

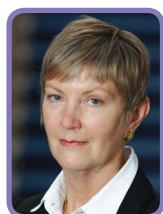
Sector Skills Assessment 2010

SCOTLAND

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Foreword



Our purpose as a sector skills council is to build a skills system that is driven by employer demand for all those working in the field of lifelong learning. This work benefits the nation by improving the skills of the lifelong learning sector workforce; by advancing the professional development needs of those delivering and supporting the delivery of lifelong learning, and by improving the skills and productivity of the workforce as a whole, thereby improving the nation's competitiveness.

In order to deliver these benefits, we undertake an annual review of the lifelong learning sector in Scotland to establish if learning professionals and those supporting the learner journey have the right skills and knowledge to meet demand. The results of the 2009 Sector Skills Assessment identified a number of skills priorities, including:

- Skills for managing change
- Skills in working with others, including partnership and collaboration
- General business skills
- Key skills, such as literacy, language and numeracy
- Teaching and learning related skills

Since these findings were published, Lifelong Learning UK in Scotland has taken significant action to address these skills priorities.

An example of partnership working to address the lack of funding for training and up-skilling is the Community Learning and Development (CLD) Upskilling Programme which is funded by the Scottish Government's £3.1 million investment. Set within the context of Skills for Scotland: a lifelong skills strategy and LLUK's Profile of the community learning and development workforce in Scotland 2008 the Scottish Government identified priority areas for personal development and an ongoing need to bolster the skills of the CLD workforce. The Upskilling Programme will further encourage partnership working within the CLD sector by working through the Community Learning Partnerships in the 32 local authorities to develop local, sustainable strategies for workforce development, and improve workforce access to Continued Professional Development. This will strengthen the position of the CLD workforce for the challenges it faces in the current economic situation and the expectations of Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth 2010.

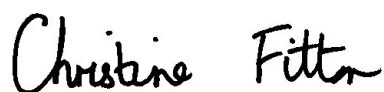
In 2010 we completed the development of new National Occupational Standards for Learning and Development which include the standards underpinning Assessor and Verifier qualifications in Scotland. This was followed by development of new Assessor and Verifier qualifications developed by working with the Scottish Qualifications Authority and in consultation with employers.

New recruits working as assessors and/or verifiers for Scottish Vocational Qualifications will be expected to achieve these new qualifications; existing staff will be expected to demonstrate that they work to the new standards. These new qualifications have been designed to be flexible enough to assess other types of qualifications or even no qualifications, as the appraisal system is based upon competences. These new qualifications are intended to meet the need to improve assessment skills across the lifelong learning workforce.

Promotion and marketing have been identified as business skills needed within the sector. Specific training interventions for key staff are being considered, along with one-to-one mentoring sessions with marketing experts.

To meet the demand for delivery of e-learning and management of digital information, we are encouraging employers and stakeholders in lifelong learning to take part in the ongoing Digital Scotland consultation (Royal Society of Edinburgh 2010) to ensure that the skills needs of the workforce are understood in the context of how technological change may be exploited for economic and social benefits across Scotland.

The Scottish Government has stated that the lifelong learning sector in Scotland should work together as one system and Lifelong Learning UK in Scotland recognises this integration as ideal future scenario. We look forward to having a significant role in working with our employers, stakeholders and other partners toward integrated skills development in Scotland.



Christine Fitton

Director Scotland

Lifelong Learning UK

Executive Summary

This document is the Sector Skills Assessment for Scotland 2010, a 'state of the nation report' identifying employer skills needs in the existing and future workforce within the social, economic and political landscapes of Scotland. It provides employers with intelligence on future skills needs so that skills development can be prioritised for the short, medium and long terms.

This report provides a comprehensive overview of current and future skills and drivers of skills demands in Lifelong Learning UK's sectors in Scotland, namely:

- Career guidance (CG)
- Community learning and development (CLD)
- Further education (FE)
- Higher education (HE)
- Libraries, archives and information services (LAIS)
- Work based learning (WBL)

There are approximately 5,700 lifelong learning employers in Scotland, providing employment for a workforce of almost 143,000. More than half the workforce is aged 45 or over and a similar proportion are employed in professional occupations. Approximately 61 per cent are female, and approximately 68 per cent work full-time. Overall, the lifelong learning workforce in Scotland is a highly qualified workforce, with 73 per cent of staff qualified to SCQF level 8/9 or above.

Drivers of skills demand in the Scotland include

- the current economic situation
- new and existing legislation and policies relating to various issues such as the Scottish Government's determination to avoid duplication in public spending, leading to the pressure from funders to increase collaborative working
- the skills issues brought about by learner demands and rapidly advancing technology.

Efficient utilisation of existing and new skills and resources, including digital technology and social media, will be required. New ways of working in order to deliver more flexible and accessible learning and information should be introduced. This will require the workforce to be agile in order to adapt and transfer their skills to meet changing needs. All these changes will require strategic planning and leadership to ensure organisations, management and the total workforce are prepared to work competitively to drive Scotland's economic recovery.

The Scottish Employer Skills Survey collects data from employers across Scotland on recruitment and skills issues. Vacancies in the lifelong learning sector in Scotland account for approximately three per cent of all employment and hard-to-fill vacancies in the lifelong learning sector account for less than one per cent of all employment. The main reason for hard-to-fill vacancies is the low number of applicants with the required skills. These are skills shortages affect less than one per cent of all in employment across all sectors across Scotland. The lifelong learning sector has a relatively low proportion of skill shortage vacancies as a proportion of employment.

Specific skills shortages that have been identified include:

- Assessing learning and learners
- Partnership working and community engagement and development
- Change management
- Advanced ICT skills, delivery of e-learning
- Use of new e-technology solutions (twitter, social networking, learning hubs)

Skills gaps are more common than skill shortages, affecting around one-in-five Scottish workplaces across all sectors. Skill gaps in the Lifelong Learning sector affect a slightly lower proportion of employees (less than seven per cent) than the average for all sectors (about eight per cent).

Specific skills gaps that have been identified through literature review and primary sources include:

- Investigating learner (or user / customer / client) requirements
- Promoting and marketing the organisation
- Use of new technologies
- Strategic leadership and change management
- Performance and staff management
- Impact assessment
- Fund raising and bid writing

Future skills needs are similar in nature to the reported skills shortages and gaps. The following skills are reported as likely to become essential requirements in the future:

- Collaborative working skills
- Strategic leadership and change management
- Delivery of e-learning and management of digital information
- Evaluation skills
- Promoting and marketing the organisation
- Learner engagement skills
- Impact assessment skills

In the future the lifelong learning sector in Scotland should work together as one system.

Recommendations on achieving this include:

- A learner centred approach
- Recognition of prior learning and the tracking of learner routes on the Scottish Credit and Qualifications Framework
- Improved interfaces between the individual sectors within lifelong learning, which overlap to a greater extent than is usually recognised.

Specific skills priorities to be addressed within the lifelong learning sector will need to be re-visited and updated as part of an on-going process to identify, address and overcome skills needs. The research identifies the following skills priorities for the lifelong learning sector:

- Partnership and collaborative working
- Strategic leadership and management of change
- Skills in assessment of learning and learners
- Delivery of flexible learning and new methods and modes of learning and information provision and support, including e-enabled methods
- Greater employer and learner engagement skills for involvement of both in the development of new provision

Section 1: Introduction

Lifelong Learning UK is the independent employer-led Sector Skills Council responsible for the professional development of those working in the lifelong learning sector across the UK. Lifelong Learning UK represents a workforce consisting of around 1.2 million people working in lifelong learning in England, Northern Ireland, Scotland and Wales and is the voice of employers in this sector on skills issues. Lifelong Learning UK provides the strategic perspective for workforce planning and development and influences and shapes relevant policy across the four UK nations. It leads the collection of workforce data and provides analysis on workforce characteristics and trends to inform future workforce planning.

All Sector Skills Councils are required to produce an annual Sector Skills Assessment (SSA) for the whole of the UK as well as each of the four nations. The SSA builds on Stage 1 of the *Sector Skills Agreement* (Lifelong Learning UK 2007) and serves as a 'state of the nation report' identifying employer skills needs in the existing and future workforce within the social, economic and political landscapes. It provides employers with intelligence on future skills needs so that skills development can be prioritised for the short, medium and long terms.

The SSA identifies four key elements:

- Drivers of skills demand
- Current skills needs including skills gaps and shortages
- Future skills
- Four nation perspective

Within this context, Lifelong Learning UK has developed the Lifelong Learning Sector Skills Assessment 2010 which:

- Gathers information from across the four UK nations, paying specific attention to geographical differences in the sector and highlighting where specific skills issues are manifest
- Provides a comprehensive overview of current and future skills and drivers of skills demands in Lifelong Learning UK's sectors, namely:
 - Career guidance (CG)
 - Community learning and development (CLD) – the three national priorities are achievement through: community based adult learning; community capacity building; and learning for young people¹
 - Further education (FE) – Scotland's colleges
 - Higher education (HE) – Scotland's universities and higher education institutions
 - Libraries, archives and information services (LAIS)
 - Work based learning (WBL)
- Makes practical recommendations, based on the evidence collected, about how the skills priorities within the lifelong learning sector should best be addressed

This document is the Sector Skills Assessment for Scotland 2010 and provides an update to the Lifelong Learning *Sector Skills Assessment (Scotland)* of 2009 (Lifelong Learning UK 2010a).

¹ Other strands of community learning and development (under Lifelong Learning UK's definition) exist in Scotland both within and without the recognised CLD workforce. These are community education; sustainable development education; family learning and working with parents.

Section 2: Methodology and Response

To meet the aims and objectives of the Sector Skills Assessment, as guided by the UK Commission for Employment and Skills' (UKCES) *Common Labour Market Information (LMI) Framework* (UKCES 2009), a mixed methods approach incorporating primary and secondary information analysis was adopted, including the following strands of work:

Qualitative group discussions and interviews – Six semi-structured group discussions covering almost 60 employers about the drivers of skills and future skills and what employers may be doing in order to deal with future skills issues

Survey – a sample survey, based on a proportional allocation of employers in each sector in each nation. The survey, which was hosted on Lifelong Learning UK's website, started in mid June and a data cut was taken in mid-September for the purpose of the Sector Skills Assessment 2010. For the rest of this document, the survey will be referenced as the 2010 SSA survey.

Secondary analysis² – Documents have been analysed from various sources including policy documents, stakeholder and Scottish government reports, HM Inspectorates of Education (HMIe) reports and skills research papers. Data sets have been reviewed from the most recent Scottish Employer Skills Survey (Futureskills Scotland 2009)³; Labour Force Survey four quarter average (ONS 2009), other sector specific datasets such as the SFC staff record for Scotland's colleges (SFC 2010) and the HESA staff record for higher education (HESA 2010). All national data sources, such as SESS and LFS use Standard Industrial Classification (SIC) codes, in order to classify 'sectors' of Sector Skills Councils For a detailed explanation of SIC codes, please see Appendix A.

Analysis and interpretation – All the information from these sources has been analysed to develop common skills themes in terms of current skills gaps and shortages as well as future skills requirements.

2010 SSA survey response – 80 employers responded to the survey in Scotland by the 21st September 2010, providing information on 27,589 staff.

25 of the responding organisations provide careers guidance; 39 provide community learning and development services; 15 provide further education; 18 provide higher education; 45 provide library, archive or information services; and 39 provide work based learning. Employers were able to specify multiple services, so there is some double counting here.

Structure of report – This report sets out findings for Scotland, making comparisons with the UK as a whole where appropriate. The next section (Section 3) gives the background to the lifelong learning sector and workforce in terms of employment and skills. Sections 4 to 6 present findings for Scotland in relation to drivers of skills demand, current skills needs, anticipating what lies ahead, and finally training and workforce development. Section 7 draws conclusions and sets out skills priorities for the lifelong learning sector in Scotland.

² Key sources include the employer skills surveys for each nation. Data from Scotland was collected in 2008; from England and Northern Ireland in 2009 and from Wales in 2005.

³ Please note that this data is due to be refreshed in March 2011. The most recent SESS findings will be available from the Scottish Government website after this time.

Note on qualification levels: This report uses research findings from UK-wide data sources such as the Labour Force Survey, which use Scottish Vocational Qualifications (SVQ) Levels to categorise qualification level. International sources, such as the Organisation for Economic Co-operation and Development, use Qualification and Credit Framework (QCF) Levels. These levels have been converted to Scottish Credit and Qualification (SCQF) Levels in the text and are defined when comparison is required.

In the current economic and political climate, many policies, headline statistics and trends are changing rapidly. All the information presented in this report is accurate at the time of publication.

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Section 3: The Lifelong Learning Sector in Scotland

3.1 An overview of the employment and skills landscape in Scotland

According to the latest figures from the Office for National Statistics, Scotland had 2.44 million employed people aged 16 and over and had an employment rate of 70.2 in 2010 (ONS 2010). Although Scotland now has the second highest employment rate in the UK (the first being England), at the time of writing, the unemployment figures in Scotland were rising faster than the other UK nations. Gross Value Added (GVA) per head, which is a commonly recognised measure of regional economic success and prosperity⁴, was 97.9 points for Scotland (UK=100) in 2008, a narrowing of the gap between Scotland and the UK average since 2004.

The 2008 Scottish Employer Skills Survey (Futureskills Scotland 2009) which covered 6,274 employers estimated that 18 per cent of all establishments in Scotland had vacancies, 10 per cent reported hard-to-fill vacancies⁵ and five per cent skill shortage vacancies⁶. 20 per cent of establishments reported internal skills gaps, and eight per cent of the employed workforce are considered by their employers to be less than fully proficient in their jobs. 65 per cent of employers provided some form of training to employees in the previous year. 10 per cent provided off-the-job only, 19 per cent on-the-job only and 38 per cent a mix of both types.

In terms of qualifications, data from the OECD (OECD 2009) shows that in Scotland 35.4 per cent are qualified to intermediate skills levels⁷ (SCQF Level 5-7). This compares to 36.5 per cent for the whole of UK, which currently ranks 21st in the international skills position out of the 30 OECD countries, ahead of Belgium, Ireland, Australia and New Zealand. For high level skills⁸ (SCQF Level 8-12), UK has 31.8 per cent qualified to that level, which ranks it 12th in the international skills position, ahead of Sweden, France, Germany and Italy. Scotland has 36.2 per cent qualified to the tertiary level, which is higher than the UK average as well as Australia, Ireland, and Belgium

Recent research by UKCES highlights the *Ambition 2020* targets for Scotland in terms of the percentage of the workforce that should be qualified to particular levels, and provides projections based on current progress to determine whether the targets are expected to be met or not (UKCES 2010).

The table below, which is based on the data from UKCES, shows the distribution of qualifications among the working age population in Scotland 2008 and the targets proposed in *Ambition 2020*. Current progress indicates that the 2020 ambition for qualifications at SCQF Level 7+ will be achieved, but the targets for qualifications at SCQF level 6 may not. Targets to reduce the numbers qualified below SCQF level 5 may also not be achieved.

⁴ GVA is used in the estimation of Gross Domestic Product (GDP), which is a key indicator of the state of the whole economy. In the UK, three theoretical approaches are used to estimate GDP: 'production', 'income' and 'expenditure'. When using the production or income approaches, the contribution to the economy of each individual producer, industry or sector is measured using GVA (ONS website, 2010)

⁵ Those vacancies classified by respondents as hard-to-fill (Futureskills Scotland 2009 definition)

⁶ A subset of hard-to-fill vacancies where the reason given for the difficulty filling the position is a low number of applicants with the required skills, work experience or qualifications (Futureskills Scotland 2009 definition)

⁷ Intermediate level skills refer to "upper secondary education" or equivalent and identifies a level of attainment (not necessarily reached while the individual was actually participating in secondary education). In Scotland it means attainment of SCQF Level 5-7, or credit standard grade (or an equivalent vocational qualification such as SVQ2), up to advanced higher or SVQ3.

⁸ High level skills refer to "tertiary-level education" or higher education, which is equivalent to SCQF Level 8-12 and includes HND courses and ordinary, honours, masters and post-graduate degrees.

Qualifications among Scotland's working age population – Attainment in 2008 and projected attainment in 2020

Qualifications	Percentage of workforce at the qualification level in 2008	Target percentage of workforce to be at the qualification level (based on Ambition 2020)	Projected attainment of percentage of workforce at the qualification level	Gap
SCQF Level 7 and above	36%	Increase to 46%	50%	Above target (by 4 percentage points)
SCQF Level 6	21%	Increase to 27%	18%	Below target (by 9 percentage points)
SCQF Level 5	18%	Keep constant at 18%	16%	Below target (by 2 percentage points)
Below SCQF Level 5	13%	Reduce to 5%	10%	Misses target reduction (by 5 percentage points)
No qualifications	12%	Reduce to 4%	5%	Misses target reduction (by 1 percentage point)

Source: UKCES 2010

3.2 Lifelong learning sector profile for Scotland

The lifelong learning sector has around 53,000 employers across the UK of which around 5,500 are based in Scotland. A detailed breakdown of the numbers of employers in every sector of the lifelong learning workforce can be found in the table below.

	Number of employers in Scotland	Notes
Career Guidance	64	Skills Development Scotland's careers service and career guidance provision in each university and college based in Scotland, so this figure double counts FE and HE. There are also many private sector providers of career development services
Community Learning and Development*	5,019	Community learning and development is delivered by each of the 32 local authorities in Scotland but there are numerous organisations (many with few employees) that also provide CLD. The majority of these are third sector organisations, although it is important to note that many of Scotland's Colleges also provide CLD, so this figure includes double counting of FE.
Further Education	43	Source: Scottish Funding Council. Glasgow Metropolitan College merged with Central College Glasgow and Glasgow College of Nautical Studies (GCNS) on 1st September 2010, although the new college will not officially launch as City of Glasgow College until early 2011, so this total does not include this change.
Higher Education	20	Source: Universities Scotland. This figure includes the UHI Millennium Institute and the Open University in Scotland. In this report the term "universities" is used as a generic term to cover Scotland's fifteen universities and five higher education institutions.
Libraries, Archives and Information Services	126	One library service in each of the local authorities, universities and colleges, plus the National Library of Scotland and 30 archives that responded to Lifelong Learning UK's archives survey 2007. This figure double counts FE and HE.
Work Based Learning	389	Source: Skills Development Scotland. Estimate of providers of National training programmes, including public, private and voluntary sector training providers. Many of Scotland's Colleges also provide work based learning so this figure includes some double counting of FE. This figure is likely to be an underestimate of providers across Scotland; according to yell.com (visited on 5th October 2010) there are 985 companies listed as training services in Scotland.
All areas of work	5,661	Total excluding the double counting described above is approximately 5,500.

Notes: Under UKCES guidance the lifelong learning sector also includes secondary education employers. There are 375 local authority secondary schools in Scotland (this excludes independent and grant-aided schools. Source: Scottish Government statistics public release, education series). In general, the addition of these employers does not affect the proportions reported in this document.

*The community learning and development sector comprises organisations whose role includes: community based adult learning; community capacity building; and youth work. Other roles may include community education; sustainable development education; family learning and working with parents. These services are delivered by the 32 local authorities through the Community Learning Partnerships. The partnerships include the relevant local authorities departments, community and voluntary organisations, police and health boards, further and higher education institutions, work based learning providers and enterprise and careers agencies working together to provide learning and social development opportunities. The CLD Upskilling Programme Phase One report showed that over 11,250 paid and voluntary staff work in the Community Learning Partnerships across Scotland (Lifelong Learning UK 2010b).

Many organisations within the CLD sector are voluntary making information hard to obtain. Recent research by the Scotland Council for Voluntary Organisations estimated that there are 45,000 voluntary organisations operating in Scotland and three per cent work in “Education and Research”. A further 41 per cent work in “Social care and development” which will include some community learning and development (SCVO 2010).

Size of organisation within the lifelong learning sector in Scotland

The majority of organisations within the lifelong learning sector have fewer than ten employees, as shown below:

Workforce size (number of employees)	Percentage of organisations
Fewer than 10	83
10 to 49	12
50 to 199	2
200 and over	3

Funding sources for the lifelong learning sector in Scotland:

Funding for lifelong learning in Scotland comes from a variety of sources. The further and higher education funding is allocated by the Scottish Funding Council, which receives budget allocation from the Scottish Government. In 2010 the budget allocation was £692.7 million for Scotland’s colleges and £1.1 billion for Scotland’s universities. These figures represent a 4.5 per cent and 2.0 per cent increase on the 2009-10 financial year respectively, emphasising the crucial importance of universities and colleges to the Scottish economy and social cohesion during a time of real terms reductions in the Scottish Government’s budget (Scottish Government 2010b).

Local authorities in Scotland also receive their funding from the Scottish Government and pay for local services (which includes public libraries, archives and information services, plus community learning and development services). Total gross revenue expenditure on the 32 local authorities by the Scottish Government in 2008-09 was £17.8 billion (Scottish Government 2010c).

Skills Development Scotland includes the former Careers Scotland, which reported a budget of £43.1 million to deliver Careers Scotland ‘services and interventions’ during 2008-2009, with an estimated £4.8 million income from external sources to fund additional services (Careers Scotland 2008)

Work based learning providers (some based in Scotland's colleges) deliver the National training programmes, which are funded by Skills Development Scotland. The overall budget for delivering National training programmes in 2010/11 is £113 million, including £16 million to support Modern Apprenticeships (SDS 2010).

The lifelong learning sector across the UK comprises around 1.2 million employees, of which around 143,000⁹ are based in Scotland. The table and figure below shows the distribution of this workforce across the individual sectors within lifelong learning.

Total workforce - numbers

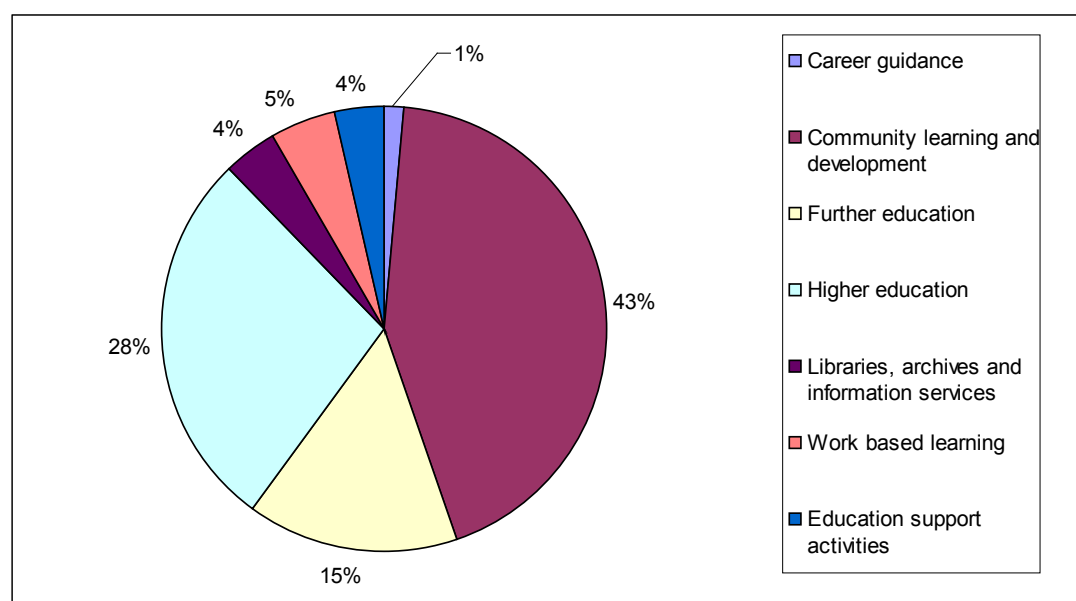
Career guidance(a)	2,019
Community learning and development	61,879
Education support activities(b)	5,165
Further education	21,748
Higher education(c)	39,780
Libraries, archives and information services	5,434
Work based learning	6,900
Total	142,925

Source: Labour Force Survey (ONS 2009); Scottish Funding Council Staff Record, 2008-09; Higher Education Statistics Agency (HESA) staff record for 2008-09; Archives profile study (Lifelong Learning UK 2008a); Lifelong Learning UK and stakeholder estimates.

Notes:

- Staff in the "Career advisors and vocational guidance specialists" SOC code who are not covered by a Lifelong Learning UK SIC code have been included in the career guidance estimates.
- It was not possible to allocate staff in 'educational support activities' to individual sectors within lifelong learning.
- The higher education staff figure is rounded to the nearest five.

Total workforce - proportion



⁹ Under UKCES guidance the lifelong learning sector also includes secondary education employers. The number of secondary education employees in Scotland is 62,339 (ONS 2009). In general, the addition of these employees does not affect the proportions reported in this document.

The table and figure above include estimates of the number of volunteers working in the sector. Some sectors have many volunteers compared to paid staff, notably community learning and development. However there is variation, even within the community learning and development sector. Research suggests that 39 per cent of the public sector community learning and development workforce in Scotland works on a voluntary basis, whereas that figure is unsurprisingly much higher in the voluntary sector, with 90 per cent of the workforce identified as volunteers (Lifelong Learning UK 2008b).

Estimates of the number of volunteers in the archives workforce in Scotland suggest that 31 per cent of the workforce are volunteers (Lifelong Learning UK 2008a). Estimates of the number of volunteers in the work based learning workforce in Scotland suggest that 45 per cent of the workforce are volunteers (Lifelong Learning UK 2008c).

Characteristics of the lifelong learning workforce include gender, ethnicity, diversity and qualifications profiles, as well as working patterns and occupational levels. This information is based on data from Labour Force Survey (ONS 2009) and other sectoral data sources. Please note national data sources are based on:

- Standard Industrial Classification (SIC) codes, which do not fully cover the entire lifelong learning sector, the details of which can be viewed in Appendix A
- Standard Occupational Classification (SOC) codes, the details of which can be viewed in Appendix B

Gender profile: Approximately 61 per cent of staff working in the lifelong learning sector in Scotland and across the UK are female and 39 per cent are male. Some variation occurs across the individual sectors within lifelong learning in Scotland, as over 85 per cent of libraries staff and 54 per cent of higher education staff are female.

Age profile: 53 per cent of the lifelong learning workforce in Scotland is aged 45 and over whereas only 25 per cent are less than 35. The age profile does not differ greatly across the UK. The age profile of lifelong learning sector staff in Scotland is generally similar across the individual sectors within lifelong learning, although the aging workforce a particular issue with libraries, archives and information services.

Ethnicity profile: Over 95 per cent of the workforce across the lifelong learning sector in Scotland is White.

Disability and learning difficulty: 13 per cent of the lifelong learning workforce in Scotland has a disability compared to 15 per cent of the lifelong learning sector across the UK.

Working pattern: Approximately 68 per cent of staff in the lifelong learning workforce in Scotland work full-time and 32 per cent work part-time. Staff in the adult and community learning, work based learning, and libraries, archives and information services areas are more likely to be working part-time than the sector average. The results for the UK are 68 per cent full-time.

Occupational level: More than half of the lifelong learning workforce in Scotland is employed in professional occupations, which include lecturers in further and higher education; professionally qualified youth workers; librarians and archivists, and training consultants amongst others. Around 12 per cent are in associate professional and technical occupations which include youth and community workers; learning support staff; HE instructors; library and archive assistants, and recruitment officers amongst others. The profile is generally similar across the nations. Further examples of specific occupations within the lifelong learning sector are provided in Appendix B.

Qualifications: Overall, the lifelong learning workforce in Scotland is a highly qualified workforce, with 73 per cent of staff qualified to an SVQ level 4 (SCQF level 8-9) or above. This is higher than the UK average of 69 per cent of the lifelong learning workforce qualified to this level. There is some variation across the sectors with 54 per cent of employees in libraries and archives holding a qualification at this level.

- In Scotland's colleges, 70 per cent of permanent teaching staff hold a TQ(FE) qualification or equivalent (SFC 2010).
- 85 per cent of academic staff working in higher education institutions in Scotland are qualified to first degree level equivalent or above (HESA 2010).

3.3 Skills demand in the lifelong learning sector in England

The key skills priorities for the lifelong learning sector identified in the 2009 Sector Skills Assessment were presented in five broad categories:

- Skills for managing change (including keeping pace with emerging technologies, leadership and management for change, skills to plan for and respond to the implications of policy changes for organisations, problem solving skills and creativity)
- Skills in working with others (including partnership and collaboration, engaging with communities, engaging with and understanding the needs and demands of employers, customer service)
- General business skills (including project management, marketing, PR and advocacy, budget planning and financial management, skills relating to innovation and entrepreneurship, bid writing and negotiation skills)
- Specific skills (including key skills, skills combinations such as pedagogy with specific industrial skills, and technical, practical and job specific skills)
- Teaching and learning related skills (including skills in blended learning, skills at supporting the employability of others, skills in sustainable development, innovation and education, and supporting learners with disabilities)

The rapid rate of change of the drivers of skills, especially economic drivers, has resulted in a shifting emphasis on skills priorities. The next section will look at the drivers of change and see how that has impacted the workforce since 2009. It will investigate the effects of these drivers on skills demand as well as analysing employer demand for current and future skills.

Section 4: What Drives Skills Demand?

The demand for skills is driven by a variety of factors including economic, political, social and technological changes. The competitiveness of Scotland on the global stage is also a driver of skills demand.

Since the publication of the 2009 Sector Skills Assessment, one of the biggest drivers of change in the lifelong learning sector (and indeed the labour market in general) has been the global economic downturn. With Scottish Government publishing the budget in November 2010, in response to the Central Government's Comprehensive Spending Review reduced public funding, there are still unknowns at the time of writing, with potential cuts of 16 per cent in FE and HE funding. However, what is certain is that change is inevitable – in policy, economic climate and society – and all of these will have an impact on the skills demands in the workforce in general, as well as in the lifelong learning sector.

This section undertakes an analysis of economic, political, social, technological and environmental factors to understand how current drivers may affect the lifelong learning workforce.

4.1 Economic drivers

The current economic situation is resulting in tightening public sector funding and a reduction in private sector profits. This section reviews the lifelong learning sector against the backdrop of the economic climate and investigates the implications of this on the sector. Evidence shows that the numbers of learners wishing to engage with the lifelong learning sector in Scotland will continue to increase in the short term. UCAS reports that applicant figures in 2011 have increased by 8.9 per cent compared to 2010. Rising numbers of applicants coupled with decreased public spending reinforces the suggestion that the sector will need to do more with less. The severity of this constraint was laid out by *Scotland's Independent Budget Review panel* (Beveridge et al 2010) which was set up in early 2010 to inform public and Parliamentary debate ahead of the next UK Spending Review. The report sets out recommendations to Scottish Government and Parliament on assisting economic growth while managing service delivery with significantly reducing resources.

One of the direct consequences of the reduction in public funding is the need for more partnership working. The letter of Ministerial Guidance to the Scottish Funding Council for 2009-12 specifically expects the Council to encourage partnership and collaboration:

“It is important that the ethos of partnership working continues to be developed among the institutions that you fund. I expect the Council to ensure that this is encouraged and incentivised among fundable bodies both in terms of institutions working with each other and with other partners in the public, private and voluntary sectors and in wider contexts such as community planning and associated structures.”

Fiona Hyslop MSP, then Cabinet Secretary for Education and Lifelong Learning, November 2008.

Partnership working is central to the role of Partnership Action for Continuing Employment (PACE) which aims to minimise the effects of redundancy situations by working with employers to identify alternatives to redundancy, help employers to access support services and support employees with tailored programmes to help them access jobs and training.

Collaborative working is also encouraged by the Horizon Fund, a new incentivised funding stream for universities in Scotland, as proposed in the report, *New Horizons* (Joint Future Thinking Taskforce on Universities 2007). The Horizon Fund suggests that learning, teaching, knowledge, transfer and research should increasingly be carried out collaboratively across institutional boundaries to take advantage of economies of scale, while maintaining coherent provision.

Both the letter of Ministerial Guidance to the Scottish Funding Council and the New Horizons report also establish the need for greater flexibility in learning provision. The lifelong learning sector needs to:

“.. ensure that new and flexible approaches to curriculum and learning delivery are provided and that provision is capable of meeting both the short term skills needs of the economy and changing demands in the context of a future economic recovery.”

Fiona Hyslop, MSP, November 2008 – then Cabinet Secretary for Education and Lifelong Learning.

For higher education, the New Horizons report states that there should be a greater number of entry and exit points and an increase in part-time provision. It is noted that new funding arrangements could support and incentivise these changes.

Investment in the CPD needs of staff may not be a priority in such a difficult economic climate. The Alliance of Sector Skills Councils in Scotland reported that there has been a general reduction in employers’ commitment to training across all sectors in Scotland (Alliance of Sector Skills Councils, Scotland 2009). Many businesses are focusing on mandatory training only and refocusing training monies to be used elsewhere in the business. Where businesses are continuing to invest in training they are looking to meet specific business needs, including:

- Up-skilling individuals due to taking on additional job roles
- Bite-sized learning which is bespoke to the needs of the business
- Delivery in or as close to the workplace as possible to ensure that employers are not having additional costs to cover employees participating in activities

The latter point has obvious implications for the work based learning sector, as demand for specifically work based provision may increase. Other institution-based learning providers will have to develop new and greater partnership working arrangements with work based learning providers (or at least ensure that distance or e-learning is provided) in order to meet this demand for learning in the workplace or as close to the workplace as possible.

In Scotland many services are aimed at those who are a long way from the labour market, in particular young people in need of ‘more choices, more chances’. However, as the recession impacts on more public sector jobs, a wider range of people may require access to learning provision. The economic downturn may be seen as driving positive change as it encourages innovative thinking and change. For example, many lifelong learning providers report that they are already developing and delivering more stand alone ‘bite-size’ units of learning than before the downturn.

A review of the vocational education and training available to people in Scotland (both in and seeking work) has been launched by the Scottish Government. The current economic climate and public spending pressures will be central to the review which will look at more effective approaches to workforce development as well as support for the unemployed and young people seeking work for the first time. The review will focus on the area of post 16 vocational education and training which supports people into work and helps sustain them in productive employment. It will primarily focus on:

- The needs of young people seeking to make a seamless transition into work
- Adults who are unemployed and are seeking to move back into work
- Those in employment who are seeking to upskill

- Employers of all types seeking to improve efficiency and productivity through their skills investment
- Preparing for and exploiting opportunities presented by the move to a low carbon economy

The review aims to achieve 'better value for money' and faster progress on the Scottish Government's national economic targets and will report by March 2011.

4.2 Political drivers

Since the 2007 Scottish Parliamentary election the Scottish Government (the executive arm of the devolved government of Scotland) has had a minority Scottish National Party administration. The Scottish Government is responsible for all issues that are not explicitly reserved to Central Government at Westminster; such devolved matters include health, education, justice and policing, rural affairs, economic development and transport.

Education in Scotland has always been distinct from the rest of the UK and legislated for separately. The lifelong learning sector in Scotland is fully devolved to the Scottish Parliament.

The overarching policy that impacts on the lifelong learning sector in Scotland is the *Skills for Scotland: A Lifelong Skills Strategy* (Scottish Government 2007a), which had laid out the Scottish Government's plan to develop a cohesive lifelong learning system centred upon the individual but also responsive to employer needs. This key policy document asked learning and training providers to fulfil specific actions, including the need for providers to consider themselves as part of one system geared towards helping people develop the skills they need, where articulation, integration and working with other providers are the norm. The three guiding principles of this strategy were:

- individual development
- economic pull
- cohesive structures

In October 2010, the Scottish Government published a refreshed *Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth* (Scottish Government 2010a), which recognised the progress made since 2007 and identified how the Government plans to reposition their skills policy to accelerate economic recovery and to realise their long-term economic aspirations for Scotland. There are four key priority themes in the new strategy:

- Empowering people so that they can contribute to and benefit from future economic success
- Supporting employers in their skills needs
- Simplifying the skills system and
- Strengthening partnerships and collective responsibility

Keeping in mind this broader context, the next section focuses on specific policies, legislation and regulations (both new and existing) that have an impact on the lifelong learning sector.

Legislation and policies relating to collaborative working

Single Outcome Agreements between Local Authorities and the SNP Government¹⁰ mean that councils have greater fiscal freedom and decision making power in how they deliver local and National Outcomes (the specific strategic goals set by Government). However, the impact on learning providers who deliver cross-Local Authority (LA) borders or even national programmes, is that they have to deal with a greater number of individuals to deliver projects and initiatives. Working with so many different bodies requires more collaborative skills than were previously necessary, and some staff may require new skills development to meet this challenge.

Curriculum for Excellence¹¹ (CfE) supports the Scottish Government's overarching goal of sustainable economic growth. CfE aims to raise standards of achievement for all through improved learning, not new curricular content, with the aim of eliminating the tail of underachievement. The new curriculum has immediate skills implications for the entire lifelong learning workforce in Scotland because it must be delivered by all types of learning providers through partnership working. Some schools are already working with employers within CLD and FE to support delivery. HM Inspectorates of Education (HMIe) is already inspecting the learning communities as a way of supporting and encouraging best practice in this "joined up" sector.

The Scottish Government published the *Policy and Practice Framework for 16+ Learning Choices: Supporting all young people into positive and sustained destinations* (Scottish Government 2010d) which reinforces the message delivered by *More Choices, More Chances* (Scottish Government 2006), the policy aiming to reduce the number of young people not in education, employment or training. One of the key messages was that all partners need to collaborate across agencies, with robust systems and shared processes to provide the right learning and support for all young people.

An aspect report on the provision in Scotland's colleges for young people requiring more choices, more chances (HMIe 2010a) showed that overall, the engagement of Scotland's colleges with the 'More Choices, More Chances' group was good. Learners report positive experiences and planning and provision of learning is very good. It was noted that the colleges need to improve collaborative working relationships with schools, firstly to ensure that school-leavers have a greater awareness of their options, but also to obtain specific information on individuals' school records to help in planning learning experiences.

Working and learning together to build stronger communities or WALT, the then Scottish Executive's Guidance for Community Learning and Development, challenges all public organisations with an interest in building community capacity, learning and social development to join the Community Learning and Development Partnership at a strategic level and to give staff time and investment to local action planning and delivery (Scottish Executive 2004). Equally the partnerships themselves are charged with actively involving such organisations in their activity. It was noted that particular efforts should be made to engage with the voluntary sector. In November 2008, the Scottish Government and the Convention of Scottish Local Authorities (COSLA) launched Building on working and learning together to build stronger communities – a joint statement on community learning and development, including adult literacy and numeracy. This joint statement emphasises the importance of adult literacy and numeracy, and advocates continued strengthening of partnership working to further develop adult literacy and numeracy services across the country.

The drive to increase efficiencies has been highlighted by Michael Russell MSP, Cabinet Secretary for Education and Lifelong Learning in his letter to the Scottish Funding Council to confirm the funding allocation for 2010/11:

¹⁰ For more information on the Single Outcome Agreements see <http://www.improvementservice.org.uk/single-outcome-agreements/>

¹¹ For more information on Curriculum for Excellence see <http://www.ltscotland.org.uk/understandingthecurriculum/whatiscurriculumforexcellence/index.asp>

“We must maintain a focus on making efficiencies. I would therefore expect you to seek efficiencies in both your core funding for institutions and through strategic interventions.”

Michael Russell MSP, Cabinet Secretary for Education and Lifelong Learning, February 2010.

The drive to reduce spending and replication of content has also been highlighted in the operational plan of Skills Development Scotland (SDS 2010). The Scottish Funding Council provides funding for both further and higher education in Scotland which enables funding to incentivise collaborative working and greater levels of partnership between colleges and universities. Such collaboration to avoid duplication and take advantage of economies of scale will become increasingly vital in the future. It is essential that articulation routes are developed so that public money is not used to pay for the same provision twice. A good example of collaboration can be seen at Robert Gordon University in Aberdeen, where the first two years of building and photography degree courses are now delivered by Aberdeen College. This is the first time that a college course has fully replaced first and second year of a degree course.

The Scottish Funding Council has also formed a joint committee with Skills Development Scotland, to align services and avoid duplication.

Legislation and policies relating to demand-led learning provision

It is vital that the service provided by the lifelong learning sector is fit for purpose and responsive to the demands of all other sectors, contributing to productivity and economic recovery. This is another priority mentioned in *Skills for Scotland: A Lifelong Skills Strategy* (Scottish Government 2007a), which lays a strong emphasis on learning provision which is demand-led - in other words it must meet the needs of industry in order to drive the economy. The lifelong learning sector is required to provide high quality, relevant, learning opportunities that have real value in the workplace. The obvious skills implication for the sector is that learning providers must engage with employers effectively to fully understand their needs. It is important to note that lifelong learning providers must see themselves as part of an inclusive society, and accessible to all. The learner voice must also be included while shaping provision.

The analysis of college reviews report (HMIe 2008) praised Scotland's Colleges on the personalisation of learning. The development of courses relevant to the needs of employers and future learning were seen to be particular strengths of the further education sector in Scotland. With respect to community learning and development, the report identified strengths in developing programmes which are flexible and tailored to meet the needs of learners and have a high degree of responsiveness to meet the specific needs of adult learners.

The drive to make learning responsive to the demands of specific learners was emphasised by *More Choices, More Chances* (Scottish Government 2006). Lifelong learning providers in Scotland are encouraged to work with public and private sector employers to improve employment and work based learning opportunities specifically for young people not in employment, education or training. This will help to support those who are not involved to get into employment, education or training and support those who are already involved to remain so.

Legislation and policies relating to skills utilisation:

Since relatively high employment and levels of academic achievement in Scotland have historically not translated to similarly high productivity, the Scottish Government is particularly concerned about the skills utilisation of the workforce in general. There is a strong focus on skills utilisation in both the 2007 and 2010 skills strategies (Scottish Government 2007a and 2010a).

The Skills Utilisation Leadership Group (Scottish Government website 2010a) chaired by the Cabinet Secretary, has been working to raise awareness of the issues surrounding skills high performance working. They make the point that the workforce must be aware of their skills and how best to use them, and that their workplaces must be able to support and encourage this effectively. Among the projects in development is a measurement framework for effective skills use. Using such a skills utilisation index would make it easier for employers and employees to evaluate their own skills and how they use them.

The Scottish Funding Council has also formed a joint committee with Skills Development Scotland; aligning services and interventions to improve the demand for, supply of and utilisation of skills in Scotland confirming that this remains an important driver of skills demand.

Case Study - Scotland

Skills Need: Management

Organisation: West Dunbartonshire Council, Scotland



West Dunbartonshire Council (WDC) is a local authority serving a community of around 91,000 residents with approximately 6500 staff, including about 600 managers. External audits and internal employee surveys identified the need to focus more resources on developing and supporting these managers. As other local authorities already provided in-house development programmes, WDC worked in partnership with them to develop a programme which was fit for purpose for the organisation.

The Council ran a series of consultation sessions with managers, employees and key stakeholders to determine exactly what the needs and issues were and to propose possible solutions. From these discussions a framework of programmes was developed to address manager's needs, as well as the organisation's requirements. The programmes provide development for managers, supervisors, and team leaders at all levels in the organisation, including all services and departments and those with an office base and those from manual work areas.

Programmes were initially delivered in partnership with a local college but are now moving to in-house delivery. Current programmes are accredited by the Chartered Management Institute, and three levels of accredited qualification are offered – Level 2 Award in Team Leading, Level 3 Certificate in First Line Management and Level 5 Certificate in Management and Leadership. These levels are aimed at differing managerial grades and are designed to be work based and practical.

Managers have responded positively to the programme, citing increased confidence levels to deal with situations and issues, resulting in better team harmony and efficiency and higher levels of engagement with the organisation. Managers feel better equipped to address situations which they previously would have avoided or dealt with differently.

“Managers play a critical role in enabling and facilitating organisational change for the Council,” commented Lorraine Mair, Organisational Development Advisor. *“Providing development for our managers underpins strong people management practice across WDC and is pivotal to enabling achievement of our strategic objectives and in managing our future challenges.”*

4.3 Social drivers

Changing methods of learning provision:

Increasingly, learners are demanding greater flexibility in how learning is provided. There is a greater demand for “bite-size” provision which is accredited but may not necessarily lead to a formal qualification. There is also demand for courses with greater flexibility to reach a wider audience and overcome social exclusion. These demands are also apparent within the lifelong learning sector.

The programmes and modules offered by the Centre for Archive and Information Studies at the University of Dundee have been developed in direct response to demands for greater flexibility. The University delivers Masters programmes and short vocational courses fully online. This method of delivery has been to attract a more diverse student body including those changing career, practitioners undertaking an academic programme or modules for CPD and people without formal qualifications who wish to take short practice-based courses

Volunteers within the community learning and development sector want more “bite-size” provision and training in situ (Standards Council for CLD for Scotland 2010). There are implications for work based learning employers, as this mode of learning delivery is very much part of their remit.

Impact of inward migration

Migration has a key role to play in meeting Scottish Government targets in its *Economic Strategy* (Scottish Government 2007b). Migration can also increase demand for services such as education and lifelong learning. The report *Recent Migration into Scotland: The Evidence Base* (Scottish Government 2009a) notes that there has been very little research into the impact of migration on education, although the demand for provision of English for Speakers of Other languages (ESOL) has increased generally and there are reports of unmet demand.

Linked to this issue is the requirement for recognition of prior learning, regardless of country of origin. The Scottish Credit and Qualifications Framework promotes lifelong learning in Scotland and recognises the knowledge, skills and competences previously acquired by adults who wish to return to education or training. The international impact of the Framework is coming to the fore as governments across the European Union see the social and economic benefits which come from recognising the knowledge, skills and competences held by immigrants to a country. The Scottish Credit and Qualifications Framework was one of the first frameworks to be referenced against the European Qualifications Framework. Work is ongoing to improve the accreditation and recognition of prior learning.

Demand for Adult literacies:

In Scotland, the term ‘literacies’ is used to reflect the many ways in which adults encounter and use words and numbers in written form. Adult literacy and numeracy are very important components within community learning and development, indeed it can be argued that literacy and numeracy underpin all learning.

Practitioners have benefitted from the new Teaching Qualification: Adult Literacies (TQAL) which is offered either as the Diploma in Higher Education (Adult Literacies) at Forth Valley College or as the Professional Graduate Diploma in Education (Adult Literacies) at Aberdeen, Dundee or Strathclyde Universities. Experienced literacies practitioners operate as practice tutors, in support of the TQAL students, and can access a masters-level qualification, the Practice Tutor Award, at the University of Aberdeen.

At the time of writing a Literacy Action Plan and the new Adult Literacies Strategy are due to be published.

Demand for Gaelic language skills:

The Scottish Government is promoting Gaelic as an integral part of Scotland's heritage, national identity and current cultural life. The Scottish Government has introduced structures and initiatives to ensure that Gaelic has a sustainable future in Scotland. This goal will require concerted effort by Government, the public sector, the private sector, community organisations and individual speakers to:

- enhance the status of Gaelic
- encourage the increased use of Gaelic
- promote the acquisition and learning of Gaelic

The last point has obvious implications for the Gaelic language skills of lifelong learning providers, especially in areas of Scotland where Gaelic is more commonly spoken (although Gaelic medium schools and nurseries have opened in other areas, such as Edinburgh).

4.4 Technological drivers

Using new technology:

The continuously evolving world of information and communication technology has long been recognised as a driver of skills need. The delivery of learning is changing through increasing use of e-learning, blended learning, distance learning and provision through social networking. These new technologies are increasingly being introduced as a solution to the issues of flexibility, rurality and inclusion. Learning delivery and support staff have to be adaptable and capable of learning new ways to teach with new technology.

Identified initially as part of the *Digital Inclusion Strategy in Scotland* (Scottish Executive 2001), there is now an ambition "to secure the UK's position as one of the world's leading digital knowledge economies" (BIS 2009).

Digital Scotland: an interim report for consultation (Royal Society of Edinburgh, 2010) builds on the *Digital Britain* report and explores the ways in which technological change could be stimulated and exploited for economic and social benefit. This is examined within the particular economic, social and geographic context of Scotland. The report's intention is to stimulate debate, to identify priorities, to suggest the roles that government and other organisations might play in exploiting the digital world, and to recommend some strategic priorities for Scotland.

The first draft report concentrates on a number of issues to be addressed in Scotland and the rest of the UK to ensure that the coverage, speed and use of the digital infrastructure will allow Scotland to take advantage of all of the available opportunities. The draft report makes four key recommendations:

- to remove fiscal and regulatory obstacles to universal connectivity,
- to enable competition and cooperation,
- to stimulate development and uptake, and
- to ensure universal access and digital inclusion.

A report on Scotland's colleges workforce training needs around digital technology (JISC Regional Support centres 2007) concluded that the colleges are keeping up with the technological advances and have installed

the appropriate technologies (such as wireless networks, interactive white boards and virtual learning environments), but that staff training can lag behind this installation. However, the majority of staff had received some form of ICT training in the period covered by the report, with increasing numbers of staff having taken part in an online course.

Managing digital information:

The impact of changing approaches to provision of information and publishing (such as the announcement that subsequent editions of the Oxford English Dictionary may not be published in print form) is still being assessed by organisations within the libraries, archives and information services sector. The Scottish Library and Information Council has funded digitisation projects to explore the possibilities, such as *Am Baile* (Am Baile website 2010), with very positive results.

The Scottish Archive Network (SCAN) has been running a project on the digitisation of archives in partnership with the National Archives of Scotland, the Heritage Lottery Fund and the Genealogical Society of Utah. The project began digitisation and indexing of Scottish historical records on a huge scale in order to preserve the originals. This wealth of information is a vital and accessible resource, both within the lifelong learning sector, and more widely as part of Scotland's heritage. The importance of digitisation of archives is well recognised, and with this project, SCAN is reputed to have developed "the largest and fastest digitisation operation from original archive documents anywhere in the world" (Scottish Archive Network 2004).

There is, however, an ongoing need to update and add to the sector's understanding of the impact of digitisation. This understanding is being used to inform the development of new competencies and reviewing the existing National Occupational Standards.

Services are increasingly being delivered online, from libraries, archives and information services to e-learning. There is a likely to be a need for skills in online customer engagement associated with the digital delivery of services. These skills will be distinct from on-site customer service skills.

There are also wider implications of technological changes, since they may result in more projects ordinarily handled "in-house" being outsourced. This will require that staff have skills in designing and monitoring joint projects and relationship management, which relates to the collaborative working skills requirement mentioned above. This was reported as a particular issue for library staff in *Thriving or surviving? National Library of Scotland in 2030* (National Library of Scotland, 2010). Crucial emerging activities in the field of new technology include digitisation of collections, digital preservation or legal deposit of digital materials. Presently the Library handles most of these activities "in-house", but in the future the Library may need to procure and manage inputs from external suppliers and partners.

4.5 Environmental drivers

The United Nations Decade of Education for Sustainable Development began in 2005 (UNESCO website 2010) with an overarching goal “to integrate the principles, values and practices of sustainable development into all aspects of education and learning”. The Scottish Government has reinforced this aspiration in its *Action Plan - Learning for Change* (Scottish Government 2010e) setting out the actions to be taken forward in the second half of the Decade. The proposed actions are supported by individual sections on universities and colleges, and Community Learning and Development.

The Scottish Government (2009b) has made stringent commitments to reduction of carbon emissions in the Climate Change (Scotland) Act 2009. There is a duty for all publicly funded bodies to make the recommended reductions in carbon emissions. There are obvious impacts on the provision of lifelong learning, for instance the introduction of more e-learning to reduce the learner’s travel. There are also more subtle implications: as the lower carbon economy becomes more influential, the skills required to work in a low carbon manner in all sectors will be more of an issue. These skills will need to be embedded in curriculum and provision by lifelong learning staff.

There are specific implications for libraries and archives services regarding the impact of environmental sustainability and the reduction of carbon emissions. Collections management can involve strict storage requirements (such as maintaining collections at specific temperature and relative humidity) which may have a relatively high carbon footprint in comparison to environmental control in standard buildings.

4.6 Conclusions

There are various patterns emerging from the drivers mentioned above. As public funding faces significant current and ongoing reductions, there will need to be more efficient use of resources, both material and human. More will have to be produced, by effective collaborative working both within the lifelong learning sector (including the third sector providers within the sector) and with other agencies across all sectors in Scotland to take advantages of economies of scale. It is likely that this will involve the introduction of new ways of delivering (and supporting the delivery of) learning and information such as efficient digital technology, new and social media. These new introductions will require strategic leadership skills to ensure that changes are managed well.

It is vital that front line services in the lifelong learning sector (such as learning/information provision and support) are maintained through the current economic situation. Providers will have to improve engagement with employers and communities, but also continue to be responsive to the demands of learners to ensure that their provision is fit-for-purpose and meeting demand. Providers will also have to be responsive to changing policy drivers in Scotland (it is important to note that there will be elections in Scotland in 2011). There is also increasing emphasis on providers (especially in higher education) creating new demands, for example working with employers across other sectors on their workforce development requirements.

The lifelong learning sector will play a vital role in future economic recovery. Supporting learners across a range of learning environments and becoming increasingly flexible in learning provision, to ensure the greatest possible inclusion across Scotland’s population, is likely to require significant skills development. Career guidance service providers will need to build the capacity of young people to manage their own career planning, probably in an online environment. Alternative methods of delivery, such as blended learning (along with new e-technology solutions such as twitter, social networking and learning hubs) must be balanced with

appropriate assessment criteria. These include assessment criteria of learners (who can play an important role in the assessment of their own development) but also impact assessment of the learning provision. It is important to know what “works” and then to share that best practice with others.

It is important to note that assessment criteria are more closely related to learning outcomes rather than delivery, and therefore require a different skill-set in their development, implementation and usage.

In summary, the drivers mentioned above will create a demand, in general terms, for the following:

- New methods and modes of learning, information delivery and support, assessment of learning, including e-enabled methods – for teachers, tutors and advisors this will link to CPD requirements
- Partnership and collaborative working skills
- Greater engagement between lifelong learning providers and employers across all sectors, including employer involvement in developing new learning provision
- Skills relating to management of change
- More effective utilisation of skills, both within the lifelong learning workforce, but also as an embedded part of curriculum to improve skills utilisation by learners

Section 5: Current Skills Needs

This section reviews skills shortages and gaps in the lifelong learning workforce as stated by employers and defined through data from various sources. As proposed in the *Common LMI Framework* (UKCES 2009), data from the 2008 Scottish Employer Skills Survey (SESS) (Futureskills Scotland 2009) is used to report on skills shortage vacancies and skills gaps as viewed by employers in the lifelong learning sector. SESS classifies the lifelong learning sector using SIC codes, which do not cover the totality of LLUK's sectors, and in some cases have incomplete data. (Please refer to Section 2 – Methodology – for more details). Therefore, data from other sources are used including LLUK's 2010 SSA survey to obtain richer details of skills shortages and gaps in the sector.

5.1 Recruitment and skills shortages

DEFINITIONS:

Hard-to-fill vacancy - Those vacancies classified by respondents as hard-to-fill

Skills shortage vacancy - A subset of hard-to-fill vacancies where the reason given for the difficulty filling the position is a low number of applicants with the required skills, work experience or qualifications

Skills gap - This exists when the employer indicates that staff at the establishment are not fully proficient at their jobs.

Vacancies

According to data from SESS, vacancies in the lifelong learning sector in Scotland account for approximately three per cent of all employment. This is the same as the figure for all sectors in Scotland.

Hard-to-fill vacancies

SESS reported that hard-to-fill vacancies in the lifelong learning sector in Scotland account for less than one per cent of all employment. The figure for all sectors in Scotland is two per cent. Hard-to-fill vacancies in the lifelong learning sector were most evident in relation to associate professionals and sales and customer service staff.

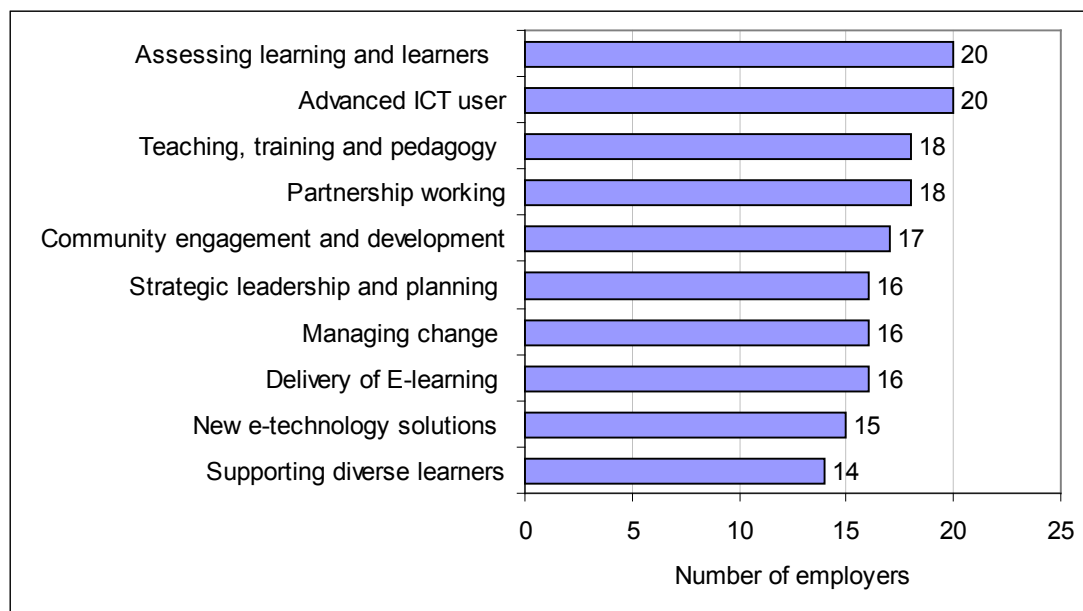
Some of the main reasons for hard-to-fill vacancies as cited in the 2010 SSA survey were low number of applicants with the required skills, lack of work experience that the organisation demands, and low numbers of applicants with the required attitude, motivation or personality were also reported.

Skills shortage vacancies

According to SESS data, skill shortages affect about five per cent of all employers in Scotland. Where skill shortages and other hard-to-fill vacancies occur, they can have potentially severe consequences for employers. Compared with all sectors, the Lifelong Learning sector has a relatively low of skill shortage vacancies as a proportion of employment.

Employers in the lifelong learning sector that participated in the 2010 survey were asked about skills shortages. According to their responses, the top skills shortages include skills of assessment, ICT, pedagogy and partnership working. These are highlighted in the diagram below:

Skills Shortages



Source: Lifelong Learning UK 2010 SSA survey. Base 76 employers (Example: 20 of 76 employers reported that assessing learning and learners was a skills shortage).

Specific skills shortages that have been identified through literature review and primary sources include:

Assessing learning and learners is one of the most frequently reported skills shortage in the 2010 SSA survey. This has been highlighted as an issue by HMle for the CLD workforce, and specifically the adult literacies workforce (HMle 2007, 2010b). It was reported that providers did not always make sufficient use of assessment tools to identify initial learner skill levels, and most providers did not involve learners sufficiently in evaluation processes.

Partnership working and community engagement and development were two of the top ten skills shortages reported through the SSA 2010 survey by employers operating in Scotland. It is encouraging to note that employers are aware of this skills requirement and are looking for applicants with appropriate experience, as identified in Chapter 3 of this report.

Change management was identified as one of the top ten skills shortages by employers (2010 SSA survey). Lifelong learning employers within local authorities need to recruit staff with experience of managing change as the local authorities move towards a clustering or partnership model of operation. This is also likely to become an issue for other employers across the lifelong learning sector.

Advanced ICT skills, delivery of e-learning and use of new e-technology solutions (e.g. social networking, learning hubs) were also amongst the top ten skills shortages reported by employers in the 2010 SSA survey.

For career guidance employers in Scotland 14 per cent reported difficulties recruiting to roles with career guidance responsibilities (which is more than in other nations). A lack of applicants was also a significant problem; often related to geography, with organisations in rural areas of Scotland finding it a particularly serious problem (TBR 2009).

According to the 2010 SSA survey, other key skills lacking amongst applicants included:

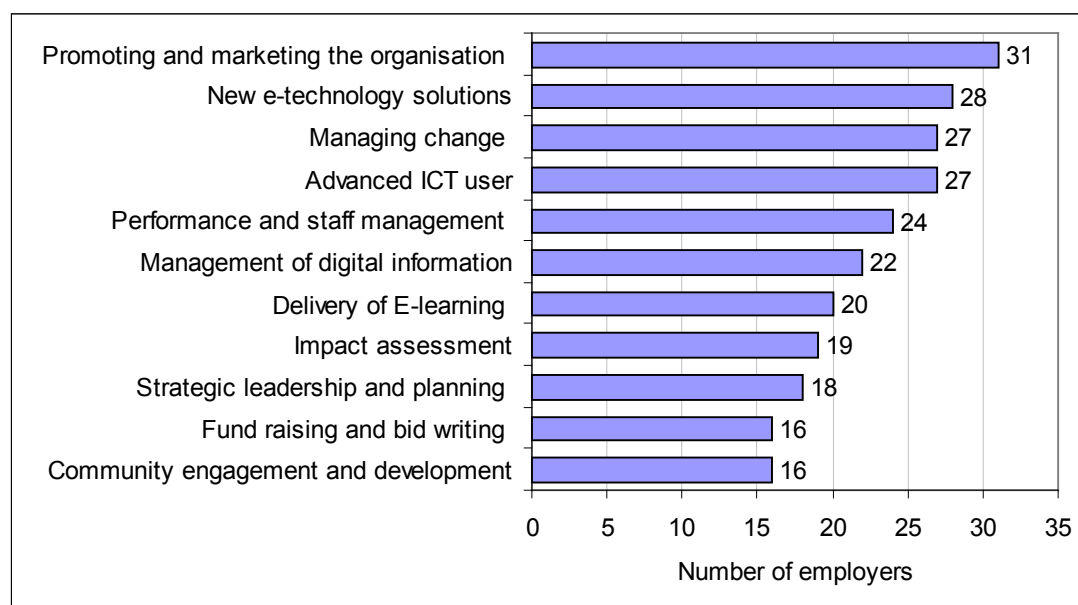
- teaching, training and pedagogy
- strategic leadership and planning
- supporting diverse learners

5.2 Skills gaps

According to data from SESS, skills gaps are more common than skill shortages, affecting around one-in-five Scottish workplaces. Compared with other sectors, skill gaps in the lifelong learning sector affect a slightly lower proportion of employees - less than seven per cent compared with an average for all sectors of about eight per cent).

Employers in the lifelong learning sector that participated in the 2010 survey were asked about skills gaps as well. According to their responses, the top skills gaps include skills such as promoting and marketing the organisation, delivery of e-learning, management (of change, staff and performance) and leadership. These are highlighted in the diagram below:

Skills Gaps



Source: Lifelong Learning UK 2010 SSA survey. Base 76 employers (Example: 31 out of 76 responding employers reported that promoting and marketing the organisation was a skills gap).

Specific skills gaps that have been identified through literature review and primary sources include:

Investigating learner (or user / customer / client) requirements has been identified by 1 in 5 employers that responded to the Lifelong Learning UK survey as a skills gap within the existing lifelong learning workforce¹². This gap is due to shifting priorities brought about by the drivers of change mentioned above and will require the development of better investigative/ analytical skills. Several participants mentioned that some learning

¹² Lifelong Learning UK's Scotland Committee of employers and stakeholders also emphasised the importance of this issue after viewing an early cut of the data.

professionals do not reappraise their role (being 'reflective practitioners'). This is holding back the sector by reducing innovation and contributing to a range of skills deficits. Participants felt the sector is struggling to 'place the learner at the centre.' The contrast between higher education institutions in England and Scotland was highlighted as England has become more customer focussed since the introduction of tuition fees. A balance is required between employer demand-led provision (requiring employer engagement skills) aimed at driving economic recovery, and customer demand-led provision (requiring community engagement skills). It is worth noting that promoting and marketing the organisation was the most frequently reported skills gap, so this is clearly an issue across the sector.

In Scotland many services are aimed at those who are a long way from the labour market. However, as the economic situation impacts on more public sector jobs, a wider range of people may require access to learning provision. One stakeholder emphasised the need for CLD staff to have skills for working with a broader demographic group including school leavers or highly skilled and experienced people who have been made redundant.

Use of new technologies: HMLe recommends that community learning staff make greater use of ICT and online learning to enable learners to access provision. Use of new e-technology solutions (e.g. twitter, social networking, learning hubs), advanced ICT skills, management of digital information including web content and the delivery of e-learning were four of the top ten skills gaps reported by employers across the sector that responded to the 2010 SSA survey.

Strategic leadership: Almost a quarter of the 2010 SSA survey respondents operating in Scotland identified strategic leadership and planning to be a skills deficit amongst existing staff. This was one of the top ten skills gaps found. Other skills gaps due to drivers of change that were reported are:

- Leadership and management skills at all levels.
- The ability to respond to the Government's new Leadership and Management and Skills Utilisation agenda - which could involve WBL engaging with clients in a new way.

It is worth noting that approximately one third of employers with skills gaps reported "strategic management skills" as a skill that needs improving among staff (Futureskills Scotland 2009).

Managing change was reported by 27 out of 76 employers as a skills gap (2010 SSA survey). Since this is a significant issue highlighted by the drivers of change it is encouraging that employers are already regarding this as an essential part of their skills requirements.

Performance and staff management, impact assessment and fund raising and bid writing were also amongst the top ten skills gaps found through the 2010 SSA survey.

Where skill gaps arise, lifelong learning employers who responded to the Scottish Employer Skills Survey (Futureskills Scotland 2009) most frequently perceive weaknesses in:

- Customer handling skills (49 per cent of lifelong learning employers compared to 52 per cent of employers in all industries);
- Planning and organising (47 per cent compared to 54 per cent);
- Problem solving skills (44 per cent compared to 52 per cent);
- Advanced IT or software skills (42 per cent compared to 24 per cent); and
- Basic computer literacy/using IT (40 per cent compared to 27 per cent).

It is worth noting that the two IT-related skills gaps were reported far more frequently by lifelong learning employers than employers across all sectors.

Measures taken to overcome skills gaps

Where employers in the lifelong learning sector take action to overcome skill gaps, the main responses reported in the Scottish Employer Skills Survey included:

- Providing further training (99 per cent compared to 89 per cent of employers across all industries);
- Changing working practices (39 per cent compared to 53 per cent); and
- Relocating work within the company (33 per cent compared to 29 per cent).

5.3 Training provision in the lifelong learning sector

Lifelong learning sector employers are much more likely to have funded or arranged training for their staff than employers in other sectors (87 per cent compared to 65 per cent in all sectors).

According to data from SESS, employers in the lifelong learning sector were more likely to report they had funded or arranged both on and off-the-job training - 55 per cent compared to 36 per cent across all sectors. A little over three-quarters of employers had funded or arranged both on and off-the-job training in the 12 months prior to the 2010 SSA survey. The main barriers to providing training or development opportunities to staff were that employers could not spare staff time and a lack of funding. It is worth noting that the barrier 'lack of funding' was apparently reduced among recipients of funding during the CLD Upskilling Programme (LLUK 2010b).

36 per cent of the lifelong learning workforce in Scotland had received training at work in the last three months before the Labour Force Survey (ONS 2009) compared to 27 per cent across all sectors in Scotland.

Section 6: Anticipating What Lies Ahead

6.1 Future Skills

Employers in the lifelong learning sector that participated in the 2010 survey were asked about future skills needs. According to their responses, the top future skills needs include skills such as partnership working, management of change, strategic leadership and delivery of e-learning. These are highlighted in the diagram below:



Source: Lifelong Learning UK 2010 SSA survey. Base 80 employers. (Example: 33 out of 80 responding employers identified partnership working as a future skills need).

The following skills were identified from the literature review and primary research as being essential requirements in the future:

Collaborative working skills: Skills such as partnership working and community engagement and development were two of the top ten future skills needs identified by employers (2010 SSA survey). Given the reduction of public funding and the need to create savings using shared services, economies of scale and making most efficient use of resources, collaborative working is an essential way forward. In order to achieve this, there will be need for skills of partnership working with multiple organisations. For example, in career guidance future skills required to bring about the “ideal future scenario” involve forging more sophisticated links with employers along with greater linkages between statutory services and non-statutory services.

Managing change and Strategic leadership skills were the second and third most selected future skills needs by employers that took part in the 2010 SSA survey. Many of the drivers of skills mentioned above (and the skills needs that they generate) are constantly changing. In order to cope with the potential changes there will be a growing requirement for strategic leadership skills. This is recognised as being vital across all sectors and much work is being done to raise awareness of the issues by the *Leadership and Management Review in Scotland* (Scottish Government website 2010b).

Delivery of e-learning and management of digital information were also amongst the top ten future skills issues (2010 SSA survey). Skills needs relating to the delivery of e-learning needs to be understood in the context of how technological change may be exploited for economic and social benefit across Scotland. This is currently being investigated as part of the *Digital Scotland consultation* (Royal Society of Edinburgh 2010).

Evaluation skills: HMle reported that, overall, CLD providers did not make sufficient use of assessment tools to identify initial learner skill levels and match learners to appropriate levels and types of provision. Reports also recommended that more use should be made of self-evaluation for quality improvement in a majority of local authorities. Assessing learning and learners was one of the top ten future skills need identified through the 2010 SSA survey.

Promoting and marketing the organisation was identified by 19 of 80 employers who responded to the 2010 SSA survey. Stakeholders within higher education have noted that there may be increased competition for students with universities across the UK in the future if Scottish universities introduce tuition fees. This is likely to increase the demand for marketing skills.

Other key future skills needs found through the 2010 SSA survey included:

- Performance and staff management
- Fund raising and bid writing

Learner engagement skills: Learning providers will have to have skills for working with a broader demographic group including school leavers and highly skilled and experienced people who have been made redundant. In Scotland many services (especially in CLD) are aimed at those who are a long way from the labour market. However, as the recession impacts on more public sector jobs, a wider range of people may require access to learning provision. “Supporting diverse learners, including awareness of disability” was identified by 11 out of 80 employers as a future skills need through the 2010 SSA survey.

Impact assessment skills: In times of increasingly restricted funding, the ability to evaluate and articulate the impact of learning or information provision will become a critical skill. Such demonstration of impact will be vital in securing future funding. For example, HMle reported that there is potential for development of processes within CLD providers to evaluate the impact of community capacity building work.

Within **Scotland’s colleges**, there is likely to be an increase in higher education provision, at SCQF level 7 to 12, with implications for the skills needs of delivery and support staff.

As shown in the table below, a large majority of employers who responded to the 2010 SSA survey stated that they were planning to continuously update staff skills and/or provide CPD to staff based on training needs analysis and training plans in order to deal with future skills issues.

Solutions to future skills needs:

	Number of employers
Continuously update staff skills	54
Provide CPD to staff based on training needs analysis and training plans	54
Introduce new working practices	34
Keep up-to-date with and respond to new legislative and regulatory requirements	27
Develop new products and services	25
Develop a future proofing framework: identifying actions to tackle anticipated skills issues	21
Continuously update staff skills related to new technology	20
Introduce new technologies or equipment	20

Base: 80

Source: Lifelong Learning UK 2010 SSA survey. (Example: 54 out of 80 responding employers reported that they will continuously update staff skills to deal with future skills issues).

6.2 Working Futures projections

Employment projections, known as Working Futures, are produced for every Sector Skills Council by the Warwick Institute for Employment Research (IER). The latest projections are available for a ten year period between 2007 and 2017. Forecasts developed in 2009 can be extracted for the UK, the four nations, and English regions. The main aims of Working Futures are:

- to help in clarifying aims and objectives of policy interventions
- to provide focus for discussion
- to enable more strategic actions to be taken
- to allow employers, employees or others to make better decisions about their own futures.

It is important to note that projections in this section are indicative of likely trends based on past data and do not aim to make precise forecasts of what will inevitably happen and that the projections do not take into account the recent economic downturn. Nonetheless, they provide useful information and intelligence about employment trends to influence and change behaviour and therefore outcome.

As with the SESS data, Working Futures classifies the lifelong learning sector using SIC codes, which do not cover the totality of LLUK's sectors and, in some cases, have incomplete data. (Please refer to Section 2 – Methodology – for more details).

Overall employment projections

Overall, employment levels in the Scotland lifelong learning sector are forecast to rise by around four per cent between 2007 and 2017, which is similar to the growth rate across all sectors in Scotland. In comparison, the rate of growth is likely to be higher in all sectors than the lifelong learning sector in the UK and other nations.

Employment projections by gender

Female employment in the lifelong learning sector in Scotland is predicted to increase by almost five per cent by 2017 which is around three percentage points higher than the expected rise across all sectors in Scotland. However, the rise in male employment is likely to be slightly slower (around 3.5 per cent) than that experienced in Scotland (around six per cent). The growth rate for female employment in the Scotland lifelong learning sector is similar to rate across UK but for males it is almost four times faster in Scotland. This may be related to an increasingly part-time workforce.

Employment projections by working pattern

The number of full-time staff is expected to increase at a slightly faster rate in the lifelong learning sector than across all sectors in Scotland, although the rate remains relatively low at almost two per cent and less than one per cent respectively. In comparison, full-time staff are expected to fall in numbers in the lifelong learning sector across the UK.

The number of part-time staff in the Scotland lifelong learning sector is expected to increase (by 7 per cent) at a slightly slower rate than the all sector increase (of 11.5 per cent) between 2007 and 2017. This is also slower than the growth rate in the UK lifelong learning sector (of around 10 per cent)

Employment projections by occupation

Between 2007 and 2017 in Scotland, it is predicted that there will be an increase in management and professional occupations and a decrease in most other occupations, particularly administrative, elementary and personal service occupations.

6.3 Future Scenarios

The Scottish Government has stated that the lifelong learning sector in Scotland should work together as one system. Lifelong Learning UK recognises this as an ideal future scenario and brought together employers and stakeholders from across the sector at a seminar in the Scottish Parliament in late 2009 to discuss how this may be achieved. The main recommendations were:

- A learner centred approach is essential to the evolution of a seamless learning system. Currently the sector relies too much on the learner's ability to navigate the various sectors, despite the fact that the learners do not mind who provides the service that they require, only that it is available. The onus is on providers across the sector to work more closely to ensure that this is the case.
- Recognition of prior learning and the tracking of learner routes on the Scottish Credit and Qualifications Framework is essential. In order to achieve this, all sectors of the lifelong learning sector must embrace the Scottish Credit and Qualifications Framework so it can work to its full potential.
- Improved interfaces between the individual sectors within lifelong learning, which overlap to a greater extent than is usually recognised. There are already excellent examples of good practice involving sectors working together, and further work is required to fully understand these convergences. In this way, future potential opportunities for joint working can be identified.

The importance of the lifelong learning sector working as one system was reinforced at a recent Holyrood Conference – Education in Scotland 2010:

“This rich tapestry of education provision at every level and accessible to every age is of great value to Scotland. It is therefore of vital importance that we get every bit of it working together and working in harmony.”

Michael Russell MSP, Cabinet Secretary for Education and Lifelong Learning, February 2010.

Future scenarios must include a note on sustainable development. *Learning for Change*, the Scottish Government’s action plan for the second half of the UN Decade of Education for Sustainable Development (Scottish Government 2010e), presents a vision of Scotland’s future lifelong learning sector where:

- young people learn about sustainable development through all aspects of their lives - in and out of formal education
- communities have opportunities to learn more about the sustainable development issues that concern them and use their learning about sustainable development to help them shape the future
- estates developments within the lifelong learning sector embody the principles of sustainable development and encourage learners and staff to act sustainably
- education for sustainable development is integrated into curricula (which is underway as part of the Curriculum for Excellence)
- our universities and colleges play a key role in developing knowledge and understanding of sustainable development
- universities and colleges have access to the highest quality materials, advice and support to enable them to embed education for sustainable development into their courses and the wider student experience
- the value of sustainability skills is understood and articulated by institutions, learners and employers.

Section 7: Key findings, Conclusions and Priorities

7.1 Key findings

Skills drivers

There are various and complex factors driving the demand for skills within the lifelong learning sector in Scotland. The most significant drivers of change are the economy and public policy and legislation. These are not unique to the sector, but nevertheless have an impact on the demand for skills.

Economic drivers have a significant impact on the skills needs and operation of many organisations in the lifelong learning sector. For instance, in Scotland, as in other nations within the UK, the current economic situation is reported to have created an increase in demand for lifelong learning, including courses within further and higher education, library use and requests for career guidance.

The impact of these skills drivers means that the lifelong learning sector will need to continue to become more adaptable, flexible and responsive to change. With reduced public funding, partnership working is becoming increasingly important, to share resources and take advantage of economies of scale. Several important initiatives to develop these activities are already in place in Scotland.

Current skills needs

The research findings suggest that skills shortages and gaps persist in the lifelong learning sector in Scotland. These skills shortages are especially acute with regard to assessing learning and learners, change management and technical advances in new e-technology solutions such as social media, advanced ICT and management of digital information. Job specific skills gaps include assessing customer or learner needs, marketing or promotion and strategic leadership.

The main reasons behind the reported skills gaps are related to lack of staff experience, inability of staff to keep up with change, insufficient staff motivation and insufficient training and development. Lack of qualifications and performance standards were not frequently reported an issue among existing staff.

Training and workforce development

The research has identified that a significant amount of training is occurring in the lifelong learning sector in Scotland, as in other nations. Collaboration with other organisations – either to share good practice or to benefit from the economies of scale - is an important way in which organisations can address training needs. This highlights the important role of stakeholder organisations in promoting and facilitating partnership working amongst provider organisations.

The importance of Continuing Professional Development is well recognised in Scotland. It is vital that such CPD and professional qualifications continue to be developed and underpinned by professional standards as an ongoing part of the quality improvement strategy for the workforce in Scotland. As the overall skills level of the lifelong learning workforce increases, learners will benefit from improved learning provision and support.

Anticipating what lies ahead

About half of the employers who responded to the SSA 2010 survey identified the future skills that their staff would require, which were similar to the technical and job-specific skills which are current skills gaps and shortages. There is an important distinction between future skills that are 'continual needs' – which broadly mirror current skills needs, suggesting they are perceived as long term needs or those difficult to address; and those which are 'new needs' – or those that are arising from new and emerging issues.

The consideration of future skills needs has important implications for stakeholders and employers in the lifelong learning sector. This can be expressed in terms of addressing the current skills shortages and gaps within the financially difficult circumstances brought about by the current economic situation, whilst also retaining a long-term vision to prepare the workforce for the future. The research findings confirm that some employers are considering the future and have recognised the importance of adequate leadership and planning in meeting future skills requirements.

It is anticipated that there will be a greater requirement for organisations in the lifelong learning sector to engage in collaborative working as a way of addressing training needs and in order to take advantages of economies of scale. Employers in Scotland are already working in partnership across the sector and beyond, responding to economic demands and in response to demands by the Scottish Government and the Scottish Funding Council. Greater collaborative working could also stimulate further dissemination of good practice examples, already occurring in Scotland and the other nations.

Another significant future skills need is the ability to manage change, which will require strategic leadership and management skills. This is recognised as being vital across all sectors and much work is being done to raise awareness of the issues by the Leadership and Management Review (Leadership and Management Review in Scotland panel 2010).

7.2 Conclusions and key skills priorities

Current research undertaken as part of this Sector Skills Assessment ascertains that the skills priorities for Scotland in 2010 are:

Collaboration, partnership working including engagement with communities: Public sector funding cuts and the need to work more effectively highlight the need for collaborative working and need for skills of partnership working with multiple organisations; with the third sector; with communities and with employers so that the organisations and people can collaborate at every level to ensure the most efficient use of resources and development of new provision

Skills relating to the utilisation of e-technology: skills to deliver learning and information to a diverse audience by making use of e-technology; social media; VLEs. For learning providers, this is the new world of digital pedagogy where staff have to learn to use new modes of e-teaching in order to access a vast number of learners who may be from diverse backgrounds and remotely based. Related to this, the demand for advanced ICT skills is also on the rise, with employers demanding that their staff possess knowledge of ICT in relation to web content and working with electronic media. The overarching need is for a workforce that is agile enough to learn how to make use of new technology in all learning delivery and support, and all other lifelong learning provision including LAIS and career guidance.

Management skills relate to managing change in the current economic circumstances; managing contracts and projects; managing staff including volunteers; managing behaviour; managing a diverse set of customers – be it people on a training course or people visiting a library; and managing the change into e-learning

- **Basic skills** of literacy and numeracy as well as ICT skills
- **Transferable skills** – so that the workforce can adapt to new and changing circumstances. This includes skills of communications, interpersonal skills, and ICT among others

- **Delivery of flexible learning**, together with new methods or modes of provision and support of learning and information, as part of the overall drive to improve and widen access to a greater diversity of new learners.
- **Skills in assessment of learning and learners** - providers should aim to improve their use of assessment tools to identify initial learner skill levels and match learners to appropriate levels and types of provision, as part of the overall drive to widen access for learners at many different levels. Greater use should also be made of self-evaluation as a tool for quality improvement across the sector.
- **Leadership skills** to achieve all of the above. A vital skills need relates to strategic and forward thinking leadership – skilled leaders who can plan and guide their organisations; their management staff and their whole workforce into a world where public funding is limited and the electronic media is greatly advanced. Leaders who can think ahead, who can ensure their workforce are producing rich quality products by efficiently using limited resources. Leaders who can understand the current policy context as well as plan for the future to ensure that their organisations remain competitive and in the forefront of their sectors in the future

The skills priorities in Scotland are similar to those identified in 2009 (LLUK 2010a), even though they have to be viewed in the changing economic and political climate.

7.3 Recommendations for employers in lifelong learning

The impact of these issues can be addressed by creating a landscape in which the following approaches to skills development are facilitated, encouraged and valued. In order to achieve this, employers in the sector should:

- Continue to increase collaboration and partnership working to share effective practice and take advantage of economies of scale. The lifelong learning sector needs to improve relationships and interfaces between sectors to ensure that the sector really does operate as one system.
- Develop more short courses, bite-sized training and on-line access to for learners, while continuing to ensure staff have the skills to deliver and support these delivery methods.
- Continue to improve the quality of methods of identifying staff training and development needs – National Occupational Standards can be useful here
- Focus on continuing professional development despite the current economic situation, in order to keep pace with change and prepare the lifelong learning workforce to support the skills needs of the rest of the workforce and drive Scotland's economic recovery
- Continue to embed equality and diversity into working policy and practice – a diverse workforce is better able to support the demands of an increasingly multicultural and diverse population.

7.4 Recommendation for stakeholders and policy makers in lifelong learning

The approaches to skills development above are vital to the continuous improvement of the skills levels and productivity of the lifelong learning workforce, and all sectors in Scotland.

Stakeholders and policy makers should work with employers to ensure that the recommendations above can be implemented, even in the current economic situation.

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Appendix A: Standard Industrial Classification (SIC) codes

All national data sources, such as the National Employer Skills Survey and Labour Force Survey use Standard Industrial Classification (SIC) codes, in order to classify the 'sectors' of each Sector Skills Council. For Lifelong Learning UK, the SIC codes are explained in the table below.

85.31	General secondary education	SIC 85.32 – “Technical and vocational secondary education” and SIC85.41 – “Post-secondary non-tertiary education” correspond to the further education sector, but this should also include an unknown proportion from SIC 85.31 – “General secondary education”.
85.32	Technical and vocational secondary education	
85.41	Post-secondary non-tertiary education	
85.42	Tertiary education	These two codes equate to the higher education sector.
	85.42/1 First-degree level tertiary education	
	85.42/2 Post-graduate level tertiary education	
85.59	Other education not elsewhere classified	SIC85.59 – ‘Other education not elsewhere classified’ corresponds to part of the CLD sector. However it does not include youth workers (Lifelong Learning UK’s research suggests that substantial numbers of volunteers and youth workers are overlooked by all SIC based surveys). This also includes some private WBL training providers. In reality, the CLD and WBL workforces are actually very distinct from each other
85.60	Educational support services	SIC 85.60 - “Educational support activities”. This is included in Lifelong Learning UK’s remit, but it is not clear which sectors the staff that are included work within.
91.01	Library and archive activities	SIC 91.01 – ‘Library and archives activities’ does not include records managers and some archivists as these information professionals can be embedded across the other SIC codes
	91.01/1 Library activities	
	91.01/2 Archives activities	

It is important to note that SIC codes do not completely equate to the entire lifelong learning sector workforce, with youth workers, career guidance and work based learning staff not specifically covered by any one SIC code. In the case of youth workers and career guidance professionals (neither of which are covered by a SIC code) we use Standard Occupational Classification (SOC) codes; namely SOC 32.31 – “Youth and community workers” and SOC 35.64 – “Careers advisors and vocational guidance specialists”. These occupational categories (when they are not already included in our SIC code total) are also included in our workforce estimates. Other gaps in the workforce data are filled using primary or secondary research to provide quantitative data or qualitative information for context. Such specific data sources are referred to in the main

Appendix B: Standard Occupational Classification (SOC) codes with examples from the lifelong learning sector

body of the text.

Main Occupation (based on SOC codes)	Examples within the lifelong learning sector
Managers, senior officials and managers in services	Senior management; CEOs; director level positions (including Chair of governors, principals, chancellors and vice chancellors); Chief or National librarians and archivists; financial managers; chartered secretaries; marketing and sales managers; heads of training; ICT managers; R&D managers; heads of departments
Professionals delivering lifelong learning.	All professionally qualified staff such as lecturers; teachers; tutors; trainers; practitioners; assessors and verifiers; professional youth and community workers; librarians; archivists; conservators; career guidance specialists and advisors
Associate professional and technical occupations	Education support staff; any technicians employed by colleges or universities – including lab, electrical, building, engineering technicians; information officers; IT user support technicians; youth and community workers; assistant librarians and archivists; buyers; marketing; care advisors ; personnel and industrial relations officers
Administrative and secretarial occupations	Accounts and wage clerks; book keepers; telephonists; library and archive assistants; general office assistants; stock control clerks; educational assistants; PAs; receptionists; typists
Skilled trade occupations	Electricians; computer engineers; cooks; buildings and estates maintenance
Personal service occupations	Caretakers; cleaning managers or supervisors
Sales and customer service occupations	Sales assistants; call centre staff; customer service staff or supervisors
Machine and transport operatives	Drivers
Elementary occupations	Cleaners; grounds staff; security staff (including janitors or caretakers); kitchen and catering assistants



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