GAPS IN THE PROVISION OF
UK-WIDE OCCUPATIONAL STANDARDS
FOR SUPPORT ROLES IN
THE FE SECTOR

FEnto

Further Education **National Training Organisation**

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Executive summary

This report is a summary of the findings of the research carried out as part of phase 1. FENTO, with funding approved by PSAG, commissioned a scoping study into an agreed range of support staff roles in FE.

The aim was to investigate their roles and functions, identify the national occupational standards that may be relevant and analyse the gaps in provision from existing national occupational standards.

The object was to identify what standards development and tailoring work might be required as part of a future project (phase 2) and for whom.

The research has been based mainly on desk research, consultation with colleges and experts from the field during the first half of 2001.

The term support staff is useful as a collective term for a number of FE occupations within which there are many different job roles. Research identified that the numbers of staff directly supporting teaching or learning are growing. It is estimated that there are currently between 45,000 and 50,000 working in FE colleges in the UK.

Based on consultation with over 40 FE colleges, the huge range of job roles carried out by support staff became clear. They were subsequently categorised into either learning resource roles or learning support roles for initial clarity, but then these were translated into functions in order to develop a map for cross-referencing.

Well over 140 different units were reviewed for their applicability to the functions described in the mapping exercise. The standards vary in their stages of development, some are now old and due for revision, while some are, in fact, in their latter stages of development and have not yet been submitted for official approval.

The net effect of the analysis work is that very few gaps have been identified as a result of the mapping exercise, areas such as procurement and advice-giving regarding learning and information resources, materials and technical equipment, and assisting learners with special needs or challenging behaviour.

The biggest area of work is the tailoring/contextualisation of existing standards to make them appropriate to the FE context and to the support staff role. The other area for consideration is the use of the teaching standards for those in supporting learning.

The main purpose of support staff is not teaching. However, many of them are undertaking teaching (as well as instructing, demonstrating, coaching or tutoring) as part of their job role. Key to structuring a qualification that can be usable is to get the balance right between teaching and the other activities undertaken, such as providing counselling support or practical support to learners with disabilities.

One way forward has been proposed to form a group of practitioners from FE covering the full range of job roles described in the report to discuss the possible core and options so that subsequent development and tailoring work can match that need.

The biggest finding from the research is that support staff are required to be competent in functional areas as distinct as giving careers advice and the maintenance of complex scientific or IT equipment. The range of roles is very wide.

Not only that but different colleges will require a different set of competencies for each job specification. This is also reflected across the four countries of the UK.

The report identifies that there are three different types of gaps and these are very relevant to the point made above. There are whole/partial competence gaps, contextualisation gaps and gaps within units which may not become apparent until the full development process is underway.

The biggest area that has emerged is the contextualisation gaps. On the surface standards from other NTOs seem appropriate but in many instances their relevance may appear too remote to FE and tailoring the standards would be too onerous and beyond the scope and criteria for tailoring. The new Employment NTO standards that are in development during mid-2001 appear to be the nearest in applicability and appropriateness.

In conclusion, there is the need and a huge benefit for FENTO to take this work forward but it is estimated that it will be a large piece of work.

We would recommend that FENTO initiates a development project to begin the process of developing and writing units of competence which, together with existing units, will address the needs of support staff across their *wide range of variations*.

We would also recommend that the objective of such a project should be a set of standards constructed or grouped in such a way as to allow all types of support staff access to qualifications.

Introduction

Background

The Further Education National Training Organisation (FENTO) is the government-recognised national training organisation (NTO) for the further education sector. As such it carries the responsibility for developing and monitoring occupational standards for all of the core roles in that sector.

Occupational standards for teaching and learning are already making a significant impact and colleges are also looking forward to receiving the definitive versions of the standards for management. It is important to note here that occupational standards for teaching exist in England and Wales, but they are different for Scotland and Northern Ireland. The Department for Education and Skills (formerly the Department for Education and Employment) has stated[1] that from September 2001:

- all new unqualified teachers who become employed to teach an FE course leading to a national recognised qualification at an FE college will be required to hold, or work towards and achieve in a specified time, a recognised teaching qualification appropriate to their role
- new unqualified full-time and fractional FE teachers will be required to gain a university Certificate in Education or equivalent within 2-4 years (2 years for full-time; longer for those on fractional contracts depending on hours worked)
- new unqualified part-time teachers not on fractional contracts will be required to achieve a Stage 1 or Stage 2 Teaching Certificate – according to role (Stage 1 within one year; Stage 2 within two years)
- DfES requires all courses leading to an FE teaching qualification to be based on FENTO standards and endorsed by FENTO as doing so

Another new introduction is that all FE teaching qualifications will be developed to cover the teaching of basic skills to a minimum level as covered in the general FENTO standards:

- from September 2001 all teachers employed to teach basic skills in an FE college will be required to hold, or work towards and achieve in a specified time, a specialist basic skills teaching qualification

Alongside the above and the implications this has for England and Wales (policies for Scotland and Northern Ireland differ) FENTO has also devised standards for literacy and numeracy at levels 3 and 4. These standards will be used as the basis for developing qualifications for teachers of literacy and numeracy in FE. The standards are going through the consultation process during mid-2001.

The project for which this current report is the result represents phase 1 of a two-part project to develop UK-wide standards for another vital group of FE staff – those working in support roles.

The central aim of phase 1 was to review and research the existing occupational standards, develop a functional map, and identify any gaps in the availability and provision of standards for support roles.

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[1] extracts from the FENTO website July 2001 – www.fento.org

At some future point, phase 2 of the exercise will develop standards where this report has identified gaps, and review and tailor existing standards as well as a recommended qualification structure, with funding support from QCA/SQA. When this is accomplished the sector will have completed the qualifications framework for support staff (as defined for the purposes of this project).

Aim

As formerly stated, the aim of phase 1 of this work was to complete a scoping study into a range of support staff roles in FE and the availability of occupational standards to support a qualifications framework for these roles.

Objectives

The project objectives were to:

- identify specific support staff roles and functions
- list the national occupational standards that are and may be relevant within FE
- identify national occupational standards that might be used in FE both in their current form and/or when tailored to the needs of FE
- identify the gaps in provision of occupational standards
- produce a map that cross references the national occupational standards with FE support staff roles

Methodology

Briefly, the methodology employed was:

- desk research on existing functional maps and standards and on the sectorís skills foresight and workforce development planning
- research on job roles in the sector. Over 40 colleges were consulted about support roles as part of the 2001 research, and internet-based and professional journal research was used to confirm the range of job roles available and indications of numbers
- research on the QCA/SQA databases of qualifications
- consultation with the FENTO project manager and steering group to confirm the listing of roles and identify other roles not previously recognised
- analysis of existing national occupational standards
- analysis of gaps in provision
- consultation and networking with a group of experts

Scope of the project

The term support staff as a sector-specific term is a very complex one. It is neither an occupational description nor is it job-related. It is useful as a collective term for a number of occupations within which there are many different job roles all of which relate to the central role of teaching.

The growing area of support staff is very important to the effective and efficient functioning of the college and so it was vital that time was spent at the beginning of this project on being very clear as to which occupations and roles will be in scope to this work and which will be subject to later work. (This was clearly necessary as a survey of a sample of colleges as part of this research shows that interpretations of the term support staff vary greatly.)

That which follows is an explanation of the agreed definitions and scope for the purposes of this project.

Definition

The term support role when used in the context of further education refers to a group of occupations and roles that are central to the delivery of effective and efficient service but are different to the main teaching and lecturing roles.

Support roles provide assistance and support *directly* to the teaching and learning process. Examples include those in technical roles who provide technical support, or librarians providing tuition on library systems and support to the teachers and learners. **The definition of a support role is, therefore, one which directly supports teaching or learning, but for which teaching is not the main purpose.** This definition includes those who have student contact as well as supporting FE teaching staff.

This work has taken this definition in order to concentrate better on those whose part or all of their role is to support teaching or learning directly. This means that this work has not included those roles which support the corporate functionality of the college – roles such as administration, estate management, cleaning, etc.

It is important to note, here, that the exact and precise categorisation of support roles is not possible. The range of types and sizes of colleges means that a great many roles are defined within individual institutions to encompass specific tasks and activities which, in other colleges, may be the sole preserve of a specialist member of staff.

This tends to be true particularly in small colleges in which the need to multi-task staff creates job roles which may overlap teaching, support and administrative roles.

Standards which are written to relate directly to specific competences should make any confusion over precise job roles and titles irrelevant. Once developed and approved, the standards would be available to any job role to which the competence relates.

Scope

Within this definition the research has investigated the functions which the following roles carry out:

- technical support in technical areas including ICT
- library staff/advisory support in the use of learning resources
- vocational trainers/instructors/tutorial support
- counselling support/careers advice/specialist support for those with learning difficulties and/or disabilities
- community/outreach liaison
- curriculum development

The diagram shown in Appendix 4 clarifies the scope for this work.

Support roles

Numbers of support staff

The vast majority of colleges are now increasing the numbers of staff in a wide range of learning support roles.

According to the FENTO Skills Foresight Report[2]:

- 28 per cent of colleges created new posts for teachers in Core and Key Skills
- 16 per cent of new posts were created for specialist IT lecturers

Many colleges employ at least half as many learning support staff as full-time teaching staff, but the ratios vary according to different needs and circumstances (and definitions).

One example is of a sixth form college, (included in this research), which has approximately 1150 full-time and 800 part-time and evening class attendees. They estimated their total number of teaching staff as being 130 and their total number of support staff around 36, a ratio of 1 support staff for every 3.5 teaching staff, and 1 support staff to 57 learners. Of those 36 the following are support staff in scope to this project:

library/learning support	6
science technicians	2
art & design technicians	2
computer & IT support	5

Another example reveals a completely different set of ratios. A college with approximately 8,000 learners stated they have 32 support staff, (in teaching support roles) which is a ratio of 1 support staff to 250 learners. The 32 support staff are as follows:

library	8
technical support	8
site support	8
trainers	4
nursery help	4

Looking at the recent report commissioned by the Association of Colleges (AoC)[3], undertaken in conjunction with the nationally recognised trades unions for further education and supported by the former Department for Employment and Education, it would seem that there is a trend towards a slightly higher mean number of support staff than indicated in the above examples.

The research for the AoC involved surveying all colleges in England and Wales. This revealed that of the 68% of colleges that responded (242 colleges excluding sixth form colleges) the numbers of support staff (including full-time and fractional part-time) could total nearly 48,000.

[2] FENTO January 2001

[3] Association of Colleges and Joint Unions National Review of Staffing and Pay in Further Education, March 2001

The most recent official numbers for support staff in England (including figures for full-time equivalents, FTEs) are for the period 1998–1999.

England (1998–1999)

Primary role	Full-time	Part-time	Total
Support roles	24,962	16,194	41,156
Other support	71,668	42,564	114,232
Total	96,630	58,758	**155,388**

Source: FEFC website, June 2000

Wales (1998–1999)

Primary role	Full-time	Part-time	Total
Other staff	1,901	1,206	3,107

Source: Welsh Funding Council (www.wfc.ac.uk/stats)

Figures, which use the same definitions, are more difficult to find for Northern Ireland but estimates from the Department of Education Northern Ireland (DENI) suggest there are between 200 and 300 support staff (non-administration staff). For Scotland the Scottish Further Education Funding Council suggest that non-teaching staff total approximately 7000 (1998-99).

The recent research carried out for FENTO for the sector workforce development plan suggests that in the UK the number of (learning) support staff could easily be between 45,000 and 50,000 – circa 13% of the total workforce.

The level of interest generated by this work and other indications from partners such as the AoC has been such as to indicate that take-up of standards and qualifications from such a large constituency (circa 48,000 support staff in FE) would be significant.

Job roles and responsibilities of support staff

The growth in numbers and categories of support roles in the last five years has resulted in a somewhat ad hoc collection of job titles and responsibilities. There is no doubt that the range of support roles appears to be very extensive.

What follows is a summary overview of some of the job roles carried out by support staff. It is not meant to be a comprehensive description of all possible job roles: its purpose is to give the reader a taste of the sort of activities they can be asked to undertake. This information has been researched via job descriptions provided by colleges (see Appendix 3) during 2001 and from current job advertisements.

For ease of reference the support roles have been described under two broad categories:

1 **Learning resource** roles to include:
   ○ technical roles – all technicians including IT/ICT
   ○ library staff, learning resource, media resource roles, etc

2 **Learning support** roles to include:
   ○ vocational trainers and tutors
   ○ student support/college counsellors, etc

It is recognised that the two can overlap in certain contexts as is apparent from the following paragraphs.

1 Learning resource roles

This broad category includes those who make a core contribution to learning, teaching and research in further education. They provide a service which encompasses the management and operation of learning and information resources, the range of which is becomingly extremely diverse due mainly to IT/ICT.

Technical roles

This category includes *technician* roles in, for example, science, electronics and electrics, land-based activities, engineering, art and design as well as college IT networks, computer equipment and software packages.

Technician responsibilities cover the safe and efficient operation, demonstration and implementation of technical and scientific equipment, material and facilities.

Job titles vary between colleges but those which appear most often include:
● technology technician
● science technician
● laboratory technician

IT/ICT A large proportion of those roles in IT/ICT cover the installation and maintenance of college computer hardware. This includes mother-boards, memory and graphic cards as well as peripheral components such as monitors, keyboards, printers and disk drives, etc.

Many of the roles will have responsibility also for fault debugging procedures to component level and screening computers for viruses, hardware faults and hard disk fragmentation.

Typical job titles for these roles are:
● information technology technician/manager
● information systems technician/manager

Other responsibilities cover:
● installing and maintaining hardware and software
● loading specific software packages such as word processing or spreadsheet programmes onto the network
● analysing and programming to customise software required by college systems
● assisting college staff and learners in hardware problem-solving

Information technician roles involve a greater degree of teaching as well as general support to staff and learners.

Typical job titles are:
- network technician instructor
- IT technician demonstrator

Their responsibilities include duties such as:
- planning and carrying out a programme of induction, demonstration and supervision of computer packages
- instructing in practical competences and underpinning knowledge related to IT topics

Internet design technicians have a unique role in the designing and setting up of college websites. This requires creativity and information gathering from various locations to promote the image of the college to the wider public.

Also, in specialist colleges such as art colleges, staff are required to use more specialist Computer Aided Design (CAD) systems. Training is provided to learners who use such specialist software by support staff.

Library staff/learning resource roles

Library/learning resource staff are responsible for 'supplying the learning and information resources and service needs of their users'[4].

Their roles, differing according to levels of responsibility, extend to:
- managing the variety of resources and providing advice and expertise on new resources designing and managing systems of control and retrieval
- liaising (mediating) between learners, those seeking information and the learning information resources and services
- instructing those information seekers on best use of the resources and providing training and support
- maintaining a learning environment

Learning resource assistants are usually located within the library but, according to the job description research, have greater responsibilities for the learning needs of the learners.

The main responsibilities of the learning resource assistants can be:
- inducting new learners in the use of IT equipment
- instructing and assisting users with information retrieval from book and non-book resources
- providing training and support with the internet
- loading and updating software packages required
- contributing to maintaining a learning environment
- assisting in the personal development and training of the learners

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[4] Guidelines for learning resources services in further and higher education: performance and resourcing, LA Publishing, 2000

These assistants can have involvement with teaching IT skills, too, but do not get involved with the maintenance of the hardware and software. Much of the teaching is carried out in a supervisory role and while the learners are using equipment or searching for information. Occasionally, however, they can carry out more formal induction courses.

2 Learning support roles

This other broad category encompasses two main groups all of whom make a core contribution to learning and teaching in further education.

The responsibilities of the first group include dealing with quite specific *academic and vocational learning needs*. This area includes job titles such as:
- economics tutor
- Key Skills tutor
- vocational trainer

The responsibilities of the second group are with the personal or particular needs of learners. This group includes job titles such as:
- student support assistant
- college counsellor

Vocational trainers and tutors

For trainers and tutors teaching vocational/academic/recreational courses is their primary role. They have been included in the area of support roles because teaching qualifications are not essential but are desirable as instructed by colleges. They provide instruction, support and advice as well as instruction and guidance to learners in the development of skills and knowledge.

The main responsibilities of the academic tutors and vocational trainers are:
- teaching vocational/academic/recreational courses
- providing instruction, support and advice on personal and formal learning programmes leading to vocational and other qualifications
- instructing and guiding learners in the development of skills and knowledge appropriate to their area of study
- organising tutorial events, activities and projects

More specific job roles include:
- delivering and assessing Key Skills
- providing guidance to lecturers in the mapping of Key Skills across academic and vocational programmes
- arranging, supervising and conducting skill assessments, tests and other examinations

Student support roles/college counsellors

The main responsibilities of the student support roles/college counsellors are:
- providing advice and counselling to learners (eg stress management)
- providing career advice to learners and maintaining labour market information, liaising with employers, training providers, etc
- promoting college/home/community relations to encourage involvement in the learning environment

Specialist support roles

These roles are common to many of the student support roles but in addition there are more specialist support roles which help learners with particular learning difficulties and disabilities.

Their main duties are:
- providing academic support and care to learners with learning difficulties and/or disabilities eg taking notes, providing access to sign language, interpreting information
- encouraging independence and integration of learners where possible
- relaying any verbal explanations and instructions given to learners
- assisting the lecturer in supporting specific learners
- assisting learners with their personal and emotional needs

The job titles, related to these latter roles are extremely diverse and examples include:
- learning support assistant
- welfare assistant
- student co-worker
- classroom assistant
- communication support worker and facilitator

Functional mapping

The functional map for support roles has been developed from detailed research on job descriptions and in-depth discussions with a sample of colleges and other organisations, such as NTOs.

As a starting point those functions/activities and outcomes for each job were analysed.

Each of the support roles is concerned with delivering support directly to staff and learners. It would seem that the main tasks and activities could be listed as follows.

Main tasks and activities of support roles

1   Providing advice, guidance and assistance to learners/staff

2   Instructing learners/staff through demonstrations/workshops

3   Monitoring the use and application of systems/equipment and resources

4   Monitoring the availability of stock and provisions

5   Undertaking basic maintenance of equipment

6   Developing systems, resources and material

7   Communicating with and assisting learners/staff and colleagues

8   Planning and preparing own timetable and workload

9   Undertaking assessments of learners

10 Providing a contribution to the teaching and learning process (teaching, coaching, support)

11 Managing own administration/budgets/finance

12 Working to quality standards and corporate objectives

13 Following health & safety procedures

From this list the key roles and functions can be drawn and developed for support staff roles. A detailed chart of these key roles and functions is provided overleaf.

A functional map will go through a number of revisions and alterations during the life of a standards development project. A functional map, however:

- describes broad functions but it does not indicate how these functions are to be organised within a sector (ie into occupations)
- does not indicate by whom or how these expectations are to be achieved, or how these are translated into activities or jobs

- does not show at what level the functions may exist within an occupational hierarchy or professional group
- describes functions but will not allocate people to them or show how people are allocated to jobs to achieve the standards
- describes general expectations of what people should be able to do but does not necessarily present priorities for what people should be able to do

A key purpose of this whole area of support has been determined as:

to support learners and facilitate teaching in the FE environment

Key roles and functions of support staff

roles – A, B, C, etc; functions – A1, A2, A3 etc

Key role A Manage the provision and availability of learning and information resources, materials and technical equipment

      A1 Manage and maintain the learning and information resources, materials and technical equipment
      A2 Design, manage and maintain systems of control and retrieval
      A3 Provide expertise and advice on the selection and acquisition of learning and information resources, materials and technical equipment

Key role B Contribute to the teaching and learning process

      B1 Assess the needs of the learner
      B2 Deliver induction and demonstration sessions
      B3 Instruct learners in the use of learning and information resources
      B4 Facilitate effective learning
      B5 Maintain a learning environment

Key role C Provide appropriate learning support

      C1 Match learners with appropriate learning opportunities
      C2 Assist learners with special needs
      C3 Provide access to careers guidance for learners
      C4 Work with others to improve support continually
      C5 Provide learners with information, advice and counselling support

Key role D Effective management of own work role

      D1 Analyse requirements of the work role
      D2 Prepare and maintain material and information
      D3 Maintain and update own professional knowledge
      D4 Work within given financial, administrative and departmental responsibilities
      D5 Conform to agreed codes of professional practice

Key role E Liaison outwith the FE environment

      E1 Maintain links with those in a parenting role, educational bodies, community networks and employers
      E2 Facilitate meetings and discussions
      E3 Promote the college through effective communication and material

Key role F Maintain quality standards

      F1 Maintain knowledge of up-to-date practice
      F2 Ensure that own performance meets required standards and objectives
      F3 Evaluate and make recommendations to improve procedures

Key role G Maintain safety, healthy and environmental procedures

      G1 Develop safe, healthy and environmental procedures
      G2 Ensure your own actions reduce risks to health, safety and the environment
      G3 Conduct an assessment of risks

Existing national occupational standards

Assuming that, where required, the expertise in, for example, agricultural, engineering, art, is already demonstrated in the achievement of other qualifications, it would seem that the competences required by support staff are covered (to one extent or another) by a number of sets of existing national occupational standards.

The exact competences required by support staff clearly are not covered by one single set of existing standards but parts of the range of competences may be met – at least in theory – by units or even elements of units within the following sets of standards/qualifications.

Care Sector Consortium	**Care** Awards up to levels 4 (for helping and assisting people with disabilities)
Council for Administration	**Administration standards** levels up to level 4 (record keeping, record retrieval, etc)
Employment NTO (CAMPAG)	**Counselling** levels 3 and 4 **Advice, Guidance and Advocacy** levels 2, 3 and 4 **Mediation** level 4
Employment NTO	**Learning and Development qualifications** (including the D units *to be called AV units*)
Employment NTO	**Health, Safety and Environmental** units for people in work (standalone units)
Employment NTO	standards for those providing **career information and advice** through Connexion Services (not complete at August 2001)
E-skills	**IT qualifications for users and professionals** levels 2 to 4 (14 qualifications)
EMTA	**Electrical and Electronic Servicing** level 2 (formerly EESLB)
FENTO	**Standards for teaching and supporting learning in further education in England and Wales[5]** **National occupational standards for management in further education**
Information Services	**Information and Library Services** levels 2, 3 and 4
Institute for Customer Service	**Customer Service** levels 2 and 3
Languages NTO	**translating/interpreting units. The Council for Advancement of Communications with Deaf People (CACDP)** offers courses, examinations and an NVQ unit at level 3 and 4 in British Sign Language and level 4 in Interpreting (www.cacdp.demon.co.uk)

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[5] Equivalent: Northern Ireland Specifications – Postgraduate Certificate in Further and Higher Education, 2000 Equivalent for Scotland: National Guidelines on Provision Leading to the Teaching Qualification (Further Education) and Related Professional Development, Scottish Office, April 1997

LGNTO	Occupational Standards for **teaching/classroom assistants** are due to be finalised in 2001. Qualifications at levels 2 and 3 are expected to be available autumn 2001
Management	Management qualifications at levels 3, 4 and 5 (**management of resources, quality management, etc)**
PAULO	**Community Work** levels 2, 3 and 4 (shortly to be reviewed) **Youth work** standards (submitted with a qualifications structure in March 2001)

QCA/SQA	**Key Skill** units
	   - improving one's own learning and performance
	   - working with others
	   - information technology
	   - communication
	   - application of number
	   - problem-solving

Science, Technology and Mathematics Council	**Laboratory Technicians** – Working in Education (being revised and due for completion estimated in October 2001) *standards* which reflect the **research** function, irrespective of the context in which it is taking place

There follows a map of the key roles and functions of support staff to existing national occupational standards.

The reference to FENTO in the map is to the standards for teaching and supporting learning in England and Wales. References for Scotland are also shown alongside the English and Welsh references where they are considered to be a possible match to the functions.

Those relevant to Northern Ireland[6] were also considered. However, as the majority of their determinations are expressed in knowledge and other terms it was a difficult exercise to relate those to the functional map. It was concluded that, rather than complicate the map with some rather unclear links, the map between the functions and the Northern Ireland documentation needs to be conducted at a later stage by those with more in-depth knowledge of their content and usage.

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[6] contained within a document called Postgraduate Certificate in Further and Higher Education, from the University of Ulster (Specifications 1998-99)

Key roles and functions		Examples of existing units with potential for usage within this function	Commentary
Manage the provision and availability of learning and information resources, materials and technical equipment	A1 Manage and maintain learning and information resources, materials and technical equipment	**STMC** – Repair resources/Manage a safe and healthy working environment/Develop new laboratory methods, etc **MCI** – Manage the use of physical resources/Manage the use of financial resources/Support the efficient use of resources **E-Skills** – IT customer systems support units **CFA** – Organise repairs to premises and equipment	full coverage from STMC and some IT units but only partial coverage of management function; with contextualisation issues
	A2 Design, manage and maintain systems of control and retrieval	**MCI** – Manage information for action **ISNTO** – Determine the requirements for information and material/ **E-Skills** – IT customer systems support units **CFA** – Implement, monitor and maintain administrative services/Support users of administrative services	partial coverage although some application from E-skills NTO, Information and Library Services level 4 units and possibly from Council of Administration level 4 units; there are contextualisation issues
	A3 Provide expertise and advice on the selection and acquisition of learning and information resources, materials and technical equipment	**ANTO** – Contribute to the planning and application of resources **FENTO** – Select and develop resources to support learning **CFA** – Research, prepare and supply information/Provide information to support decision-making	*poor applicability/coverage* – some applicability from Procurement standards, but due for revision shortly – some units very old

Contribute to the teaching and learning process	B1 Assess the needs of the learner	**FENTO** – see key area (a) Assessing learner's needs. **Scotland** – the D units from ENTO (to be replaced soon after September 2001)	almost full coverage from FENTO units
	B2 Deliver induction and demonstration sessions	**FENTO** – Induct learners into the organisation **STMC** – Provide technical support **ENTO** – Develop training sessions	almost full coverage from a mixture of units
	B3 Instruct learners in the use of learning and information resources	**FENTO** – see key area (b) Planning and preparing teaching and learning programmes for groups and individuals	good coverage from FENTO units
	B4 Facilitate effective learning	**FENTO** – Provide effective learning support/Use appropriate assessment methods to measure learning and achievement/Make use of assessment information **FENTO** – see also some of key area (d) Managing the learning process eg plan and structure learning activities. **Scotland** – Facilitate learning in groups through presentations and activities **ENTO** – Identify individual learning aims and programmes/Support work-based development of basic skills/Agree learning programmes with learners/Facilitate individual learning through coaching/Support learners through workplace mentoring	good coverage from a mixture of units

Key roles and functions	Examples of existing units with potential for usage within this function	Commentary
continued	**B5 Maintain a learning environment**	**FENTO** – see some of key area (d) Managing the learning process eg establish and maintain an effective learning environment. Scotland – Develop teaching-learning relationships **ENTO** – Create a climate conducive to learning	good coverage between FENTO and ENTO
Provide appropriate learning support	**C1 Match learners with appropriate learning opportunities**	**FENTO** – see key area (a) Assessing learners needs **ENTO** – Identify individual learning aims and programmes/Support work-based achievement of competence. **Scotland** – Provide initial advice and information/Select learners	*partial* coverage – where the learning opportunities include government initiatives or programmes then there may be *poor coverage*
	C2 Assist learners with special needs or challenging behaviour	**Healthworks** – Promote communication with others though the use of interpreting services/Promote communication with individuals where there are communication difficulties/Enable a sensory impaired client to navigate within an environment **Languages NTO** – Sign language/Translating/Interpreting **LGNTO** – Classroom assistant standards* **FENTO** – see key area (e) Provide personal support to learners	*poor coverage* and major contextualisation issues
	C3 Provide access to careers guidance for learners	*liaise with* **ENTO** *re new standards for Connexions* **FENTO** – Ensure access to guidance opportunities for learners **CAMPAG** – Enable clients to access and use information	coverage from a mixture of units again with contextualisation issues
	C4 Work with others to continually improve support	**FENTO** – Establish and maintain effective working relationships/Communicate effectively with learners. **Scotland** – Develop effective working relationships **CAMPAG** – Make use of supervision/work in teams **QCA/SQA** – Working with others	*partial* coverage
	C5 Provide learners with information, advice and mentoring/counselling support	**FENTO** – Provide personal support to learners. **Scotland** – Provide advice and support to learners **ENTO** – Support and advise individual learners **CAMPAG** – Standards for advice, guidance and advocacy, and counselling, eg assist clients to decide on a course of action **PAULO** – Work as an effective and reflective practitioner/Work in ways which promote equality of opportunity participation and responsibility	good coverage from a mixture of units, some definite contextualisation issues

Key roles and functions		Examples of existing units with potential for usage within this function	Commentary
Effective management of own work role	D1 Analyse requirements of the work role	**FENTO** – Identify the required outcomes of the learning programme **CFA** – Plan, organise and improve your work	*partial* coverage – needs some contextualisation
	D2 Prepare and maintain material and information	**CFA** – Draft and prepare documents/Prepare and print documents using a computer **FENTO** – see key area (b). Scotland – Develop unit specifications/Plan and prepare the learning experience/Develop and use flexible learning materials (not all appropriate here)	*partial* coverage – needs some contextualisation
	D3 Maintain and update own professional knowledge	**FENTO** – see key area (g) Reflecting upon and evaluating one's own performance and planning future practice	full coverage
	D4 Work within given financial, administrative and departmental responsibilities	**MCI** – Manage/maintain activities to meet requirements/Manage self	*partial* coverage – needs some contextualisation
	D5 Conform to agreed codes of professional practice	**FENTO** – see key area (h) Meeting professional requirements	full coverage
Liaison and mediation outwith the FE environment	E1 Maintain links with those in a parenting role, employees, educational bodies and community networks	**PAULO** – Enable community groups to plan collective action/Develop community work opportunities **FENTO** **Early Years NTO** – Establish and maintain relationships with parents	*partial* coverage and significant contextualisation required
	E2 Facilitate meetings and discussions	**MCI** – Facilitate meetings	*partial* coverage
	E3 Promote the college through effective communication and material	**SQB** – Contribute to the marketing of products and services **Scotland** – Marketing	*partial* coverage
Maintain quality standards	F1 Maintain knowledge of up-to-date practice	**PAULO** – Develop own practice, knowledge and values	*partial* coverage
	F2 Ensure that own performance meets required standards and objectives	**MCI** – Manage yourself **Scotland** – Support continuous quality	full coverage – but maybe some contextualisation issues

Key roles and functions		Examples of existing units with potential for usage within this function	Commentary
	F3 Evaluate and make recommendations to improve procedures	**MCI** – Implement quality assuranc systems/Contribute to improvements at work **Scotland** – Evaluate the teaching and learning experience	full coverage – but maybe some contextualisation issues

Key roles and functions		Examples of existing units with potential for usage within this function	Commentary
Maintain safety, healthy and environmental procedures	G1 Follow safety, healthy and environmental procedures	**ENTO** – generic standalone health and safety units	full coverage maybe some contextualisation issues
	G2 Ensure your own actions reduce risks to health, safety and the environment	**ENTO** – generic standalone health and safety units	full coverage maybe some contextualisation issues
	G3 Conduct an assessment of risks	**ENTO** – generic standalone health and safety units	full coverage maybe some contextualisation issues

* (C2 and elsewhere) the term classroom assistants includes learning support assistants and others whose primary role is to assist the teacher in the classroom. Standards are expected to be available mid-August and will translate into NVQs at levels 2 and 3

Issues:

1 Where the standards have been written for a different setting, for example for PAULO or for a generic setting, such as for IT users, then contextualisation issues are of significance.

2 An in-depth standards development process would enable the process of fleshing out the necessary details, examples of which are organising work placements or getting new/adult learners onto Access Courses or New Deal schemes (see C5). That is also the time to see which activities are not covered adequately or at all.

Analysis of gaps

Background

The exercise of analysing gaps in standards for support staff is complicated by two major factors:

a   the variation in the names given to similar job roles
b   the precision of existing standards and possible consequent difficulties in their application to support roles

a The very wide variation in the content and names of the roles covered by the term support staff

Even as defined for the purposes of this project, support staff can be required to be competent in functional areas as distinct as giving careers advice and the maintenance of complex scientific or IT equipment.

Not only is the range of roles very wide but they are certainly not common to all support staff. A science technician, for example, may not be required to be competent in dealing with external individuals such as parents, while a tutor may not be required to display any form of technical competence. This is further complicated by the fact that – even within a single job role, such as an IT technician – different colleges may require a very different set of competences from each of their own job specifications.

b The conflict between the appropriateness and applicability of existing standards and the very specific requirements within the context of further education and the support staff job role

The difficulty with reviewing existing units[7] is that, while the functions described by the standards may well appear to relate to a competence required by further education support staff, they may have been written in such a way as not to be appropriate or practical for the support roles in question.

The issue of the precise structure of units of competence and their applicability in different contexts is not one which will present insurmountable problems but it certainly creates a problem when considering gaps in standards.

Such mismatches or inconsistencies can be fairly easily managed during the process of the development of standards for support staff when one recognises that the gaps are usually of three types:

● whole/partial competence gaps
● contextualisation gaps
● gaps within units which may not become apparent until a full development process is undertaken

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[7] 'units should clearly state the competence and the level of skills, knowledge and understanding required', Guidance on National Occupational Standards, QCA, 1999

Whole/partial competence gaps

This research has identified existing national occupational standards and therefore units which appear to cover almost all competences of the support roles. However, the biggest area is for teaching. Some of the FENTO teaching standards are applicable for those in support roles which include teaching or instruction, but it maybe that there are gaps in the standards, because of the different balance of teaching to other work.

With partial competence gaps (ie gaps within existing units) development research will reveal and indicate if and where existing units are inadequate for the precise needs of further education support staff.

It seems very likely that not all sub-functions/aspects of the work will be covered; examples are learning support for learners with disabilities, the combination of teaching using ICT, and other aspects such as accompanying learners on field trips/visiting learners on work placements, assisting them with assignments.

Contextualisation gaps

These types of gaps are in areas of *context*, ie the standards may seem appropriate on the surface but, because they have been written for other environments, the terminology may be partially or totally inappropriate. None of the above standards listed, except those from FENTO and those being revised from STMC for laboratory technicians, have been written specifically for a further education context.

Not only that, but the context will certainly not take into account the complexities of, for example, those in roles to support learners on higher education courses in a further education environment.

The standards identified from this exercise as being possibly appropriate will, almost certainly, need to be contextualised for the further education context.

Gaps in critical competences which may subsequently become apparent

By their very nature these gaps will not become apparent until detailed standards development work is initiated and groups of sector experts convened to discuss both the existing units which may be applicable and the possible need for new units.

Gaps in standards for support staff

A thorough analysis of the key roles and functions and existing national occupational standards has been conducted. Reviewing existing national occupational standards is complicated by the fact that there are those that have been around for some while and therefore are to be subject to revision soon. Plus there are those that are so new that they have not yet reached the approval stage (for example the revised/new Learning and Development standards and qualifications, and the standards for classroom assistants) but which seem very appropriate that it would be incorrect to not reference them.

From the research and analysis it is clear that any gaps that have emerged do not relate to major competence areas. This is fairly understandable, because by the very nature of their work support staff are undertaking work that others also do and for which standards are, in the main, available. But, the key is that the combination and balance of competencies is different from those in a teaching role, for instance.

Above all else support staff *support learners*. This is the focus for the FENTO standards for teaching and supporting learning (for England and Wales). However, supporting learners is not only an extremely diverse job role, it encompasses also a very broad spectrum of supporting activities as is revealed by the functional map.

As a consequence there is no single, typical profile of a support staff job role with regard to supporting learners.

The other part of the key purpose of support staff is to *facilitate teaching in the FE environment*. The teaching standards are appropriate to some degree here. But this part of the key purpose refers to other activities such as managing the provision and availability of learning and information resources, materials and technical equipment, for which the context of existing standards is very often inappropriate.

From a combination of existing standards, most of which would need contextualising, the huge range of competency requirements for support staff are covered to a greater or lesser degree.

The few gaps are detailed below. The functions where there are gaps ie *applicability or coverage is poor* are:
- providing expertise and advice on the selection and acquisition of learning and information resources, materials and technical equipment (A3)
- assisting learners with special needs or challenging behaviour (C2)

This would cover staff providing learning resource support in the areas of:
- procurement competence for learning and information resources, materials and technical equipment as indicated by A3

This would cover staff providing learning support in the following areas as indicated by C2:
- learners with disabilities (including hearing, sight impairment, etc)
- learners for whom English is a second language (ESOL) (although new specialist qualifications are being developed)
- helping those with learning difficulties
- helping those with challenging behaviour

Those functions where *coverage is partial* [8] are:
- designing, managing and maintaining systems of control and retrieval (A2)
- working with others to improve support continually (C4)
- matching learners with appropriate learning opportunities (C5)
- analysing requirements of the work role (D1)
- preparing and maintaining material and information (D2)
- working within given financial, administrative and departmental responsibilities (D4)
- maintaining links with those in a parenting role, employees, educational bodies and community networks (E1)
- facilitating meetings and discussions (E2)
- promoting the college through effective communication and material (E3)
- maintaining knowledge of up-to-date practice (F1)

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[8] of course, fuller examination by any future standards working groups may deem some of the identified standards so inappropriate, or that contextualisation issues are so great that coverage is poor rather than partial

In summary the findings show that there are existing standards/NVQs/SVQs for the following broad activities:

1   Providing advice, guidance and assistance to learners/staff

2   Instructing learners/staff through demonstrations/workshops

3   Monitoring the use and application of systems/equipment and resources

4   Monitoring the availability of stock and provisions

5   Undertaking basic maintenance of equipment

6   Developing systems, resources and material

7   Communicating with and assisting learners/staff and colleagues ($^1/_2$)

8   Planning and preparing own timetable and workload

9   Undertaking assessments of learners

10 Providing a contribution to the learning process (teaching, coaching, support)

11 Managing own administration/budgets/finance

12 Working to quality standards and corporate objectives

13 Developing health & safety procedures

This is an extremely positive finding.

The down side is that tailoring and re-formatting a large volume of other SSBs' standards is equally a lengthy process. Just because the work for developing standards from scratch will be fairly confined, tailoring, reformatting and checking with experts will be very time and labour intensive.

Any subsequent project would need to take the above into account. It would also need to consider the importance of having materials that support the standards and assist with the implementation of any NVQs/SVQs to help people understand the routes, pathways and training available.

Conclusions and the way forward

The research that has been completed for this project has been extremely valuable.

It has identified and mapped the support roles in further education to a fair degree of complexity, and this will allow a well-informed development process to begin should a formal standards project be decided upon.

It has also shown that there are significant numbers working in support roles, even excluding administration and other support staff roles the subject of later research (see Appendix 4), and that the potential for use of occupational standards and NVQs/SVQs is also potentially very high. The impetus for standards for support staff is coming from a number of quarters and is likely to suggest good take-up, as long as the standards and any resulting qualification structure enables a pick and mix to allow for the huge diversity in responsibilities across the roles across the UK.

The analysis has shown that there are very few pure gaps because of the existence of national occupational standards already developed which cover most aspects of the support staff roles and functions.

The gaps that have emerged, albeit identified through a desk research exercise, are for sub-functions which could form parts of units.

The analysis of the rest of the range of functions has shown that they are covered or partially covered, and the gaps are therefore partial competencies. However, the biggest area is of contextualisation gaps, ie standards written by other SSBs but which may require tailoring[9].

It is concluded that the sector would most definitely benefit from a next phase which would look at existing national occupational standards and units *in detail* as identified in the previous section (Appendix 6 contains a list of standards reviewed) to determine their acceptability with or without tailoring.

We would recommend that FENTO initiates a development project to begin the process of developing and writing units of competence which, together with existing units, will address the needs of support staff across their *wide range of variations*.

We would also recommend that the objective of such a project should be a set of standards constructed or grouped in such a way as to allow all types of support staff access to qualifications.

It is envisaged that standards could be grouped so that common units would be attained by all, while specialist needs could be met through the selection of one or more specialist units.

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[9] tailoring is defined as being necessary when a unit has been developed by one standards setting body (SSB) and is required by another SSB but where the current expression of the unit would tend to limit users' understanding of the unit within a different set of NOS

The most extensive areas of work which will be required in the next phase surround:

- *contextualisation* of existing national occupational standards – which would need to be reviewed and analysed during any subsequent standards development project

- the teaching aspect of support staff

Clearly, as the support role involves many different functions, the standards that may be developed to cover the teaching aspect should be maintained in a carefully-considered balance with the roles' other, equally important, functions. It is important to avoid utilising so much of the FENTO standards for teaching and supporting learning that the resulting qualification structure becomes too heavy once the other activities and options are catered for. In other words the next phase is vital in terms of getting the core and optional units balance right.

This may mean that some of the standards for support staff teaching and instructing need to be developed, in this particular context, from scratch.

In turn, this suggests that the next phase of work requires a high degree of organisation to ensure robust and fit-for-purpose standards. It is recommended that one way forward may be as follows:

Phase A Initially a large group of support staff are brought together to agree:

- the sub-dividing of the subsequent standards development working groups
- the common competences which would form core units

This large initial group would consist of experts from:

1. learning resources (technicians with specialisms in engineering, science, IT, arts, etc) and librarian staff and learning/media resource staff
2. learning support (to cover tutors, trainers and those providing practical and personal support)

Phase B The working groups for the sub-divisions agreed in phase A would then begin work to identify separate, specific standards appropriate to those groups.

It is envisaged that these specific standards would eventually form groups of units from which optional units could be selected appropriate to specific context and responsibilities.

Phase C Once both common units and specific units had been developed the work would move on to a detailed consultation phase.

Phase D On the basis of the results of the consultation, a set of final standards would be drawn up - with a qualifications structure and assessment strategy.

Appendix 1 – Glossary

ACCAC	Qualifications, Curriculum and Assessment Authority for Wales
AoC	Association of Colleges – (England and Wales)
CAMPAG	Advice, Guidance, Counselling and Psychotherapy Lead Body
DfES	Department for Education & Skills
DHFETE	The Department of Higher and Further Education, Training and Employment – (Northern Ireland)
ENTO	Employment NTO
FENTO	Further Education National Training Organisation
FEFC	Further Education Funding Council – replaced by the National LSC
HESDA	Higher Education Staff Development Agency (former name was THETO)
ICT	Information & Communication Technology
ILT	Institute of Learning and Teaching
LSC	Learning and Skills Council (National) – there are 47 local LSCs in England and Wales
LSDA	Learning and Skills Development Agency (formerly FEDA)
NOS	National Occupational Standards
NVQs	National Vocational Qualifications
PAULO	NTO for Community Based Learning and Development
PSAG	Projects and Standards Approval Group for all standards and projects – membership includes representatives from QCA, SQA and ACCAC and T&EA
QCA	Qualification and Curriculum Authority
SQA	Scottish Qualifications Authority
SSB	Standard Setting Body
SVQs	Scottish Vocational Qualifications
T&EA	Training and Employment Agency – (Northern Ireland)
WFC	Welsh Funding Council

Appendix 2 – Examples of outline job descriptions

Main responsibilities

IT/ICT
- assist with installation and maintenance of hardware and software
- teach/support learners in all necessary software packages
- develop/maintain effective use of IT facilities including the internet, CD Rom, other database information, use of email

IT/CAD (textile support)
- market the textile CAD services
- provide training to customers in the use of CAD
- provide training material as required for customers

Library staff/Learning resource assistants
- carry out inductions to new learners in the use of IT equipment
- instruct and assist users with information retrieval from book and non book resources
- provide training and support for the internet
- load and update software packages required
- maintain a learning environment
- assist in the personal development and training of the learners
- be familiar with Health and Safety regulations

Audio visual library assistant
- deliver, set up and collect ICT/audio visual equipment and resources for learners
- carry out routine checks and cleaning of the equipment
- record appropriate educational broadcasting and publicise the material to learners

Curriculum resource officer/assistant
- assist in the organisation of curriculum resources within departmental areas
- liaise between the curriculum team and learning resource staff to provide and promote quality resources materials
- provide general and subject specific assistance in the library

Educational tutors
- teach vocational/recreational courses - although teaching is their primary role, teaching qualifications are not essential but desirable
- organisation of tutorial events, activities and projects

Learning support
- monitor the progress of learners against any defined learner agreements
- provide advice and counselling to learners
- promote school and home relations
- provide academic support and care to learners with learning difficulties and/or disabilities eg take notes, sign language, interpret information
- encourage independence and integration in learners where possible (SLDD)
- relay any verbal explanations and instructions given to learners (SLDD)
- deliver and assess Key Skills to learners
- prepare learning materials using information technology

Vocational training/work-based training

- provide instruction, support and advice on a personal and formal learning programme leading to vocational and other qualifications
- instruct and guide learners in development of skills and knowledge appropriate to their area of study
- arrange, supervise and conduct skill assessments, tests and other examinations
- liaise with employers and other training providers
- organise and demonstrate experiments and practical activities where required
- deliver job search activities eg CV writing skills and interview techniques
- identify any current training needs – skills shortages within the geographical area

Vocational trainer – catering

- ensure the security of kitchen equipment and restaurants and the health and safety of staff, learners and customers

Vocational trainer – Direct Care

- assist in the development of NVQ Direct Care provision
- act as assessor/trainer for NVQ Care courses

Appendix 3 – Colleges contacted during this research

FE colleges including specialist colleges – England

1 Basingstoke College of Technology
2 Berkshire College of Agriculture
3 Bicton College of Agriculture
4 Cannock Chase Technical College
5 Chichester College of Arts, Science and Technology
6 Cleveland College of Art and Design
7 Gloucestershire College of Arts & Technology
8 Herefordshire College of Art and Design
9 Hereward College of Further Education
10 Hugh Baird College
11 Leeds College of Music
12 North Lindsey College
13 North Oxfordshire College & School of Art
14 North Shropshire College
15 North Trafford College
16 North Tyneside College
17 North Warwickshire and Hinckley College
18 Norwich City College of Further and Higher Education
19 Otley College of Agriculture & Horticulture
20 Plymouth College of Art & Design
21 Stoke-on-Trent College
22 Telford College of Arts & Technology
23 York College of Further and Higher Education

Note:
A number of colleges in Wales, Northern Ireland and the Channel Islands were not contacted this time as they had already taken part in some preliminary research earlier in the year. Further contact was therefore not appropriate

Sixth form colleges – England

24 Birkenhead Sixth Form College
25 Brighton, Hove and Sussex Sixth Form College
26 College of Richard Collyer
27 East Norfolk Sixth Form College
28 Oldham Sixth Form College
29 Scarborough Sixth Form College
30 Solihull Sixth Form College
31 York Sixth Form College

FE colleges including specialist colleges – Scotland

32 Aberdeen College
33 Ayr College
34 Borders College
35 Clackmannan College of Further Education
36 Dumfries and Galloway College
37 Edinburgh's Telford College
38 Glasgow College of Building and Printing
39 Glasgow College of Food Technology
40 Glasgow College of Nautical Studies
41 Oatridge Agricultural College
42 South Lanarkshire College

Appendix 4 – Scope of this project

Board / Trustees / Senior management of the FE college

TEACHING STAFF

FE staff who are teachers, or who form part of a teaching team

Key purpose of FE teachers and those directly involved in supporting learning is to provide high quality teaching, to create effective opportunities for learning and to enable all learners to achieve to the best of their ability

SUPPORT STAFF

to cover all who support those in teaching and learning and who have some student contact, not just staff contact

eg:

- technical support in science & technology
- technical support in ICT
- library staff/advisory support in the use of learning resources
- vocational trainers/ instructors/ tutorial support
- counselling support/careers advice/specialist support for those with learning difficulties and/or disabilities
- community/outreach liaison
- curriculum development

FE staff whose work directly serves college / corporate functioning

eg:

- administration/admissions
- management information/quality assurance
- reception
- telephone switchboard-helpline
- cleaning
- janitorial/security
- building and estate maintenance/management
- catering/functions
- medical
- crèche staff
- college promotion

this column to be researched in a later project

Appendix 5

Examples of job requirements including use of qualifications

Job title	Job description	Required qualifications
Administrative assistant	Assisting with the administrative work relating to the school's continuing education activities (16-19)	Suitable and relevant qualifications and experience
Casual communication support worker	Providing communication support for learners who are hearing impaired or deaf	BSL Stage 2 (minimum). Experience of communication support
Casual learner support assistant	Providing learner and/or carer support to learners with learning difficulties	Certificate in Learning Support or an appropriate qualification in health, social and practical care Experience of working with young people and adults with a variety of needs
Electrical installation assessor/ instructor	Support candidates working towards a NVQ in Electrical Installation. Some direct teaching but also coaching and assessing in the workplace	Qualified electrician with D32/D33 Assessor Awards Up-to-date knowledge of NVQs
ICT network supervisor (full-time)	Support information and communications technology – particularly the main curriculum network system in the 4 main computer rooms plus sixth form block and library	Have expertise in network management, the use of Windows NT and in configuring workstation hardware and software Experience of SIMS software would be an advantage
Information technology learning centre assistant	Day-to-day administration of and IT training centre and also assisting with IT training	A teaching qualification (or the willingness to obtain one) Substantial IT and communication skills
Information technology tutor	Teach vocational programmes in computing and IT and support the learners	Ideally a City and Guild level 3 in word-processing, spreadsheets, databases and desk top publishing with a Vocational Assessors Award TDLB D32/S33 Experience within the computing and IT field and a sound knowledge of Windows 3.11 and 95

Learning mentor	Work with the school's pupils (not in a teaching role), by advising, counselling and promoting positive school-home relations	ICT skills
Learning support assistant	Supporting learners with learning difficulties and/or disabilities or emotional/behavioural difficulties	Experience of working with people with learning difficulties and/or disabilities. A knowledge of land-based and equestrian studies is an advantage
Librarian – curriculum co-ordination and student services	Provision of stock and professional services to learners and staff associated with the BA in combined studies Also, supervision of the inter-library loan service, reader education and aiding the administration of the Genesis automated library system	Chartered or qualified librarian Experience of working in a college or similar environment is preferable
Part-time crèche assistant	Work well with the challenges of a busy crèche	NNEB, PPA or equivalent is preferred but not essential Experience of supervising children with an ability to prepare play sessions is an advantage
Part-time student support worker (temporary)	Support a young male student with physical mobility problems by: • using a lap top to facilitate note-taking at lectures in A level English and Business Studies AVCE • transporting and setting up the IT equipment required for the lectures/seminars • assisting with research and preparation of coursework	Unspecified
Publicity officer	Responsible for devising and producing a range of publicity material for the college and arranging their dissemination to a wide variety of audiences Also responsible for promoting the 'outstanding' student support provision	Unspecified
Student and community services basic skills support tutor	Work with learners who are receiving basic skills additional support – closely working to curriculum areas	A teaching qualification and a recognised qualification in teaching basic skills Experience of further education or equivalent, teaching/assessing basic skills and a knowledge of a range of teaching and learning styles

Support officer – information services section	Work a rota system in the evenings	HNC or equivalent and a full driving licence Considerable experience and ability in ICT, IT workstations, video/ audio conferencing/ presentation systems (in an integrated Microsoft OS/Novell intranetware setting) and communicative skills
Technical training officer	Deliver appropriate training and knowledge through workshops, develop learners' practical skills, review and record their work. Also help with the maintenance of the workshop and equipment	CGLI or BTEC, (level 3 or above), in engineering. Have experience in one of: • avionics • aero assembly techniques • maintenance • bench fitting • electrical assembly • fault finding • machining
Training officer supervisor – business service section	Oversee the operations of the training office and supervise and assess learners	RSA Stage 2 word processing or equivalent Experience of using spreadsheets and databases and also at least 2 years experience of working in a modern office
Workshop attendant with caretaking duties	Provide support for the trades section of the construction school of the Institute and provide a caretaking service for the training centre campus	Must be physically fit and preferably have some previous caretaking and/or building experience

Appendix 6 – List of existing NOS reviewed

Owner of unit & ID	Relevant unit and title
AGCPLB A5	Evaluate and develop own work
AGCPLB A8	Contribute to the marketing of products and services
AGCPLB B2	Assist clients to decide on options for meeting their requirements
AGCPLB B3	Provide support for clients in planning a course of action
AGCPLB B4	Provide support for clients in implementing a course of action
ANTO UNIT2	Making and Recording Payments
CAMPAG B2	Assist Clients to Decide on Options for Meeting Their Requirements
CAMPAG B7	Develop the Counselling Relationship
CAMPAG B3	Provide Support for Clients in Planning a Course of Action
CAMPAG B1	Enable Clients to Access and Use Information
CAMPAG IL4/8	Collect and process information for use with clients
CAMPAG IL4/9	Enable clients to access and use information
CFA L37	Draft and Prepare Documents
CFA 403	Research, Prepare and Supply Information
CFA 405	Provide Information to support decision-making
CFA 314	Organise repairs to premises and equipment
CFA 402	Implement, monitor and maintain administrative services
CFA 309	Support users of administrative services
CFA L35	Research, Prepare and Supply Information
CFA 201	Provide effective customer service
CFA 202	Plan, organise and develop own work
CFA 205	Communicate information using telephone and fax
CFA 207	Record, store and retrieve information in a paper based system

CFA 208	Prepare and print documents using a computer Enter, retrieve and print data in a database
CFA 210	Prepare and print documents using a computer
CFA 213	Photocopy, present and distribute complex documents
CFA 218	Receive and assist visitors
CFA 220	Process financial information
CFA 308	Provide advice and support to users of organisational systems and processes
CFA 312	Locate, prepare and present information from a variety of sources
CFA 322	Order, store and distribute supplies
CFA L36	Enter and Integrate Data, and Present Information, Using a Computer System
CHNTO A3/4	Contribute to the care of items
CSC B5	Enable Individuals and Community Groups to Deal With Conflict and Work Collaboratively
CSC CACL01	Promote effective communication and relationships
CSC CALC02	Promote communication with individuals where there are communication differences
CSC CAO1	Foster people's equality, diversity and rights
CSC CAY04	Support individuals in undertaking health care
CSC CAZ07	Contribute to the movement and handling of individuals to maximise their physical comfort
CSC CAZ09	Enable clients to maintain their personal hygiene and appearance
CSC CAZ11	Enable clients to access and use toilet facilities
CSLB 5L3	Initiate and Evaluate Change to Improve Service to Customers
CSLB IL3/3	Solve problems on behalf of customers
EESLB ELES12	Transport and protect products and equipment
EESLB ELES7	Diagnose faults in product to module level
EESLB ELES9	Rectify faults through replacement of modules
EESLB ELES9	Rectify and prevent faults through preventative servicing procedures

ENTO C25	Facilitate Individual Learning Through Coaching
ENTO B22	Design Training and Development Sessions
ENTO 4E2	Ensure the implementation and improvement of communication within the organisation
ENTO A	Ensure your own actions reduce risks to health and safety
ENTO B	Monitor procedures to control risks to health and safety
ENTO B12	Devise a plan for implementing an organisationís training and development objectives
ENTO B32	Design, test and modify information technology based materials
ENTO B33	Prepare and develop resources to support learning
ENTO C	Develop procedures to control risks to health and safety
ENTO C11	Coordinate the provision of learning opportunities with other contributors to the learning programme
ENTO C21	Create a climate conductive to learning
ENTO C23	Facilitate learning in groups through presentations and activities
ENTO C24	Facilitate learning through demonstration and instruction
ENTO C25	Facilitate individual learning through coaching
ENTO C26	Support and advise individual learners
ENTO D11	Monitor and review progress with learners
ENTO D21	Assess individuals for non-competence based assessment systems
ENTO D32	Assess candidate performance
ENTO D33	Assess candidate performance using differing sources of evidence
ENTO E31	Evaluate and develop own practice
ENTO E41	Develop training and development methods
e-skills NTO UNIT6	Install Hardware in Systems
e-skills NTO UNIT7	Install Software Components in Systems
e-skills NTO UNIT11	Implement Preventative Maintenance Procedures on IT Systems
e-skills NTO UNIT12	Identify and Implement Remedial Solutions for Hardware

e-skills NTO UNIT 13	Identify and Implement Remedial Solutions for Software Components
e-skills NTO UNIT 49	Manage the Implementation of IT Systems and Services
e-skills NTO UNIT 39	Identify a Customer's Requirements for IT Systems and Services
e-skills NTO UNIT 54	Develop IT Services to Meet Market Requirements
e-skills NTO UNIT 22	Diagnose Technical Problems with IT Systems
e-skills NTO UNIT 23 Systems	Provide Technical Expertise to Resolve Technical Problems with IT Systems
FENTO b	Planning and preparing teaching and learning programmes for groups and individuals
FENTO d1	Establish and maintain an effective learning environment
FENTO d3	Communicate effectively with learners
FENTO d5	Select and develop resources to support learning
FENTO d6	Establish and maintain effective working relationships
FENTO e	Providing learners with support
FENTO f	Assessing the outcomes of learning and learners' achievements
FENTO g	Reflecting upon and evaluating one's own performance and planning future practice
ILSLB 114	Provide information/material to user
ILSLB 122	Provide displays
ISNTO 124	Direct Users
ISNTO 116	Issue and Recover Loan Materials
ISNTO 213	Acquire Information/Material
ISNTO 221	Organise Information/Material
ISNTO A2/6	Direct users
ISNTO A2/7	Process and secure information and material
ISNTO A4/7	Plan the display of information and material

ISNTO A4/8	Market and promote the service
ISNTO A4/9	Discover and organise information
ISNTO IL3/1	Provide information and material to users
ISNTO IL3/2	Identify information and material required by user and its availability
ISNTO IL4/1	Identify a strategy to meet a user's complex information needs
ISNTO IL4/2	Determine the requirements for information and material
ISNTO IL4/5	Educate users to make best use of the service
ISNTO IL4/10	Investigate the use of information and library services
ISNTO R2/1	Provide authorised access to records
ISNTO R3/2	Maintain and develop records classification system
ISNTO (Level 3) 114	Provide Information/Material to User
ITNTO 301	Select and enable information technology for use
ITNTO 303	Develop and maintain the effectiveness of the information technology working environment
ITNTO 305	Design and produce documents using word processing software
ITNTO 312	Design and produce documents using graphics
ITNTO 327	Control the use of electronic communication
ITNTO A2/8	Provide customers with information technology support
ITNTO A2/9	Produce documents using word processing software
ITNTO A3/11	Design and produce spreadsheets
MCI A1	Maintain activities to meet requirements
MCI A2	Manage activities to meet requirements
MCI A4	Contribute to improvements at work
MCI A5	Manage change in organisational activities
MCI A6	Review internal and external operating systems
MCI A7	Establish strategies to guide the work of the organisation

MCI A8	Evaluate and improve organisational performance
MCI B1	Support the efficient use of resources
MCI B2	Manage the use of physical resources
MCI B3	Manage the use of financial resources
MCI C10	Develop teams and individuals to enhance performance
MCI C12	Lead the work of teams and individuals
MCI C13	Manage the performance of teams and individuals
MCI C4	Create effective working relationships
MCI C8	Select personnel for activities
MCI C9	Contribute to the development of teams and individuals
MCI D6	Use information to take critical decisions
MCI F4	Implement quality assurance systems
MCI A3/5	Manage yourself
MCI A3/12	Support the efficient use of resources
MCI A3/13	Maintain activities to meet requirements
MCI A3/14	Create effective working relationships
QCA Key Skill	Communications level 2, etc
SFEDI A4	Plan the Marketing Strategy for the Business
SPRITO B212	Develop opportunities in the community
SQB A1	Contribute to the marketing of products and services
STMC ASE14	Contribute to the support of student activities
STMC ASE19	Repair resources
STMC LAATSI21	Provide technical support

Key

AGCPLB	These two are now hosted by the Employment NTO and refer to counselling, advice and guidance and mediation
CAMPAG	
CFA	Council for Administration
CSC	Care Sector Consortium – now Healthworks
CSLB	Customer Service
EESLB	Electrical and Electronic Servicing Lead Body (now via EMTA)
ENTO	Employment NTO
FENTO	Further Education NTO
ISNTO	Information Service NTO
ITNTO	Information Technology NTO (now e-skills)
MCI	Management Charter Initiative
QCA	Qualifications Curriculum Authority
SFEDI	Small Firms Employment and Development Initiative
SPRITO	Sports and Recreation NTO
SQB	Sales and Qualifications Board
STMC	Science, Technology and Mathematics Council

Appendix 7 – Members of the steering group

Name	Company
Veronica Windmill	FENTO
Ann Adams	North Downs and Ards Institute of FE and HE
Susan Adams	UNISON
Richard Benefer	Stoke on Trent College
Beth Dickson	Fife College of F and HE
Kathy Ennis	The Library Association
Lyndon Evans	Merthyr Tydfil College
Michael Frearson	HESDA (formerly THETO)
Ivor Jones	Association of Colleges
Christina McAnea	UNISON Education & Training
Heather Moore	Worthing Sixth Form College
Doreen Morris	College of North West London
Bruni de la Motte	UNISON
Dan Taubman	NATFHE
Phil Whitehead	North Warwickshire and Hinckley College

Observers

QCA
SQA

FEnto

Further Education **National Training Organisation**