ Community Development
- ☐ Community Development Learning
- ☐ Youth Work
- ☐ Family Learning
- ☐ Working with Parents
- ☐ Development Education
- ☐ Libraries
- ☐ Archives
- ☐ Information Services
- ☐ Work based learning
- ☐ Records management

4. Which of the following best describes your role within your organisation?
- ☐ Director, Principal or Chief Executive Officer
- ☐ Human Resources Director or Manager
- ☐ Staff Development Manager
- ☐ Manager of a service
- ☐ Other (please specify). Please provide your job title if you selected 'Other'.

5. How many employees work in your organisation or that part of the organisation for which you are responsible?
- ☐ Less than 10
- ☐ Between 10 and 49

☐ Between 50 and 249
☐ 250 and above

a. How many employees working in your organisation are bilingual speakers?
☐ Less than 10
☐ Between 10 and 49
☐ Between 50 and 249
☐ 250 and above
☐ None

b. How many employees working in your organisation are Welsh speakers - **Employers in Wales only (Optional)**

☐

6. What is the current annual operating budget for your organisation or that part of the organisation, for which you are responsible?
☐ Less than £250,000
☐ £250,000 - £500,000
☐ £500,000 - £1million
☐ £1 - £5 million
☐ £5 - £10 million
☐ £10 - £20 million
☐ £20 - £50 million
☐ More than £50 million
☐ Don't know

7. What is the current training budget as a percentage of annual operating budget for your organisation or that part of the organisation, for which you are responsible?
☐ Less than 1%
☐ 1% - 5%
☐ 5% - 10%
☐ More than 10%
☐ Don't know

8. Approximately how many staff are recruited each year in your organisation or that part of the organisation, for which you are responsible?
☐ Less than 30
☐ Between 30 and 50
☐ Between 50 and 100
☐ Don't know

Research instrument: LLUK online employer survey (LAIS Section 1[15])

LLUK employer survey for the libraries, archives and information services sector

This survey collects employers' views about workforce skills needs and training supply for the libraries, archives and information services sector.

We would be grateful if you could spare a few minutes to complete the survey. It contains 37 mainly tick box questions over 7 pages, and should take no more than 20 minutes to complete. The results will contribute to Lifelong Learning UK's Sector Skills Agreement, and will influence the supply of training and help ensure your sector has the workforce skills it needs for the future.

The survey should be completed by staff development managers, human resources managers or principals/directors/chief executives. If you have received notification about this survey in error, please forward the link to the most appropriate person in your organisation.

Please consider your response to each question carefully. You will only be able to go to the next page when all of the mandatory questions have been answered, and you will be unable to return to pages you have already completed.

Standardized occupational categories have been used throughout the survey in order to ensure the results articulate with major secondary data sets. The following list illustrates the kinds of occupations within your sector for each occupational category:

- **Organisational managers** could include Directors and Heads of Service, Chief Librarian, National Librarian, National Archivist, Chief Archivist, County/Company Archivist, Chief Information Manager

- **Managers of services** could include Functional or Departmental managers in larger organisations, Manager of Archives, Information Manager, Records Manager, Manager of IS organisations, such as specialist archives or business libraries or information units

- **Professionals** could include Librarians, Archivists, Information Officers, Archives Conservator, Records Officers

- **Support/associate professionals** could include Assistant Librarian, Assistant Information Services Officer

- **Administrative staff** could include Library Assistants, Archive Assistants, Information Assistants

- **Manual staff** could include Porters/Warehouse Staff, Security Staff, Cleaning and Estates Staff.

As you go through the survey, click the 'more information' button where these occupational categories appear to be reminded of the kinds of occupations covered by each occupational category.

Data Protection

This survey is being carried out by independent consultants SQW. Before you complete this survey, SQW would like to assure you that any information you provide will be treated in confidence and reported only in an aggregate analysis, where individuals' answers are untraceable.

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[15] The online questionnaires for all constituencies within the lifelong learning sector were the same – except for Section 1 (Questions 1–8/9). The variations in this section for other constituencies are shown, following this complete example.

YOUR ORGANISATION

1. In which country do you work? (Optional)
(select all that apply)
- ☐ Wales
- ☐ Scotland
- ☐ Northern Ireland
- ☐ England (please specify region/s in following question)
- ☐ UK Wide
- ☐ Other (please specify):

In which English region/s do you work? (Optional)
(select all that apply)
- ☐ South East
- ☐ South West
- ☐ North East
- ☐ North West
- ☐ East Midlands
- ☐ West Midlands
- ☐ East of England
- ☐ London
- ☐ Yorkshire and Humberside

2. What type of organisation do you work in?
(select one)
- ☐ Government library and information service
- ☐ National government archive
- ☐ Education library
- ☐ Local government archive
- ☐ Health library
- ☐ Business archive
- ☐ Industrial or commercial library
- ☐ Charity archive
- ☐ Information service
- ☐ Specialist repository
- ☐ Prison library
- ☐ Film, sound or specialist media archive
- ☐ Public library
- ☐ Rare books or special collections library
- ☐ School library
- ☐ Records management service

3. In which part of the lifelong learning sector is your organisation located?
(select one)
- ☐ Further Education
- ☐ Higher Education
- ☐ Adult and Community Learning/Community based Adult Learning/Community Learning and Development
- ☐ Community Development
- ☐ Community Development Learning
- ☐ Youth Work
- ☐ Family Learning
- ☐ Working with Parents
- ☐ Development Education
- ☐ Libraries
- ☐ Archives
- ☐ Information Services
- ☐ Work based learning
- ☐ Records management

4. Which of the following best describes your role within your organisation?

☐ Director, Principal or Chief Executive Officer
☐ Human Resources Director or Manager
☐ Staff Development Manager
☐ Manager of a service
☐ Other (please specify). Please provide your job title if you selected 'Other'.

[   ]

5. How many employees work in your organisation or that part of the organisation for which you are responsible?
☐ Less than 10
☐ Between 10 and 49
☐ Between 50 and 249
☐ 250 and above

a. How many employees working in your organisation are bilingual speakers?
☐ Less than 10
☐ Between 10 and 49
☐ Between 50 and 249
☐ 250 and above
☐ None

b. How many employees working in your organisation are Welsh speakers - **Employers in Wales only (Optional)**

[   ]

6. What is the current annual operating budget for your organisation or that part of the organisation for which you are responsible?
☐ Less than £250,000
☐ £250,000 - £500,000
☐ £500,000 - £1million
☐ £1 - £5 million
☐ £5 - £10 million
☐ £10 - £20 million
☐ £20 - £50 million
☐ More than £50 million
☐ Don't know

7. What is the current training budget as a percentage of annual operating budget for your organisation or that part of the organisation, for which you are responsible?
☐ Less than 1%
☐ 1% - 5%
☐ 5% - 10%
☐ More than 10%
☐ Don't know

8. Approximately how many staff are recruited each year in your organisation or that part of the organisation, for which you are responsible?
☐ Less than 30
☐ Between 30 and 50
☐ Between 50 and 100
☐ Don't know

Research instrument: LLUK online employer survey (WBL Section 1[16])

LLUK employer survey for the work based learning sector

This survey collects employers' views about workforce skills needs and training supply for the work based learning sector.

We would be grateful if you could spare a few minutes to complete the survey. It contains 37 mainly tick box questions over 7 pages, and should take no more than 20 minutes to complete. The results will contribute to Lifelong Learning UK's Sector Skills Agreement, and will influence the supply of training and help ensure your sector has the workforce skills it needs for the future.

The survey should be completed by staff development managers, human resources managers or principals/directors/chief executives. If you have received notification about this survey in error, please forward the link to the most appropriate person in your organisation.

Please consider your response to each question carefully. You will only be able to go to the next page when all of the mandatory questions have been answered, and you will be unable to return to pages you have already completed.

Standardized occupational categories have been used throughout the survey in order to ensure the results articulate with major secondary data sets. The following list illustrates the kinds of occupations within your sector for each occupational category:

- **Organisational managers** could include Chief Executive Officer, Chief Operating Officer, Managing Director, Director

- **Managers of services** could include General Manager, Training Manager, Heads of Departments or regions/centres

- **Professionals** could include Training Consultants/Officers, Basic Skills Tutors, Foundation Tutors, Vocational Tutors, Uniformed Services/Armed Forces Training Professionals/Guidance Specialists

- **Support/associate professionals** could include Assessor/Verifier, Audit Staff, Employer Engagement Officer, Recruitment Officer, Retention Officer

- **Administrative occupations** could include Administrators and Data Entry Clerks

- **Manual staff** could include Security Staff, Caretaking and Estates Staff, Cleaning Staff.

As you go through the survey, click the 'more information' button where these occupational categories appear to be reminded of the kinds of occupations covered by each occupational category.

Data Protection

This survey is being carried out by independent consultants SQW. Before you complete this survey, SQW would like to assure you that any information you provide will be treated in confidence and reported only in an aggregate analysis, where individuals' answers are untraceable.

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[16] The online questionnaires for all constituencies within the lifelong learning sector were the same – except for Section 1 (Questions 1–8/9). The variations in this section for other constituencies are shown above.

YOUR ORGANISATION

1.   In which country do you work? (Optional)
(select all that apply)
- ☐ Wales
- ☐ Scotland
- ☐ Northern Ireland
- ☐ England (please specify region/s in following question)
- ☐ UK Wide
- ☐ Other (please specify):

In which English region/s do you work? (Optional)
(select all that apply)
- ☐ South East
- ☐ South West
- ☐ North East
- ☐ North West
- ☐ East Midlands
- ☐ West Midlands
- ☐ East of England
- ☐ London
- ☐ Yorkshire and Humberside

2.   What type of organisation do you work in?
(select one)
- ☐ Public sector work based training provider
- ☐ Private work based training provider
- ☐ Not-for-profit work based training provider
- ☐ Other (please specify):

3.   In which part of the lifelong learning sector is your organisation located?
(select one)
- ☐ Further Education
- ☐ Higher Education
- ☐ Adult and Community Learning/Community based Adult Learning/Community Learning and Development
- ☐ Community Development
- ☐ Community Development Learning
- ☐ Youth Work
- ☐ Family Learning
- ☐ Working with Parents
- ☐ Development Education
- ☐ Libraries
- ☐ Archives
- ☐ Information Services
- ☐ Work based learning
- ☐ Records management

4.   Which of the following best describes your role within your organisation?
- ☐ Director, Principal or Chief Executive Officer
- ☐ Human Resources Director or Manager
- ☐ Staff Development Manager
- ☐ Manager of a service
- ☐ Other (please specify). Please provide your job title if you selected 'Other'.

5.   How many employees work in your organisation or that part of the organisation for which you are responsible?
- ☐ Less than 10
- ☐ Between 10 and 49
- ☐ Between 50 and 249

☐ 250 and above

a. How many employees working in your organisation are bilingual speakers?
☐ Less than 10
☐ Between 10 and 49
☐ Between 50 and 249
☐ 250 and above
☐ None

b. How many employees working in your organisation are Welsh speakers - **Employers in Wales only (Optional)**

☐

6. What is the current annual operating budget for your organisation or that part of the organisation, for which you are responsible?
☐ Less than £250,000
☐ £250,000 - £500,000
☐ £500,000 - £1million
☐ £1 - £5 million
☐ £5 - £10 million
☐ £10 - £20 million
☐ £20 - £50 million
☐ More than £50 million
☐ Don't know

7. What is the current training budget as a percentage of annual operating budget for your organisation or that part of the organisation, for which you are responsible?
☐ Less than 1%
☐ 1% - 5%
☐ 5% - 10%
☐ More than 10%
☐ Don't know

8. Approximately how many staff are recruited each year in your organisation or that part of the organisation, for which you are responsible?
☐ Less than 30
☐ Between 30 and 50
☐ Between 50 and 100
☐ Don't know

Research instrument: LLUK telephone employer survey[17]

Section 1 – as LLUK online employer survey – previously described

SKILLS SHORTAGES FOR YOUR NEW RECRUITS

Skills shortages are hard to fill vacancies, where applicants do not have the required skills, experience or qualifications. The questions below relate to technical, employability and transferable skills, and to entry level qualifications and continuing professional development.

PROMPT FOR SKILLS LIST
(For OCCUPATIONAL GROUPS, see individual sector questionnaires)

Three types of skills:
- **Professional/technical /practical skills** – skills which are specific to particular occupations: (pedagogical or teaching skills for lecturers; IT professional skills for IT staff; cooking skills for chefs)
- **Transferable skills –** skills which are needed in work, learning and everyday life: (communication, applied numeracy, IT use); foreign Language/Welsh Language Skills; teaching
- **Wider employability skills** - (problem solving, team-working, improving own learning and performance; inter-personal; customer-service skills)

1. For which **occupation type** does your organisation experience the greatest shortages, and to what extent?

Hard to fill vacancies	None	Few	Some	Many	Don't know	Not Applicable
a. Organisational managers						
b. Managers of services						
c. Professionals						
d. Support/associate professionals						
e. Administrative staff						
f. Manual staff						

2. For which **skills type** does your organisation experience the greatest shortages, and to what extent?

Skills shortages	None	Few	Some	Many	Don't know	Not Applicable
a. Professional/ technical/ practical skills						
b. Transferable skills						
c. Employability skills						

3. For which **skills level** does your organisation experience the most shortages, and to what extent?

Skills shortages	None	Few	Some	Many	Don't know	Not Applicable
a. Up to NVQ Level 2 or GCSEs (for Scotland, up to SCQF Level 5, SVQ Level 2 or Intermediate 2 credit standard grade)						
b. At NVQ level 3 or 'A' levels (for Scotland, SCQF level 6, SVQ Level 3, or Highers)						
c. NVQ Level 4+ or first degree and above (for Scotland, SVQ Level 4 or first degree and above)						

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[17] Section 1 (Questions 1–8/9) from the online versions of the surveys for different constituencies was used at the beginning of the telephone employer survey.

4. **Can you identify the main reason(s) why these skills shortages occur and which occupations they apply to?**

TRAINING OF NEW RECRUITS
(For OCCUPATIONAL GROUPS, see online questionnaire)

5. **Where do most new recruits to your organisation receive their initial education prior to appointment? (select one in each row)**

	Higher education	Further education	In-house training unit	External training supplier	Local Authority Services	Other
a. Organisational managers						
b. Managers of services						
c. Professionals						
d. Support/ associate professionals						
e. Administrative staff						
f. Manual staff						

6. How satisfied are you with the skills and qualifications of new recruits? **(select one in each row)**

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know	Not Applicable
a. Organisational managers						
b. Managers of services						
c. Professionals						
d. Support/ associate professionals						
e. Administrative staff						
f. Manual staff						

SKILLS GAPS OF CURRENT WORKFORCE
Current skills gaps are occupations, skills (including technical, employability and transferable skills) and qualifications of the **current workforce, which** have potential for enhancement, as perceived by employers.

PROMPT FOR SKILLS LIST
(For OCCUPATIONAL GROUPS, see individual sector questionnaires)

Three types of skills:
▪ **Professional/technical/practical skills** – skills which are specific to particular occupations (pedagogical or teaching skills for lecturers; IT professional skills for IT staff; cooking skills for chefs)
▪ **Transferable skills –** skills which are needed in work, learning and everyday life: (communication, applied numeracy, IT use); foreign Language/Welsh Language Skills; teaching
▪ **Wider employability skills** - (problem solving, team-working, improving own learning and performance; inter-personal; customer-service skills)

7. In which **occupational group** does your organisation experience the greatest gaps, and to what extent?

Skills gaps	None	Few	Some	Many	Don't know	Not Applicable
a. Organisational managers						
b. Managers of services						
c. Professionals						
d. Support/associate professionals						
e. Administrative staff						

f. Manual staff						

8. For which **skills type** does your organisation experience the greatest gaps, and to what extent?

Skills gaps	None	Few	Some	Many	Don't know	Not Applicable
a. Professional/technical/practical skills						
b. Transferable skills						
c. Employability skills						

9. For which **skills level** does your organisation experience the greatest gaps?

Skills gaps	None	Few	Some	Many	Don't know	Not Applicable
a. **Up to NVQ Level 2 or GCSEs** (for Scotland, up to SCQF Level 5, SVQ Level 2 or Intermediate 2 credit standard grade)						
b. **At NVQ level 3 or 'A' levels** (for Scotland, SCQF level 6, SVQ Level 3, or Highers)						
c. **NVQ Level 4 or first degree and above** (for Scotland, SVQ Level 4 or first degree and above)						

10. Can you identify the main reason(s) why these skills gaps occur and which occupations they apply to?

TRAINING OF CURRENT WORKFORCE

Turning from new recruits to the existing workforce in your organisation, this section asks about the continuing professional development and training needs of currently employed staff. It uses the same occupational categories as the previous sections.

11. Does education and training provision for existing staff in your organisation focus on their initial training or continuing professional development? (select one in each row)

	Initial Training	Continuing Professional Development	Both Equally	Don't know	Not Applicable
a. Organisational managers					
b. Managers of services					
c. Professionals					
d. Support/associate professionals					
e. Administrative staff					
f. Manual staff					

12. Where do most existing staff in your organisation undertake their continuing professional development activities? (select one in each row)

	HE	FE	In-house training, including on the job training	External training supplier	Local Authority Services	Various	Other	N/A
a. Organisational managers								
b. Managers of services								
c. Professionals								
d. Support/associate professionals								
e. Administrative staff								
f. Manual staff								

13. How satisfied are you with the current skills and competences of existing staff in your organisation? (select one in each row)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know	Not Applicable
a. Organisational managers						
b. Managers of services						
c. Professionals						
d. Support/associate professionals						
e. Administrative staff						
f. Manual staff						
g. Bi-lingual English/Welsh speakers						

FUTURE SKILLS NEEDS
For definitions of occupational groups and skills, see prompts

Future skills needs: Implications for future skills, qualifications and occupations in the sector's workforce

We know the world is changing – we live, work and study in a global market place, technologies change the way we go about tasks and share information, people move further and more frequently.

Organisations, which support learning, are at the heart of this change and often feel it first. Many also have a duty to prepare their learners, their communities and the employers they work with to respond and adapt to change.

In that context, we are very interested to know how you think skills, qualifications and occupations in the sector will change in the future.

14. What do you think will be the main changes in demand for occupations in the next 5-10 years in your sector? (select one in each row)

	Increase	Decrease	Remain the same	Don't know	Not Applicable
a. Demand for Organisational Managers will					
b. Demand for Managers of Services will					
c. Demand for Professionals will					
d. Demand for Support/associate professionals will					
e. Demand for Administrative Staff will					
f. Demand for Manual Staff will					
g. Demand for professional/ technical/practical skills will					
h. Demand for transferable skills will					
i. Demand for wider employability skills will					
j. Demand for bi-lingual English/Welsh speakers will					

IMPROVING EDUCATION AND TRAINING PROVISION
15. How should the supply of education and training for your staff change in the future? (select one in each row)

	Agree	Disagree	Don't know	Not Applicable
a. Offer more places on existing courses				
b. Offer more suitable courses for particular skill areas				
c. Introduce policies to increase the take up of existing				

courses				
d. Involve employers more in the design of provision of staff training				
e. Involve employers more in the delivery of provision of staff training				
f. Offer more flexible delivery options - e.g. more part-time or distance and e-learning				

16. Other Ideas (relating to above question)

17. Where is your investment in education and training for staff working at your organisation concentrated? Please select your response from each of the multiple choice options.

a. In the area of initial training and continuing professional development, what would you say is your main area of investment?
- Initial training
- Continuing professional development
- Both equally
- Don't know
- Not applicable

b. In the area of formal and informal learning, what would you say is your main area of investment?
- Formal accredited courses
- Informal non-accredited courses
- Both equally
- Don't know
- Not applicable

c. In the area of skills development for staff, what would you say is your main area of investment?
- Skills development for staff who are already qualified
- Skills development for un-qualified staff
- Both equally
- Don't know
- Not applicable

d. In the area of types of skills, what would you say is your main area of investment?
- Occupational/professional/technical skills
- Employability skills
- Transferable skills
- All equally
- Don't know
- Not applicable

18. To what extent does your organisation invest in the education and training of your staff? (select one in each row)

	Not at all	Very little	To some extent	To a large extent	Don't know	Not Applicable
a. Organisational managers						
b. Managers of services						
c. Professionals						
d. Support/ associate professionals						
e. Administrative staff						
f. Manual staff						

19. To what extent do your staff invest in their own education and training? (select one in each row)

	Not at all	Very little	To some extent	To a large extent	Entirely	Don't know	Not Applicable
a. Organisational managers							
b. Managers of services							
c. Professionals							
d. Support/associate professionals							
e. Administrative staff							
f. Manual staff							

20. Which of the following statements do you agree or disagree with? (select one in each row)

The primary purpose of investment in staff skills development at this organisation is to...

	Agree	Disagree	Don't know	Not Applicable
a. Enhance organisational performance and improve service delivery				
b. Tackle deficiencies in the skills of new recruits				
c. Support the continuing professional development of existing staff				
d. Support some other primary purpose (please specify in the 'Other' box below)				

21. Other primary purpose (from the above question)

22. How satisfied are you that your organisation's investment in staff development achieves its identified purpose/s? (select one in each row)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know	N/A
a. Enhance organisational performance and improve service delivery						
b. Tackle deficiencies in the skills of new recruits						
c. Support the continuing professional development of existing staff						
d. Meet regulatory requirements						
e. Support some other primary purpose (as specified in the 'Other' box above)						

Thank you for your contribution

Contact Details

We may wish to contact some respondents at a later date in order to get some more detailed feedback. If you are happy to be contacted, please say **Yes/No.**

ANNEX C: ADDITIONAL UK-WIDE DATA AND ANALYSIS

Additional secondary data tables [18] and analysis

The Labour Force Survey, 2005

Table C1: Gender, by UK country, 2005

	England	Northern Ireland	Scotland	Wales	Total
Male	275,536 (41%)	4,814 (30%)	34,103 (42%)	18,814 (47%)	333,267 (41%)
Female	395,000 (59%)	11,367 (70%)	46,423 (58%)	21,081 (53%)	473,869 (59%)
Total	670,536	16,181	80,525	39,895	807,136

Source: Office for National Statistics, 2006

Aggregated data for 2005

Percentages shown represent percentages of column totals.

Table C2: Age, by UK country, 2005

	England	Northern Ireland	Scotland	Wales	Total
16–24	42,383 (6%)	915 (6%)	5,246 (7%)	3,430 (9%)	51,974 (6%)
25–34	117,357 (18%)	2,699 (17%)	11,615 (14%)	8,681 (22%)	140,352 (17%)
35–44	171,657 (26%)	3,989 (25%)	20,712 (26%)	9,903 (25%)	206,261 (26%)
45–54	185,083 (28%)	4,910 (30%)	28,301 (35%)	11,752 (29%)	230,046 (29%)
55–64	137,969 (21%)	3,353 (21%)	12,672 (16%)	5,700 (14%)	159,693 (20%)
65+	16,087 (2%)	316 (2%)	1,980 (2%)	429 (1%)	18,811 (2%)
Total	670,536	16,181	80,525	39,895	807,136

Source: ibid.
Aggregated data for 2005

Percentages shown represent percentages of column totals

Table C3: Ethnicity, by UK country, 2005

	England	Northern Ireland	Scotland	Wales	Total
White	611,819 (91%)	15,801 (98%)	79,186 (98%)	38,687 (97%)	745,493 (92%)
Asian	17,250 (3%)	0 (0%)	755 (1%)	399 (1%)	18,404 (2%)

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[18] Please note that totals may not match due to rounding of data.

Black	15,559 (2%)	197 (1%)	104 (<1%)	0 (0%)	15,860 (2%)
Mixed	5,149 (1%)	0 (0%)	0 (0%)	272 (1%)	5,421 (1%)
Other	20,758 (3%)	184 (1%)	479 (1%)	537 (1%)	21,958 (3%)
Total	670,536	16,181	80,525	39,895	807,136

Source: ibid.
Aggregated data for 2005

Percentages shown represent percentages of column totals

Table C4: Employment status, by UK country, 2005

	England	Northern Ireland	Scotland	Wales	Total
Employee	614,919 (92%)	15,507 (96%)	76,446 (95%)	38,581 (97%)	745,452 (92%)
Self-employed	53,116 (8%)	445 (3%)	3,875 (5%)	1,314 (3%)	58,750 (7%)
Government scheme	1,971 (<1%)	229 (1%)	0 (0%)	0 (0%)	2,200 (<1%)
Unpaid family worker	373 (<1%)	0 (0%)	204 (<1%)	0 (0%)	577 (<1%)
Full-time	433,591 (65%)	11,059 (68%)	54,977 (68%)	28,482 (71%)	528,109 (65%)
Part-time	236,433 (35%)	5,122 (32%)	25,548 (32%)	11,412 (29%)	278,515 (35%)
Temporary contract	100,648 (15%)	3,493 (22%)	13,138 (16%)	8,535 (21%)	125,814 (16%)
Permanent contract	514,142 (77%)	12,014 (74%)	63,307 (79%)	30,046 (75%)	619,510 (77%)
Total	670,536	16,181	80,525	39,895	807,136

Source: ibid.
Aggregated data for 2005

Percentages shown represent percentages of total row in each of the three cases

Table C5: Occupational profile of the lifelong learning sector in the UK, compared with other sectors, 2005

	LLUK	Education (excl. LLUK)	Health and social work	Other public sector	Rest of economy
1. Managers and senior officials	**52,741** (7%)	2%	9%	12%	18%
2. Professional	**419,571** (52%)	48%	11%	11%	8%
3. Associate professional and technical	**119,492** (15%)	4%	27%	33%	11%
4. Administrative and secretarial	**115,807** (14%)	6%	13%	31%	11%
5. Skilled trades	**11,454** (1%)	1%	1%	2%	15%
6. Personal service	**37,682** (5%)	26%	31%	3%	3%
7. Sales and customer service	**3,926** (<1%)	<1%	1%	1%	11%
8. Process, plant and machine operatives	**5,911** (1%)	2%	1%	1%	10%
9. Elementary occupations	**40,555** (5%)	11%	6%	4%	13%
Total	**807,136**	**1,795,364**	**3,513,489**	**2,003,938**	**20,112,024**

Source: ibid.

Aggregated data for 2005

Percentages shown represent percentages of column totals

Table C6: Occupational profile, geographic variation, 2005

	UK	UK countries				English regions								
		England	Northern Ireland	Scotland	Wales	North East	North West	Yorkshire & Humber	East Midlands	West Midlands	East of England	London	South East	South West
1. Managers and senior officials	7%	7%	2%	6%	5%	6%	6%	5%	11%	7%	10%	6%	8%	4%
2. Professional	52%	52%	66%	47%	57%	47%	49%	49%	46%	54%	56%	58%	50%	56%
3. Associate professional and technical	15%	14%	14%	18%	14%	16%	15%	17%	14%	16%	11%	14%	15%	12%
4. Administrative and secretarial	14%	14%	9%	18%	11%	16%	13%	17%	12%	18%	13%	11%	14%	17%
5. Skilled trades	1%	1%	2%	1%	2%	2%	2%	1%	2%	1%	1%	1%	2%	2%
6. Personal service	5%	5%	4%	3%	5%	6%	8%	3%	7%	2%	3%	4%	5%	5%
7. Sales and customer service	<1%	<1%	<1%	1%	3%	1%	1%	<1%	1%	<1%	<1%	1%	1%	1%
8. Process, plant and machine operatives	1%	1%	<1%	2%	2%	2%	1%	2%	<1%	1%	1%	1%	1%	1%
9. Elementary occupations	5%	5%	5%	6%	5%	6%	4%	6%	7%	3%	5%	5%	4%	3%
Total	807,136	670,536	16,181	80,525	39,895	30,343	87,195	77,834	57,916	59,243	68,533	106,930	119,695	62,846

Source: ibid.
Aggregated data for 2005

Percentages shown represent percentages of column totals

Table C7:   Highest qualification held, 2005

	LLUK	Education (excl. LLUK)	Health and social work	Other public sector	Rest of economy
NVQ level 4+	66%	57%	44%	40%	24%
NVQ level 3	10%	9%	13%	18%	17%
Trade apprenticeships	2%	2%	2%	3%	8%
NQV level 2	8%	11%	15%	19%	16%
Below NQV level 2	6%	10%	11%	12%	15%
Other qualifications	5%	5%	8%	5%	9%
No qualifications	3%	5%	6%	4%	11%
Total	807,136	1,795,364	3,513,489	2,003,938	20,112,024

Source: ibid.
Aggregated data for 2005

Percentages shown represent percentages of column totals

Table C8:   Highest qualification held, variations over time, 2001–2005

	2001	2002	2003	2004	2005	% change 2001–05
NVQ level 4+	458,453 (63%)	475,277 (63%)	498,013 (64%)	528,679 (66%)	534,744 (66%)	17%
NVQ level 3	73,450 (10%)	78,507 (10%)	77,516 (10%)	77,590 (10%)	83,477 (10%)	14%
Trade apprenticeships	17,074 (2%)	17,313 (2%)	17,416 (2%)	15,765 (2%)	15,392 (2%)	-10%
NQV level 2	67,603 (9%)	67,847 (9%)	67,686 (9%)	68,010 (9%)	66,302 (8%)	-2%
Below NQV level 2	45,721 (6%)	45,758 (6%)	54,237 (7%)	46,889 (6%)	45,813 (6%)	0%
Other qualifications	34,056 (5%)	36,332 (5%)	36,829 (5%)	35,551 (4%)	39,804 (5%)	17%
No qualifications	30,329 (4%)	29,890 (4%)	24,340 (3%)	25,388 (3%)	20,568 (3%)	-32%
Total	726,685	750,923	776,036	799,852	807,136	11%

Source: ibid.
Aggregated data for 2005

Percentages shown represent percentages of column totals

Table C9: **Numbers with highest qualification at NVQ level 4+, by occupational profile and variation over time**

	2001	2002	2003	2004	2005	change 2001–05
1. Managers and senior officials	32,022 (72%)	37,370 (71%)	43,616 (72%)	40,384 (76%)	36,994 (70%)	+16%
2. Professional	315,319 (87%)	318,864 (86%)	341,233 (87%)	363,639 (88%)	360,996 (86%)	+15%
3. Associate professional and technical	56,441 (61%)	67,708 (61%)	63,521 (62%)	70,216 (63%)	79,760 (67%)	+41%
4. Administrative and secretarial	38,598 (31%)	38,480 (32%)	38,748 (30%)	38,379 (33%)	36,768 (32%)	-5%
6. Personal service	8,675 (28%)	7,593 (30%)	6,915 (25%)	9,814 (30%)	11,440 (30%)	+32%

Source: ibid.
Aggregated data for the years 2001–2005
Percentages shown in brackets represent percentages of total population in each cell holding their highest qualification at NVQ level 4+.

Table C10: **Numbers with highest qualification at NVQ level 4+, by UK country and variation over time**

	2001	2002	2003	2004	2005	change 2001–05
England	337,918	389,703	412,436	434,712	435,773	+29%
Northern Ireland	7,843	9,545	9,517	11,718	12,527	+60%
Scotland	46,572	46,715	47,479	54,085	56,284	+21%
Wales	26,121	29,315	28,582	28,164	30,161	+15%

Source: ibid.
Aggregated data for the years 2001–2005

Table C11:   Distribution of highest qualifications held (%), by constituency and variation over time

		CLD excluding youth work (SIC 80.42)	FE (SIC 80.22 and 80.30/1)	HE (SIC 80.30/2&3)	LAIS (SIC 92.51)	Total
NVQ level 4+	2001	63%	61%	67%	36%	63%
	2002	62%	64%	67%	36%	63%
	2003	63%	64%	70%	30%	64%
	2004	60%	65%	73%	35%	66%
	2005	62%	68%	71%	37%	66%
NVQ level 3	2001	11%	12%	8%	17%	10%
	2002	11%	12%	9%	15%	10%
	2003	10%	11%	8%	17%	10%
	2004	11%	12%	7%	17%	10%
	2005	12%	10%	8%	20%	10%
Trade apprenticeships	2001	3%	2%	2%	2%	2%
	2002	3%	3%	2%	1%	2%
	2003	4%	2%	2%	1%	2%
	2004	3%	2%	2%	2%	2%
	2005	2%	2%	2%	2%	2%
NVQ level 2	2001	8%	10%	7%	23%	9%
	2002	10%	8%	7%	24%	9%
	2003	8%	9%	6%	27%	9%
	2004	9%	10%	6%	22%	9%
	2005	10%	8%	6%	21%	8%
Below NVQ level 2	2001	6%	6%	6%	11%	6%
	2002	6%	6%	5%	13%	6%
	2003	9%	6%	5%	17%	7%
	2004	9%	5%	4%	14%	6%
	2005	8%	6%	5%	9%	6%
Other qualifications	2001	5%	5%	4%	6%	5%
	2002	5%	5%	5%	6%	5%
	2003	5%	4%	5%	5%	5%
	2004	5%	3%	5%	5%	4%
	2005	4%	4%	5%	7%	5%
No qualifications	2001	3%	4%	4%	6%	4%
	2002	2%	3%	5%	5%	4%
	2003	2%	4%	3%	3%	3%
	2004	4%	3%	3%	4%	3%
	2005	2%	2%	3%	5%	3%

Source: ibid.
Percentages shown represent the percentage of the individual constituency (or total) workforce numbers, for which highest qualification is known, holding each level or type of qualification.

Table C12: Highest qualification held, geographic variation, 2005

	UK	UK countries				English regions								
		England	Northern Ireland	Scotland	Wales	North East	North West	Yorkshire & Humber	East Midlands	West Midlands	East of England	London	South East	South West
NVQ level 4+	66%	65%	77%	70%	76%	61%	63%	66%	66%	64%	67%	69%	64%	61%
NVQ level 3	10%	11%	7%	9%	9%	10%	17%	5%	15%	9%	9%	8%	11%	15%
Trade apprenticeship	2%	2%	2%	2%	1%	4%	2%	1%	4%	2%	2%	1%	1%	3%
NVQ level 2	8%	9%	6%	5%	3%	10%	10%	13%	6%	10%	8%	5%	8%	11%
Below NVQ level 2	6%	6%	5%	4%	5%	4%	4%	8%	5%	9%	7%	4%	7%	6%
Other qualification	5%	5%	0%	5%	4%	8%	3%	3%	4%	4%	6%	9%	5%	3%
No qualifications	3%	2%	4%	5%	2%	2%	2%	4%	2%	2%	1%	3%	3%	1%
Total	807,136	670,536	16,181	80,525	39,895	30,343	87,195	77,834	57,916	59,243	68,533	106,930	119,695	62,846

Source: ibid.

Aggregated data for 2005

Percentages shown represent percentages of column totals.

The Higher Education Statistics Agency (HESA) Staff Record, 2004/05

Data obtained from the Higher Education Statistics Agency (HESA) for the year 2004/05 was analysed by consultants SQW. Data in the following tables is based on the 'staff contract population' – an indicator of HE staff contracts that were active on 1st December 2004. Numbers given are counts of full person equivalents (FPEs). This is not the same as full-time equivalent (FTE) measure used elsewhere. Full person equivalent (FPE) is a function of the division of individuals between their activities, such that the total of all activities is equal to the headcount of staff, regardless of their full-time equivalence. A worked example of FPE is displayed below:

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	TOTAL
Person 1	0.5		0.5			1
Person 2	0.25	0.25	0.25	0.25		1
Person 3	0.2	0.2	0.2	0.2	0.2	1
TOTAL	**0.95**	**0.45**	**0.95**	**0.45**	**0.2**	**3**

The table above shows the information for three people engaged in up to 5 activities. Person one spends their time engaged in two activities, and because FPE = individual/activities, each activity gets a 'score' of 0.5.

Person 2 on the other hand, spends their working time engaged in 4 activities. Therefore, each activity gets a point score of 0.25 (1/4 = 0.25). It does not matter, when calculating FPE, how the individuals time is 'loaded' into each activity. So, unlike FTE, if person two spends more time engaged in activity 1 than in any of the other three, for example 75% of their time, the 'score' given to activity 1 is still only 0.25 as FPE is *simply* a function of individual (i.e. 1) divided by number of activities (4)

Person 3 spends some time doing each of the 5 activities and so has a FPE of 0.2 for each. The TOTAL row at the bottom of the table shows the total FPE per activity and we can see that the bottom right value, i.e. the total of total FPE scores gives us the number of people involved in all activities – 3.

(0.95 + 0.45 + 0.95 + 0.45 + 0.2 = 3)

(Please note that, as the HESA staff record is an unpublished data set, it is not cited in the references.)

Table C13: Occupation type of all HE staff, by UK country, 2004/05

	England	Northern Ireland	Scotland	Wales	Total
1. Managers	10,637 (4%)	100 (1%)	747 (2%)	599 (4%)	12,083 (4%)
2a. Academic professionals	132,407 (47%)	3,177 (42%)	15,309 (41%)	8,039 (47%)	158,932 (46%)
2b. Non-academic professionals	17,700 (6%)	417 (6%)	3,093 (8%)	997 (6%)	22,208 (7%)
3a. Laboratory, engineering, building, IT and medical technicians (including nurses)	21,046 (8%)	748 (10%)	3,855 (10%)	1,212 (7%)	26,861 (8%)
3b. Student welfare workers, careers advisers, vocational training instructors, personnel and planning officers	6,706 (2%)	36 (<1%)	624 (2%)	394 (2%)	7,761 (2%)
3c. Artistic, media, public relationships, marketing and sports occupations	4,120 (2%)	64 (<1%)	440 (1%)	246 (1%)	4,871 (1%)
4a. Library assistants, clerks and general administrative assistants	39,362 (14%)	686 (9%)	3,954 (11%)	1,753 (10%)	45,756 (13%)
4b. Secretaries, typists, receptionists and telephonists	13,801 (5%)	1,078 (14%)	3,107 (8%)	1,648 (10%)	19,635 (6%)
5. Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	4,404 (2%)	120 (2%)	652 (2%)	247 (1%)	5,423 (2%)
6. Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	3,812 (1%)	190 (3%)	579 (2%)	342 (2%)	4,924 (1%)
7. Retail and customer service occupations	1,147 (<1%)	20 (<1%)	115 (<1%)	31 (<1%)	1,313 (<1%)
8. Drivers, maintenance supervisors and plant operatives	1,192 (<1%)	22 (<1%)	214 (<1%)	56 (<1%)	1,484 (<1%)
9.Cleaners, catering assistants, security officers, porters and maintenance workers	24,908 (9%)	832 (11%)	4,309 (12%)	1,615 (9%)	31,665 (9%)
Total	281,243	7,490	36,999	17,182	342,914

Source: Staff Record, HESA, 2004/05.

Percentages shown represent percentages of column totals.

Table C14: HE staff, by gender and role, 2004/05

	Academic professionals	Other staff	Total
Male	93,458 (row: 58% col: 59%)	68,444 (row: 42% col: 37%)	161,902 (row: 100% col: 47%)
Female	65,473 (row: 36% col: 41%)	115,539 (row: 64% col: 63%)	181,012 (row: 100% col: 53%)
Total	158,932 (row: 46% col: 100%)	183,982 (row: 54% col: 100%)	342,914 (row: 100% col: 100%)

Source: Staff Record, HESA, 2004/05.
Percentages of both row and column totals are shown.

Table C15: HE staff, by age and gender, 2004/05

	Male	Female	Total
<25 years	8,010 (5%)	12,288 (7%)	20,298 (6%)
25–29	15,052 (9%)	19,940 (11%)	34,992 (10%)
30–34	19,749 (12%)	23,866 (13%)	43,615 (13%)
35–39	21,329 (13%)	24,211 (13%)	45,540 (13%)
40–44	21,259 (13%)	24,850 (14%)	46,109 (13%)
45–49	20,040 (12%)	24,470 (14%)	44,510 (13%)
50–54	20,734 (13%)	23,107 (13%)	43,841 (13%)
55–59	21,210 (13%)	19,950 (11%)	40,760 (12%)
60 years or over	13,842 (9%)	8,203 (5%)	22,045 (6%)
Unknown	677 (0.4%)	527 (0.3%)	1204 (0.3%)
Total	161,902	181,012	342,914

Source: Staff Record, HESA, 2004/05.
Percentages shown represent percentages of column totals.

Table C16: HE staff, by mode of employment and role, 2004/05

	Academic professionals	Other staff	Total
Full-time	108,088 (row: 47% col: 68%)	122,230 (row: 53% col: 66%)	230,318 (row: 100% col: 67%)
Full-time, term-time only	721 (row: 33% col: <1%)	1,467 (row: 67% col: <1%)	2,189 (row: 100% col: <1%)
Part-time	33,001 (row: 38% col: 21%)	53,466 (row: 62% col: 29%)	86,467 (row: 100% col: 25%)
Part-time, term-time only	16,991 (row: 72% col: 11%)	6,546 (row: 28% col: 4%)	23,537 (row: 100% col: 7%)
Atypical	130 (row: 32% col: <1%)	273 (row: 68% col: <1%)	403 (row: 100% col: <1%)
Total	158,932 (row: 46% col: 100%)	183,982 (row: 54% col: 100%)	342,914 (row: 100% col: 100%)

Source: Staff Record, HESA, 2004/05.
Percentages of both row and column totals are shown.

Table C17:   HE staff, by type of employment contract and role, 2004/05

	Academic professionals	Other staff	Total
Open-ended/ permanent	90,578 (row: 38% col: 57%)	149,346 (row: 62% col: 81%)	239,924 (row: 100% col: 70%)
Fixed-term contract	68,354 (row: 66% col: 43%)	34,636 (row: 34% col: 19%)	102,990 (row: 100% col: 30%)
Total	158,932 (row: 46% col: 100%)	183,982 (row: 54% col: 100%)	342,914 (row: 100% col: 100%)

Source: Staff Record, HESA, 2004/05.
Percentages of both row and column totals are shown.

Table C18: HE staff, by location of institution and role, 2004/05

	Academic professionals	Other staff	Total
England	**132,407** (83%)	**148,836** (81%)	**281,243** (82%)
Northern Ireland	**3,177** (2%)	**4,313** (2%)	**7,490** (2%)
Scotland	**15,309** (10%)	**21,690** (12%)	**36,999** (11%)
Wales	**8,039** (5%)	**9,143** (5%)	**17,182** (5%)

English Regions

	Academic professionals	Other staff	Total
East	**9,800** (6%)	**11,559** (6%)	**21,359** (6%)
East Midlands	**10,394** (7%)	**13,443** (7%)	**23,837** (7%)
London	**31,775** (20%)	**28,006** (15%)	**59,781** (17%)
North East	**5,565** (4%)	**8,617** (5%)	**14,182** (4%)
North West	**15,676** (10%)	**19,178** (10%)	**34,854** (10%)
South East	**26,416** (17%)	**24,338** (13%)	**50,754** (15%)
South West	**9,380** (6%)	**11,822** (6%)	**21,202** (6%)
West Midlands	**10,644** (7%)	**14,961** (8%)	**25,605** (8%)
Yorkshire and Humber	**12,757** (8%)	**16,912** (9%)	**29,669** (9%)

	Academic professionals	Other staff	Total
Total	**158,932**	**183,982**	**342,914**

Source: Staff Record, HESA, 2004/05.
Percentages shown represent percentages of column totals.

The HESA Staff Record collected data on the highest qualifications held for only a proportion of the total HE workforce, i.e. those within SOC major groups 1–3, incorporating: managers and senior officials; professional occupations (including academic professionals); and associate professional and technical occupations including, for example, laboratory technicians, careers advisers and marketing officers). In the year 2004/05, these occupational groups made up 68% of the total HE workforce.

Table C19: Highest qualification held by HE staff in SOC groups 1–3, 2004/05

	SOC 1 (Managers)	SOC 2a (Academic professionals)	SOC 2b (Non-academic professionals)	SOC 3a (Laboratory, engineering, building, IT and medical technicians)	SOC 3b (Student welfare workers, careers advisers, vocational training instructors, personnel and planning officers)	SOC 3c (Artistic, media, public relationships, marketing and sports occupations)	Total
NVQ level 5	**4,050** (34%)	**104,717** (66%)	**7,068** (32%)	**3,114** (12%)	**2,108** (27%)	**835** (17%)	**121,892** (52%)
NVQ level 4	**3,863** (32%)	**26,140** (16%)	**7,879** (36%)	**9,241** (34%)	**2,771** (36%)	**2,008** (41%)	**51,902** (22%)
NVQ level 3	**302** (3%)	**277** (<1%)	**418** (2%)	**1,095** (4%)	**316** (4%)	**175** (4%)	**2,583** (1%)
NVQ level 2	**367** (3%)	**150** (<1%)	**476** (2%)	**1,125** (4%)	**312** (4%)	**194** (4%)	**2,624** (1%)
Other	**386** (3%)	**2,978** (2%)	**477** (2%)	**1,357** (5%)	**202** (3%)	**159** (3%)	**5,559** (2%)
None	**209** (2%)	**417** (<1%)	**404** (2%)	**1,194** (4%)	**159** (2%)	**129** (3%)	**2,512** (1%)
Unkown / not applicable / not required	**2,906** (24%)	**24,252** (15%)	**5,485** (25%)	**9,733** (36%)	**1,893** (24%)	**1,370** (28%)	**45,644** (21%)
Total	**12,083**	**158,932**	**22,208**	**26,861**	**7,761**	**4,871**	**232,716**

Source: Staff Record, HESA, 2004/05.
Percentages shown represent percentages of column totals.

Table C20: Highest qualification held by all HE staff in SOC groups 1 – 3, by location of HEI (UK country), 2004/05

	England	Northern Ireland	Scotland	Wales	UK total
NVQ level 5	102,128 (36%)	2,762 (37%)	11,600 (31%)	5,702 (33%)	122,192 (36%)
NVQ level 4	42,199 (15%)	905 (12%)	6,190 (17%)	3,054 (18%)	52,348 (15%)
NVQ level 3	2,256 (<1%)	29 (<1%)	225 (<1%)	137 (<1%)	2,647 (<1%)
NVQ level 2	2,233 (<1%)	31 (<1%)	254 (<1%)	157 (<1%)	2,675 (<1%)
Other	4,541 (2%)	8 (<1%)	884 (2%)	175 (1%)	5,608 (2%)
None	2,312 (<1%)	5 (<1%)	140 (<1%)	116 (<1%)	2,573 (<1%)
Unkown / not applicable / not required	125,574 (45%)	3,750 (50%)	17,706 (48%)	7,841 (46%)	154,871 (45%)
Total	281,243	7,490	36,999	17,182	342,914

Source: Staff Record, HESA, 2004/05.
Percentages shown represent percentages of column totals.

Table C21: Highest qualification held by all HE staff in SOC groups 1 – 3, by location of HEI (English region), 2004/05

	East	East Midlands	London	North East	North West	South East	South West	West Midlands	Yorkshire & Humber	England total
NVQ level 5	8,305 (39%)	8,250 (35%)	22,436 (38%)	4,500 (32%)	11,859 (34%)	20,625 (41%)	7,555 (36%)	8,457 (33%)	10,141 (34%)	102,128 (36%)
NVQ level 4	3,601 (17%)	3,479 (15%)	8,264 (14%)	2,398 (17%)	5,165 (15%)	7,720 (15%)	3,547 (17%)	3,766 (15%)	4,259 (14%)	42,199 (15%)
NVQ level 3	230 (1%)	178 (<1%)	431 (<1%)	67 (<1%)	273 (<1%)	429 (<1%)	189 (<1%)	193 (<1%)	266 (<1%)	2,256 (<1%)
NVQ level 2	236 (1%)	169 (<1%)	346 (<1%)	125 (<1%)	353 (1%)	378 (<1%)	208 (1%)	204 (<1%)	214 (<1%)	2,233 (<1%)
Other	359 (2%)	480 (2%)	1,132 (2%)	307 (2%)	514 (2%)	492 (1%)	369 (2%)	375 (2%)	513 (2%)	4,541 (2%)
None	61 (<1%)	82 (<1%)	313 (<1%)	112 (<1%)	131 (<1%)	269 (<1%)	605 (3%)	38 (<1%)	701 (2%)	2,312 (<1%)
Unkown / not applicable / not required	8,567 (40%)	11,199 (47%)	26,859 945%)	6,673 (47%)	16,559 (47%)	20,841 (41%)	8,729 (41%)	12,572 (49%)	13,575 (46%)	125,574 (44%)
Total	21,359	23,837	59,781	14,182	34,854	50,754	21,202	25,605	29,669	281,243

Source: Staff Record, HESA, 2004/05.
Percentages shown represent percentages of column totals.

The Chartered Institute of Library and Information Professionals (CILIP) membership database, 2006

CILIP is the leading professional body for librarians, information specialists and knowledge managers working in all sectors, including: business and industry; science and technology; further and HE; schools; local and central government; the health service; the voluntary sector; and national and public libraries across the UK.

Data in the following tables was obtained from the CILIP membership database as at 24th August, 2006 (unless otherwise stated) and analysed by consultants SQW.

(Please note that, as the CILIP membership database is an unpublished data set, it is not cited in the references.)

Four levels of CILIP membership are incorporated within the tables:

- **Fellows of CILIP (FCLIP)** – the highest level professional qualification awarded by CILIP, which recognises a high level of personal commitment and achievement. It is normally only awarded to Chartered members who have been on the Chartership register for at least six years
- **Chartered members (MCLIP**) – the second level of professional qualification awarded by CILIP and considered the 'gold' standard for library and information professionals
- **Associate members** – members who have undertaken an accredited course of academic study or have approved work experience and are thus able to apply for Chartered membership when ready
- **Affiliated members** – aimed at library assistants or those holding a clerical or administrative role within a library or information service, who do not hold a relevant professional qualification but would like to become members of CILIP.

Table C22: CILIP members, by level of membership and gender, 2006

	Male	Female	Total
FCLIP	**598** (row: 63% col: 13%)	**358** (row: 37% col: 2%)	**956** (row: 100% col: 5%)
MCLIP	**2,785** (row: 23% col: 58%)	**9,301** (row: 77% col: 62%)	**12,086** (row: 100% col: 61%)
Affiliated	**129** (row: 13% col: 3%)	**835** (row: 87% col: 6%)	**964** (row: 100% col: 5%)
Associate	**1,259** (row: 22% col: 26%)	**4,487** (row: 78% col: 30%)	**5,746** (row: 100% col: 29%)
Total	**4,771** (row: 24% col: 100%)	**14,981** (row: 76% col: 100%)	**19,752** (row: 100% col: 100%)

Source: CILIP membership database, 24th August, 2006.
Percentages of both row and column totals are shown.

Table C23: CILIP members, by level of membership and UK country, 2006

	England	Northern Ireland	Scotland	Wales	Total
FCLIP	**731** (5%)	**12** (5%)	**63** (3%)	**47** (6%)	**956** (5%)
MCLIP	**9,697** (61%)	**129** (50%)	**1,345** (68%)	**484** (63%)	**12,086** (61%)
Affiliated	**857** (5%)	**18** (7%)	**70** (4%)	**19** (2%)	**964** (5%)
Associate	**4,546** (29%)	**99** (38%)	**508** (26%)	**217** (28%)	**5,746** (29%)
Total	**15,831**	**258**	**1,986**	**767**	**19,752**

Source: CILIP membership database, 24th August, 2006.
Percentages shown represent percentages of column totals.
Note: the table does not show overseas members separately, but these are included in the total.

Table C24: CILIP members, by level of membership and institution type, 2006

	Chartered (FCLIP or MCLIP)	Non-chartered	Total
Public libraries	**3,366** (79%)	**908** (21%)	**4,274**
Public authorities	**201** (70%)	**85** (30%)	**286**
Universities	**1,445** (66%)	**737** (34%)	**2,182**
Colleges of FE and HE	**438** (61%)	**275** (39%)	**713**
Colleges of education	**210** (61%)	**136** (39%)	**346**
Schools	**1,023** (70%)	**448** (31%)	**1,471**
Medical	**172** (60%)	**115** (40%)	**287**
Hospitals	**242** (61%)	**152** (39%)	**394**
National	**227** (61%)	**147** (39%)	**374**
Government departments	**571** (58%)	**406** (42%)	**977**
Professional associations and learned societies	**146** (68%)	**70** (32%)	**216**
Industry and commerce	**754** (55%)	**614** (45%)	**1,368**
School library staff	**53** (78%)	**15** (22%)	**68**
Other (retired, unwaged, unknown etc)	**3,857**	**2,163**	**1,694**
Total	**12,705** (67%)	**6,271** (33%)	**18,976**

Source: CILIP membership database, May 2006.
Percentages shown represent percentages of row totals.

Survey of library staff in local government, 2005 (Employers Organisation for Local Government)

Data was obtained from a survey conducted by the Employers Organisation for Local Government and aimed to provide an accurate assessment of the labour market for library staff. It covered all staff directly employed within the local authority library function, including: professional librarians, managers, trainees, support staff and administrative staff. However, the survey excluded LEA and school library service staff and responses were received from just 68 of the 171 local authorities (40%) in England and Wales. For the purposes of this research, the data was analysed by consultants SQW.

(Please note that, as the survey of library staff in local government, 2005 is an unpublished data set, it is not cited in the references.)

Table C25: Public library staff, by country and gender, 2005

	England	Wales	Total
Male	2,311 (18%)	88 (19%)	2,399 (18%)
Female	10,681 (82%)	371 (80%)	11,052 (82%)
Total	12,992	459	13,451

Source: Employers Organisation, survey of library staff in local government, 2005.
Percentages shown represent percentages of column totals.

Table C26: Public library staff, by country and mode of employment, 2005

	England	Wales	Total
Full-time (head count)	4,555 (35%)	229 (43%)	4,784 (35%)
Part-time (head count)	8,434 (65%)	300 (57%)	8,734 (65%)
Part-time (FTE)	3,628 (43%)	130 (43%)	3,757 (43%)
Total (headcount)	12,989	529	13,518

Source: Employers Organisation, survey of library staff in local government, 2005.
Percentages shown represent percentages of column totals.

Table C27: Public library staff, by country and age, 2005

	England	Wales	Total
<25 years	941 (8%)	12 (2%)	953 (8%)
25–29	511 (5%)	29 (6%)	540 (5%)
30–34	663 (6%)	30 (7%)	693 (6%)
35–39	999 (9%)	32 (7%)	1,031 (9%)
40–44	1,418 (13%)	50 (10%)	1,468 (13%)
45–49	1,596 (14%)	81 (17%)	1,677 (14%)
50–54	1,914 (17%)	81 (17%)	1,995 (17%)
55–59	1,812 (16%)	85 (17%)	1,897 (16%)
60–64	687 (6%)	34 (7%)	721 (6%)
65–69	52 (<1%)	0 (0%)	52 (<1%)
70 years or over	3 (<1%)	1 (<1%)	4 (<1%)
Total	11,189	492	11,681

Source: Employers Organisation, survey of library staff in local government, 2005.
Percentages shown represent percentages of column totals.

Education at a glance: OECD indicators 2004 (OECD, 2004)

Table C28: Expenditure on tertiary educational institutions as a percentage of GDP, 1995 and 2001

	1995 total expenditure	2001 Public	2001 Private	2001 Total	% change 1995–2001
Australia	1.7	0.8	0.7	1.5	-12%
Austria	1.2	1.2	*	1.2	0%
Belgium	*	1.2	0.2	1.4	*
Canada	2.3	1.5	1.0	2.5	9%
Czech Republic	1.0	0.8	0.1	0.9	-10%
Denmark	1.6	1.8	*	1.8	13%
Finland	1.9	1.7	*	1.7	-11%
France	1.1	1.0	0.1	1.1	0%
Germany	1.1	1.0	0.1	1.0	-9%
Greece	0.8	1.1	*	1.1	38%
Hungary	1.0	0.9	0.3	1.2	20%
Iceland	*	0.9	*	0.9	*
Ireland	1.3	1.1	0.2	1.3	0%
Italy	0.8	0.8	0.2	0.9	13%
Japan	1.0	0.5	0.6	1.1	10%
Korea	*	0.4	2.3	2.7	*
Luxembourg	*	*	*	*	*
Mexico	1.1	0.7	0.3	1.0	-9%
Netherlands	1.4	1.0	0.3	1.3	-7%
New Zealand	1.1	0.9	*	*	*
Norway	1.7	1.3	*	1.3	-24%
Poland	0.9	1.1	*	*	*
Portugal	0.9	1.0	0.1	1.1	22%
Slovak Republic	0.8	0.8	0.1	0.9	13%
Spain	1.0	1.0	0.3	1.2	20%
Sweden	1.6	1.5	0.2	1.7	6%
Switzerland	*	1.3	*	*	*
Turkey	0.7	1.0	*	1.1	57%
UK	1.2	0.8	0.3	1.1	-8%
USA	2.7	0.9	1.8	2.7	0%
Country Mean	1.3[1]	1.0	0.3	1.3[1]	0%

Source: Education at a glance: OECD indicators 2004 (OECD, 2004), table B2.1b, p.230.
[1] For countries with both 1995 and 2001 data.

Table C29: Expenditure on primary, secondary and post-secondary non-tertiary educational institutions as a percentage of GDP, 1995 and 2001

	1995 total expenditure	2001 Public	2001 Private	2001 Total	% change 1995–2001
Australia	3.9	3.6	0.7	4.3	10%
Austria	4.3	3.8	0.1	3.9	-9%
Belgium	*	4.0	0.2	4.2	*
Canada	4.3	3.1	0.3	3.4	-21%
Czech Republic	3.7	2.8	0.2	3.1	-16%
Denmark	4.0	4.2	0.1	4.3	8%
Finland	4.0	3.7	*	3.7	-8%
France	4.4	4.0	0.2	4.2	-5%
Germany	3.7	2.9	0.7	3.6	-3%
Greece	2.3	2.4	0.2	2.7	17%
Hungary	3.6	2.8	0.2	3.1	-14%
Iceland	*	5.0	0.2	5.2	*
Ireland	3.9	2.9	0.1	3.1	-21%
Italy	*	3.6	0.1	3.7	*
Japan	3.0	2.7	0.2	2.9	-3%
Korea	*	3.5	1.0	4.6	*
Luxembourg	*	3.6	*	3.6	*
Mexico	4.0	3.8	0.4	4.2	5%
Netherlands	3.1	3.1	0.1	3.3	6%
New Zealand	3.6	4.3	*	*	*
Norway	4.3	4.6	*	4.6	7%
Poland	3.9	4.0	*	*	*
Portugal	3.8	4.2	*	4.2	11%
Slovak Republic	3.1	2.6	*	2.7	-13%
Spain	3.9	3.0	0.2	3.2	-18%
Sweden	4.2	4.3	*	4.3	2%
Switzerland	*	3.9	0.6	4.5	*
Turkey	1.7	2.5	*	*	*
UK	3.9	3.4	0.5	3.9	0%
USA	3.9	3.8	0.3	4.1	5%
Country Mean	3.7[1]	3.5	0.3	3.6[1]	-3%

Source: Education at a glance: OECD indicators 2004 (ibid.), table B2.1b, p.230.
[1] For countries with both 1995 and 2001 data.

Table C30: Percentage of 25–64 year olds, who have attained upper secondary and/or post-secondary non-tertiary education, 1991–2002

	1991	1995	1998	1999	2000	2001	2002
Australia	30%	31%	31%	31%	31%	30%	30%
Austria	61%	62%	63%	64%	62%	63%	63%
Belgium	24%	28%	31%	31%	31%	32%	33%
Canada	42%	41%	40%	40%	41%	40%	40%
Czech Republic	*	73%	75%	75%	75%	75%	76%
Denmark	43%	47%	53%	53%	54%	54%	53%
Finland	35%	38%	39%	40%	41%	42%	42%
France	36%	38%	40%	40%	41%	41%	41%
Germany	60%	61%	61%	58%	58%	59%	60%
Greece	*	25%	31%	32%	33%	34%	34%
Hungary	*	*	50%	54%	55%	56%	57%
Iceland	*	*	41%	40%	39%	39%	39%
Ireland	24%	27%	30%	35%	36%	35%	35%
Italy	22%	27%	33%	34%	35%	35%	36%
Japan	*	*	50%	49%	49%	49%	47%
Korea	37%	42%	44%	44%	44%	45%	45%
Luxembourg	*	*	*	38%	39%	41%	38%
Mexico	*	5%	6%	6%	6%	7%	7%
Netherlands	37%	39%	40%	42%	41%	42%	42%
New Zealand	44%	45%	46%	47%	47%	46%	46%
Norway	54%	53%	57%	57%	57%	55%	55%
Poland	*	64%	67%	67%	69%	69%	69%
Portugal	8%	9%	10%	10%	11%	11%	11%
Slovak Republic	*	67%	70%	72%	73%	74%	75%
Spain	12%	12%	14%	14%	16%	17%	17%
Sweden	44%	46%	48%	48%	47%	49%	49%
Switzerland	60%	61%	59%	58%	58%	62%	59%
Turkey	11%	15%	14%	14%	15%	15%	16%
UK	49%	55%	57%	57%	57%	57%	57%
USA	54%	53%	52%	51%	51%	50%	49%
Country Mean	37%	41%	43%	44%	44%	44%	44%

Source: Education at a glance: OECD indicators 2004 (ibid.), table A3.4a, p.72–73.

Table C31: Percentage of 25–64 year olds, who have attained tertiary education, 1991–2002

	1991	1995	1998	1999	2000	2001	2002
Australia	22%	24%	25%	27%	27%	29%	31%
Austria	7%	8%	11%	11%	14%	14%	14%
Belgium	20%	23%	25%	26%	27%	28%	28%
Canada	28%	34%	38%	39%	40%	42%	43%
Czech Republic	*	11%	10%	11%	11%	11%	12%
Denmark	18%	20%	25%	27%	26%	26%	27%
Finland	25%	28%	30%	31%	32%	32%	33%
France	15%	19%	21%	21%	22%	23%	23%
Germany	22%	23%	23%	23%	23%	23%	23%
Greece	*	17%	17%	18%	18%	18%	18%
Hungary	*	*	13%	14%	14%	14%	14%
Iceland	*	*	21%	22%	23%	25%	26%
Ireland	16%	20%	21%	20%	22%	24%	25%
Italy	6%	8%	9%	9%	9%	10%	10%
Japan	*	*	30%	32%	33%	34%	36%
Korea	14%	19%	22%	23%	24%	25%	26%
Luxembourg	*	*	*	18%	18%	18%	19%
Mexico	*	5%	5%	5%	5%	5%	6%
Netherlands	20%	22%	24%	23%	23%	23%	24%
New Zealand	23%	25%	27%	27%	28%	29%	30%
Norway	25%	29%	27%	28%	28%	30%	31%
Poland	*	10%	11%	11%	11%	12%	12%
Portugal	7%	11%	8%	9%	9%	9%	9%
Slovak Republic	*	11%	10%	10%	10%	11%	11%
Spain	10%	16%	20%	21%	23%	24%	24%
Sweden	25%	28%	28%	29%	30%	32%	33%
Switzerland	20%	21%	23%	24%	24%	25%	25%
Turkey	6%	8%	8%	8%	8%	9%	9%
UK	16%	22%	24%	25%	26%	26%	27%
USA	30%	33%	35%	36%	36%	37%	38%
Country Mean	18%	19%	20%	21%	22%	22%	23%

Source: Education at a glance: OECD indicators 2004 (ibid.), table A3.4a, p.72–73.

Additional primary data tables and analysis

LLUK employer survey

This section comprises key figures from the LLUK employer survey returns at UK-wide level. Further details at individual UK home country level can be found in the following annexes, D-G.

Figure C1: LLUK employer survey responses by constituency
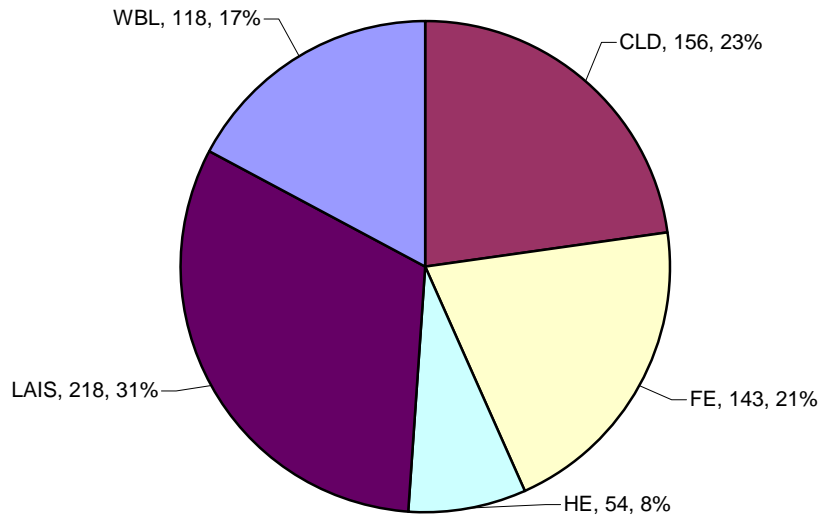
Source: LLUK online employer survey, 2006.

Figure C2: Size of respondents' organisation by constituency
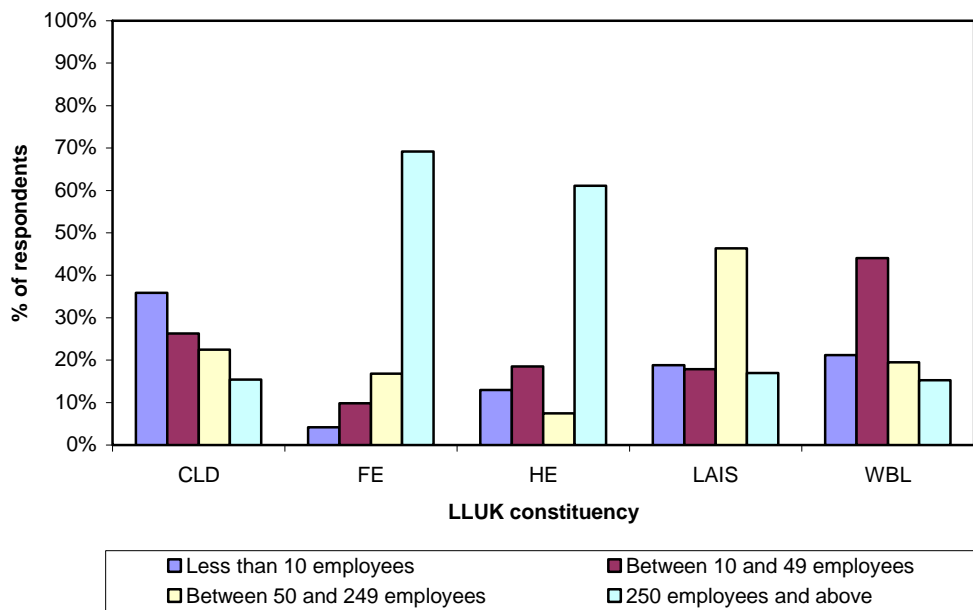
Source: LLUK online employer survey, 2006.

Skills shortages amongst new recruits

Figure C3: **NVQ level at which skills shortages were felt (expressed as a % of those, who had experienced a skills shortage, and by occupational group)**
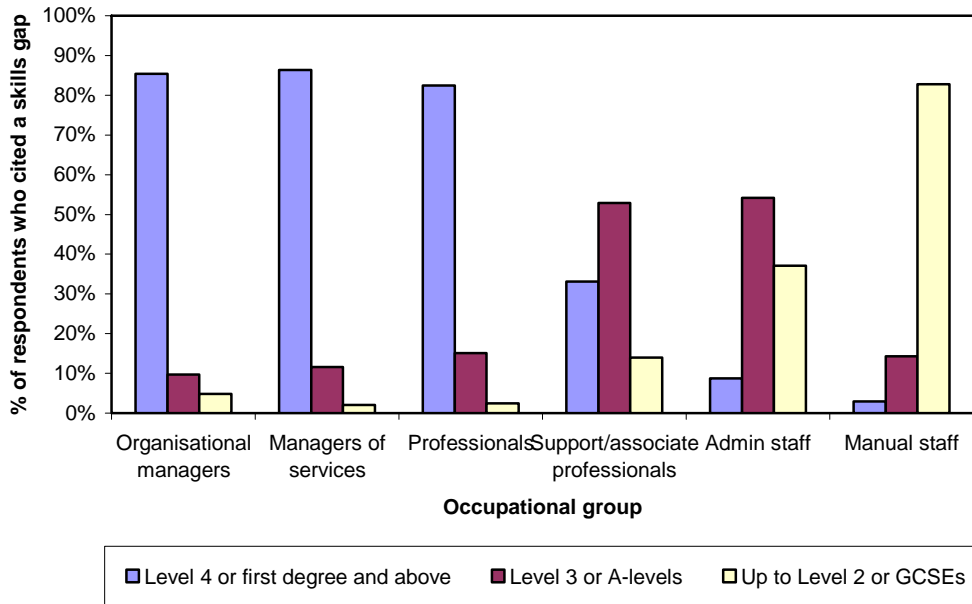
Source: LLUK online employer survey, 2006.

Figure C4: % of respondents experiencing a specific skills shortage, by type of skill and occupational group
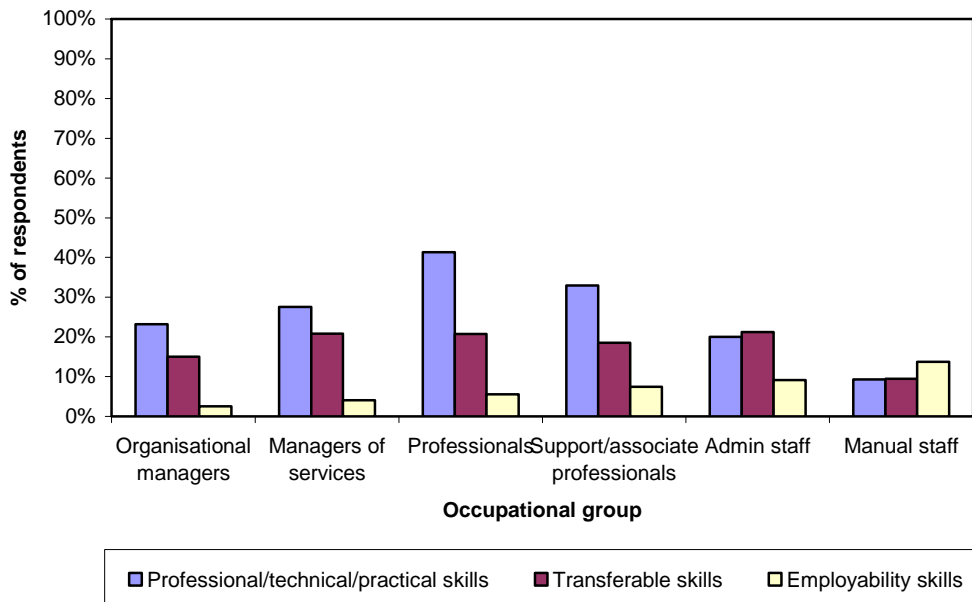
Source: LLUK online employer survey, 2006.

Figure C5: **% of respondents experiencing a specific skills shortage (professional/technical/practical skills, transferable skills or wider employability skills) by constituency and occupational group**
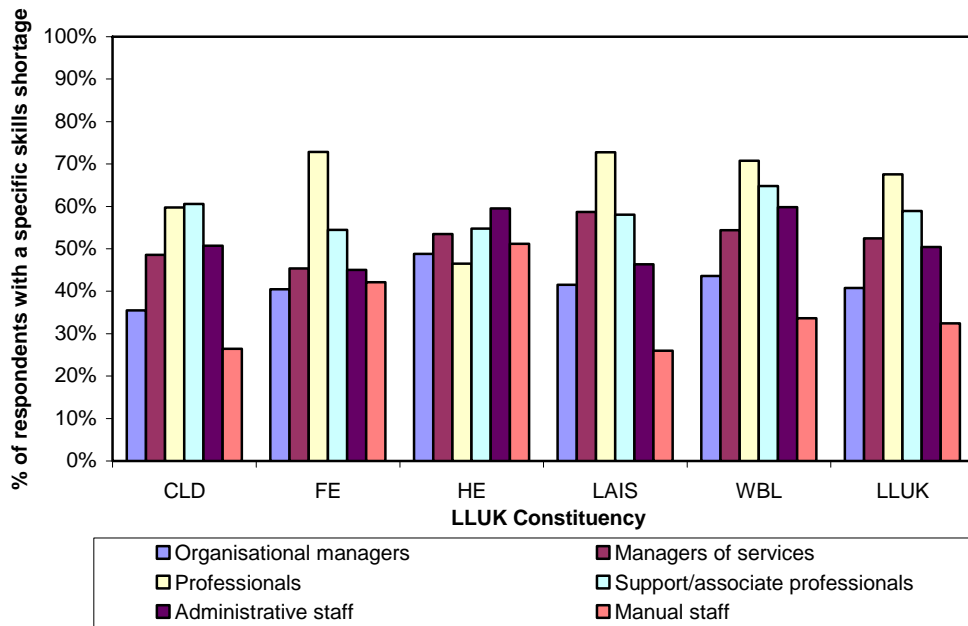
Source: LLUK online employer survey, 2006.

Figure C6: Reasons given for skills shortages, by constituency
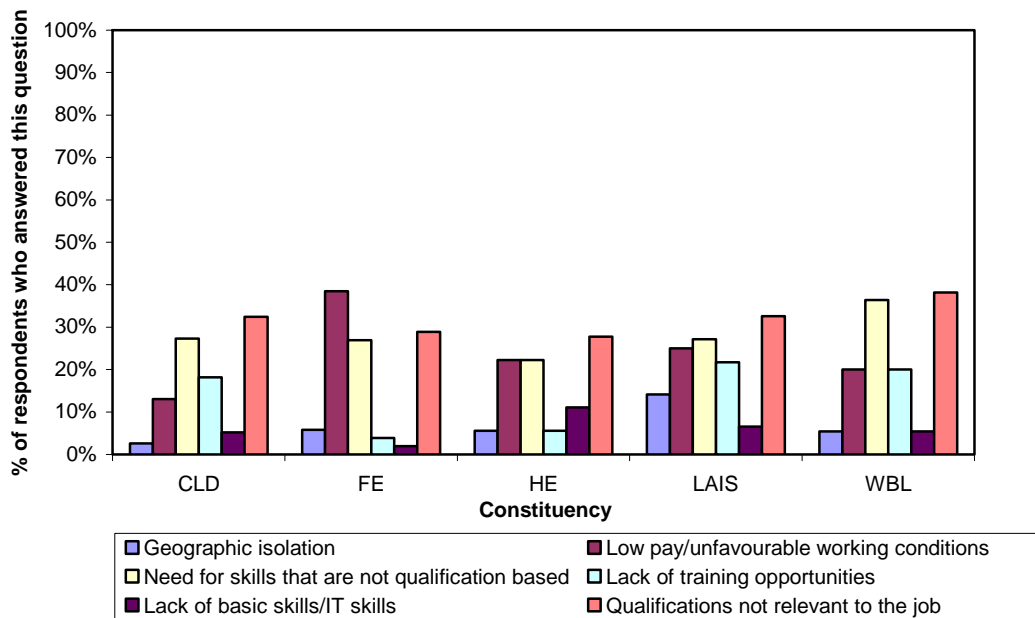
Source: LLUK online employer survey, 2006.

Skills gaps amongst current workforce

Figure C7: **NVQ level at which skills gaps were felt (expressed as a % of those, who had experienced a skills gap, and by occupational group)**
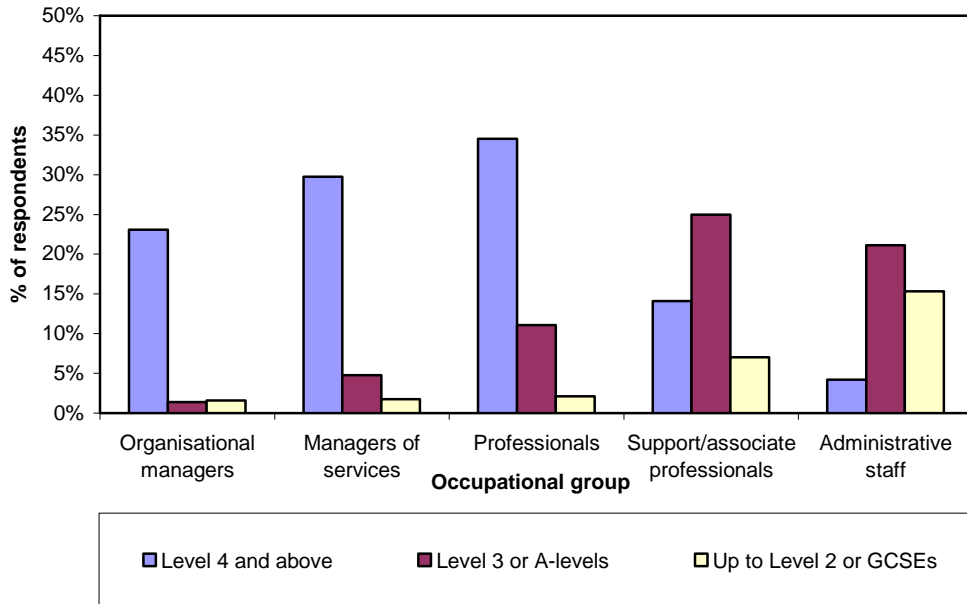
Source: LLUK online employer survey, 2006.

Figure C8: **% of respondents experiencing a specific skills gap (professional/technical/practical skills, transferable skills or wider employability skills), by constituency and occupational group**
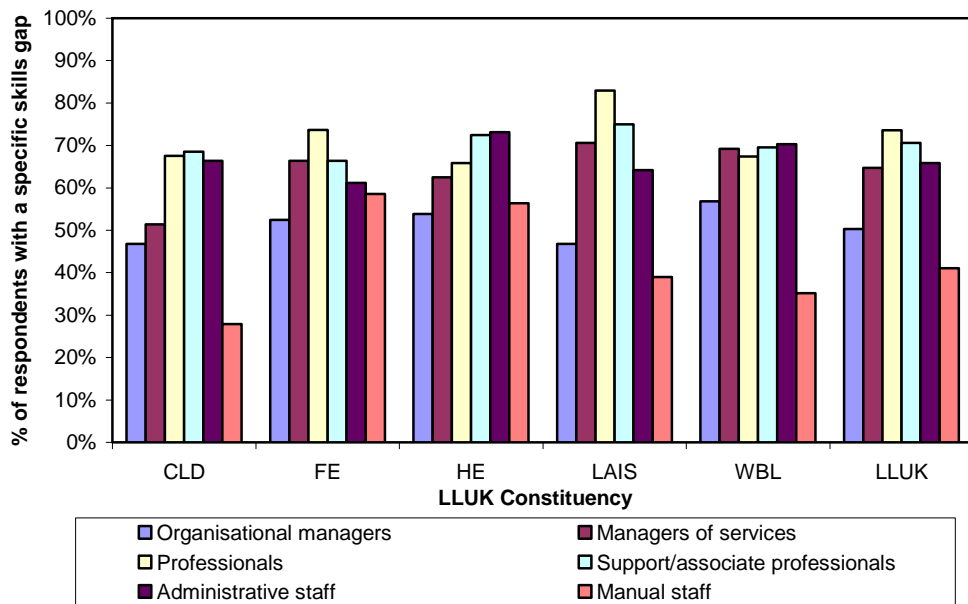
Source: LLUK online employer survey, 2006.

Figure C9: Reasons given for skills gaps, by constituency
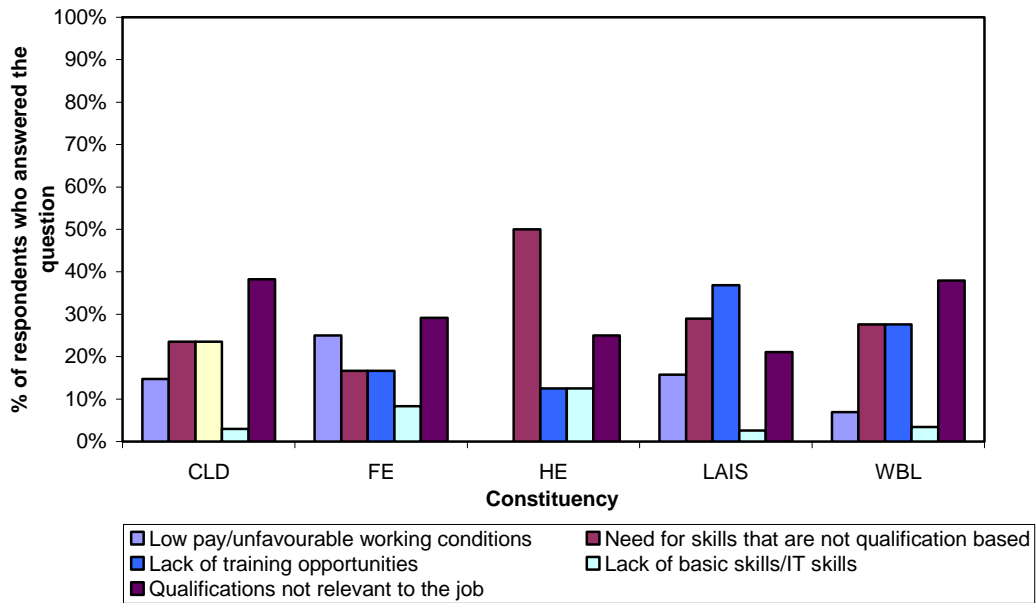
Source: LLUK online employer survey, 2006.

Levels of satisfaction with current workforce skills

Figure C10: % of respondents 'satisfied' or 'very satisfied' with the skills and competencies of existing staff in their organisation, by constituency and occupational group
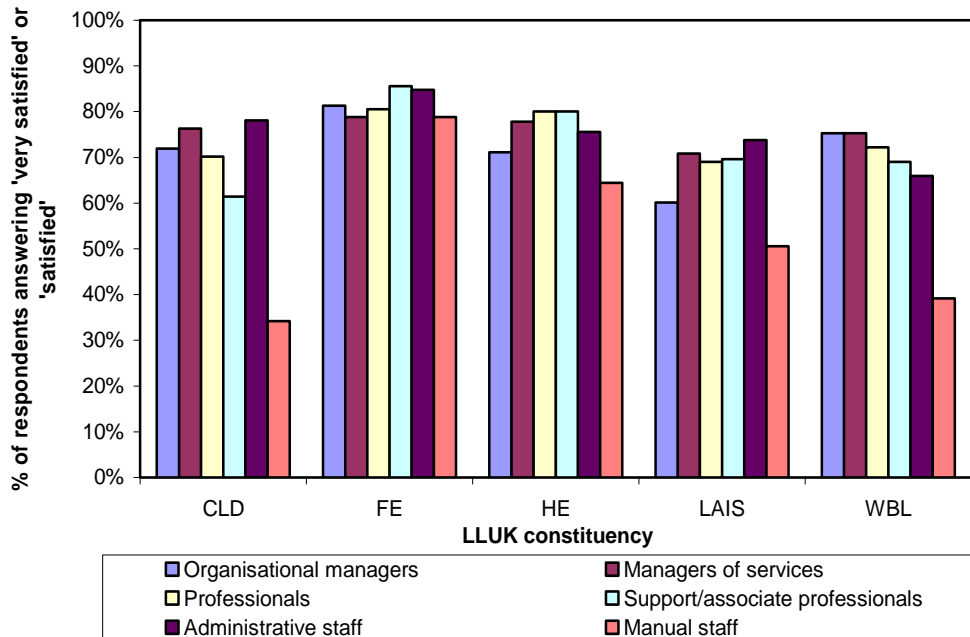
Source: LLUK online employer survey, 2006.

Figure C11: Satisfaction with the bi-lingual skills of existing staff, by constituency
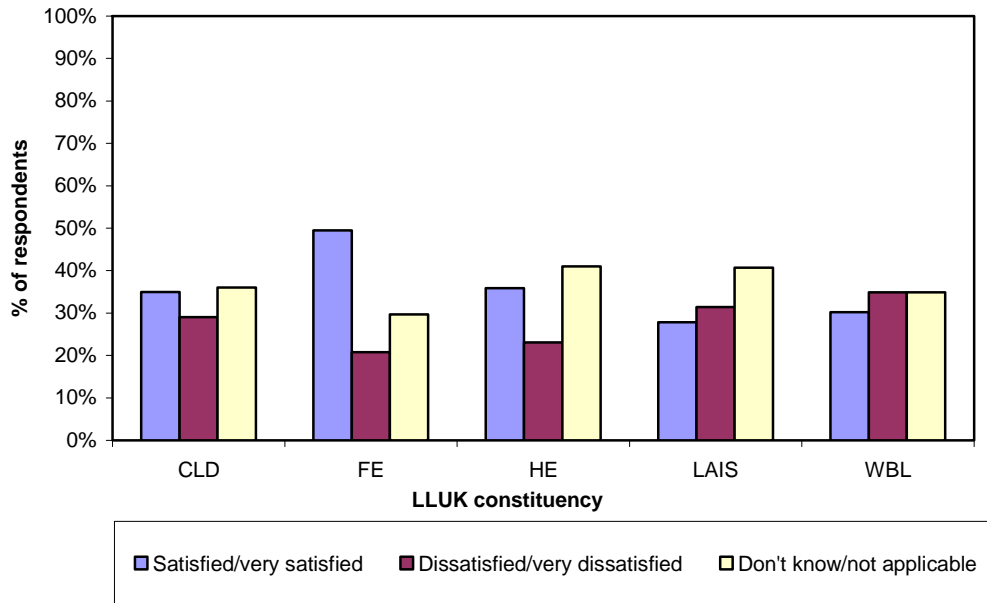
Source: LLUK online employer survey, 2006.

Future skills needs

Table C32: **'What do you think will be the five most important changes in employment for your sector in the next 5–10 years?'**

	CLD	FE	HE	LAIS	WBL
Professional qualifications will become more important	11%	11%	11%	4%	12%
Skills will become more important than formal qualifications	8%	9%	3%	14%	9%
There is an increase in the level of qualifications required for entry	10%	8%	8%	4%	10%
There is an increasing focus on recognising and accrediting prior experience	12%	8%	8%	12%	9%
Employers proactively invest in the skills development of their existing workforce	15%	16%	16%	17%	13%
Employees increasingly invest in their own skills and development	9%	9%	11%	13%	7%
Employers increasingly recognise the role and contribution of a diverse workforce	12%	15%	17%	13%	11%
Employers increasingly meet their skills needs by employing staff from overseas	2%	4%	5%	1%	6%
Wages become more competitive	5%	7%	9%	5%	8%
Employers increasingly employ staff on short-term contracts	9%	5%	4%	10%	8%
Employers offer short courses to existing workforce to meet demand	7%	8%	8%	9%	8%

Source: LLUK online employer survey, 2006.
Note: percentages shown represent percentages of the total number of responses (maximum of 5 responses from each respondent) in each constituency.

Figure C12: % of respondents expecting an increase in demand for particular occupations over the next 5–10 years, by constituency and occupational group
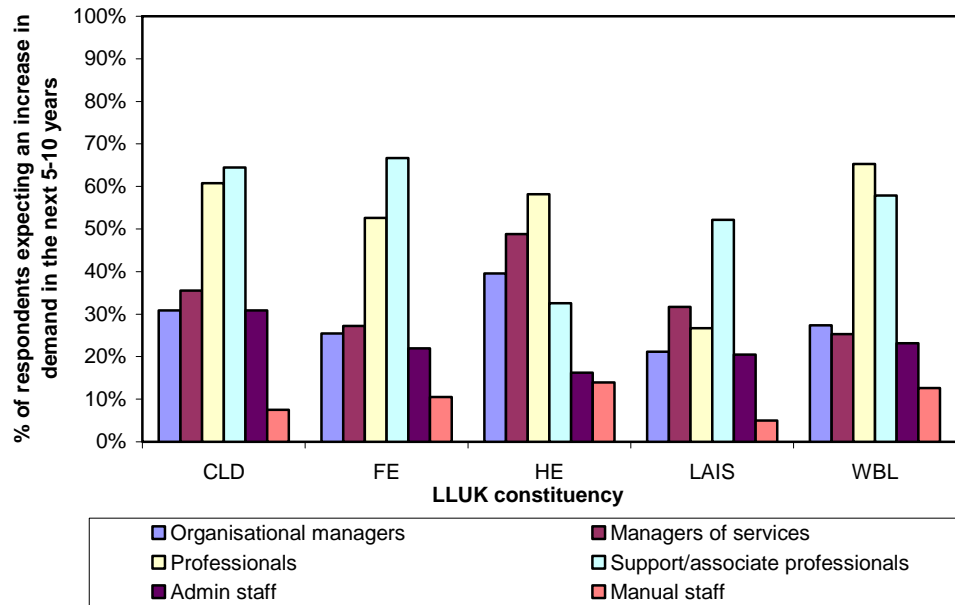
Source: LLUK online employer survey, 2006.

Figure C13: % of respondents expecting an increase in demand for particular skills over the next 5–10 years, by constituency and occupational group
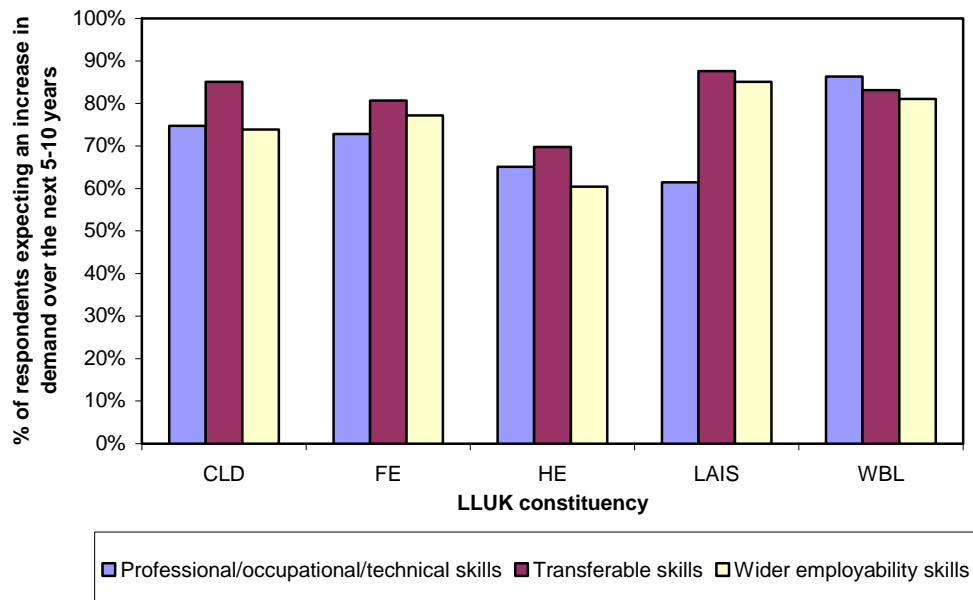
Source: LLUK online employer survey, 2006.

ANNEX D: ENGLAND

Key policy documents

Young people

In line with the economic development imperative for much education and training policy, '**The future of higher education'** White Paper (DfES, 2003b) (and subsequent funding for additional HE places) focused on vocational foundation degrees, to move towards the target of 50% of young people participating in HE by the year 2010. This is set alongside other key widening access and participation initiatives such as the 'Aim Higher' scheme, which aims to widen participation, particularly among students from non-traditional backgrounds. Significantly, the paper also called for strengthened relationships between HE institutions and businesses, to deliver excellence in teaching, learning and research. Thus the HE workforce will require new skills to enable students from more diverse backgrounds to achieve their full potential.

The '**Five year strategy for children and learners: maintaining the excellent progress'** (DfES, 2004c) set out the government's commitment to: address skills gaps; provide high quality courses with free tuition for 'Skills for Life'; and provide free tuition and grants for NVQ level 2 qualifications attainment. It also pledged the roll-out of demand-led training, with colleges and training providers engaging and collaborating with employers, in order to respond to their needs. While providers are encouraged to seek funding from employers for bespoke and responsive provision, continued public funding of colleges and training providers will be conditional on increasingly high standards of quality, demonstrated through inspection.

The strategy prioritised the development of more flexible pathways to HE, with strengthened applied (vocational) routes into foundation degrees developed with employers. For 14–19 year olds, the government will offer: a wider choice of what and where to study; new sixth forms and sixth form colleges, where needed; Young Apprenticeships from age 14; and closer links between schools, colleges and employers.

The '**14–19 education and skills**' White Paper (DfES, 2005a) prioritised literacy and numeracy for young people, introducing measures for teenagers, who have not achieved these skills at NVQ level 2 by the age of 16, and underlining the importance of personalised approaches to learning, which secure and retain young people's engagement through and beyond compulsory education. Specialised diplomas are intended to encourage personalised learning by combining academic and applied (vocational) material, which is relevant to future employment in a range of different economic sectors. The White Paper also introduced moves to provide young people with greater choice, in **what** they study, **how**, **where** and **when** they study, in order to engage them in learning. To achieve this, more applied (vocational) opportunities at foundation and entry levels will be developed alongside the 'Entry to Employment' programme for 14–16 year olds, involving a tailored programme for each young person and intensive guidance and support, as well as significant WBL. The increasing involvement of FE colleges and WBL providers in 14–19 provision will require much greater and stronger collaboration with schools, in order to meet the needs of young students with a wide range of abilities and interests.

Adult skills

The **'Skills: getting on in business, getting on at work'** White Paper (DfES, 2005e) focused on increasing the skills levels of the workforce and so improving labour productivity and economic performance. As elsewhere, employers' needs and the requirement for a more responsive education and training system are prioritised. SSAs, coordinated by SSCs, are regarded as the key process for securing the supply of more relevant skills and more productive and competitive employment sectors. Integral to this strategy are a range of developments including: promoting greater employer involvement in foundation degrees; developing the National Employer Training Programme and skills brokerage services (now branded 'Train to Gain'); developing innovative and accessible learning methods, including e-learning; establishing new apprenticeship frameworks; establishing national skills academies as world class centres of excellence in the design and delivery of skills training; and improving 'Skills for Life' and attainment at NVQ level 2. These developments highlight the need for a lifelong learning workforce, which is able to respond to diverse demands for supplying different kinds of skills, ranging from a wide range of sector-specific skills through to HE and generic 'Skills for Life', across all employment sectors.

The **'Further education: raising skills, improving life chances'** White Paper (DfES, 2006c) aims to equip young people and adults with the skills, competences and qualifications, which employers want, and to prepare them better for employment. The government will achieve this through reform in six main areas:

- the economic mission of the FE system will be sharpened, with a tighter focus on employability and learner progression, delivered though greater specialisation
- education and training supply will be more strongly influenced by meeting employer and learner needs, with a new entitlement to free training at NVQ level 3 for those aged up to 25, and a roll-out of an expanded 'Train to Gain' brokerage service
- a national strategy for quality improvement in teaching and learning will be developed by the new 'Quality Improvement Agency', with an increased emphasis on personalised learning and a requirement for FE staff to participate in CPD
- new structural models and competition arrangements will be introduced for providers to spread success and eliminate failure, including the issuing of improvement notices for failing providers
- new funding systems will target priority areas, with an increasing proportion of 'demand-led' (principally employer) funding and strengthened regional and local planning arrangements
- a simplified funding and planning system will be developed with strong local authority leadership, local area agreements, and a reduced number of local LSCs.

'**A new deal for welfare: empowering people to work**' (DWP, 2006) outlines how the government plans to meet its long-term aspiration for an employment rate equivalent to 80% of the working-age population, by encouraging those on incapacity benefit, unemployed lone parents and older people, and those on housing benefit, back into work. It commits the government to providing free 'Skills for Life' training and free tuition towards a first NVQ level 2 qualification. Thus, the lifelong learning sector will need to ensure there are sufficient staff to deliver skills at these levels, who have been trained to deal with individuals with complex needs, such as those who have received incapacity benefits over many years.

The role of libraries and information services in lifelong learning is addressed in '**Framework for the future: libraries, learning and information in the next decade'** (DCMS, 2003). Within the context of integrated literacy strategies, the paper outlines the changing role of libraries over the coming decade and their increasing involvement in supporting FE and HE students. Demand for study space is expected to climb and demand for access to library equipment and to staff trained in learner support will increase. Libraries will also have an increasing role to play in supporting adults with basic literacy needs and in promoting digital citizenship, for example, creating, hosting and managing websites for local community groups. The paper re-emphasises many points made by the Library Association's earlier report (2001) about the challenge for libraries to develop a new generation of leaders, but acknowledges that this is likely to be an area of difficulty as: graduate librarians are often attracted to private sector wages; there are limited promotion opportunities; and there is little turnover of the workforce at senior level.

System reform

'**Initial teacher training: making the reforms happen**' (DfES, 2005d) reported progress on the introduction of reforms announced in '**Success for all: reforming further education and training**' (DfES, 2002) and '**Equipping our teachers for the future: reforming initial teacher training for the learning and skills sector**' (DfES, 2004a). Since 2001, all new FE lecturers have been required to hold or register for initial teacher training qualifications (ITT) based on relevant occupational standards and, by September 2007, those completing such training will be required to register for 'Qualified Teacher Learning and Skills' (QTLS) status. These reforms have implications for the lifelong learning workforce on two fronts – both for those who will need to achieve the qualification and QTLS (initially FE lecturers, but with WBL and adult and community learning practitioners to follow), and for those who will teach them (primarily in HE and FE institutions). Providers of ITT will need to make sure they have the skills, knowledge and materials to teach this qualification, whilst those currently working as teachers and trainers will need to participate in an initial assessment and undertake a programme of CPD that will lead to the award of QTLS. In addition, Principals, Chief Executives and Human Resource Managers in lifelong learning organisations will also have to prepare for the introduction of QTLS, for example, by ensuring that their development plans contain a human resource strategy, which sets out future requirements for teaching staff and provision for ITT.

Similarly, the '**Framework for the inspection of initial training of further education teachers**' (Ofsted, 2004) will have a dual impact on the sector, as it will affect staff working in FE in terms of the quality of training they can expect to receive, and it will also affect those who train FE teachers, who will have to ensure they comply. The purpose of these inspections is to give an independent public account of the quality of training, the standards achieved and of how well the provision is managed and quality assured. The inspections will also help bring about improvements in quality by identifying strengths and weaknesses and highlighting good practice. Another important function of the inspections will be to promote a culture of self-assessment among providers, which is intended to lead to continuous improvement or maintenance of very high quality training.

The '**Education and inspections bill**' (DfES, 2006b) takes forward the changes proposed in the schools White Paper, '**Higher standards, better schools for all: more choice for parents and pupils**' (DfES, 2005c). Whilst referring mainly to schools, the bill does contain some provisions, which are of interest to the lifelong learning sector. In terms of youth work, the bill gives local authorities responsibility for making sure young people have a range of activities to undertake in their spare time,

with the aim of enabling young people to shape the services they receive. With regard to the 14–19 agenda, the bill introduces 14 new 'Specialised Diplomas', as a statutory entitlement for every young person. In order to deliver these diplomas, schools, FE colleges and other providers will need to work in partnership, as well as to enter into more formal collaborations with each other. Finally, the bill will merge several existing inspectorates, to bring all learning issues within one body, which covers the full range of services for children and young people, as well as lifelong learning. This will reduce the burden of inspection and associated bureaucracy and ensure that all inspection has a stronger focus on service delivery, as well as ensuring value for money.

Workforce development links closely with staff recruitment and retention in the wider human resources services required for effective organisational performance. In 2005, the DfES commissioned a report into '**Recruitment and retention in the post-16 learning and skills sector**' (Wilson *et al*, 2005), which raised a number of key issues relevant to the lifelong learning workforce. Although the research found positive attitudes to training across the sector, it also revealed continuing confusion over the required levels of new teaching qualifications. Evidence of inequality in training opportunities for part-time and sessional staff also emerged. A key concern raised by interviewees was the lack of well defined career paths and options for progression, which made professional development difficult. The report identified that most entrants did not have clear ambitions to go into teaching/training in the post-16 sector and, instead, entered after a period in other industrial sectors. Turnover of teaching staff was in line with other sectors at 10% and the level of vacancies was similarly low, although many colleges (38%) did report difficulties with hard to fill vacancies. Subjects with the greatest recruitment difficulties included: health/social care and public services; engineering; construction and business administration. Providing CPD for the large number of part-time, sessional and agency teaching staff employed in the sector requires different approaches to those deployed for full-time staff, and recruiting and retaining staff in hard-to-fill posts present challenges for many institutions across the sector.

In '**Every child matters: change for children**' (DfES, 2004b), the DfES announced additional resources for developing the children's workforce. It committed to defining a common core of skills and knowledge and an integrated qualifications framework for all within the children's workforce, in order to support service delivery across the public, private, voluntary and community sectors. In 2006, the DfES launched the '**Children's workforce strategy: building a world-class workforce for children, young people and families**' (DfES, 2006a), which addressed two key challenges: the retention and development of the workforce; and improving leadership, management and supervision. In response to the first issue, the government plans to have in place, by the year 2010, an integrated qualifications framework for the main occupations within the children's workforce, which will be based on the common core of skills and knowledge. On the second, strengthening leadership, management and supervision, the government will support the role of leadership centres through the 'Public Services Leaders Consortium' and also pledges to implement a shared set of skills, knowledge and behaviours for those leading and managing within integrated children's services. These developments echo policy priorities in other parts of the lifelong learning sector and will require the involvement of those parts of the sector supplying services to young people aged 14–19.

In 2005, the Learning and Skills Council (LSC) outlined its five priorities for improving skill levels in England in '**Transforming learning and skills: our annual statement of priorities**' (LSC, 2005c), which related to LSC-funded adult and community learning (also referred to as PCDL), FE and WBL:

- to ensure that all 14–19 year olds have access to high quality, relevant learning opportunities, employment or training and to increase the number of apprenticeship framework achievements
- to make learning truly demand-led, so that it better meets the needs of employers, young people and adults, for example, by funding NVQ level 3 and level 4 qualifications to meet higher skills needs and increasing the capacity of providers to meet the needs of learners with learning difficulties and/or disabilities
- to transform the sector through '**Learning and skills: the agenda for change**' (LSC, 2005a)
- to strengthen the role of the LSC in economic development, so as to provide the skills needed to help all individuals into jobs
- to improve the skills of workers, who are delivering public services, targeting low-skilled workers and increasing the number of apprenticeships in the public sector.

Organisations in those parts of the learning and skills sector funded by the LSC will be expected to ensure their staff are able to respond to these priorities. Echoing some of the policy documents cited above, the CLD, FE and WBL workforce in England will require skills in: teaching and supporting the learning of younger students; responding to employers; contributing to local economic development; and in addressing the basic and low skills deficits.

A number of common concerns and challenges for the lifelong learning sector workforce emerged from Foster's review of FE colleges, '**Realising the potential: a review of the future role of further education colleges**' (Foster, 2005). The report exposed the facts that: almost one in three of the FE workforce are over the age of 50; that the sector lacks diversity (only 6% of the FE college workforce is from black or minority ethnic (BME) communities, compared with 14% of FE students); and that it has a high proportion of casual workers (more than 17% of staff do not have permanent full- or part-time contracts). These factors create a fragmented workforce and make whole-institution staff development and management challenging. Moreover, many college lecturers have limited or distant industrial experience and this restricts their ability to respond to employers' needs effectively. While tackling this problem may involve adaptation of current qualification requirements or the introduction of new ones, Foster also recognised the potential risks of placing too many barriers before entrants to the sector. The review reiterated the need for a national workforce development strategy to address the complex recruitment, retention and development issues affecting the FE workforce.

In its key document '**Learning and skills: the agenda for change**' (LSC, 2005a), the LSC sought to engender growing confidence in colleges, so that employers will identify them as natural partner in raising workforce skills. The theme of demand-led provision is central, placing learning and skills providers at the heart of economic development. To achieve this, the LSC proposes the creation of a nationwide network of providers focused on workforce development and employer needs, with a 'quality mark' system to enable employers to identify the best providers. Within this system, it is intended that staff will be more business focused and will liaise closely with employers and tailor provision to meet their needs, in terms of its content, time, place and pace. This report also emphasises the importance of workforce development within the lifelong learning sector, particularly developing leadership, management, assessment and training skills to design and deliver courses to meet employers' needs. Ensuring staff have up-to-date and relevant industrial or

commercial experience is also a priority, as is developing new delivery models which are more flexible, responsive and relevant.

In 2001, the Library Association published '**Libraries and lifelong learning: a strategy, 2002–4**', outlining the implications of lifelong learning developments for library and information services in England. These included: establishing closer links between libraries in FE and HE institutions; becoming more learner-centred and encouraging wider participation and service use; mainstreaming access to open learning; offering learning support services tailored to individuals' needs; and utilising e-learning and electronic networks. The contribution, which libraries and information services make to tackling social exclusion, is flagged, for example, by developing homework clubs for socially excluded young people and promoting the concept of learning intermediaries in community and workplace settings. There are wide-ranging implications for both the demand for library and information services staff and their training needs. The strategy outlines a process for securing quality service provision, including identifying the learner-support skills needs of library staff in all sectors, developing ITT and CPD programmes for library and information services staff ,who support learning, and involving libraries and information services in the development of local lifelong learning strategies. The document reflects the growing integration of libraries and information services with other parts of the lifelong learning sector, specifically supporting lifelong learners and delivering online services to wider groups of service users.

English regions

East of England

'**A shared vision: the regional economic strategy for the East of England**' (East of England Development Agency, 2003), sets out eight strategic goals, one of which is to achieve a skills base, which can support a world class economy. The drive to improve skills in the East of England has four elements:

- To increase employment rates in disadvantaged communities. This involves co-ordinating employment and skills support with other activities designed to tackle barriers to employment, such as childcare, as well as supporting the transition from inactivity to employment. It is recognised that migrant labour is increasingly being used to address skills shortages in the region and there is a corresponding need to develop support for migrant workers' skills development. Dealing with learners, who have such varying needs, may require more targeted training for the lifelong learning workforce.

- To support wider career choices for young people, through providing effective applied (vocational) and occupational programmes and pathways, raising the aspirations of all young people to continue with structured learning.

- Developing skills, which better meet business needs, through a demand-led system of provision, which is responsive to individual and sectoral needs and will increase the number of people improving their literacy and numeracy skills in the workplace.

- To develop higher-level skills to support the region's knowledge economy, through increasing participation in HE and supporting leadership and management programmes.

The East of England's '**Framework for regional employment and skills action**' (FRESA) (East of England Skills and Employment Forum, 2003), sets out the region's top priorities. These include: increasing participation in HE; improving the responsiveness to redundancies; providing more adults with the skills they need for employment; identifying and meeting the needs of the private sector; and reducing the number of young people not in education, employment or training (NEET).

East Midlands

The East Midlands Employment, Skills and Productivity Partnership published an '**Action Plan**' in 2005 (East Midlands Employment, Skills and Productivity Partnership, 2005). Its priorities for the region include: improving the productivity of businesses through investment in management; innovation and enterprise; increasing the participation and attainment of 14–19 year olds by developing better vocational routes; and tackling NEET groups. The partnership also aspires to develop adult skills at all levels, in order to meet the needs of the regional economy, through programmes such as 'Entry to Employment'. Finally, it is committed to improving the infrastructure and effectiveness of skills supply and the co-ordination of provision in the region.

As outlined in '**A flourishing region: regional economic strategy for the East Midlands 2006–2020**' (East Midlands Development Agency, 2006), although the region has a comparatively high level of employment, it compares less favourably with measures of the quality of labour. A key issue for the region is to up-skill and re-skill the existing workforce and to improve access to work-based training. Poor management skills have also been identified as an issue. Raising participation and attainment amongst 14–19 year olds also needs to play an important role in developing a skilled workforce within the East Midlands. The report describes: creating specialised diplomas, which meet employer needs; expanding opportunities for young people to learn in the workplace; and developing a culture of enterprise amongst young people. To meet the identified need of employers, improving employability skills (such as communication and team working) and work readiness are seen as critical. Training providers' capacity must be developed, along with their ability to respond effectively and flexibly to the needs of employers and learners. Increasingly, businesses will only be referred to providers, which have demonstrated their ability to engage effectively with employers.

London

'**Sustaining success: developing London's economy**' (London Development Agency, 2005) sets out a series of actions designed to reduce the percentage of businesses reporting a lack of appropriately skilled employees as a significant problem. These include: improving the standard of training, to meet the complex needs of the wider community; supporting training for those returning to work; promoting skills progression routes for those still in employment; and finally, ensuring London's enterprises are fully engaged in identifying skills needs and developing provision to address them. Furthermore, to meet its target of increasing the overall employment rate in London, the strategy plans to improve the quantity and quality of 'Skills for Life' provision.

In 2005, the London Skills Commission produced a Regional Skills Action Plan: '**World class skills for the global city: the London Skills Commission regional skills prospectus for 2005–6**' (London Skills Commission, 2005). This lays out seven delivery priorities for skills in London:

- To maximise opportunities for those suffering labour market disadvantage, by: increasing the supply of ESOL training for migrant workers; increasing the take up of NVQ level 1 qualifications; increasing the supply of 'Skills for Life' teachers; and developing programmes enabling people to be ready for first time employment.

- To increase opportunities for the businesses and communities, which are close to London's major capital projects, ensuring that skills support packages are effective and London's urban regeneration sectors have the skills they need – implying a need for trainers with a specific knowledge of the skills needed for regeneration.

- To ensure a 14–19 curriculum offer meets the current and future needs of all London's young people. This will be supported by programmes to: raise the aspirations of young people; offer development opportunities for staff in delivery institutions; and build the capacity of education sectors to deliver.

- To provide employer-driven training for adults in work or entering work. This will involve ensuring all colleges and other providers have the capacity to deliver employer responsive training, as well as offering training to address simple barriers to work, for example, competence in English, employability skills, or updating technical skills.

- To improve public service delivery and productivity, through introducing: basic skills and skills escalator programmes; centres of vocational excellence; apprenticeships and foundation degrees appropriate to the public sector.

- To have a world-beating skilled workforce in key employment sectors, by brokerage and direct skills support through sector and cluster programmes.

- To develop management and leadership skills in London, both in larger enterprises and SMEs.

North East

'**Leading the way: regional economic strategy, 2006–2016**' (One NorthEast, 2006) sets out three strategic priorities for skills development in the region:

- To increase the achievement of intermediate- and higher-level skills, to meet changing business needs. This will require investment in higher-level skills – both generic employability skills such as management and problem solving and more specific skills such as skilled crafts/trades – as well as increased capacity within the lifelong learning workforce to deliver these skills.

- To develop the capability and flexibility of skills providers, to meet the needs of strategically important sectors.

- To raise the aspirations and attainment levels of young people, by providing effective IAG, and developing a range of applied (vocational) and academic progression routes.

The main objectives of Skills North East, the Regional Skills Partnership for the North East of England, are to: increase employer demand for and investment in skills; raise individual aspirations and demand for learning; enable those excluded from the

labour market to access learning; ensure all individuals attain Skills for Life and an NVQ level 2 (or equivalent) qualification; increase the achievement of intermediate and higher level skills; enable colleges and learning providers to be more responsive to employer and learner needs; and to influence national policy and funding to ensure regional skills needs are addressed. In addition to these objectives, three areas have been identified as requiring additional focus: developing management and leadership skills; increasing the proportion of the workforce qualified to NVQ level 3; and supporting individuals not currently in the labour market to access learning and sustainable employment.

North West

In 2005, the North West Regional Skills Partnership published the '**North West annual statement of skills priorities 2006/07**' (North West Regional Skills Partnership, 2005). It seeks to increase the proportion of young people, who possess the skills needed for employment, as well as to foster progression to HE and develop coherent applied (vocational) pathways. The high number of adults in the region without 'Skills for Life' is acknowledged and there are corresponding priorities to equip adults with employability skills (including communication and customer care), as well as to focus on literacy, numeracy and language skills and to meet demands from employers for increased skills at NVQ levels 3 and 4. Furthermore, the partnership identifies that there must be effective skills support for those in declining sectors, to prevent them from becoming part of the workless group.

Skills and education are identified as key drivers of growth in the '**Northwest regional economic strategy 2006**' (RES) (North West Development Agency, 2006). Key skills objectives for the region have been identified, including:

- Tackling the lack of basic skills and qualifications in the area.

- Meeting the skills needs of sectors (particularly: energy and environmental technologies; advanced engineering and materials; digital and creative industries; and business and professional services) and growth opportunities (such as: Liverpool - European capital of culture; ports/airports; and strategic regional sites) are specified, implying the lifelong learning workforce in the region will need to tailor its skills to meet increased demand for sector specific knowledge.

- Investing in workforce development, focussing on intermediate- and higher-level skills. Language, IT and business improvement skills are prioritised, as is provision to overcome the skills disparities experienced by BME communities, women, disabled people and those aged over 50.

- Developing leadership and management skills, through developments such as a 'Northern Leadership Academy', is highlighted, as is teaching enterprise through schools, FE and HE and for people considering starting businesses.

- Developing the educational infrastructure and the skills of the future workforce is stipulated, through targeting 14–19 skills provision, the development of HE and increasing the number of people studying at a higher level in science, engineering and technology.

South East

The South East faces several skills challenges if the region is to reach its goal of a 30% increase in productivity by the year 2016. The '**Regional economic strategy 2006–2016: a framework for sustainable prosperity**' (South East England Development Agency, 2006) recognises that businesses must have access to the skills they need, in order to raise productivity. As such, learning opportunities must reflect current industry practises and skills deficits must be addressed, particularly at intermediate level. The lifelong learning workforce will need the ability to adapt alongside changing industry needs, as well as to maintain an up-to-date understanding of what these needs are. The second challenge is to ensure entrepreneurs can access the management and leadership skills they need, in order to start and grow successful business. Therefore, supervisory- and middle-management skills will be promoted through the 'Joining Forces' initiative and the supply of individuals with science, technology and engineering skills will be increased. The South East also plans to develop a 'Skills Escalator', to simplify the skills offer to businesses and to instil a culture of lifelong learning in the workplace. The third challenge is to ensure that individuals can access the skills they need to enter and progress in the labour market, in particular by using ICT to enable learning in the workplace for low-skilled, low-paid employees. A further issue for the South East is that a 50% increase in the numbers of HE students is anticipated in the region by the year 2026. Current campuses are expected to grow and new 'multiversity' campuses will be considered, in order to spur on regeneration in areas of need and growth, such as the 'Gatwick diamond'.

South West

The South West Regional Skills Partnership (previously known as the South West Enterprise and Skills Alliance) published its priorities for action in 2005 in the '**Skills strategy 2006 – 2009**' (South West Regional Skills Partnership, 2005). Priorities for action in the South West are: developing a business brokerage system for skills advice and guidance, to better meet the needs of employers; to raise demand for and develop management and leadership skills; to improve levels of literacy and numeracy; and to develop joint planning, which will help make the supply of training more appropriate, timely and flexible. The partnership seeks increasing employer participation in and commitment to skills development in the South West and wants to see coordinated workforce development.

Published in 2006, the '**Regional economic strategy for South West England 2006–2015**' (South West of England Regional Development Agency, 2006), sets out several key areas where skills supply and provision need to be improved. It is identified that high quality training and provision, which is flexible and responsive to the needs of businesses and the economy, needs to be developed, including increased workplace-based training, and management and leadership programmes. Specific gaps in technical and higher-level skills need to addressed, whilst the numbers of school leavers and employees with poor 'Skills for Life' must also be reduced.

West Midlands

Advantage West Midlands' publication '**Delivering advantage: the West Midlands economic strategy and action Plan 2004–2010**' (Advantage West Midlands, 2004) groups the main challenges facing the region's economy under four 'pillars' for action, one of which is 'promoting a learning and skilful region'. The primary aim with regard to skills is to create a highly skilled, innovative and adaptable workforce, to attract

and support the growth of high value jobs and wealth creating business. The plan outlines several actions to achieve this aim. Low 'Skills for Life' across the region will be tackled, through partnership working, training in the workplace and a focus on the 14–19 age group. However, the 'Skills for Life' of some older workers remains a key issue to be addressed, indicating a need to boost capacity in this area. Literacy, numeracy and ICT skills will also be particularly targeted, as well as employability skills.

The strategy also plans to fill skills gaps and shortages within the workforce, though the provision of better IAG; more flexible learning opportunities (such as e-learning); improving language skills; and developing new and more creative approaches to learning and skills development. Leadership and management skills will be improved, for example, through increasing the participation of managers in nationally validated skills development programmes. Another regional objective is to develop an enterprise and entrepreneurship culture in schools, colleges and universities, to engage young people at an early stage. Finally, it is envisaged that higher-level skills will be expanded, via increased delivery and development of foundation degrees and improved access routes.

The West Midlands Regional Skills Partnership published its priorities for action in **'Invest in skills: improve your bottom line'** in 2006 (West Midlands Regional Skills Partnership, 2006). This announces plans to provide accessible, comprehensive skills support to employers, which is focused on their needs, to enable them to develop the leadership, management and entrepreneurial skills they need to produce higher value-added products and services. For individual learners, the emphasis is on providing IAG, which is easy to digest, enabling people to make informed training choices and increasing opportunities to learn in the workplace through the introduction of 'Train to Gain'. Also on the West Midlands' agenda is the need to increase the quality and capacity of training providers to deliver skills that employers and individual learners require – there are plans to develop specialist provider networks for tailored and responsive training provision.

Yorkshire and the Humber

Yorkshire Forward's '**Regional economic strategy: ten-year strategy for Yorkshire and Humber 2003–2012**' (Yorkshire Forward , 2003) has made strides to boost skills development, with four key actions proposed over the 2003–06 period:

- Boosting the demand for skills amongst individuals and businesses, involving: a coordinated marketing campaign to promote the benefits of learning; addressing barriers to learning in areas of poor educational attainment; and interventions to increase employer demand for skills, particularly ICT skills.

- Improving educational attainment and applied (vocational) skills amongst labour market entrants through developing the capacity of the region's 'Skills for Life' infrastructure and boosting participation and qualifications at NVQ levels 2 and 3.

- Raising the skills and flexibility of the regional workforce, to enable it to more effectively adapt to change and respond to economic opportunities. This has involved close collaboration between employers and providers, investment in key generic skills and projects designed to meet the needs of key clusters and to promote workplace learning.

- Increasing the quality and responsiveness of learning and skills provision, ensuring that the infrastructure can deal with economic shocks and opportunities, and can fully utilise the potential of on-line learning.

In 2005, Yorkshire Futures published the '**Regional skills alliance draft prospectus**' (Yorkshire Futures, 2005), which set out the Skills Alliance's priority activities and key actions for the next three years. Actions are planned to promote the benefits of learning to individuals and businesses, targeting support at the low skilled and young adults. There is a particular focus on those at most disadvantage, to encourage them into education and training. Working with employers, Yorkshire Futures wants to boost demand for and use of skills. Specific skills gaps also need to be addressed in the region, not least around 'Skills for Life', but also skills for priority clusters, such as construction, entrepreneurial and business skills, and higher level management and leadership skills. The knowledge of the lifelong learning workforce will also need to be developed to meet these specific needs. Systematic improvements are also planned in the provision and progression routes for 14–19 year olds and adults, including improvements to apprenticeships, vocational and higher level courses in FE and HE.

Additional secondary data tables and analysis

Qualifications of staff in LSC-funded provision (Parsons and Berry-Lound, 2004)

This research was based on a survey of individuals within LSC-funded provision. A total of 6297 responses was received, comprising:
- 3764 from the FE constituency
- 917 from the WBL constituency
- 1577 from the adult and community learning (also referred to as PCDL) strand of the CLD constituency
- 213 where the constituency was not stated, or was unclear from the response.

Table D1: Respondents' description of principal activity, by constituency, 2004

	CLD (ACL/PCDL)	FE	WBL
General manager	1%	4%	8%
Project/ subject manager	4%	10%	8%
Teacher/ trainer/ tutor	91%	76%	36%
Learning support	1%	4%	3%
Assessor	1%	2%	33%
Internal verifier	*	*	3%
Other	2%	4%	9%
Total response	**1,577**	**3,746**	**917**

Source: Qualifications of staff in LSC-funded provision (Parsons & Berry-Lound, 2004), figure C.4, p.87.
Percentages shown represent percentages of column totals.
* Low response

Table D2: Gender of respondents, by constituency, 2004

	CLD (ACL /PCLD)	FE	WBL
Male	24%	40%	39%
Female	76%	60%	61%
Total response	**1,577**	**3,746**	**917**

Source: Qualifications of staff in LSC-funded provision (ibid.), figure C.1, p.86.
Percentages shown represent percentages of column totals.

Table D3: Age of respondents, by constituency, 2004

	CLD (ACL/PCDL)	FE	WBL
30 years or under	5%	9%	22%
31–40	17%	20%	25%
41–50	31%	32%	27%
51–60	34%	32%	22%
61 years or more	14%	7%	4%
Total response	**1,577**	**3,746**	**917**

Source: Qualifications of staff in LSC-funded provision (ibid.), figure C.2, p.86.
Percentages shown represent percentages of column totals.

Table D4: Respondents' contractual employment status, by constituency, 2004

	CLD (ACL/PCDL)	FE	WBL
Full-time (35 or more hours per week)	7%	45%	62%
Part-time or fractional contract	40%	31%	19%
Short-term contract (under 6 months)	5%	3%	1%
Sessional or hourly paid	45%	14%	8%
Agency contract	*	4%	*
Not stated	3%	3%	9%
Total response	**1,577**	**3,746**	**917**

Source: Qualifications of staff in LSC-funded provision (ibid.), figure C.6, p.88.
Percentages shown represent percentages of column totals.
* Low response

Table D5: Respondents' highest qualification held, by constituency, 2004

	CLD (ACL/PCDL)	FE	WBL
No qualifications	1%	*	2%
GCSE, GCE 'O' levels, National Certificate/ Diploma or equivalent[1]	5%	4%	15%
GCE 'A' levels, Higher National Diploma/ Certificate or equivalent[2]	14%	10%	15%
BA/ BSc/ BEd or other first degree[3]	22%	22%	12%
Qualification from recognised professional body or equivalent	29%	21%	41%
Postgraduate degree or equivalent[4]	27%	41%	14%
Total response	**1,577**	**3,746**	**917**

Source: Qualifications of staff in LSC-funded provision (ibid.), figure C.17, p.97.
Percentages shown represent percentages of column totals.
* Low response
[1] Broadly equivalent to NVQ level 1–2
[2] Broadly equivalent to NVQ level 2–3
[3] Equivalent to NVQ level 4
[4] Equivalent to NVQ level 5 (see table B3 in Annex B for further discussion of this classification).

Staff Individualised Record (SIR) data, 2004/05, Learning and Skills Council

This data set was acquired from the Learning and Skills Council, and analysis performed by consultants SQW. The version of the data set used includes the latest data available for all FE institutions in England. This includes an amount of 'backfill' data for institutions, who did not return their SIR data for the year 2004/05 – representing about 10% of staff, and provides the most accurate indication of the scale of the FE workforce.

(Please note that, as the Staff Individualised Record (SIR) data, 2004/05 is an unpublished data set, it is not cited in the references.)

Table D6: Gender and primary role of FE staff in England in 2004/05

	Teaching and learning staff	Teaching and learning support Staff	Other support staff	Total
Male	53,934 (row: 60%) (col: 41%)	10,628 (row: 12%) (col: 34%)	25,138 (row: 28%) (col: 31%)	89,700 (row: 100%) (col: 36%)
Female	78,552 (row: 50%) (col: 59%)	20,880 (row: 13%) (col: 66%)	56,873 (row: 36%) (col: 69%)	156,305 (row: 100%) (col: 64%)
Total	132,486 (row: 54%) (col: 100%)	31,508 (row: 13%) (col: 100%)	82,011 (row: 33%) (col: 100%)	246,005 (row: 100%) (col: 100%)

Source: Analysis of data from the Staff Individualised Record 2004/05, Learning and Skills Council. Percentages of both row and column totals are shown.

Table D7: Age of FE staff in England in 2004/05

Age at 31st July, 2003	Teaching and learning staff	Teaching and learning support Staff	Other support staff	Total
Under 25 years	3,773 (3%)	3,289 (10%)	11,632 (14%)	18,694 (8%)
25–29	8,905 (7%)	2,873 (9%)	7,668 (9%)	19,466 (8%)
30–34	13,633 (10%)	3,088 (10%)	7,860 (10%)	24,581 (10%)
35–39	17,537 (13%)	4,027 (13%)	9,221 (11%)	30,785 (13%)
40–44	20,312 (15%)	4,707 (15%)	10,560 (13%)	35,579 (15%)
45–49	21,012 (16%)	4,392 (14%)	10,336 (13%)	35,740 (15%)
50–54	20,418 (15%)	4,023 (13%)	10,160 (12%)	34,601 (14%)
55–59	17,533 (13%)	3,343 (11%)	9,123 (11%)	29,999 (12%)
60 years and over	9,360 (7%)	1,764 (6%)	5,442 (7%)	16,566 (7%)
Total	132,486	31,508	82,011	246,005

Source: Analysis of data from the Staff Individualised Record 2004/05, Learning and Skills Council. Percentages shown represent percentages of column totals.

Table D8: Mode of employment of FE staff in England in 2004/05

	Teaching and learning staff	Teaching and learning support Staff	Other support staff	Total
Full-time	49,860 (38%)	12,704 (40%)	43,364 (53%)	105,928 (43%)
Part-time	82,626 (62%)	18,804 (60%)	38,647 (47%)	140,077 (57%)
Total	132,486	31,508	82,011	246,005

Source: Analysis of data from the Staff Individualised Record 2004/05, Learning and Skills Council. Percentages shown represent percentages of column totals.

Table D9: Terms of employment of FE staff in England in 2004/05

	Teaching and learning staff	Teaching and learning support Staff	Other support staff	Total
Permanent contract	**73,645** (56%)	**22,458** (71%)	**65,881** (80%)	**161,984** (66%)
Fixed-term contract	**39,855** (30%)	**6,545** (21%)	**10,731** (13%)	**57,131** (23%)
Casual staff	**7,912** (6%)	**2,495** (8%)	**5,398** (7%)	**15,805** (6%)
Teaching staff employed through agency	**10,772** (8%)	**9** (<1%)	**0** (0%)	**10,781** (4%)
Self employed	**302** (<1%)	**1** (<1%)	**1** (<1%)	**304** (<1%)
Total	**132,486**	**31,508**	**82,011**	**246,005**

Source: Analysis of data from the Staff Individualised Record 2004/05, Learning and Skills Council. Percentages shown represent percentages of column totals.

Table D10:Highest academic qualification held by FE staff, 2004/05

	Teaching and learning staff	Teaching and learning support Staff	Other support staff	Total
NVQ level 4+	**80,628** (61%)	**11,233** (36%)	**23,331** (28%)	**115,192** (47%)
NVQ level 3	**11,998** (9%)	**5,895** (19%)	**12,480** (15%)	**30,373** (12%)
NVQ level 2	**5,586** (4%)	**4,797** (15%)	**13,244** (16%)	**23,627** (10%)
NVQ level 1	**1,483** (1%)	**1,548** (5%)	**4,729** (6%)	**7,760** (3%)
None	**2,627** (2%)	**1,781** (6%)	**7,736** (9%)	**12,144** (5%)
Not known	**30,164** (23%)	**6,053** (19%)	**20,005** (24%)	**56,222** (23%)
Total	**132,486**	**31,508**	**82,011**	**246,005**

Source: Analysis of data from the Staff Individualised Record 2004/05, Learning and Skills Council. Percentages shown represent percentages of column totals.

The following table has been adapted from another study completed by consultants SQW on behalf of Lifelong Learning UK in April 2006, entitled 'Monitoring and planning the volume of Initial Teacher Training'. This too examined the SIR 2004/05 data, but used a sampling method to overcome the problems caused by substantial amounts of missing data in the fields associated with teaching qualifications.

Table D11:   FE teachers known to hold recognised teaching qualifications, by region and mode of employment, 2004/05

	Full-time	Part-time	Total
East	**3,142** (75%)	**2,735** (43%)	**5,877** (56%)
East Midlands	**2,804** (75%)	**3,067** (45%)	**5,871** (56%)
London	**5,183** (76%)	**5,207** (47%)	**10,390** (58%)
North East	**2,787** (81%)	**1,886** (49%)	**4,673** (64%)
North West	**7,155** (88%)	**8,050** (61%)	**15,205** (72%)
South East	**5,936** (82%)	**5,967** (50%)	**11,903** (62%)
South West	**3,050** (78%)	**4,424** (50%)	**7,474** (58%)
West Midlands	**4,981** (79%)	**5,067** (47%)	**10,048** (58%)
Yorkshire and Humber	**4,272** (82%)	**4,643** (50%)	**8,915** (62%)
Total FE teachers holding teaching qualification	**39,310** (80%)	**41,046** (50%)	**80,356** (41%)

Source: Analysis of data from the Staff Individualised Record 2004/05, Learning and Skills Council, but see previous notes about sampling methodology..
Recognised teaching qualifications are those referred to in 'Success for all' (DfES, 2002).
Percentages shown represent percentages of the total number of FE teachers in that region.

Departmental report 2005 (DfES, 2005b)

Table D12: DfES resource budget for FE, adult learning and skills and lifelong learning in England (£ million)

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
LSC/FE	5,115	5,786	6,724	6,909	7,566	7,692	8,063
Educational maintenance allowances	109	120	142	260	394	570	591
Educational qualifications	98	93	99	131	150	116	107
International	26	29	29	33	34	36	36
Other	562	497	532	594	585	701	889
Total	5,911	6,525	7,526	7,928	8,729	9,114	9,685

Source: Departmental report 2005 (DfES, 2005b) p.94.

Additional primary data tables and analysis

LLUK employer survey

This section comprises key figures from the LLUK employer survey in England. The online survey received 689 responses containing at least one question completed, of which, 464 respondents were employers from England.

Figure D1: LLUK employer survey responses, by constituency
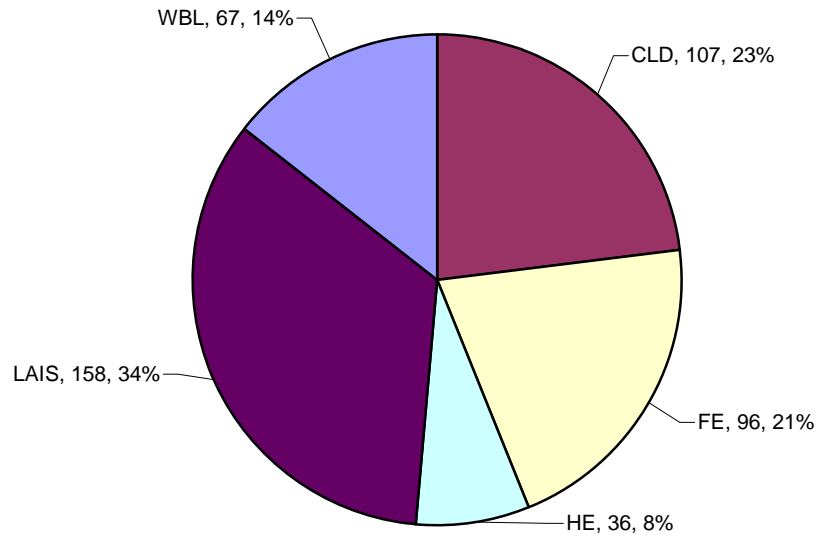
Source: LLUK online employer survey, 2006, employers in England.

Figure D2: Size of respondents' organisation or that part of the organisation for which they are responsible, by constituency
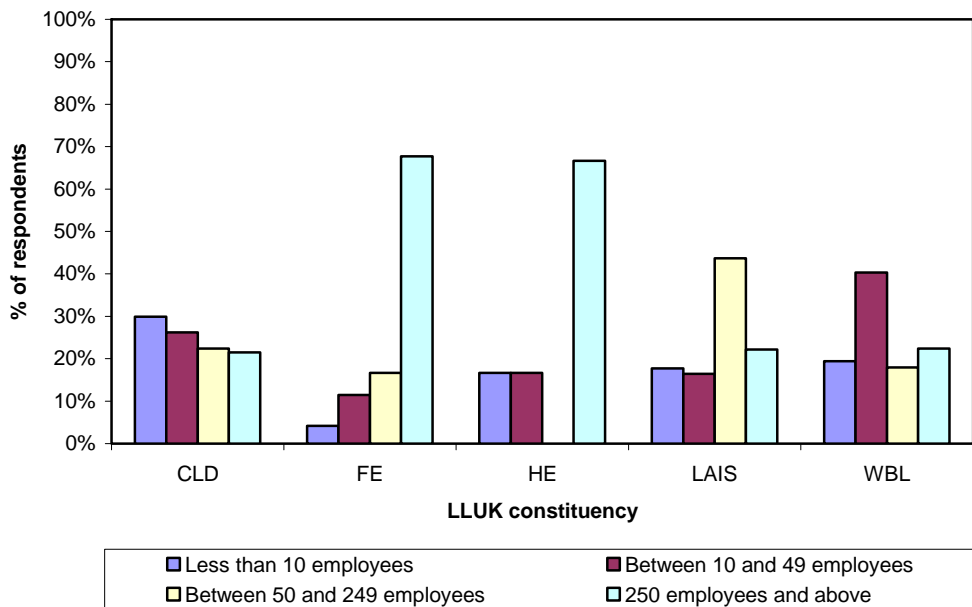
Source: LLUK online employer survey, 2006, employers in England.

Skills shortages amongst new recruits

Figure D3: **NVQ level at which skills shortages were felt, expressed as a % of those, who had experienced a skills shortage, and by occupational group)**
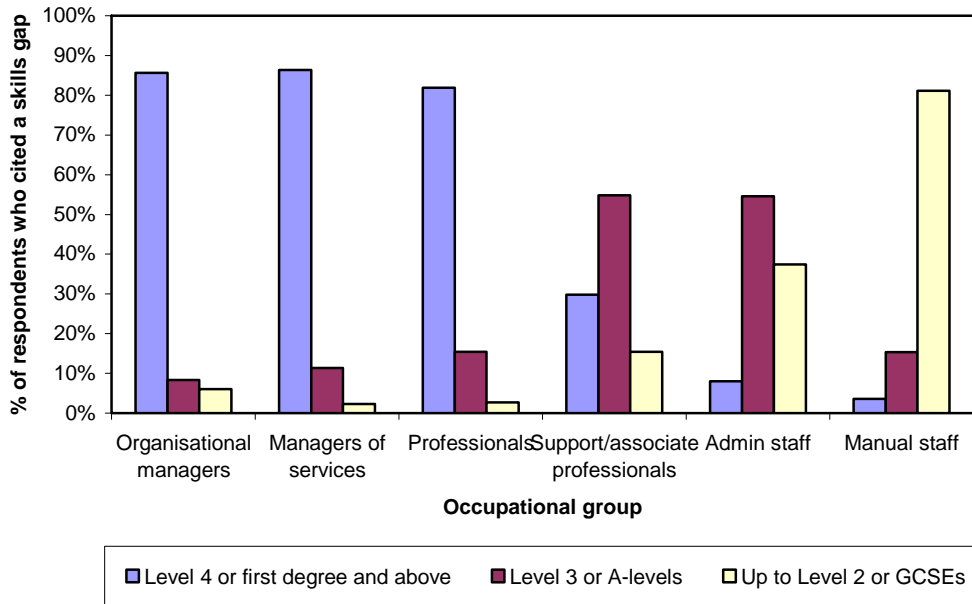
Source: LLUK online employer survey, 2006, employers in England.

Figure D4: **% of respondents experiencing a specific skills shortage, by type of skill and occupational group**
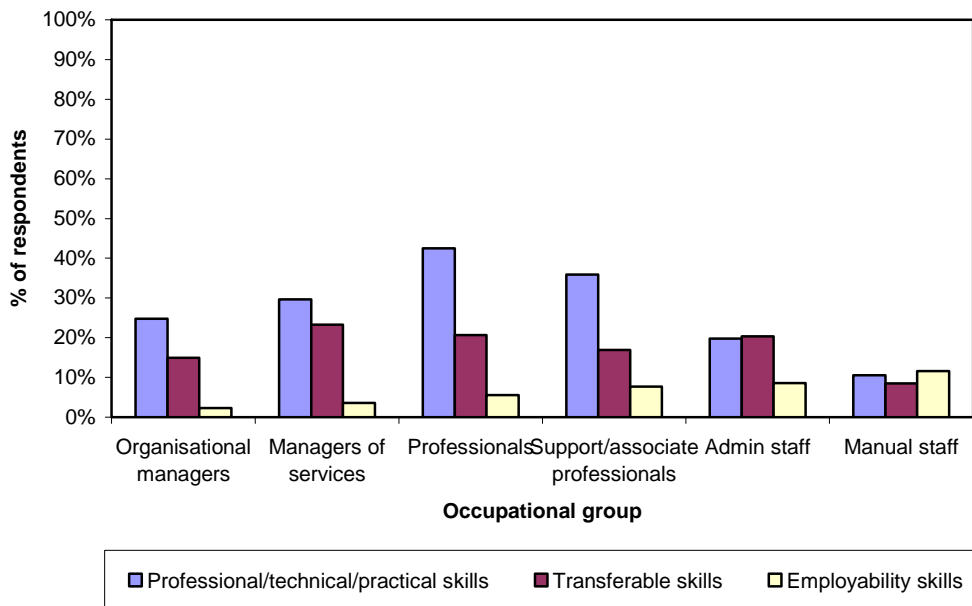
Source: LLUK online employer survey, 2006, employers in England.

Figure D5: **% of respondents experiencing a specific skills shortage (professional/technical/practical skills, transferable skills or wider employability skills), by constituency and occupational group**
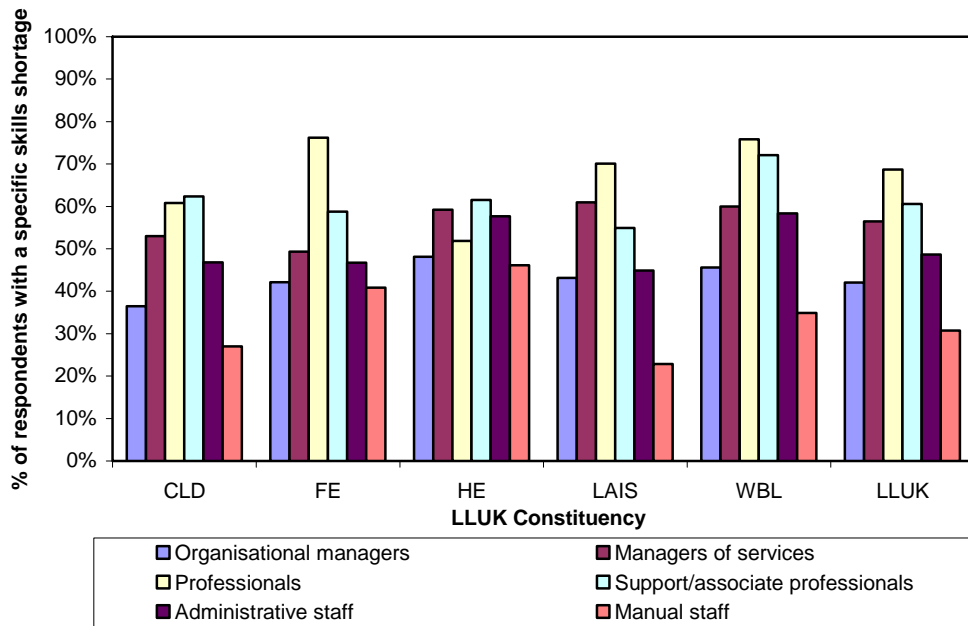
Source: LLUK online employer survey, 2006, employers in England.

Skills gaps amongst current workforce

Figure D6: **NVQ level at which skills gaps were felt, expressed as a % of those who had experienced a skills gap and by occupational group**
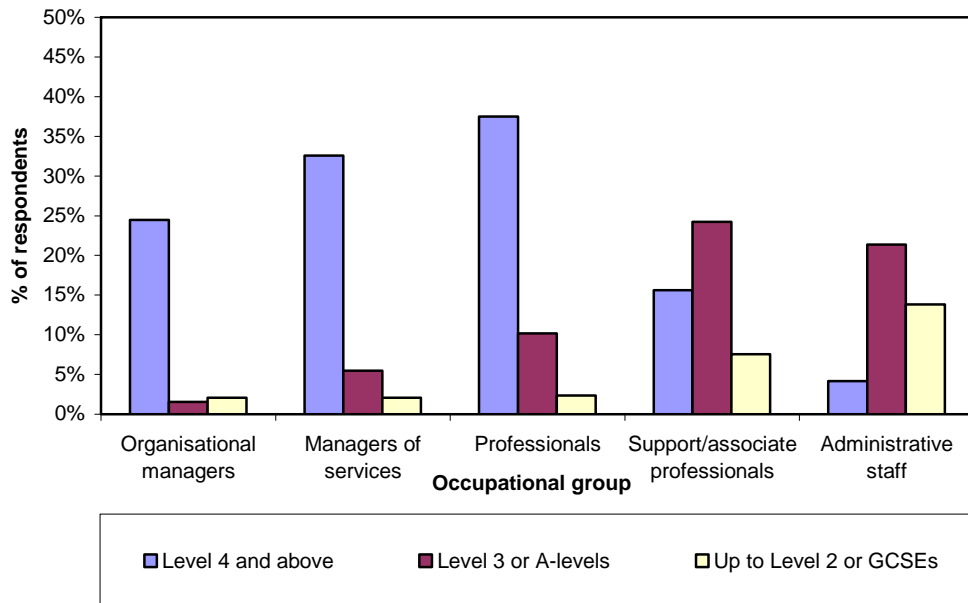
Source: LLUK online employer survey, 2006, employers in England.

Figure D7: **% of respondents experiencing a specific skills gap (professional/technical/practical skills, transferable skills or wider employability skills), by constituency and occupational group**
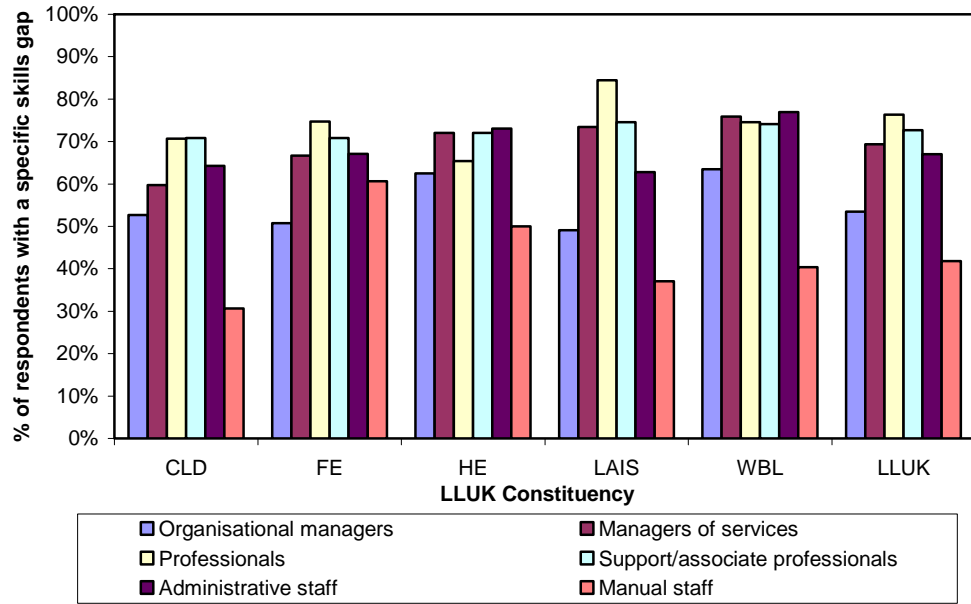
Source: LLUK online employer survey, 2006, employers in England.

Levels of satisfaction with current workforce skills

Figure D8: % of respondents 'satisfied' or 'very satisfied' with the skills and competencies of existing staff in their organisation, by constituency and occupational group
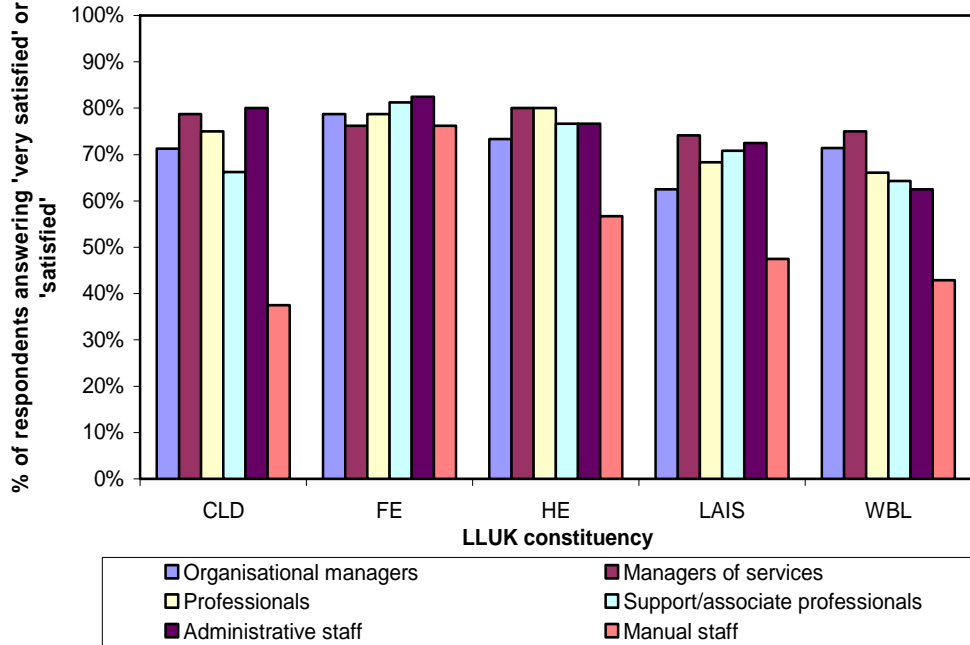
Source: LLUK online employer survey, 2006, employers in England.

Figure D9: Satisfaction with the bi-lingual skills of existing staff, by constituency
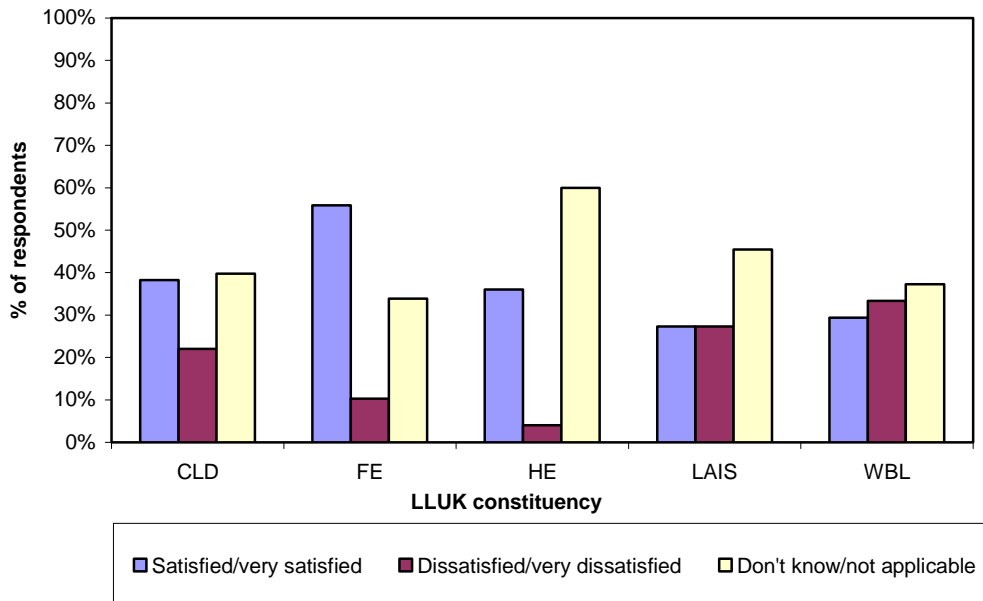
Source: LLUK online employer survey, 2006, employers in England.

Future skills needs

Figure D10: % of respondents expecting an increase in demand for particular occupations over the next 5–10 years, by constituency and occupational group
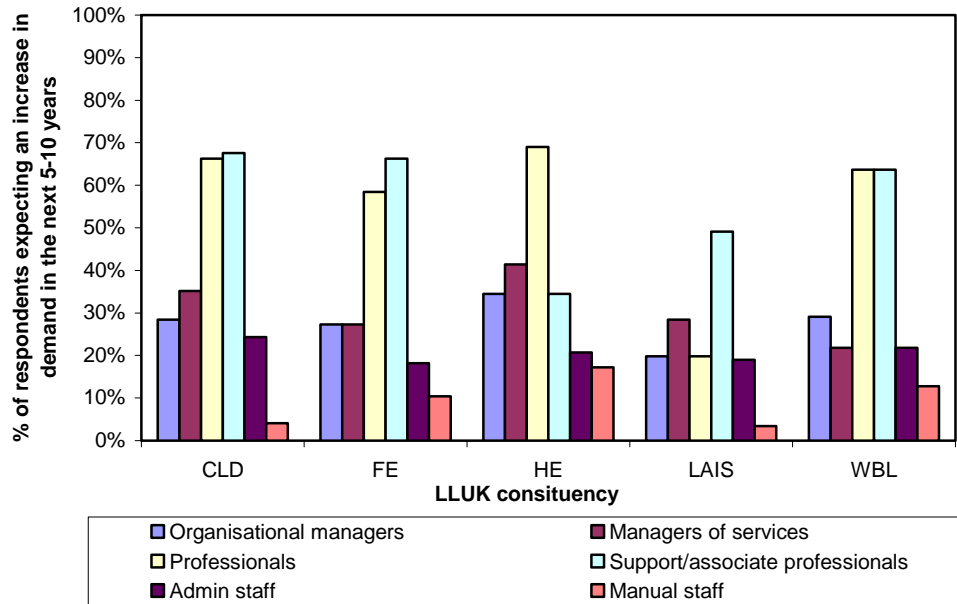
Source: LLUK online employer survey, 2006, employers in England.

Figure D11: % of respondents expecting an increase in demand for particular skills over the next 5–10 years, by constituency and occupational group
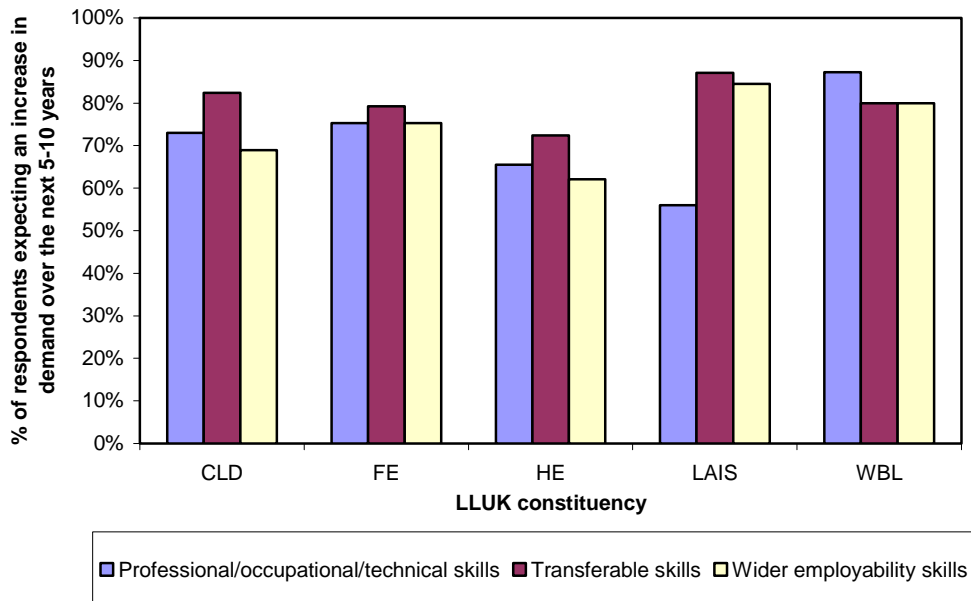
Source: LLUK online employer survey, 2006, employers in England.

ANNEX E – NORTHERN IRELAND

Key policy documents

Young people and adult skills

Following the publication of the final report of the international adult literacy survey (OECD, 2000), which revealed that Northern Ireland lagged significantly behind other parts of the UK and competitor countries, the Department for Employment and Learning in Northern Ireland (DELNI) published **'Essential skills for living: equipped for the future, building for tomorrow'** in 2002 (DELNI, 2002). The strategy initiated a range of interventions designed to improve 'Essential Skills' in Northern Ireland, by addressing patchy provision and curriculum weaknesses, the lack of a career structure for tutors and stronger learner engagement. The Learning and Skills Development Agency in Northern Ireland provides a multi-stranded support programme for developing the skills of 'Essential Skills' staff and sharing good practice amongst providers.

The focus on 'Essential Skills' does not exclude other aspects of lifelong learning. For example, in 2003 the Department for Enterprise, Trade and Investment (DETINI) and Department for Employment and Learning (DEL) published the '**Entrepreneurship and education action plan**' (DETINI, 2003). Targeted at both the business and education communities, the plan argued that entrepreneurial skills should be cultivated in every person throughout their lives. It shifted the focus for lifelong learning and ,consequently, for professionals working within the sector towards more applied (vocational) provision and sought to strengthen employer engagement in training delivery.

The Costello report – '**Future post-primary arrangements in Northern Ireland: advice from the post-primary review group**' (DENI, 2004a) and the Burns report – '**Education for the 21st century**' (DENI, 2001) resulted from the independent review of post-primary education established by the Education Minister in 2000. The Burns report proposed the abolition of transfer tests at age 11 (which decide entry to grammar schools) and the creation of 'collegiates' of local institutions to broaden pupils' subject options. The Costello report endorsed the abolition of transfer tests but replaced the idea of 'collegiates' with the 'Entitlement Framework', to be implemented as a statutory requirement in the year 2009. This would guarantee each young person access to a minimum range of courses at Key Stage 4 and post-16, with at least one-third to be applied (vocational) and one-third academic. Strengthened school and college collaboration will be required to offer this wider range of courses and to enable the development of new progression pathways in response to local skills development needs. From 2004/05 DEL has provided additional funding to FE colleges and schools, to strengthen collaborative arrangements and to extend the range of collaborative provision to pupils aged 14-19, at all ability levels, in preparation for the implementation of the Entitlement Framework.

The '**Skills strategy for Northern Ireland**' (DELNI, 2004b) recognised the challenges the country faces in the skills arena, including the need to raise the general level of skills in the existing workforce and to improve the quality of those entering the labour market, in order to improve productivity, competitiveness and employment. The focus of the strategy is to enhance the skills of the region's workforce, to reduce barriers to employment and to align training and education far more closely to the needs of employers. Its concluding action plan recommends:

establishing a regional framework for employment and skills, and local employer-led workforce development fora; extending apprenticeships and foundation degrees; entitling those over 19 years of age to a first NVQ level 2 qualification; and introducing a revised qualifications system by the year 2007. The proposals emphasise the importance of cost-effective, responsive, flexible and high-quality applied (vocational) education and training.

In 2006, DEL published an updated implementation plan '**Success through skills: the skills strategy for Northern Ireland**' (DEL, 2006a), which mapped projects contributing to improved skills under four broad themes:

- understanding the demand for skills – engaging employers and others to forecast future skills requirements
- improving the skills level of the workforce – including both those currently in employment or training and those about to join the workforce, aiming to: raise levels of literacy, numeracy and IT skills; improve wider employability skills; increase the number of apprenticeships; and address management and leadership skills
- skills ladder – acknowledging the value and complementary nature of academic and applied (vocational) progression routes, and improving the quality and relevance of education and training
- tackling the skills barriers to employment and employability – including measures such as targeted provision to equip those, who are not in work, with employability skills.

'**Youth work: a model for effective practice**' (DENI, 2004b) offers non-statutory core principles for effective practice, which reflect shared youth work values, and provides a framework, within which there is scope to develop approaches based on individual contexts. The document advises that the activities and experiences offered to young people should enable them to:

- become involved in the life and work of the group, with increasing opportunities to take responsibility and participate in, and contribute to, the life of their local and wider communities
- work as members of groups; build meaningful and comfortable relationships with their peers and others; be accepting, understanding, respectful and tolerant when living and engaging with others; and recognise the need to manage feelings and conflict
- explore and clarify their values, test their beliefs and examine moral and spiritual issues in an accepting and non-threatening context.

Assessment and evaluation of the programmes and outcomes of youth work should be based on the extent to which these core principles are progressed through a wide range of high quality learning experiences. The framework also recommends a process for developing a needs-based curriculum, which requires youth workers to: have the skills necessary to consult with young people in the inception and design of the curriculum, as well as in any monitoring and evaluation of programmes; establish what resources are available; and work within these boundaries.

In 2005, Northern Ireland's Department of Culture, Arts and Leisure (DCALNI) published a consultation document '**Northern Ireland's libraries: a framework for change**' (DCALNI, 2005), which set out a vision for a modern library service with a stronger customer focus. Library staff will need to develop skills to build confidence and competencies among library users. Further training in skills relating to youth work, early years' education or teaching will also enable staff to undertake targeted interventions with specific groups in the community. A separate but significant issue

for Northern Ireland is that librarian qualifications are not available locally, although CPD and management development for librarians may soon be offered by the University of Ulster.

System reform

General principles governing the relationship between government and the voluntary and community sector (VCS) in Northern Ireland were set out in '**Building real partnership: compact between government and the Voluntary and Community sector in Northern Ireland**', published by the Department of Health and Social Services in 1998 (Department of Health and Social Services, 1998). In the compact, the government pledged to: support a strong and effective infrastructure for the provision of VCS services; to allocate resources to the VCS, in accordance with clear objectives linked to departmental priorities; and to monitor their use against criteria of quality, efficiency, effectiveness, equity, sustainability and accountability. For its part, the VCS committed to recognise that working in partnership with government can enhance its ability to meet its objectives and to maintain high standards of governance and conduct. It also pledged to: develop quality standards; involve users in the development and management of services; develop systems, which ensure accountability; ensure that stakeholders are regularly informed and consulted about activities; and ensure that appropriate polices are in place for equality of opportunity in employment practice, the involvement of volunteers, and in-service provision. The compact reflects the growing role played by the VCS in the delivery of public services. Its implementation will require capacity building in some VCS organisations, particularly around the management of a voluntary workforce and the creation of accountability, consultation and monitoring systems.

As its primary purpose, the FE sector is expected to make a major contribution to economic development in Northern Ireland. In 2004, the Department for Employment and Learning published '**Further education means business: a programme for implementation**' (DEL, 2004a), with proposals to develop a strategy for the FE sector in Northern Ireland. This involves reshaping the sector, in order to benefit from economies of scale, and strengthening its contribution to the primary strategic objective of supporting economic development. Amongst other things, the report recommends that the 16 FE colleges in Northern Ireland should be reduced to six by the year 2007. This presents a major challenge to the workforce, with the introduction of new institutional management arrangements and a reduction in the overall size of the workforce creating a period of instability and turbulence in the coming years.

The '**Training for success: professional and technical training: consultation document**' (DELNI, 2006b) sets out how the department proposes to take forward its commitments under the skills strategy, in relation to the reconfiguration of training and adult skills. In part, the consultation document responds to the highly critical report on the Jobskills programme published by the Great Britain Parliament House of Commons Committee of Public Accounts (CPA) in November 2005 (Leigh, 2005), which raised concerns about the quality of the training delivered to unemployed young people aged 16–24 years. The consultation document sets out the department's views on the way forward, by repositioning professional and technical (formerly vocational) training as an economically focused route to highly skilled employment, which will contribute to the prosperity of Northern Ireland. The proposed menu of provision includes:
- extending apprenticeships to include pre-apprenticeships for pupils aged 14–16 and apprenticeships at NVQ levels 2 and 3 for young people aged 16–24

- overcoming barriers to provision, by providing personalised services linking learners' personal and social development with skills acquisition and work sampling
- introducing new incentives for employer engagement and new provider contracting arrangements.

The proposals are drawn together in three separate strands:

- a suite of training options to replace Jobskills, aimed at young people aged 14–24, to equip them better to enter the labour market, with a focus on flexibility of provision and learning taking place in an employed context
- proposals for provision aimed at up-skilling existing members of the workforce, including extending apprenticeships and introducing up-skilling initiatives focused on transferable skills for people in lower skilled and/or vulnerable jobs
- extending the Education Maintenance Allowance (EMA) to young people aged 16+ in training, on the same basis as those, who remain in schools or FE colleges.

Additional secondary data tables and analysis

Sector Skills: a skills foresight report on the paid workforce of the voluntary and community sector in Northern Ireland (NICVA Research Unit, 2004).

This report draws on evidence published in 'Futureskills 2003: A skills foresight research report on the voluntary sector paid workforce' (Wilding *et al*, 2003), which was collected through primary research carried out in December 2002 and January 2003. It is based on the responses of a stratified, randomly selected telephone survey of 1000 UK voluntary organisations. In Northern Ireland, 138 telephone survey responses were achieved, on which the analysis is based.

In terms of skills shortages, 63% of respondents had recruited during the previous year, just under half of whom (28% of respondents) had experienced recruitment difficulties, because applicants were not of sufficiently high quality. The most common areas in which applicants were lacking sufficient skills were customer handling, written communication, strategic/business planning and problem solving.

Skills gaps were considerably less common – 90% of respondents reported that all of their staff were proficient in the skills needed to carry out their work. Amongst the small proportion, who did report skills gaps, the most common reason was that there was 'insufficient training and development for staff' (39%), although this was marginally less than the level found across the UK. Other important reasons for the skills gaps were 'insufficient time in the job' (37%), 'finding it difficult to keep up with change' (33%) and 'partial completion of training programmes' (33%). The five most common forms of skills gap were planning and organising, project development, team working, problem solving and the strategic use of ICT.

When asked about future skills needs, the most prominent were business planning and management, management skills and ICT skills. The provision of training was an important method for addressing skills gaps, shown by the finding that 92% of respondents had arranged or funded training in the previous year. However, small organisations were less likely to have done so than larger ones, mainly due to a lack of funds. Health and safety and job-specific training were the most common types of training undertaken.

In addition, the report also cites "*existing data on the size and scope of the Northern Ireland voluntary and community sector paid workforce … derived from 'State of the Sector III (NICVA, 2002)*" (p.11):

- "*The latest estimates are that 29,168 people were employed in the voluntary and community sector (4.5% of the Northern Ireland workforce) in 2000/01*".

- "*In terms of overall gender composition, the sector is dominated by females, making up 72.4% of the sector's workforce, but, as was shown in the NICVA Salary Survey 2001, only one in three of the top level jobs in the sector is held by a female (NICVA, 2001)*".

- "*44.8% of the sector's workforce is made up of part-time posts, defined as less than 16 hours a week*".

FE staff data 2004/05, Department for Employment and Learning, Northern Ireland

The data set relating to FE staff in Northern Ireland for the year 2004/05 was acquired from DEL. Analysis was undertaken by consultants SQW. It provides only limited data in relation to teaching staff in each of the 16 FE institutions in Northern Ireland.

(Please note that, as the FE staff data 2004/05 is an unpublished data set, it is not cited in the references.)

Table E1: Gender and mode of employment of FE teaching staff in Northern Ireland, 2004/05

	Full-time	Part-time	Total
Male	1,051 (row: 48%) (col: 48%)	1,160 (row: 52%) (col: 37%)	2,211 (row: 100%) (col: 42%)
Female	1,161 (row: 37%) (col: 52%)	1,939 (row: 63%) (col: 63%)	3,100 (row: 100%) (col: 58%)
Total	2,212 (row: 42%) (col: 100%)	3,099 (row:58%) (col: 100%)	5,311 (row: 100%) (col: 100%)

Source: Analysis of data from DEL, related to teaching staff within FE institutions in Northern Ireland in the year 2004/05.
Percentages of both row and column totals are shown.

Additional primary data tables and analysis

LLUK employer survey

This section comprises key figures from the LLUK employer survey in Northern Ireland. The online survey received 689 responses with at least one question completed, of which, 67 respondents were employers from Northern Ireland.

Figure E1:   LLUK employer survey responses, by constituency
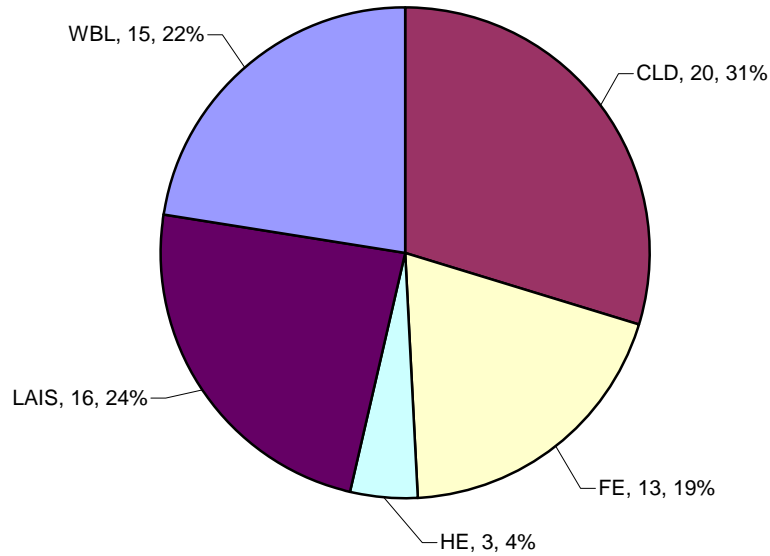
Source: LLUK online employer survey, 2006, employers in Northern Ireland.

Figure E2:   Size of respondents' organisation or that part of the organisation for which they are responsible, by constituency
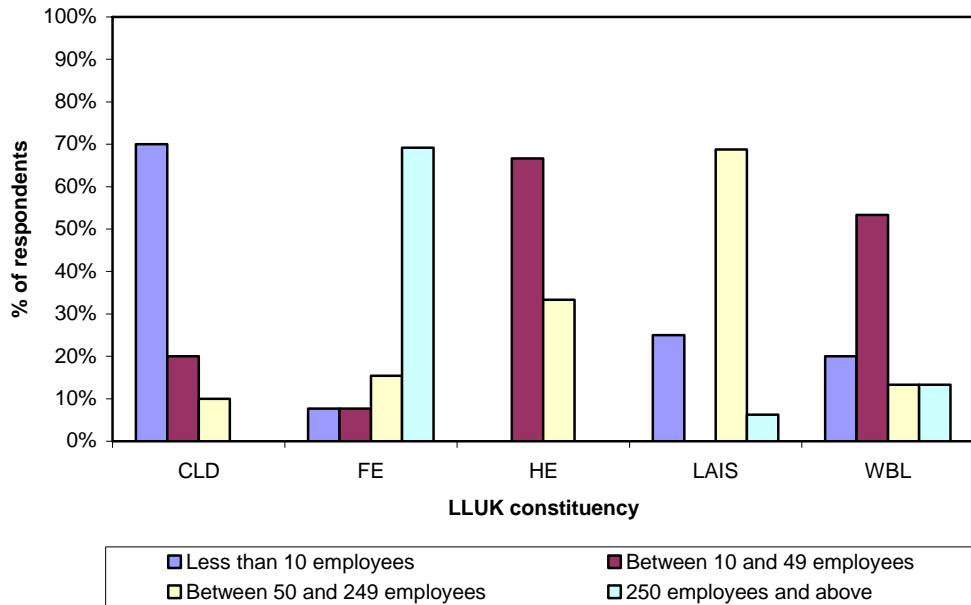
Source: LLUK online employer survey, 2006, employers in Northern Ireland.

Skills shortages amongst new recruits

Figure E3:   NVQ level at which skills shortages were felt, expressed as a % of those who had experienced a skills shortage, and by occupational group
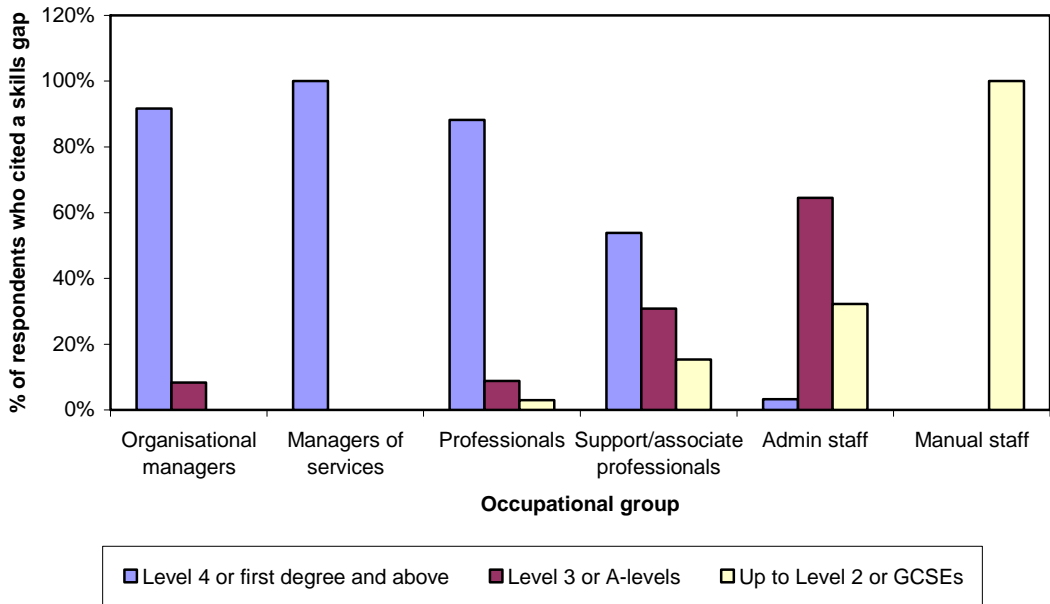
Source: LLUK online employer survey, 2006, employers in Northern Ireland.

Figure E4:   % of respondents experiencing a specific skills shortage, by type of skill and occupational group
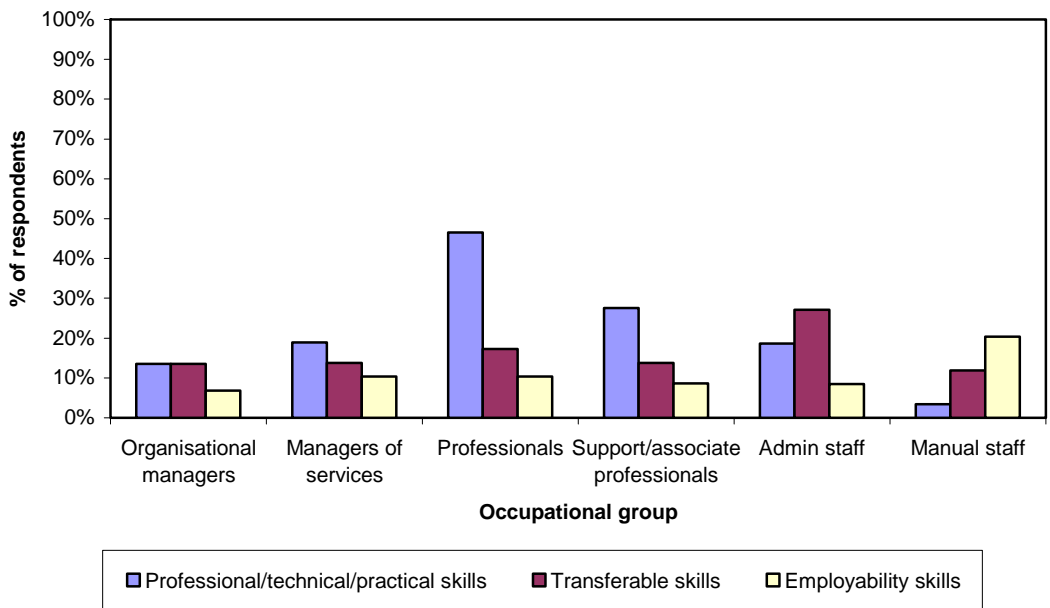
Source: LLUK online employer survey, 2006, employers in Northern Ireland.

Figure E5:   % of respondents experiencing a specific skills shortage (professional/technical/practical skills, transferable skills or wider employability skills), by constituency and occupational group
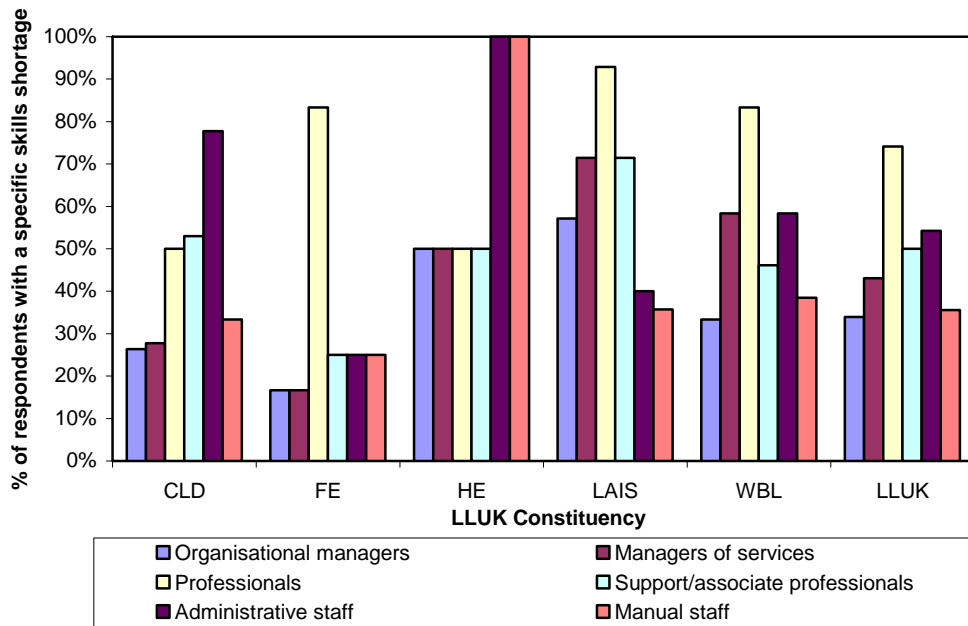
Source: LLUK online employer survey, 2006, employers in Northern Ireland.

Skills gaps amongst current workforce

Figure E6:   NVQ level at which skills gaps were felt, expressed as a % of those who had experienced a skills gap, and by occupational group
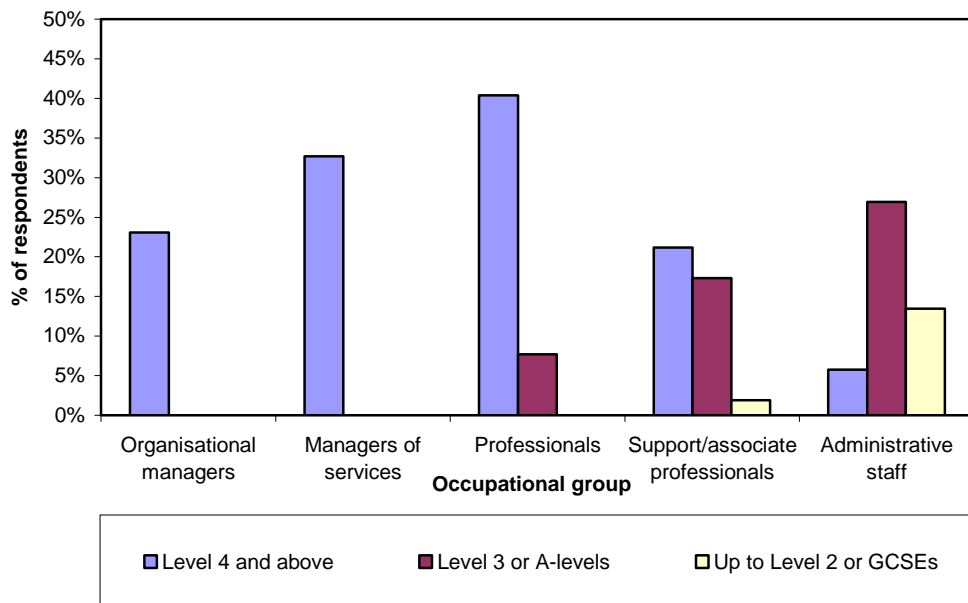
Source: LLUK online employer survey, 2006, employers in Northern Ireland.

Figure E7: % of respondents experiencing a specific skills gap (professional/technical/practical skills, transferable skills or wider employability skills), by constituency and occupational group
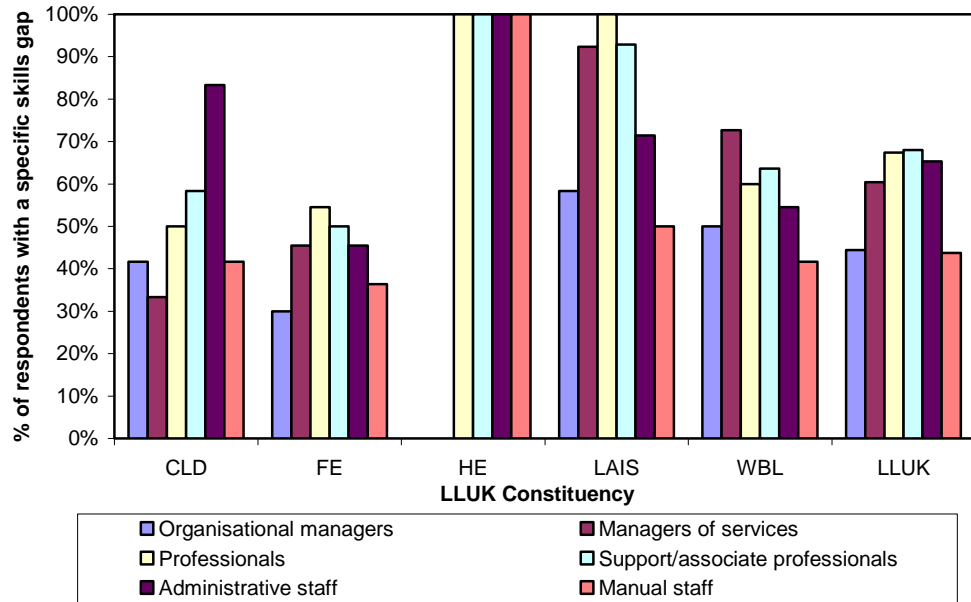
Source: LLUK online employer survey, 2006, employers in Northern Ireland.

Levels of satisfaction with current workforce skills

Figure E8: % of respondents 'satisfied' or 'very satisfied' with the skills and competencies of existing staff in their organisation, by constituency and occupational group
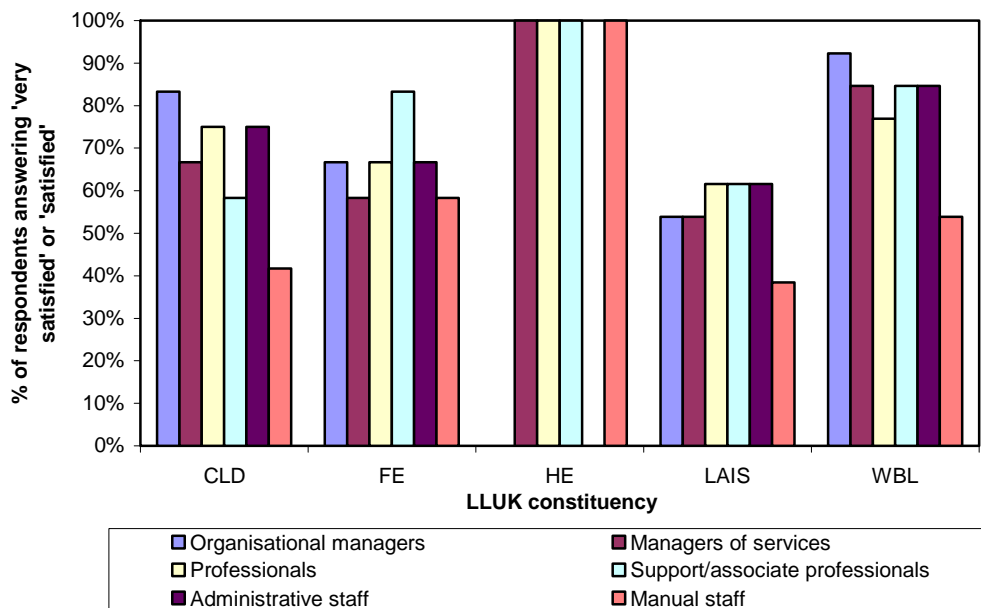
Source: LLUK online employer survey, 2006, employers in Northern Ireland.

Figure E9: Satisfaction with the bi-lingual skills of existing staff, by constituency
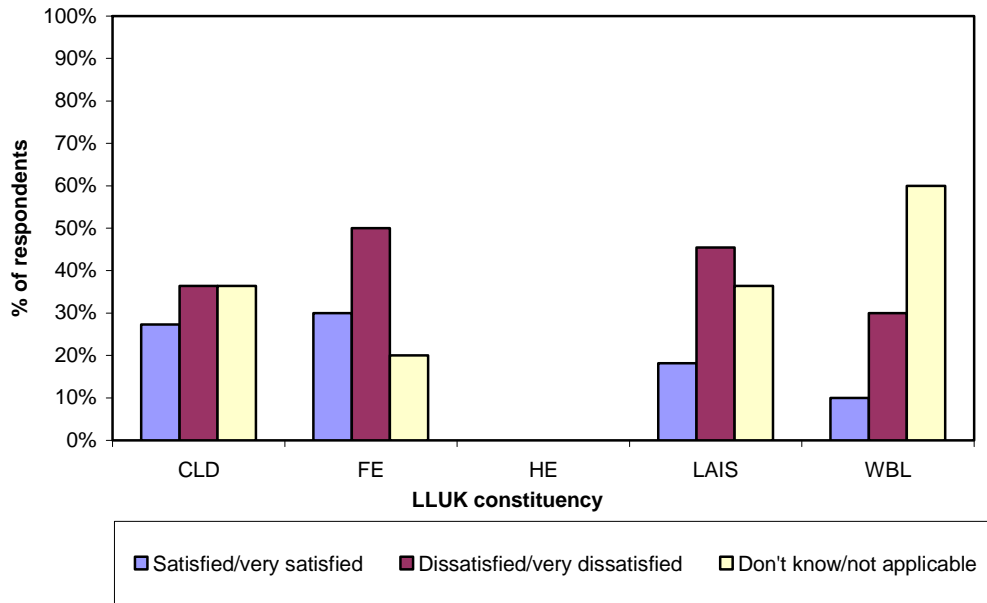
Source: LLUK online employer survey, 2006, employers in Northern Ireland.

Future skills needs

Figure E10: % of respondents expecting an increase in demand for particular occupations over the next 5–10 years, by constituency and occupational group
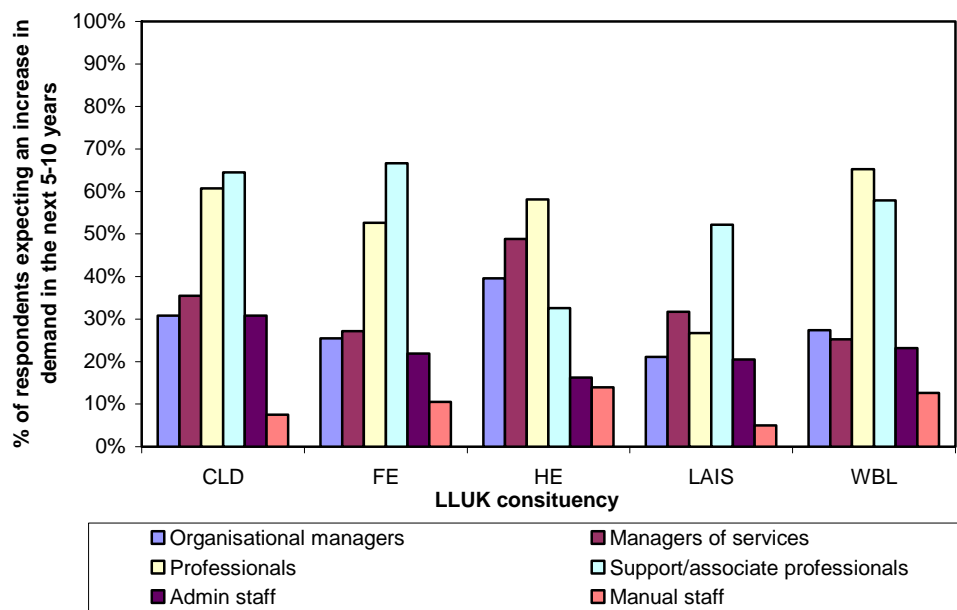
Source: LLUK online employer survey, 2006, employers in Northern Ireland.

Figure E11: % of respondents expecting an increase in demand for particular skills over the next 5–10 years, by constituency and occupational group
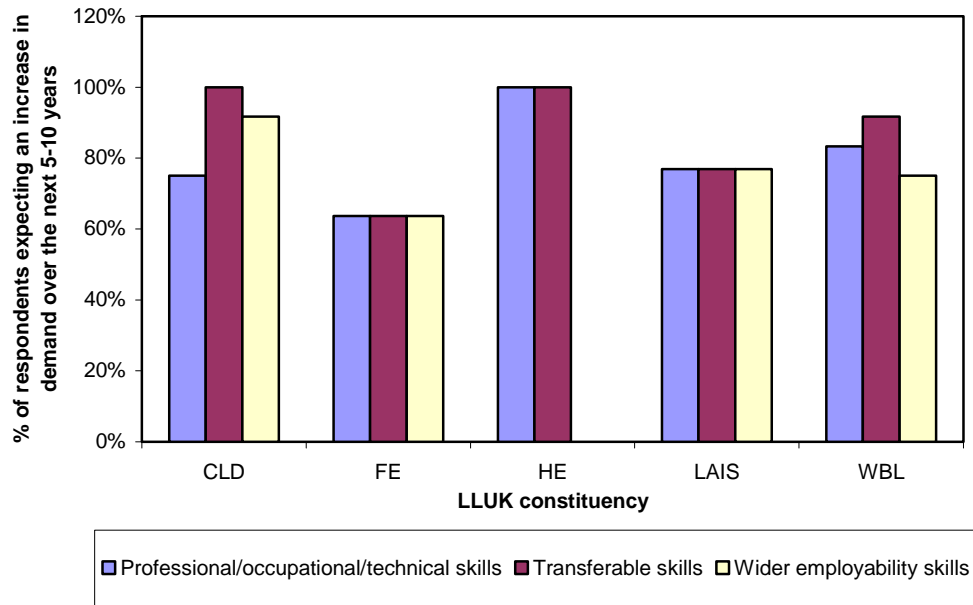
Source: LLUK online employer survey, 2006, employers in Northern Ireland.

ANNEX F – SCOTLAND

Key policy documents

Young people

Collaboration between Scotland's colleges and the schools sector was given a boost in 2005 when the Scottish Executive launched '**Lifelong partners: Scotland's schools and colleges building the foundations of a lifelong learning society: a guide for schools, colleges and local authorities**' (Scottish Executive, 2005d). The Executive allocated more than £40 million over three years to increase college activity for school pupils, facilitate more fee-waivers for pupils from state schools, enhance training for college teaching staff, and improve the careers advice and guidance services offered to pupils. The expansion of vocational provision for school pupils will require FE teaching staff to develop new teaching skills, and also a better understanding of the increasing numbers of young people they find themselves teaching.

'**More choices, more chances: a strategy to reduce the proportion of young people not in education, employment or training in** Scotland' (Scottish Executive, 2006a) presents the strategy to eradicate the problem of the 35,000 NEET young people throughout Scotland (who represent 13.5% of young people). Whilst the strategy has a national approach, it has identified seven areas where NEET is a particular challenge. This emphasis on reducing the NEET group has several implications for the lifelong learning workforce in Scotland. For example, the government plans to offer financial incentives to encourage young people to enter into education and training, creating additional demand for lifelong learning from those at risk of social exclusion. Similarly, the Executive also makes a commitment to expand the range and quality of options available to young people, suggesting the development of more personalised services. Another key plank of the strategy is the need for services, such as housing, education, health, training and social care, to work together to offer an overall personal planning service for young people, who are in the NEET group, signalling more integrated service provision. For the lifelong learning workforce, this will require an ability to work with a wide range of partners, in order to offer holistic solutions and deal with the often complex issues faced by young people at the margins of society.

Adult skills

'**Workforce plus: an employability framework for Scotland**' (Scottish Executive 2006d) outlines how the Scottish Executive plans to achieve their goal of helping 66,000 individuals in receipt of working-age benefits into work. Tackling issues around skills and education is a key element of this, as part of a holistic solution, which will address issues such as health, childcare and homelessness. Literacy and numeracy skills are identified as being key to closing the opportunity gap in Scotland. By the year 2008, the Executive will have invested £65 million through CLD strategies, implying a large increase in demand placed on the CLD constituency. Other steps to improve 'Adult Literacy, Numeracy and ESOL' include offering ICT training as part of Individual Learning Accounts, and working with Jobcentre Plus and other agencies to target people looking for work, who have low literacy and numeracy skills.

Another aspect of the strategy looks at improving applied (vocational) skills in two ways: by working to align vocational skills programmes more strongly with business needs, thereby improving future employment opportunities for learners; and by increasing the vocational element in existing programmes, thereby improving job outcomes for participants. Finally, the strategy makes a commitment to widen access to both FE and HE, in order to enable everyone to gain the skills they need and to progress in employment, regardless of their background or personal circumstances.

At a service delivery level, the strategy contains a commitment to improve the performance of agencies providing training and work experience, which highlights the importance of ensuring that the skills and training of all staff are of a sufficient level and fit for purpose. The strategy also emphasises that the quality of engagement with employers at a local level needs to be improved. Thus learning institutions will need to ensure they have staff with the skills necessary to achieve this.

In 2003, the Scottish Executive published '**Life through learning; learning through life: the lifelong learning strategy for Scotland**' (Scottish Executive, 2003), which set out five broad goals. These centred on ensuring: that Scotland is a confident, enterprising and creative country; that there is demand for and delivery of high quality learning; that skills and knowledge are recognised, used and developed in the workplace; that people are given sufficient support and advice on learning decisions; and that there is equality of access to lifelong learning, irrespective of background. These guiding themes are important as they set the Scottish Executive's framework for progression of lifelong learning in Scotland.

This was followed in 2004 by '**The framework for economic development in Scotland**' (FEDS) (Scottish Executive, 2004c). This asserted that better skills are the key to improving individual life chances, increasing the flexibility of the labour force and maintaining competitiveness. The framework focuses on a wide range of skills required in Scotland, addressing: basic literacy and numeracy skills; skills required for employees, managers and entrepreneurs; and the skills of Scotland's research and academic community. The framework sets out steps to improve incentives for people to continue learning activities throughout their life, for example, paying the tuition fees of eligible students and introducing a new Learning Account scheme. There is an emphasis on developing the skills of people, who are currently marginalised within the labour market, but who do have the capacity to undertake employment. Continuing Modern Apprenticeships will address market failures in the development of vocational qualifications at the intermediate level. In addition to these measures, there will be more targeted regional interventions, to promote balanced growth and social inclusion across the whole of Scotland. Each of these projects promotes a step change and expansion of lifelong learning, to which the sector has been required to respond.

Also published by the Scottish Executive in 2004 was '**A smart, successful Scotland: strategic direction to the Enterprise Networks and an enterprise strategy for Scotland**' (Scottish Executive, 2004a), which focused on the aspects of FEDS, which are key to enterprise. With regard to skills and learning, the document sets out four goals. The first is to improve the operation of the Scottish labour market, by giving individuals both transferable skills (such as communication and team work) and high quality business and management skills. Careers Scotland and the Enterprise Networks will be important mechanisms for achieving this. The second is to give all young people quality learning and training, both in school and once they are in the labour force, whilst also addressing the range of barriers to entering the labour force, faced by the most vulnerable. Thirdly, individuals are to be encouraged to keep developing their skills once in work, with businesses offered incentives to

support them. The final goal is to narrow the gap in employment and reduce economic inactivity by focusing advice and training on individual needs. Significantly, this report mentions that the Executive is currently developing an employability framework, to set out the roles of different parts of the public sector in achieving this. There may be scope for development of this in other sectors.

System reform

'**Learning for life: a joined-up approach**' (Joint Lifelong Learning Group, 2000), published jointly by Highlands and Island Enterprise, Scottish Enterprise, and the Scottish Further and Higher Education funding councils, made integrated recommendations to progress Scotland's lifelong learning agenda. It recognised the need to stimulate demand for skills from both individuals and employers. Like many skills strategies, it included a specific focus on the need to improve 'Adult Literacy, Numeracy and ESOL' provision, to: help prevent social exclusion amongst under-represented demographic and geographic communities; expand the opportunities for lifelong learning for people in low-wage employment; and to enhance the provision of employability skills. Other frequently featured skills objectives were the need to develop entrepreneurship amongst learners and to ensure lifelong learning responds to local, regional and national economic needs. In addition, the report included many process recommendations, including ensuring that the careers service within FE and HE builds on best practice in meeting needs of individuals and the economy. The report reflects the blurring of boundaries between different phases and types of education and training, pointing to future integration of the different parts of the lifelong learning sector and stronger collaboration within the lifelong learning workforce.

In July 2003 the joint e-learning group of the Scottish Further Education Funding Council (SFEFC) and Scottish Higher Education Funding Council (SHEFC) published their '**Final report**' (Scottish Further Education Funding Council and Scottish Higher Education Funding Council joint 'E-learning' group, 2003), which discusses the expansion of e-learning within the Scottish post-16 education sector. It was premised on the assumption that e-learning will witness incremental integration with more conventional education training, rather than imminently transforming or replacing current mainstream provision. Very much a learner-centred report, it explores ways in which e-learning can benefit the learner, rather than being from the provider or tutor perspective. The report acknowledges implications for the lifelong learning sector: whilst it is true that many college and university staff are comfortable and proficient with IT personally, many lack the skills and expertise to use IT as their primary medium to support student learning and few have undergone formal training. The report recognises the need to review the framework for college lecturer training, to ensure practitioners acquire e-learning skills. BY way of contrast, the HE sector does not have an equivalent national qualification for its teachers and, as a result, it will be more difficult to identify and deliver an enhancement to e-learning skills across all institutions.

In 2004, the SFEFC and SHEFC produced another joint publication, '**Further and higher education (Scotland): submission to the Scottish Parliament and Enterprise Committee**' (Scottish Further Education Funding Council and Scottish Higher Education Funding Council, 2004), in response to the proposed merger of the two funding councils into a single authority. The Councils applaud the move towards a single funding council for HE and FE, as they feel this will enable a strategic overview of the two constituencies to be taken, with the ability to implement coherent policies. However, the document also sets out the councils' views on the forthcoming challenges, which could result from the merger. The submission highlights the need

to: maintain the diversity of FE and HE provision; protect Scotland's research competitiveness; and secure collaboration with relevant stakeholders. It is also noted that the resulting Council will have to ensure its membership is diverse and balanced, whilst endeavouring to fulfil the task of fully implementing a credit and qualifications framework, which is relevant to both employers and learners. The merger of the two funding councils points again to closer integration between these parts of the lifelong learning sector and signals greater collaboration across the FE/HE divide.

Already, improved arrangements for learner progression have come out of this improved coherence. Of particular interest, in terms of the leadership and management of FE and HE institutions, the councils also emphasise the importance of protecting the autonomy of these institutions, as this allows them to respond quickly and effectively to the changing needs of students, employers and society. The councils also advocate the use of conditions attached to funding and grants, to achieve particular priorities, rather than the use of detailed legislation, suggesting further flexibility will be required from providers in both constituencies. More generally, the councils advocate that fundable bodies should meet certain threshold conditions, in order to be considered eligible for funding from the new council, in order to ensure quality provision.

In 2005, the Scottish Executive announced the **Review of Scotland's Colleges** (RoSCo), with the purpose of examining the contribution the FE sector makes to learners and, importantly, to Scotland's economy and wider society. It was also charged with: exploring the strategic future of colleges over the next 10 to 20 years; strengthening accountability and governance; modernising teaching methods and the professionalism of staff. On this latter point, the Executive undertook a consultation on the need for a professional body to represent staff in Scotland's Colleges, yet (in contrast to England) it concluded that the time was not yet right to proceed. This signals a different approach to supporting the CPD of college lecturers in Scotland – one perhaps more reliant on institutional- rather than sector-wide intervention. As part of the review, in 2006 the 'Difference Colleges Make' working group launched '**Unlocking opportunity: the difference Scotland's Colleges make to learners, the economy and wider society**' ('Difference Colleges Make' working group, 2006). The paper identified the areas in which colleges will contribute to key Scottish policy documents as follows:

- '**Life through learning; learning through life: the lifelong learning strategy for Scotland**' (Scottish Executive, 2003): supplying people with the confidence, enterprise, knowledge, creativity and skills they need to take a full part in economic, social and civic life; providing a high quality learning experience; developing skills in the workplace; supplying effective IAG; and giving all people a chance to learn, irrespective of their background or current personal circumstances.

- '**The framework for economic development in Scotland**' (Scottish Executive, 2004c): basic education and skills, including increasing the range of vocational options; research, development and innovation; entrepreneurial dynamism; and managing public services resources effectively.

- '**A smart, successful Scotland: strategic direction to the Enterprise Networks and an enterprise strategy for Scotland**' (Scottish Executive, 2004a): tailored training for companies; supporting key sectors; assisting with the development of employability and higher-level skills; and exporting knowledge to the rest of the world.

The list of contributions Scotland's Colleges are expected to make is long, and highlights priority areas for developing the College workforce.

The Scottish Executive also launched '**Learning to improve: quality approaches for lifelong learning'** (Scottish Executive, 2005c) in 2005, seeking to improve the quality of post-compulsory education in Scotland. Its central contention is that the learner needs to be put at the centre of the system and it argues that providers need to build their capacity to listen to learners. The strategy calls for continuing development of educators in the full range of subject/technical and educational skills and knowledge. It suggests the following lines of development:

- creating more demanding learners, by encouraging more positive interaction between learners and educators
- building management and organisational capacity for improvement, by strengthening quality in providers and continuing to give priority to staff and team development – providers need to plan for and build in lifelong learning for educators
- developing funding approaches to support quality, by developing local management capacity
- maintaining the value of qualifications, by speeding up and strengthening a 'learning cycle' between educators, learners, the economy and employers, to ensure courses and qualifications are up-to-date and 'worth something'
- developing quality review approaches, based on learner-centred quality improvement models.

The document places workforce development at the heart of quality improvement in post-compulsory learning and will have significant implications for the lifelong learning workforce in Scotland.

Also in 2005, the Scottish Executive published the '**Adult ESOL strategy for Scotland: consultation paper**' (Scottish Executive, 2005a), in response to changing demographics in Scotland, the 'Fresh Talent' Initiative (which aims to encourage people to come and live and work in Scotland) and recommendations of the Scottish Refugee Integration Forum. It focuses on publicly-funded provision of English for speakers of other languages (ESOL) in Scotland, i.e. for asylum seekers, refugees and settled ethnic communities. The report endorses the establishment of a national ESOL panel to consider the quantity and quality of Scotland's ESOL provision and to establish a website featuring professional development, a student network and teaching and learning information. However, also recognising the importance of a more local dimension, it suggests the need for this panel to be complemented by eight regional fora. The report recognises that ESOL practitioners, in general, need to be better acquainted with the Scottish qualifications landscape. It recommends that a national ESOL curriculum be established, so that development of adult ESOL provision can add value to the existing adult literacy curriculum framework and be fully linked to SCQF and SQA qualifications, whilst taking account of policy development in citizenship and employability.

In September 2005, the joint SFEFC and SHEFC 'Widening Participation' review group launched '**Learning for all**', which reviewed the impact of Council actions on participation levels. Acknowledging that much progress has been made in both FE and HE in improving access, the review set out the main challenges and suggested how best to address them. Identifying learners' potential, in order to guide them towards the most appropriate provision, was identified as a necessary starting point for institutions, together with the development of more progression pathways and

enhanced vocational qualifications. Boosting course registrations, however, is only one solution. Improving retention rates is equally as important in the drive to expand participation. The review challenges the lifelong learning workforce, in both sectors, to: develop more vocationally-oriented learning pathways; attract stronger participation from under-represented groups; and to ensure registered students from these groups are supported to achieve their potential. It also includes suggestions for reconfiguring the delivery of lifelong learning and, in particular, it points to the regional wider access fora in Scotland to: disseminate good practice in course design; embark on innovative FE/HE collaborations; and coordinate and tailor provision to meet local area needs. Staff are recommended to participate in summer schools and deliver 'access courses', and to embed careers planning into learning programmes. These areas suggest new roles, responsibilities and ways of working for the lifelong learning workforce, in order to widen participation in FE and HE.

In 2005, the merged Scottish Funding Council issued '**Learning to work: enhancing employability and enterprise in Scottish further and higher education**' (Scottish Funding Council, 2005), with the objective of increasing the employability of the Scottish workforce, in order to meet the demands of the knowledge economy. The paper responds to some of the challenges facing Scotland, including: the gaps in 'Adult Literacy, Numeracy and ESOL'; shortages in soft skills required by the labour market; concerns about graduate under-employment; low levels of business start-ups; and the general importance of up-skilling and retraining an ageing population. Alternative ways of delivering training are proposed and these have implications for the lifelong learning workforce. The paper suggests redesigning the learning experience, to deliver attributes that are valuable in the world of work, redesigning what is taught and how it is taught, and providing opportunities for learners to participate in work-related learning. It acknowledges the important role educators play in: helping learners develop a vision for themselves; assisting them with making informed decisions about learning options; and providing access to appropriate education and training.

Finally, a 'Short Life Task Group' (SLTG) was formed to advise Ministers on the establishment of a practitioner-led body responsible for validation, endorsement, accreditation and registration for CLD. The SLTG reported in January 2006 with '**Strengthening standards: improving the quality of community learning and development service delivery**' (SLTG, 2006), concluding that a professional body for this sector would make an essential contribution to building key assets for Scotland. The central roles of this professional body should be to ensure high standards of practice, approve training and develop a framework of qualifications.

Additional secondary data tables and analysis

Staffing statistics for further education colleges in Scotland: 2004/05 (Scottish Funding Council, 2006)

Table F1: Workforce (FTE), by gender and type of staff, 2004/05

	Male	Female	Total
Teaching staff	**3,097** (row: 49%) (col: 58%)	**3,181** (row: 51%) (col: 46%)	**6,278** (row: 100%) (col: 51%)
Non-teaching (support) staff	**2,247** (row: 37%) (col: 42%)	**3,806** (row: 63%) (col: 54%)	**6,053** (row: 100%) (col: 49%)
Total	**5,344** (row: 43%) (col: 100%)	**6,987** (row: 57%) (col: 100%)	**12,331** (row: 100%) (col: 100%)

Source: Statistics Branch, Scottish Funding Councils for Further and Higher Education (Scottish Funding Council, 2006), table 4.
Percentages of both row and column totals are shown.

Table F2: Workforce (FTE), by age and gender, 2004/05

Age (at 1st August, 2004)	Male	Female	Total
<29 years	**408** (row: 33%) (col: 8%)	**845** (row: 67%) (col: 12%)	**1,253** (row: 100%) (col: 10%)
30–49	**2,717** (row: 41%) (col: 51%)	**3,948** (row: 59%) (col: 57%)	**6,665** (row: 100%) (col: 54%)
50–59	**1,767** (row: 48%) (col: 33%)	**1,918** (row: 52%) (col: 27%)	**3,685** (row: 100%) (col: 30%)
60 years or over	**449** (row: 63%) (col: 8%)	**270** (row: 38%) (col: 4%)	**718** (row: 100%) (col: 6%)
Total	**5,344** (row: 43%) (col: 100%)	**6,987** (row: 57%) (col: 100%)	**12,331** (row: 100%) (col: 100%)

Source: Statistics Branch, Scottish Funding Councils for Further and Higher Education (ibid.), table 4.
Percentages of both row and column totals are shown.

Table F3: Workforce numbers (headcount), by mode of employment and type of staff, 2004/05

	Full-time	Part-time	Total
Teaching staff	**4,785** (row: 36%) (col: 47%)	**8,385** (row: 64%) (col: 73%)	**13,170** (row: 100%) (col: 61%)
Non-teaching (support) staff	**5,351** (row: 63%) (col: 53%)	**3,094** (row: 37%) (col: 27%)	**8,445** (row: 100%) (col: 39%)
Total	**10,136** (row: 47%) (col: 100%)	**11,479** (row: 53%) (col: 100%)	**21,615** (row: 100%) (col: 100%)

Source: Statistics Branch, Scottish Funding Councils for Further and Higher Education (ibid.), table 1. Percentages of both row and column totals are shown.

Table F4: Workforce numbers (headcount), by type of employment contract and type of staff, 2004/05

	Permanent	Temporary	Total
Teaching staff	**6,362** (row: 48%) (col: 48%)	**6,808** (row: 52%) (col: 81%)	**13,170** (row: 100%) (col: 61%)
Non-teaching (support) staff	**6,853** (row: 81%) (col: 52%)	**1,592** (row: 19%) (col: 19%)	**8,445** (row: 100%) (col: 39%)
Total	**13,215** (row: 61%) (col: 100%)	**8,400** (row: 39%) (col: 100%)	**21,615** (row: 100%) (col: 100%)

Source: Statistics Branch, Scottish Funding Councils for Further and Higher Education (ibid.), table 1. Percentages of both row and column totals are shown.

Table F5: Teaching staff (headcount), by qualification and type of employment, 2004/05

	Full-time	Part-time	Total
'Fully qualified' – Teacher Qualification Further Education – TQ(FE) or equivalent	**3,650** (76%)	**2,788** (33%)	**6,438** (49%)
Other Teacher Qualification (TQ) or equivalent	**579** (12%)	**1,440** (17%)	**2,019** (15%)
Qualified but not teacher trained	**525** (11%)	**3,792** (45%)	**4,317** (33%)
Unqualified	**18** (<1%)	**365** (4%)	**383** (3%)
Total	**4,772**	**8,385**	**13,157**

Source: Statistics Branch, Scottish Funding Councils for Further and Higher Education (ibid.), table 2. Percentages shown represent percentages of column totals.

Working for democracy: review of community education training (Malcolm *et al.*, 2002)

This report draws on a range of primarily qualitative data sources and analysis. The methods used included document analysis, group discussions, in-depth interviews, questionnaires and invitations to comment over the Internet. As a result, it is acknowledged that, whilst "*this gave insight into a range of views about community education and its training … it did not give generalisability*" and, as a result, "*this report provides illuminative data only*" (ibid., p.vii).

Table F6: Numbers of organisations with staff holding a qualification in community education (degree, diploma, certificate – equivalent to NVQ level 4)

Proportion of staff	Voluntary organisations		Community / New Community Schools		FE colleges		LA departments (main providers)		LA departments (other providers)		Other public sector employers	
	Paid	Vol.	Paid	Vol.	Paid	Vol.	Paid	Vol.	Paid	Vol.	Paid	Vol.
All	1	0	4	0	1	0	10	0	1	0	0	0
Most	2	0	0	0	0	0	14	0	4	0	3	0
Some	26	9	8	1	12	0	9	7	8	0	7	2
None	12	13	0	7	2	2	2	17	3	0	1	2
Total	47		12		18		36		20		14	

Source: Working for democracy: review of community education training (Malcolm, et al., 2002), table 2.1, p.10.

Additional primary data tables and analysis

LLUK employer survey

This section comprises key figures from the LLUK employer survey in Scotland. The online survey received 689 responses, with at least one question completed, of which, 76 respondents were employers from Scotland.

Figure F1: LLUK employer survey responses, by constituency
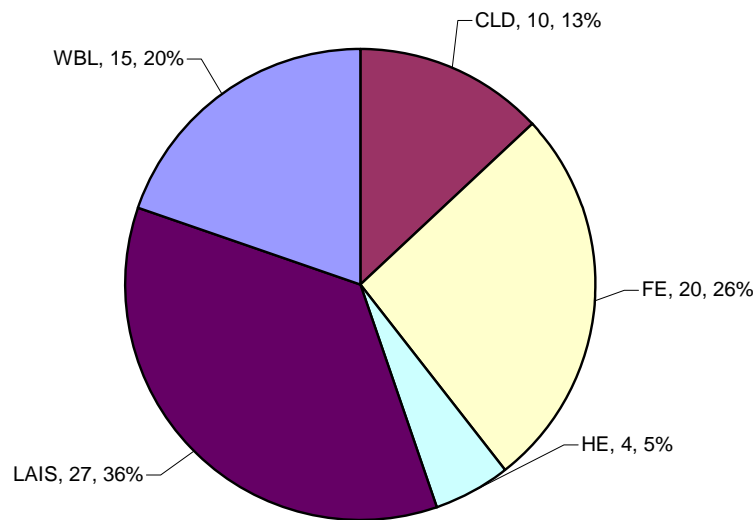
Source: LLUK online employer survey, 2006, employers in Scotland.

Figure F2:   Size of respondents' organisation or that part of the organisation for which they are responsible, by constituency
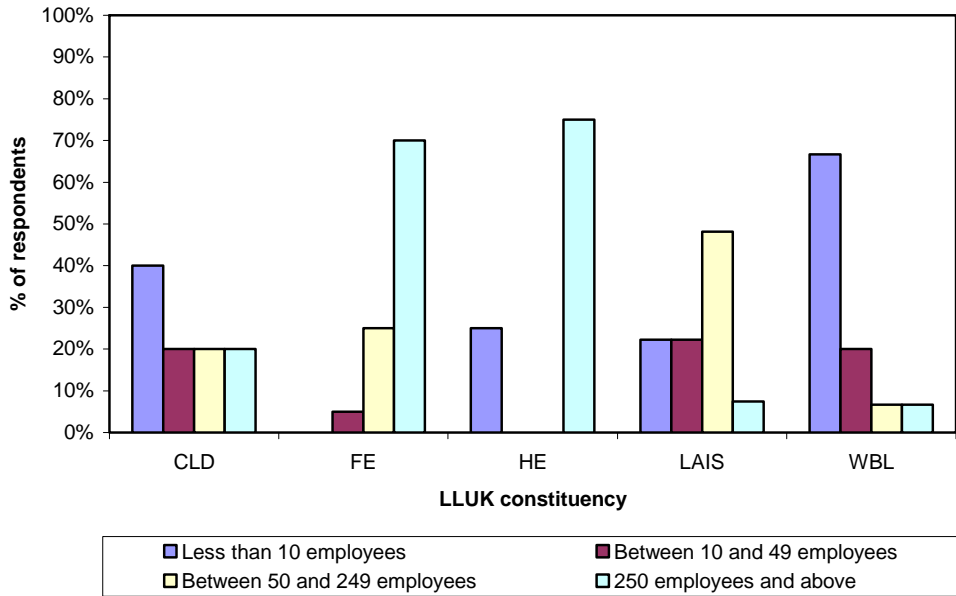
Source: LLUK online employer survey, 2006, employers in Scotland.

Skills shortages amongst new recruits

Figure F3:   NVQ level at which skills shortages were felt, expressed as a % of those who had experienced a skills shortage, and by occupational group
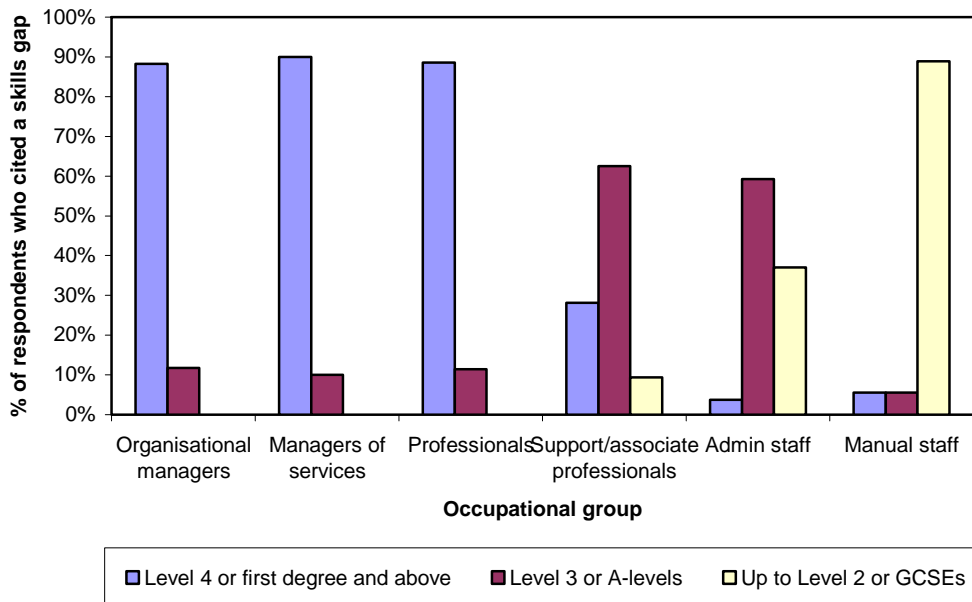
Source: LLUK online employer survey, 2006, employers in Scotland.

Figure F4: **% of respondents experiencing a specific skills shortage, by type of skill and occupational group**
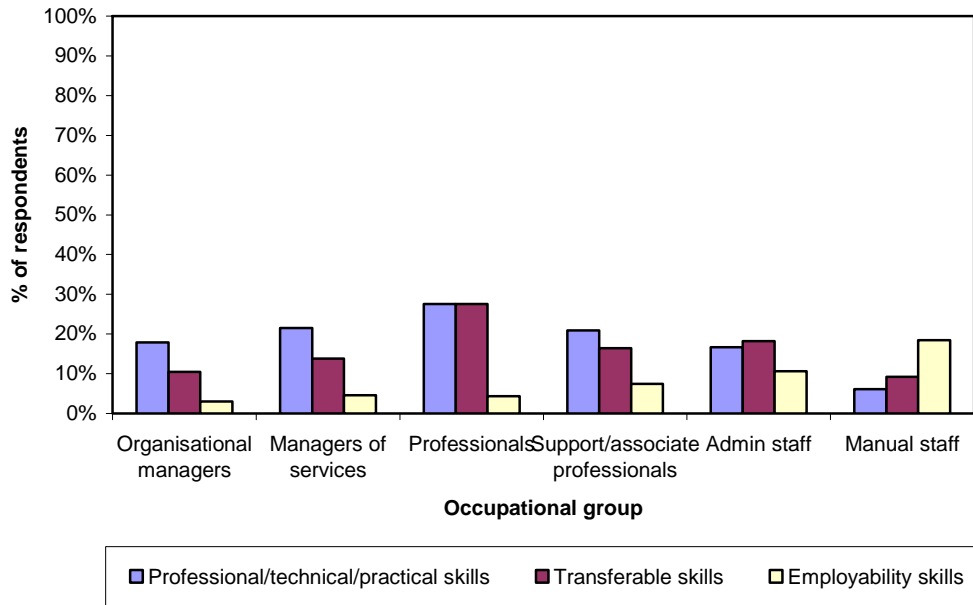
Source: LLUK online employer survey, 2006, employers in Scotland.

Figure F5: **% of respondents experiencing a specific skills shortage (professional/technical/practical skills, transferable skills or wider employability skills), by constituency and occupational group**
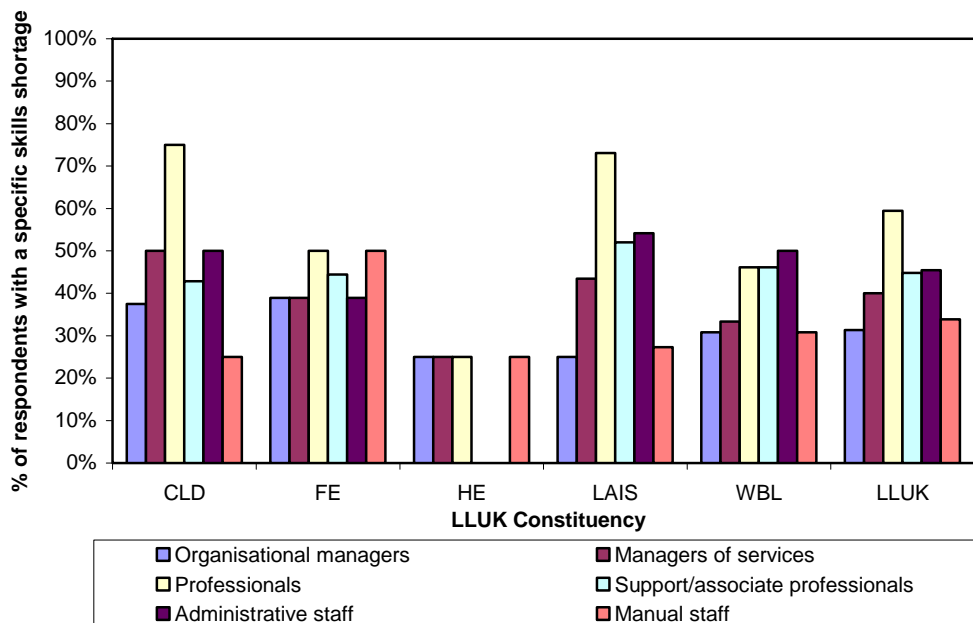
Source: LLUK online employer survey, 2006, employers in Scotland.

Skills gaps amongst current workforce

Figure F6: NVQ level at which skills gaps were felt, expressed as a % of those who had experienced a skills gap, and by occupational group
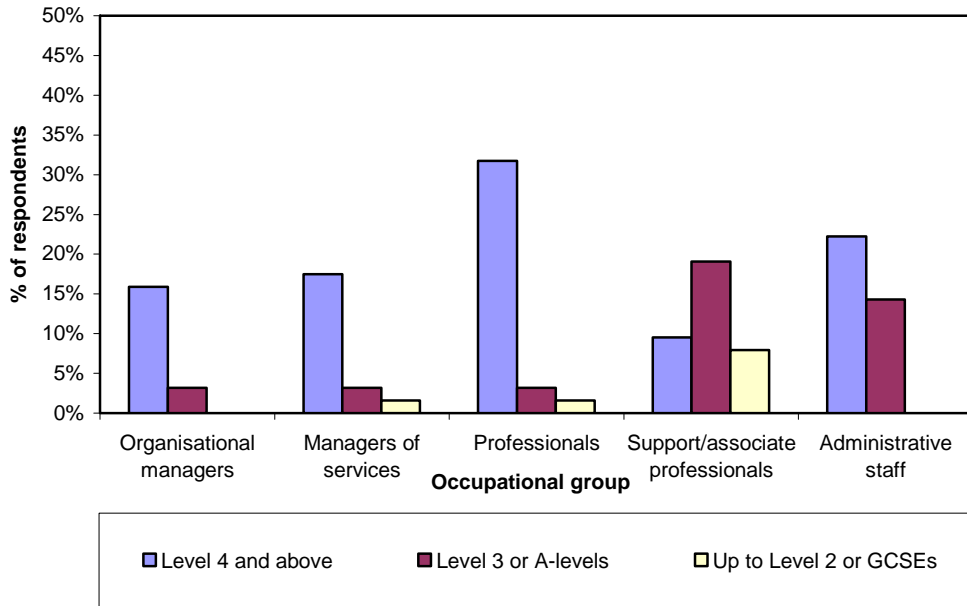
Source: LLUK online employer survey, 2006, employers in Scotland.

Figure F7: % of respondents experiencing a specific skills gap (professional/technical/practical skills, transferable skills or wider employability skills), by constituency and occupational group
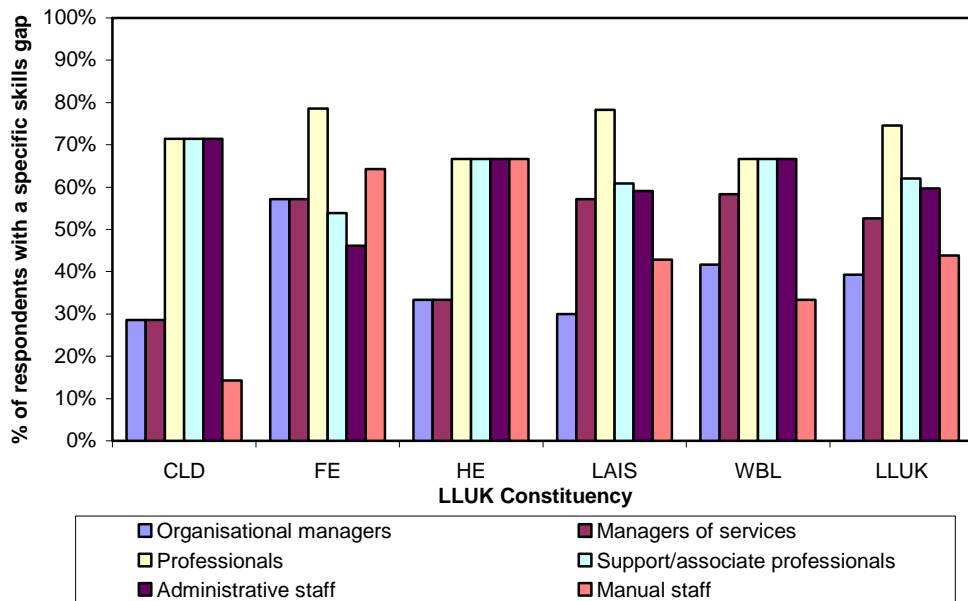
Source: LLUK online employer survey, 2006, employers in Scotland.

Levels of satisfaction with current workforce skills

Figure F8: **% of respondents 'satisfied' or 'very satisfied' with the skills and competencies of existing staff in their organisation, by constituency and occupational group**
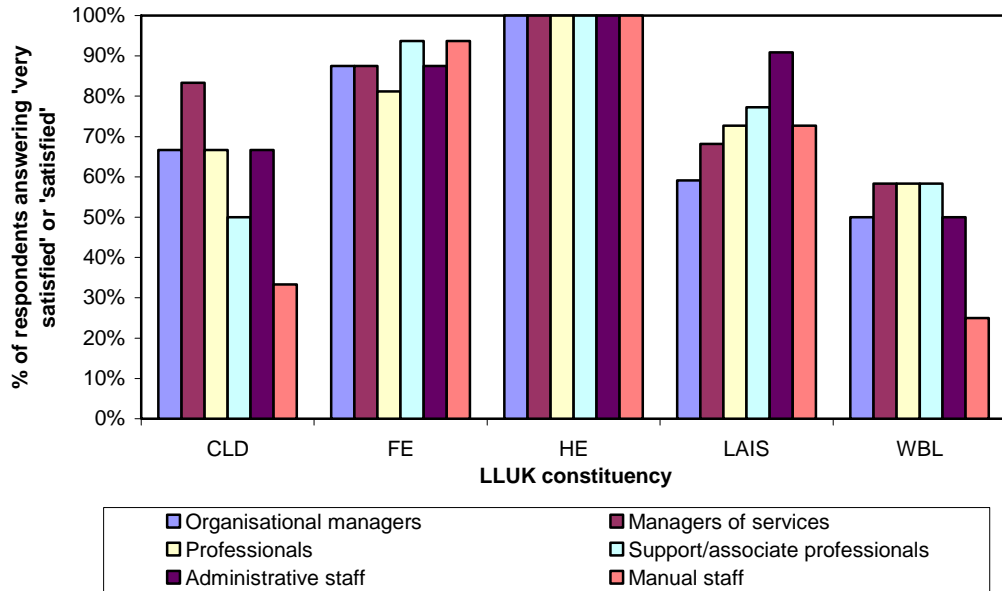
Source: LLUK online employer survey, 2006, employers in Scotland.

Figure F9: Satisfaction with the bi-lingual skills of existing staff, by constituency
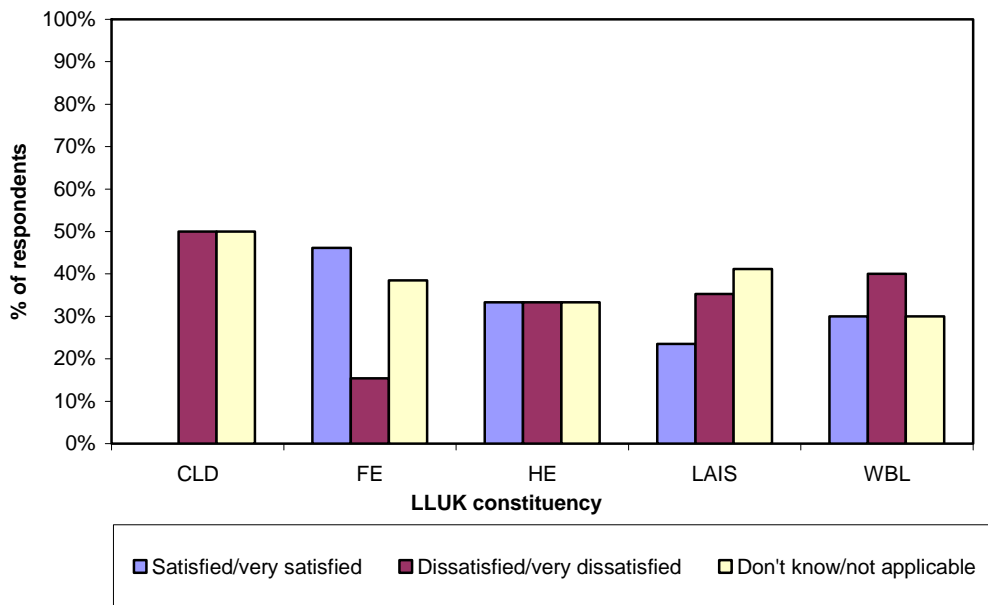
Source: LLUK online employer survey, 2006, employers in Scotland.

Future skills needs

Figure F10: % of respondents expecting an increase in demand for particular occupations over the next 5–10 years, by constituency and occupational group
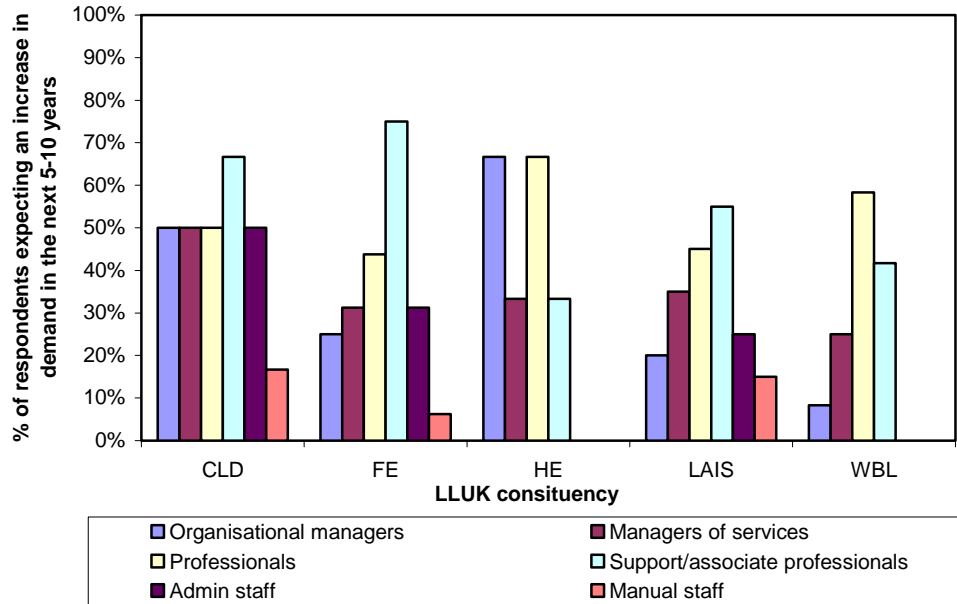
Source: LLUK online employer survey, 2006, employers in Scotland.

Figure F11: % of respondents expecting an increase in demand for particular skills over the next 5–10 years, by constituency and occupational group
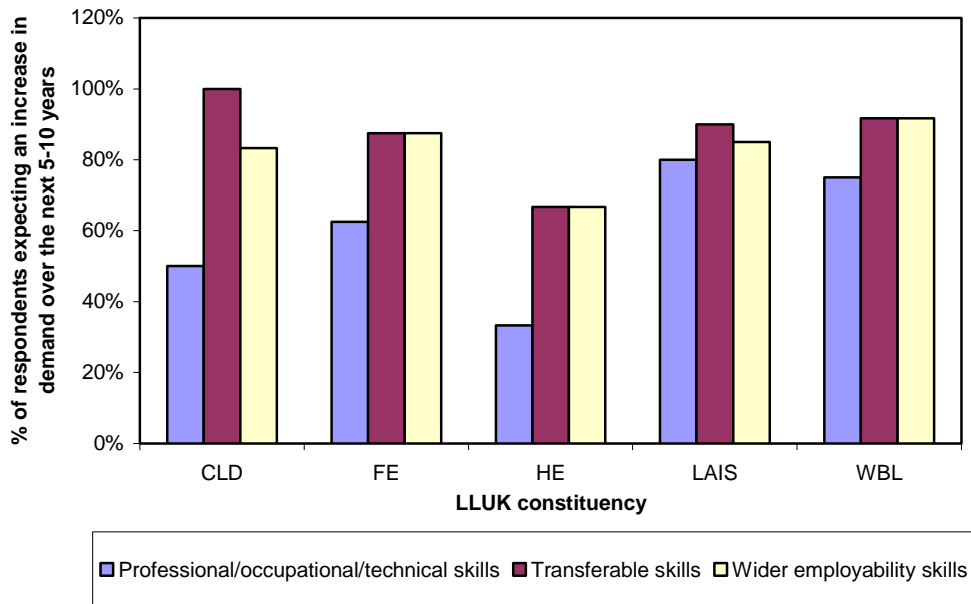
Source: LLUK online employer survey, 2006, employers in Scotland.

ANNEX G: WALES

Key policy documents

The **'Skills and employment action plan for Wales 2002'** (WAG, 2002b) set out a four-point plan to: improve workforce development; supply new entrants to the labour market with the skills needed for employment: work both with employers and employees to improve skills; and help more people into sustained employment. An updated report – '**Skills and employment action plan for Wales 2005**' (WAG, 2004d) was published in 2004. It recorded the developments, which had occurred since the year 2002 – Workforce Learning Accounts, a new Adult Basic Skills strategy, SSAs, 14–19 learning pathways, a 'Skills Observatory' – and set the following priorities for targeted public funding: improving the levels of basic skills in literacy, numeracy and ICT; ensuring everyone has generic employability skills for gaining and sustaining employment; increasing employer demand for skills at and above NVQ level 3; and addressing skills gaps and shortages in key sectors in the Welsh economy.

The 21st century challenges facing the HE sector in Wales and steps needed to address them were outlined in the ten-year strategy '**Reaching higher: higher education and the learning country: a strategy for the higher education sector in Wales**' (WAG, 2002a). Key challenges include the competition Welsh institutions face from English institutions, the higher unit costs of delivering HE in Wales, and the disproportionately large number of small institutions. The strategy announced radical sector-wide restructuring, with clusters developed from reconfigured institutions, in order to reduce costs, increase income, gain multiplier effects and build capacity. The strategy also recognises the need: to widen access to HE; to improve institutional management; to improve staff development provision; to develop innovative approaches to teaching, in response to changing student needs; and to strengthen bilingual provision. All of these areas, but perhaps particularly sector-wide institutional restructuring and cost cutting, will impact on the workforce in HE.

In September 2003, the Welsh Assembly Government published '**Wales: a better country: the strategic agenda of the Welsh Assembly Government**' (WAG, 2003b), which recognised the importance of skills and innovation in reinforcing Wales' economy and wealth creation, and contributing to social cohesion and personal fulfilment. WAG sought to maintain a genuine continuum of lifelong learning and committed itself to: creating Individual Learning Accounts; extending the Welsh baccalaureate to intermediate and foundation levels; reforming the 14–19 curriculum; piloting free skills training for adults up to NVQ level 3; and opening up schools for use in community learning. As with skills agendas elsewhere, priority areas include: improving 'Adult Basic Skills', strengthening links between the FE and HE sectors; engaging the business community; and encouraging entrepreneurialism.

'**Iaith Pawb: a national action plan for a bilingual Wales**' (WAG, 2003a) is the Welsh Assembly's overarching strategy for achieving a bilingual Wales. In its second annual report (WAG, 2005d), it measures performance against original commitments and identifies the challenges still to be met. Despite progress such as the development of the National Practitioner Training Programme, the report identifies that staffing is a major area needing improvement, to ensure the successful delivery of Iaith Pawb. Other recent developments, such as the Careers Wales Employer Liaison Strategy, which gathers data on employer needs, including Welsh language skills, the SSCs' Welsh Language Schemes and WAG's bilingual skills strategy (WAG, 2006e) will further fuel this demand.

In 2004, the National Council for Education and Training for Wales (ELWa – Education and Learning Wales) published the final report of its 'Workplace Learning Review', '**Developing the workforce – learning in and for the workplace**' (Education and Learning Wales, 2004a). This major review attempted to create a coherent workforce development policy framework focused on the needs of employers and learners, with the general aim of ensuring everyone in Wales has the skills they need to become employable and adaptable. Headline messages from the review are that learning in and for the workplace must deliver high-quality and responsive provision, tailored to meet employers' needs, and that learning products and processes for delivering learning should be improved. Recommendations with particular resonance for the lifelong learning workforce include the following:

- the development of workplace learning with stronger sector focus and the review of existing provision, to ensure it best meets individuals' and employers' needs
- driving up standards, by re-directing funding on the basis of quality of provision and providers' capacity to deliver
- integrating skills development for the workforce within 14–19 education and training networks
- correcting 'Adult Basic Skills' deficiencies, to achieve a substantial improvement in standards of NVQ level 1 literacy and numeracy, with a particular focus on economically inactive learners.

The review also identified the need to increase the number of Welsh medium applied (vocational) practitioners, assessors, verifiers and teaching staff, and the need to develop provision and teaching materials and to market the benefits of bilingual education and training. ELWa has committed to take forward these areas of deficiency, which will have a direct consequence for the lifelong learning industry and place acute demands on a specific sub-set of professionals.

Responding to the commitment made to transforming 14–19 provision in '**Wales: a better country**' (WAG, 2003b), and building on '**The learning country**' (WAG, 2001b) and '**Learning country: learning pathways 14–19**' (WAG, 2001a), WAG published **'Learning pathways 14–19 guidance'** (WAG, 2004a) in 2004. The aim of this guidance document is to ensure that, by the age of 25, 95% of young people will be ready for high-skilled employment or HE, by the year 2015:

- lifting the proportion of 16 year olds with NVQ level 2 and of 19 year olds with NVQ level 3 or equivalent qualifications
- improving the proportion of 16 year olds progressing to further learning
- reducing the proportion of 16–18 year olds who are (NEET)
- increasing attendance, reducing exclusion and improving retention.

There are six key elements to Learning Pathways:

- individual learning pathways, to meet the needs of each learner
- wider choice and flexibility of programmes and ways of learning
- a 'Learning Core', which runs from age 14 through to 19
- support from a 'Learning Coach'
- access to personal support
- impartial careers advice and guidance.

The implementation of these elements is dependent upon available funding and provider capacity, but it was expected that most will be introduced by September 2005, in accordance with local 'learning pathway development plans', created by 14–19 networks working with local partners in each local authority area. The

implementation of learning pathways will require greater collaboration between FE colleges, schools and other local partners, and the focus on meeting individual learners' needs, offering greater choice and flexibility, and strengthening personal support will require new and more collaborative approaches to teaching and supporting learning for young people.

Publicly-funded education and training is subject to the same constraints and policy guidelines as other public services in Wales. '**Making the connections: delivering better services in Wales**' (WAG, 2004b) set out WAG's vision for public services, seeing them as essential to a prosperous, sustainable, bilingual, healthier and better educated Wales. Particular references are made to education and training, including proposals for developing 'Careers Wales', promoting the flexible 'Learning Pathways' plan, emphasising the role of 'Learning Coaches', and expanding applied (vocational) and occupational qualifications. In June 2005, an action plan – '**Delivering the connections: from vision to action**' (WAG, 2005a) was published, outlining steps for implementing public service reform. In education and skills there was a commitment to: transforming post-16 learning; implementing the Credit and Qualifications Framework for Wales; widening access to HE; continuing to improve the effectiveness and efficiency of Careers Wales; achieving better supply and demand for bilingual learning provision; and reconfiguring community based adult learning through a community learning strategy.

In '**People, places, futures: the Wales spatial plan**' (WAG, 2004c), a mechanism is provided for ensuring that policy is developed in ways, which take account of the different challenges and opportunities in different parts of Wales, and enable them to establish their own distinctive approaches, to meet the objectives set in the strategic plan '**Wales: a better country**' (WAG, 2003b) and the 'Sustainable Development Scheme' (WAG, 2000). With regard to skills and lifelong learning on a national level, the plan highlights the fact that Wales has a relatively long 'tail' of people with low skills. It outlines plans to tackle this through targeted investment in more deprived communities, to avoid people dropping out of education or work. The primary purpose of the spatial plan is to identify geographical areas, which have distinctive skills issues to be addressed. For example, in central Wales, the need to identify and tackle ICT 'black holes' has been highlighted, suggesting there may been an increase in demand for trainers of ICT in the area. In south-east Wales, the plan identifies a potential increase in demand for more general lifelong learning, as forward investment committed through the requirement for local authorities to meet the Welsh Housing Quality Standard by the 2012 is expected to act as a catalyst for skills and training programmes for local people. Meanwhile, developments in HE will be affecting south-west Wales, with Swansea University, HE institutions and Technica collaborating to create the virtual 'University of South West Wales'.

In 2005, the Welsh Assembly Government published **'Wales: a vibrant economy: the Welsh Assembly Government's strategic framework for economic development'** (WAG, 2005e), in which skills feature in two ways: firstly, in the context of increasing employment, and secondly, in the context of supporting business growth. On the first point, effective tailored education and training for individuals and employers will be used to target people with low levels of qualifications, to enable them to have the skills to meet the needs of employers, with the aim of reducing the rate of economic inactivity within Wales. On the second point, skills are identified within the document as one of the five key factors, which can drive business growth at the company level. The framework also highlights the need to raise levels of numeracy and literacy, strengthen and widen access to HE in Wales, and improve the management skills and leadership qualities of senior executives.

With regard to 'Adult Basic Skills', 2005 saw the introduction of '**Words talk: numbers count: the Welsh Assembly Government's strategy to improve basic literacy and numeracy in Wales**' (WAG, 2005f). This builds on the foundations of '**The learning country**' (WAG, 2001b) and reports on the progress made in tackling the continuing 'Adult Basic Skills' deficit in Wales. This second strategy retains the general aims of the first strategy, that:

- all young children should be prepared for learning when they begin school
- the number of children leaving primary school struggling over reading, writing and the use of number should be further reduced
- fewer young people should leave compulsory education still struggling with basic skills
- the number of adults with poor basic skills should be diminished significantly.

The last aim covers the largest number of identified priority groups, including: families, adult learners, low skilled people in the workforce, job seekers, offenders and ex-offenders, other groups at risk of social exclusion, and speakers of other languages. The second strategy introduced new targets for improvement for these groups: by 2010, 80% of working-age adults should have at least NVQ level 1 literacy skills, and 55% should have at least NVQ level 1 numeracy skills. The strategy recognises the shortage of qualified 'Adult Basic Skills' teachers and the need to attract and retain more staff in this area, and proposes to work with other relevant bodies, to put in place standards and qualifications, which all new teachers would be required to meet, and to provide support for existing practitioners to work towards these qualifications.

In April 2006, WAG published '**Learning country 2: delivering the promise**'(WAG, 2006b). Building on '**The learning country**' (WAG, 2001b), this consultation document summarised progress made since the year 2001 and also set out the further challenges, which need to be tackled, if targets are to be achieved. Aside from general proposals for raising skills and educational attainment from early years to HE, the document addresses the development of the schools and lifelong learning workforce. In general, WAG proposes to produce a workforce development plan, which will inform staff training in all settings, and over the next five years, will develop and improve the flexibility of staff deployment within and across sector boundaries. This suggests a closer alignment of standards and qualifications frameworks for teaching staff in the schools and lifelong learning sectors. Other proposals are:

- for post-compulsory learning providers - to continue to apply the Provider Performance Review in FE, WBL and community learning, to improve quality, raise standards and share best practice
- for FE - to scope the establishment of a professional body for FE lecturers and principals; to develop an enhanced leadership programme for extant and aspiring managers; and to continue to promote the Welsh Language Sabbaticals scheme for FE practitioners
- for 'Adult Basic Skills' - to take forward the proposals for practitioner development announced in '**Words talk: numbers count**' (WAG, 2005f)
- for HE- to introduce training programmes for all new and existing staff, to support Welsh medium provision.

Whilst there is much, which is not new, in this report, the document does recognise the need to develop the skills and capacity of the staff responsible for delivering and managing education and training in all settings.

With regard to LAIS, in 2006 the Welsh Assembly Government published the '**CyMAL: museums archives and libraries Wales: action plan April 2006 – March**

2008' (WAG, 2006a). This seeks to build upon the good progress, which has been made in Wales since April 2004, with regard to establishing advice and support services. It contains further proposals for the development if its bilingual services, extending access to new audiences, developing the sector's capacity to access new funding sources and to produce a new workforce development strategy, to identify employer requirements across the sector. The action plan is organised around three work programmes. Most relevant to the lifelong learning workforce is work programme 3 – 'Delivering through Excellence', which includes the objective of providing a programme of training. The action plan also includes proposals to produce a draft workforce development strategy and implementation plan, a report of the training and development needs of the archive services, and to deliver a training programme based on training needs analysis data from the sector. It indicates the need to develop an online information service for Welsh library users and identifies that a workforce development plan to support recruitment and retention of suitably qualified staff will be required to support this. It also wants to see the number of public library staff engaged in training increased by 10% by March 2007, an increase in the number of staff participating in leadership training and an increase in opportunities for applied (vocational) and distance learning qualifications.

The '**Work based learning improvement plan**' (WAG, 2006d) aims to provide a broad range of competence-based skills and knowledge, in order to enhance employability and career progression, enable participants not in employment to acquire skills and work experience, and help provide employers with a workforce, which has skills and knowledge to compete in the global economy. The plan envisages structured learning routes for individuals, which are relevant to employers' needs, foster greater commitment from employers and individuals to on-the-job learning, and enable candidates to acquire portable skills, in order to sustain employment. Recommendations included in the plan signal major changes in the organisation of WBL in Wales. They include: setting objectives for the WBL system; extending provision to entry level; increasing employer engagement and improving matching with candidates; strengthening candidate selection procedures and reviewing the financial support offered to them; and a marketing campaign to promote apprenticeships. The plan recognises the need for staff development, in order to implement these recommendations, noting the fragmented nature of the current WBL provider network and shortages in skilled trainers and assessors, and suggests the creation of specialist centres or lead providers, to pool talent and avoid duplication in services.

Additional secondary data tables and analysis

Staff Individualised Record (SIR) data, 2003/04, Department for Education, Lifelong Learning and Skills, Welsh Assembly Government

This data set was acquired from DELLS, part of WAG, and analysis was performed by the consultants, SQW. However, the full staff return required from FE colleges in Wales incorporates two elements, the Staff Individualised Record (SIR) analysed here and also the Staff Aggregate Record (SAR). The completion of a record in the SIR is required for all members of staff (teaching or otherwise) for each contract or period of casual employment, where the staff member is directly employed by the institution. If a member of staff works for less than 25% of a full-time contract, the college is permitted to submit a shortened version of the SIR, excluding certain fields such as teaching and non-teaching qualifications. The completion of a record in the

SAR is required when teaching staff are not directly employed by the institution. Because this analysis does not include the data collected in the form of the SAR, it slightly understates the size of the FE workforce in Wales.

(Please note that, as the Staff Individualised Record (SIR) data, 2003/04 is an unpublished data set, it is not cited in the references.)

Table G1: Workforce numbers (headcount), by primary role and gender, 2003/04

	Teaching and learning	Supporting teaching and learning	Other support staff	Total
Male	3,749 (row: 65%) (col: 42%)	766 (row: 13%) (col: 41%)	1,234 (row: 21%) (col: 30%)	5,749 (row: 100%) (col: 39%)
Female	5,114 (row: 56%) (col: 58%)	1,107 (row: 12%) (col: 59%)	2,895 (row: 32%) (col: 70%)	9,116 (row: 100%) (col: 61%)
Total	8,863 (row: 60%) (col: 100%)	1,873 (row: 13%) (col: 100%)	4,129 (row: 28%) (col: 100%)	14,865 (row: 100%) (col: 100%)

Source: Staff Individualised Record (SIR), Department for Employment, Lifelong Learning and Skills, Welsh Assembly Government, 2003/04.
Percentages of both row and column totals are shown.

Table G2: Workforce numbers (headcount), by age and gender, 2003/04

	Male	Female	Total
<25 years	**423** (7%)	**754** (8%)	**1,177** (8%)
25–29	**417** (7%)	**763** (8%)	**1,180** (8%)
30–34	**548** (10%)	**1,068** (12%)	**1,616** (11%)
35–39	**691** (12%)	**1,274** (14%)	**1,965** (13%)
40–44	**744** (13%)	**1,415** (16%)	**2,159** (15%)
45–49	**772** (13%)	**1,339** (15%)	**2,111** (14%)
50–54	**867** (15%)	**1,252** (14%)	**2,119** (14%)
55–59	**757** (13%)	**866** (9%)	**1,623** (11%)
60 years or over	**515** (9%)	**372** (4%)	**887** (6%)
Total	**5,749**	**9,116**	**14,865**

Source: Staff Individualised Record (SIR), Department for Employment, Lifelong Learning and Skills, Welsh Assembly Government, 2003/04.
Percentages shown represent percentages of column totals.

Table G3: Workforce numbers (headcount), by age and primary role, 2003/04

	Teaching and learning	Supporting teaching and learning	Other support staff	Total
<25 years	311 (4%)	226 (12%)	640 (16%)	1,177 (8%)
25–29	602 (7%)	171 (9%)	407 (10%)	1,180 (8%)
30–34	920 (10%)	198 (11%)	498 (12%)	1,616 (11%)
35–39	1,238 (14%)	247 (13%)	480 (12%)	1,965 (13%)
40–44	1,369 (15%)	293 (16%)	497 (12%)	2,159 (15%)
45–49	1,384 (16%)	246 (13%)	481 (12%)	2,111 (14%)
50–54	1,371 (16%)	223 (12%)	525 (13%)	2,119 (14%)
55–59	1,054 (12%)	183 (10%)	386 (9%)	1,623 (11%)
60 years or over	592 (7%)	85 (5%)	210 (5%)	887 (6%)
Total	8,863	1,873	4,129	14,865

Source: Staff Individualised Record (SIR), Department for Employment, Lifelong Learning and Skills, Welsh Assembly Government, 2003/04.
Percentages shown represent percentages of column totals.

Table G4: Workforce (FTE), by mode of employment and primary role, 2003/04

	Teaching and learning	Supporting teaching and learning	Other support staff	Total
Full-time	3,501 (69%)	834 (66%)	2,152 (73%)	6,495 (70%)
Part-time	1,604 (31%)	414 (33%)	811 (27%)	2,829 (30%)
Total	5,104	1,257	2,963	9,324

Source: Staff Individualised Record (SIR), Department for Employment, Lifelong Learning and Skills, Welsh Assembly Government, 2003/04.
Percentages shown represent percentages of column totals.

Table G5: Workforce (FTE), by terms of employment contract and primary role, 2003/04

	Teaching and learning	Supporting teaching and learning	Other support staff	Total
Permanent	3,514 (69%)	916 (73%)	2,466 (83%)	6,896 (74%)
Fixed-term	1,202 (24%)	262 (21%)	380 (13%)	1,844 (20%)
Casual	388 (8%)	79 (6%)	117 (4%)	584 (6%)
Total	5,104	1,257	2,963	9,324

Source: Staff Individualised Record (SIR), Department for Employment, Lifelong Learning and Skills, Welsh Assembly Government, 2003/04.
Percentages shown represent percentages of column totals.

Table G6: Highest qualification held by all staff, 2003/04

	Teaching and learning	Supporting teaching and learning	Other support staff	Total
NQF level 4 or above	**5,323** (60%)	**628** (34%)	**1,187** (29%)	**7,138** (48%)
NQF level 3	**677** (8%)	**289** (15%)	**514** (12%)	**1,480** (10%)
NQF level 2	**354** (4%)	**267** (14%)	**682** (17%)	**1,303** (9%)
NQF level 1	**93** (1%)	**66** (4%)	**217** (5%)	**376** (3%)
Other qualification	**1,182** (13%)	**374** (20%)	**559** (14%)	**2,115** (14%)
None	**68** (<1%)	**49** (3%)	**329** (8%)	**446** (3%)
Not known / required	**1,166** (13%)	**200** (11%)	**641** (15%)	**2007** (13%)
Total	**8,863**	**1,873**	**4,129**	**14,865**

Source: Staff Individualised Record (SIR), Department for Employment, Lifelong Learning and Skills, Welsh Assembly Government, 2003/04.
Percentages shown represent percentages of column totals.

Table G7: Highest teaching qualification held by teaching and learning staff, 2003/04

	Total
QTS status (e.g. BEd, BA or BSc (QTS) or PGCE)	**3,043** (34%)
FE status	**1,440** (16%)
TDLB status	**710** (8%)
Other recognised teaching qualification	**531** (6%)
WJEC Certificate for Welsh Adult Tutors	**8** (<1%)
Not known / required	**3131** (35%)
Total	**8,863**

Source: Staff Individualised Record (SIR), Department for Employment, Lifelong Learning and Skills, Welsh Assembly Government, 2003/04.
Percentages shown represent percentages of column total.

Additional primary data tables and analysis

LLUK employer survey

This section comprises key figures from the LLUK employer survey in Wales. The online survey received 689 responses, with at least one question completed, of which 106 respondents were employers from Wales.

Figure G1: LLUK employer survey responses, by constituency
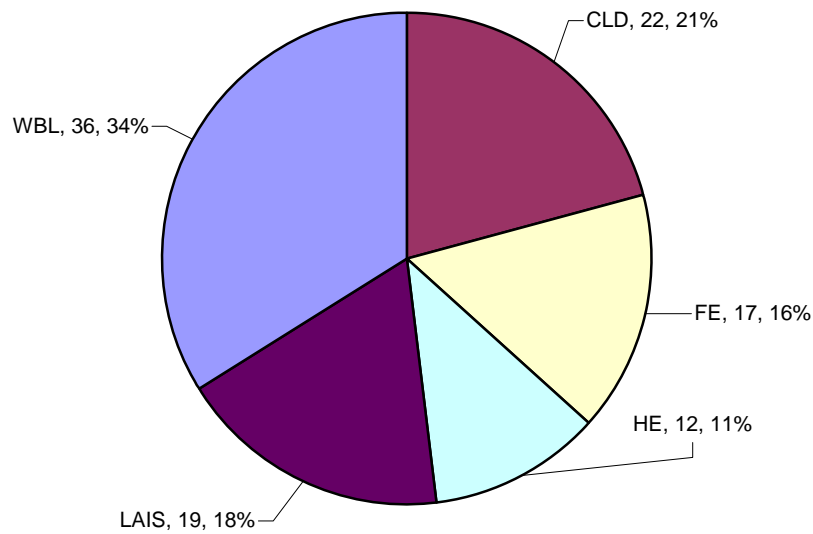
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Figure G2: Size of respondents' organisation or that part of the organisation for which they are responsible, by constituency
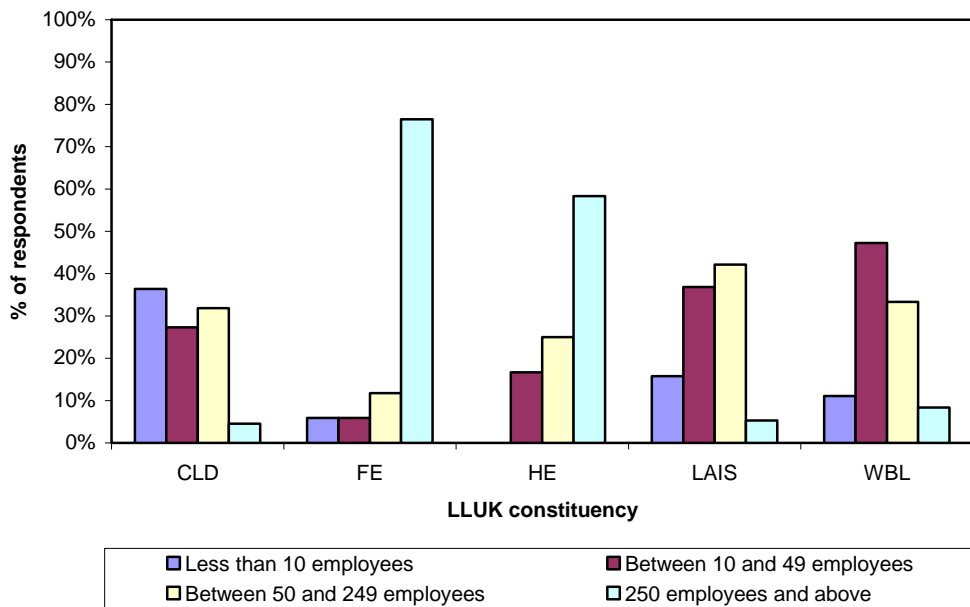
Source: LLUK online employer survey, 2006, employers in Wales.

Skills shortages amongst new recruits

Figure G3:   NVQ level at which skills shortages were felt, expressed as a % of those, who had experienced a skills shortage, and by occupational group
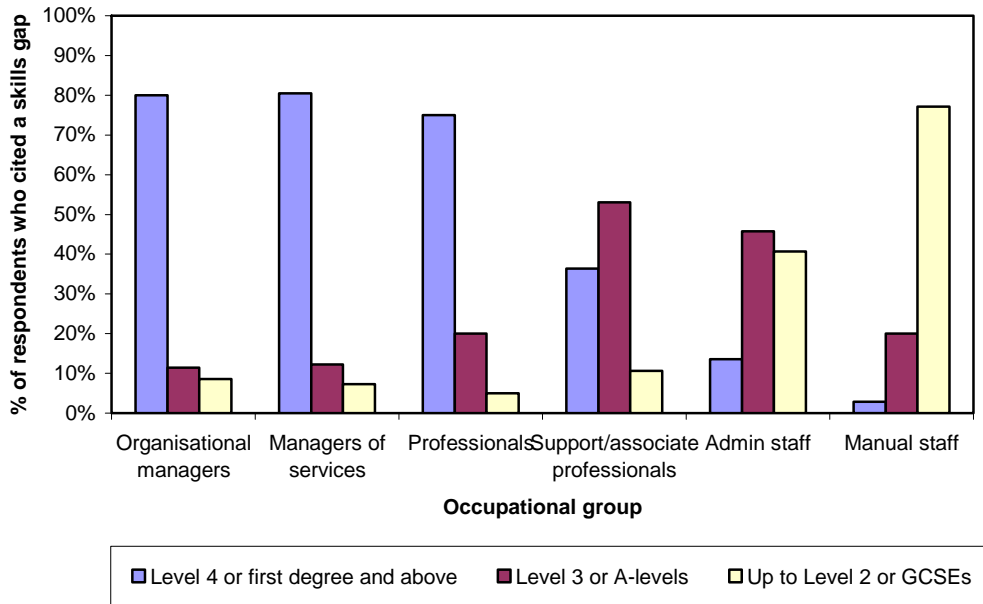
Source: LLUK online employer survey, 2006, employers in Wales.

Figure G4:   % of respondents experiencing a specific skills shortage, by type of skill and occupational group
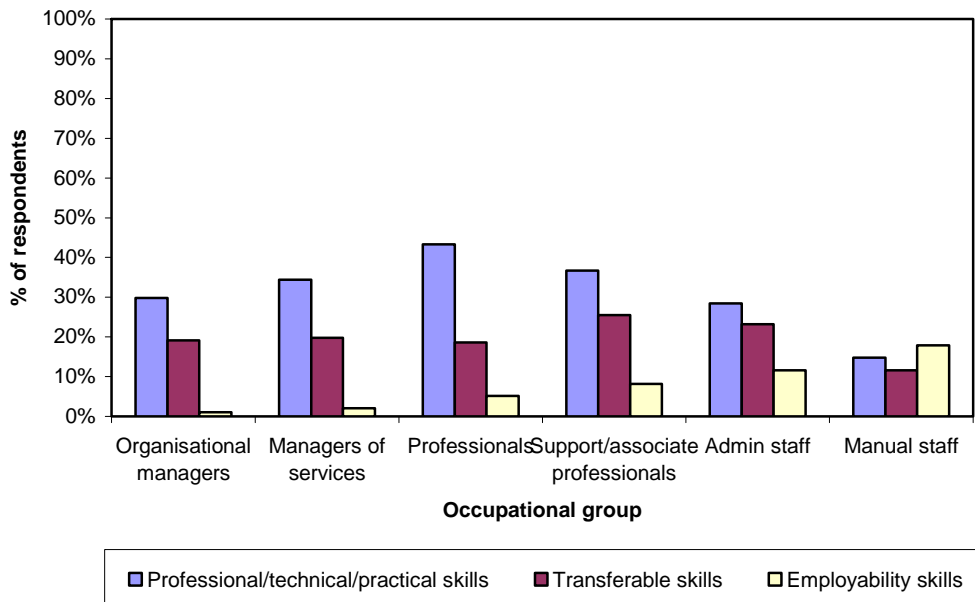
Source: LLUK online employer survey, 2006, employers in Wales.

Figure G5: **% of respondents experiencing a specific skills shortage (professional/technical/practical skills, transferable skills or wider employability skills), by constituency and occupational group**
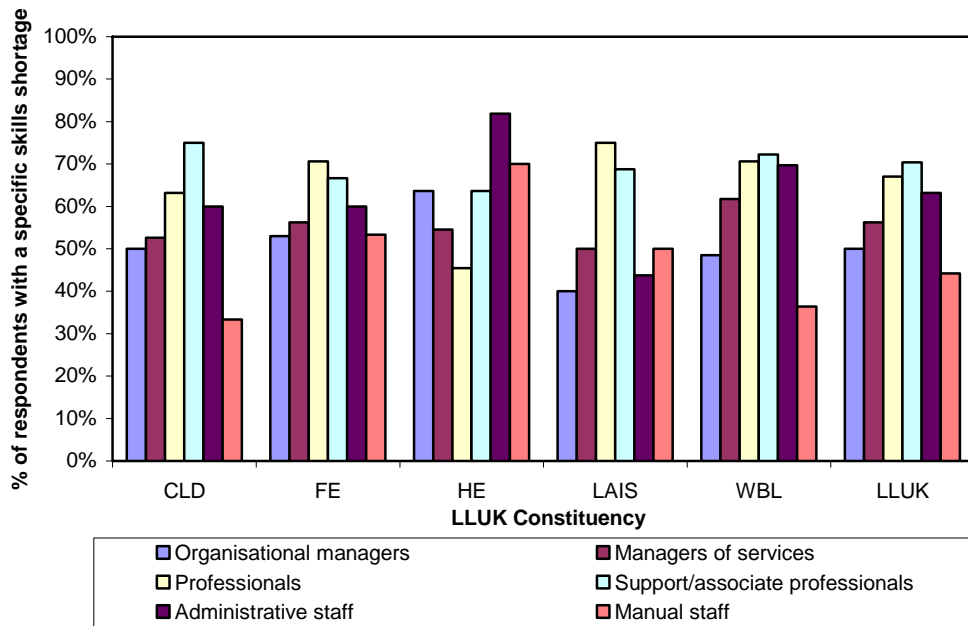
Source: LLUK online employer survey, 2006, employers in Wales.

Skills gaps amongst current workforce

Figure G6: **NVQ level at which skills gaps were felt, expressed as a % of those, who had experienced a skills gap, and by occupational group**
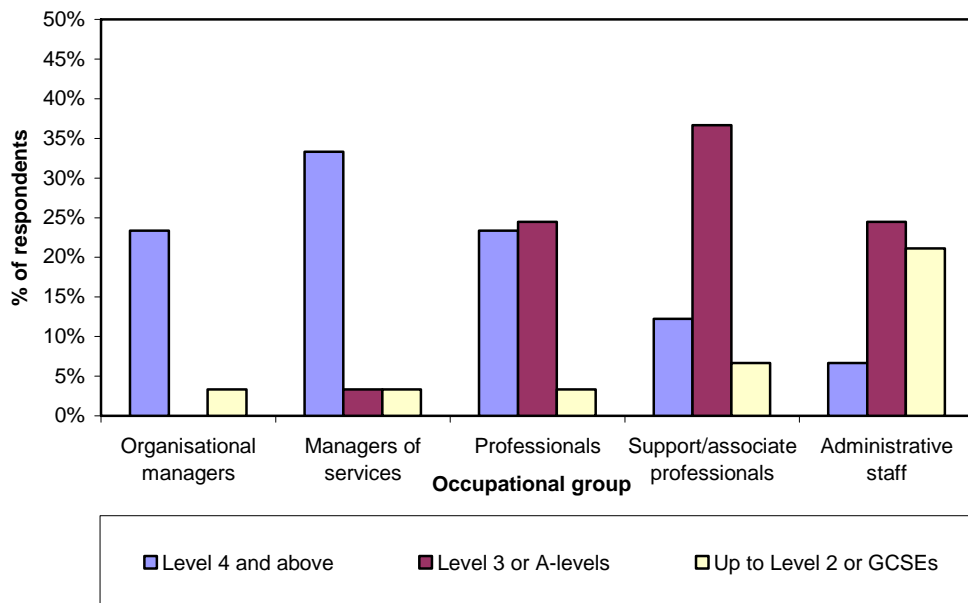
Source: LLUK online employer survey, 2006, employers in Wales.

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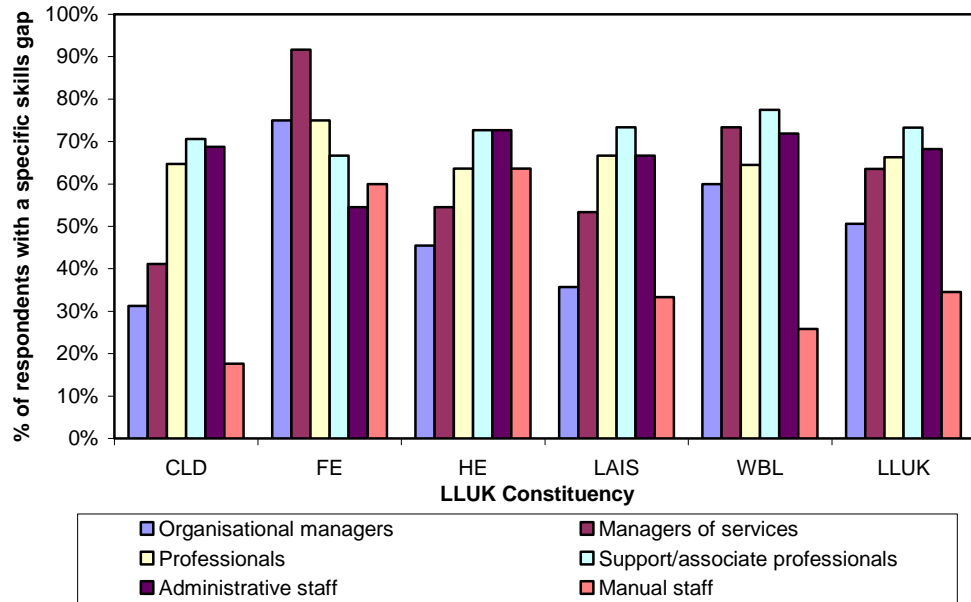
Source: LLUK online employer survey, 2006, employers in Wales.

Levels of satisfaction with current workforce skills

Figure G8: **% of respondents 'satisfied' or 'very satisfied' with the skills and competencies of existing staff in their organisation, by constituency and occupational group**
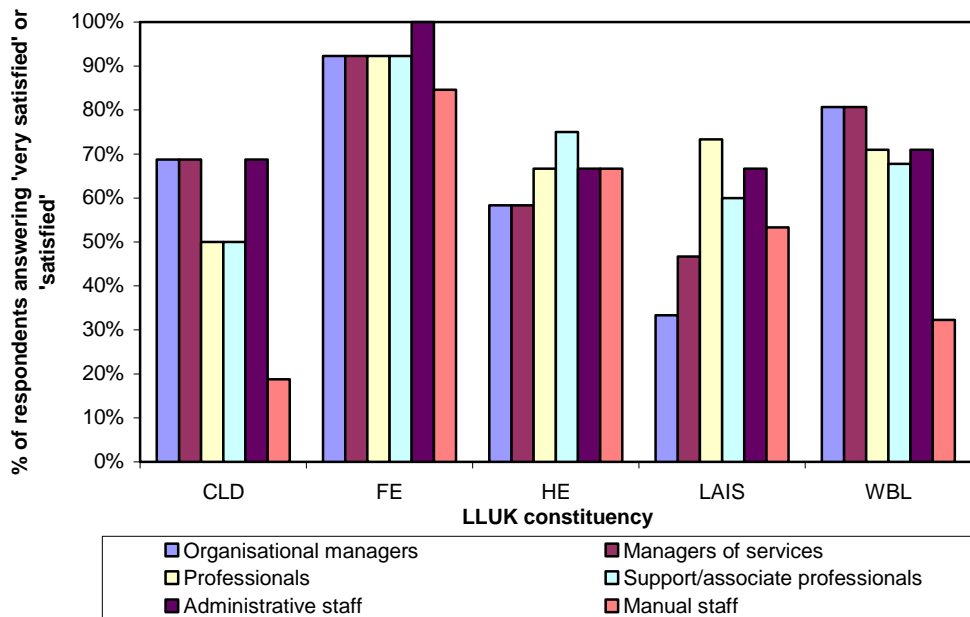
Source: LLUK online employer survey, 2006, employers in Wales.

Figure G9: Satisfaction with the bi-lingual skills of existing staff, by constituency
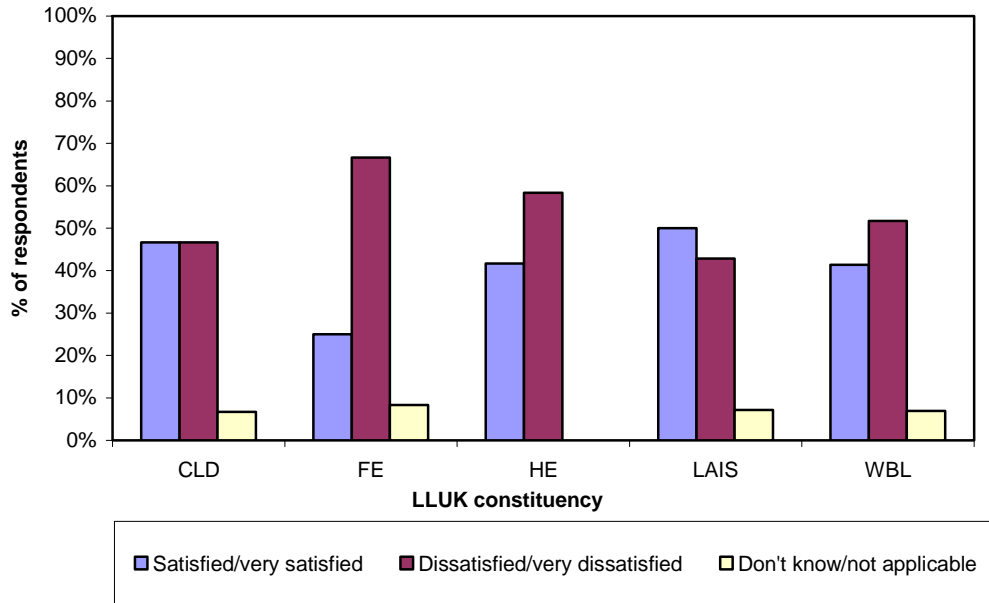
Source: LLUK online employer survey, 2006, employers in Wales.

Figure G10: Satisfaction with the Welsh-speaking skills of existing staff, by constituency
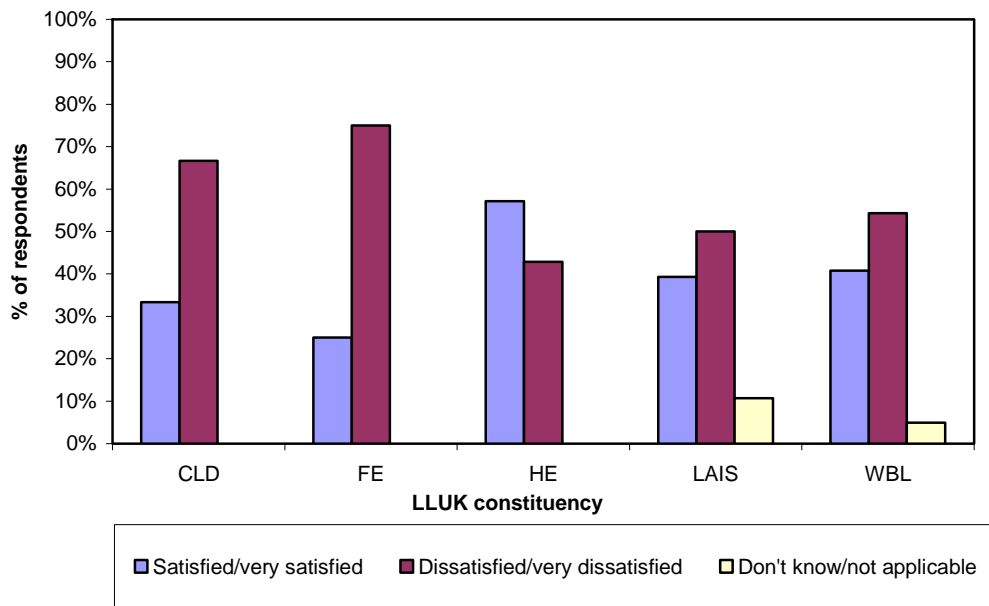
Source: LLUK online employer survey, 2006, employers in Wales.

Future skills needs

Figure G11: **% of respondents expecting an increase in demand for particular occupations over the next 5–10 years, by constituency and occupational group**
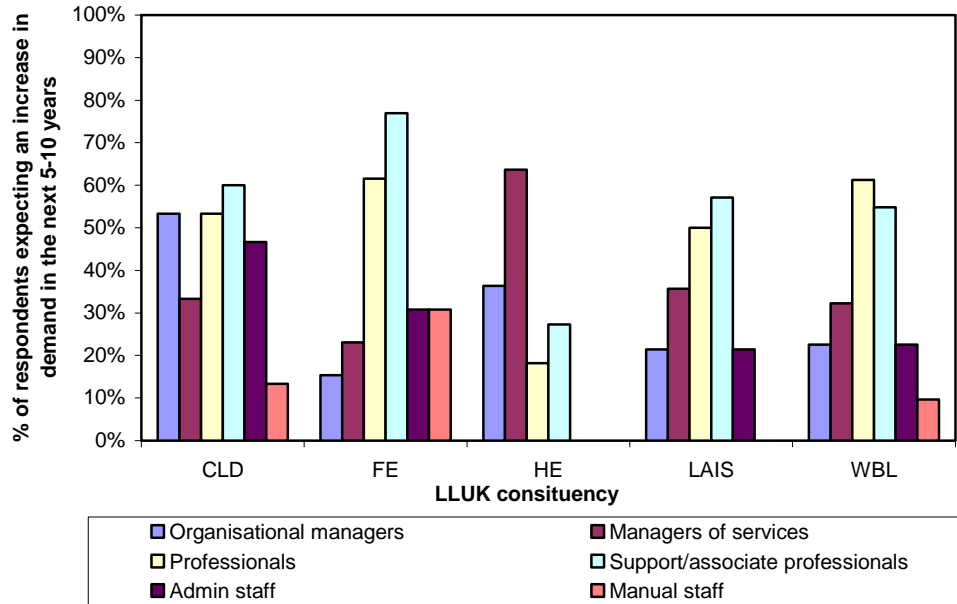
Source: LLUK online employer survey, 2006, employers in Wales.

Figure G12: **% of respondents expecting an increase in demand for particular skills over the next 5–10 years, by constituency and occupational group**

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