



**Evaluation of
The Workforce Strategy for the Further
Education Sector in England 2007-2012
and Implementation Plan
Year 1**

Final Report

Prepared by LSN for LLUK

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Executive Summary

Introduction

In January 2009, Lifelong Learning UK (LLUK) commissioned Learning and Skills Network (LSN) to carry out an evaluation of the first workforce strategy for the further education sector. This report sets out key findings from the evaluation research, together with implications and recommendations for the future of the strategy.

The Workforce Strategy for the Further Education Sector in England, 2007-2012 (LLUK 2007) was published in December 2007. The Strategy, the first of its kind, provides a national framework for local workforce development to ensure all colleges and learning providers are able to deliver provision for young people, adults and employers. An associated Implementation Plan was published in April 2008, intended as a resource for individual colleges and learning providers to help inform their own strategic workforce planning.

Evaluation purpose and objectives

The overall purpose of the evaluation is to assess the effectiveness and impact of the Workforce Strategy and its associated implementation in its first year. It will aim to understand progress against key milestones, and look at how partners, providers and LLUK project staff have engaged with the documents, and whether the key messages and actions have become embedded across the sector.

Specific research objectives include to:

- identify main achievements or impacts of the strategy and its implementation plan.
- determine whether the strategy is effectively addressing the issues it sets out to.
- develop further insights into the different business needs and implementation issues of different provider groups and consider how the strategy and plan may better address these needs and issues.
- recommend an approach for continued measurement of the strategy's impact.

Methodology

In order to fully meet the research requirements and provide a comprehensive evaluation of the Workforce Strategy and its Implementation Plan, a multi-strand methodology was developed involving: a desk based document review; a survey of learning providers; and in-depth interviews with partners, project staff and providers. This combination of techniques enabled LSN to gather a breadth of statistical and contextual information from a wide range of respondents alongside more in-depth and detailed perspectives and experiences.

Findings from all research strands have been triangulated to provide an overall evaluation of impact and inform recommendations for future development of the strategy and implementation plan.

Key findings

Awareness and understanding of the strategy

Overall findings suggest that LLUK project staff and partners are aware of the strategy, with all interviewees in these groups having been involved in its development or consultation to inform development. At provider level, however, awareness appears more limited. While the majority knew a strategy existed, many had not looked at it in detail, suggesting that more work can be done to raise awareness at provider level.

There was general agreement that the strategy's priorities and themes are relevant and reflect current sector issues, although there was also a recognition that they are very wide and generic and therefore probably represent a first step. It was generally discussed by all in strategic and high level terms, as a document setting out high level concerns and priorities. The consultative nature of its development was considered important for all groups, although it was mainly only project staff that explicitly referred to the strategy as a 'sector owned' document.

This evidence suggests that the strategy is a positive development for the sector. It is widely welcomed in principle across all stakeholder groups as a key recognition of the importance of workforce development across the sector and can potentially help to encourage a co-ordinated response to some of the current key issues. However, more work is required to raise awareness of the strategy, particularly at provider level, and to ensure that relevance of priorities in particular contexts are understood.

Awareness and understanding of the implementation plan

Project staff and providers interviewed generally felt that the purpose of an implementation should be to translate the strategy into action and identify activities to secure progress against key priorities and themes. However, there was fairly widespread agreement that the 2008/09 plan had not quite achieved this, and was more a list of partners and relevant work being carried out. There was low awareness of the implementation plan amongst providers engaged in this research, reflecting findings that many providers are only aware of the strategy at a very general level.

These findings suggest that more work is required to create a useful plan that has relevance and is constructive for providers. This has in fact already been recognized by project staff and partners and should be reflected in the new plan being published in April 2009.

Dissemination of the strategy

It appears that dissemination to date has not achieved full penetration of the sector, with some organisations and sections of the sector unaware of the strategy and its objectives. In order to maximise potential value and impact of the strategy in future, it will be important to increase effective engagement of the sector through ensuring that messages disseminated are relevant and targeted. Discussions with project staff suggest that this point has already been taken on board, and plans for enhanced dissemination of the new version of the strategy are in place.

Review and refresh process

The notion of a review and refresh process appears to be broadly welcomed by all stakeholder groups as a mechanism for ensuring the strategy remains relevant and reflects priorities from all parts of the sector. However, in order for the strategy to fully reflect the sector, review and refresh must involve representation from all sections. Increased flexibility and innovative engagement techniques may help secure participation of greater numbers of providers.

Use of the strategy and implementation plan

Evidence points to a clear opinion that the strategy is potentially a valuable tool for the sector but that more work may be required to make it fully accessible and relevant for all partners and providers, supporting them to respond to sector issues. The scoping of a toolkit model has taken place and a toolkit resource will be developed and published by autumn 2009. This is intended to help support this process, and one of the providers suggested the potential value of a concise executive summary.

Research has identified some concrete examples of the ways in which the strategy has been used in providers in the first year. This is encouraging but findings discussed elsewhere in the report suggest that this usage may be concentrated at particular providers, particularly those that have been involved in consultation and development of the strategy, and that widespread usage across the sector may be fairly limited.

Impact of the strategy to date

Findings suggest that there have been some impacts of the strategy – and its development – at strategic level in terms of increased joint working and a shared understanding of priorities and issues. This provides a positive base for LLUK to further develop the strategy in the future. In terms of identifiable impacts across the sector at delivery level, it was felt that it was too early to tell. However, there are a few instances of effective use of the strategy to create impacts. Increased dissemination and effective engagement is probably required for this to be felt very widely.

Gaps and limitations of the strategy and implementation plan

The key gaps of the current strategy included a lack of consideration of the operational context and issues of work based learning and adult and community learning providers, as well as support staff and staff on part-time contracts. It is important these gaps are addressed in future versions of the strategy and plan in order that the whole sector fully engages with, and feels part of, the strategy.

Future support, requirements and impacts of the strategy and implementation plan

Future versions of the strategy should be made more accessible, paying specific attention to the language used in the sector and size of the document created. Stakeholders suggested case studies as good practice examples should be included, as well as a toolkit to aid implementation.

Future versions should also incorporate a directed marketing campaign and sustained consultation with the sector to raise awareness and draw upon sector experience to inform future development and requirements. This will ensure that future impacts, related to raising the profile of the sector and professionalising the workforce are realised.

Conclusions

Overall conclusion

The overall conclusion is that the workforce strategy has the potential to be a very valuable tool which realises its intended benefits. In the first year, there has been good progress in beginning to raise awareness of the strategy. The first year Implementation Plan has perhaps been limited in its impact. However the evaluation has identified a great deal of potential and some valuable insights to improve the strategy and inform implementation plans in future years.

Achievements and impacts of the strategy

The development of the first workforce strategy for the FE sector is a key achievement and should help raise the profile of workforce development across the sector. The development process has brought together the whole range of stakeholder groups in developing a shared understanding of the issues and how to address them. This should provide a good base for future iterations of the strategy. The consultative nature of the strategy's development and review is very important for ensuring the strategy is embedded in, and properly reflects, sector issues.

Findings point to a good awareness and understanding of the strategy at partner level, with most key organisations involved in development and consultation phases. Partners generally considered that the milestones set out in the implementation plan are relevant for achieving strategy objectives, and evidence of progress against them

was provided. Awareness of the strategy at provider level is more limited, and impact is restricted to a few providers. Whilst it is true that there is always likely to be a lag between development of a strategy and its effects being realised, there appears to be a requirement to secure greater engagement of providers with the strategy. Targeted dissemination and more focused content, which providers can relate to, appear key to securing this.

Extent to which the strategy effectively addresses issues

The strategy can be seen as a framework for addressing workforce development and planning at both sector and organisational level. Its priorities are generally considered to reflect current sector challenges and issues at a very broad level. Whilst some research participants felt the priorities were slightly too generic and will need focusing, others felt their breadth was positive in ensuring broad relevance.

Research found general agreement that the implementation plan is intended to translate the strategy into action, but that the 2008/09 plan does not effectively do this. At the moment it exists more as a list of partners and associated activities, rather than providing any clear direction or instruction for providers. However, this is because developmental work had not got to the stage of setting out actions when the plan was published last spring. Instead the Implementation Plan reported upon the activities within each national partner's individual business plan that broadly reflected the priorities identified in the strategy document. While it is clear that some felt this was a useful and significant first step, it will be important for the next iteration of the plan to move more towards action for providers.

Insights into the different business needs and implementation issues of different provider groups

Evidence emerged from the evaluation that some providers, and in particular General FE colleges, are more engaged with the strategy than others. While LLUK is clear that the strategy is intended to address the whole of the sector and efforts have been made to include all sub-sectors in development and consultation, there is a feeling that the strategy is currently weighted towards issues that are relevant for large General FE colleges. It is possible that this may be because General FE colleges have historically had more developed links with a wide range of agencies and also have greater capacity to respond to different sector priorities and challenges. If this is the case, extra efforts are probably required to engage all sub-sectors.

Recommendations

Based on the findings discussed throughout the report and the conclusions, the following recommendations are made:

Recommendations for LLUK

Recommendations for LLUK are that they could:

- continue to raise the awareness of purpose and remit of LLUK within the FE sector.
- devise a communications strategy to promote the strategy and implementation plan throughout the sector, so that it is not seen as an LLUK document but as a strategy owned by the whole of the FE sector.
- continue to emphasize the benefits of the strategy for the FE workforce to further encourage ownership of the strategy at all levels.
- revise the existing implementation plan making it a more provider-friendly document, using language and terminology that is understood by all.
- develop the existing implementation plan, which currently may be seen as a directory of partner activities, into an implementation guide which enables learning providers to develop, implement, monitor and evaluate their own workforce strategy.
- write different implementation plans for the different provider types within the FE sector including case study examples of good practice.
- ensure that it is clear to the whole of the FE sector that the strategy covers all leaders, governors, teachers, trainers, tutors and learning support staff, as well as staff in the areas of human resources, business support, administration, estate and facilities management.
- continue to gather data about the FE workforce and translate this into useful intelligence for learning providers, including publishing an annual workforce diversity profile – consisting a summary of staff, demographic data, qualifications, job roles and characteristics of the workforce.
- develop a toolkit to support the implementation of workforce strategies at provider level.

Recommendations for partners

Recommendations for partners are that they could:

- consider how they can best use their shared resources for the implementation of the workforce strategy.
- continue to provide learning providers with the information they need to inform workforce planning and workforce development.
- provide learning providers with practical support and funding to enable them to develop, implement, monitor and evaluate their own workforce strategies.

- consider the implications of the current economic downturn on the strategy and implementation plan.
- communicate with learning providers and encourage more of them to attend future review and refresh consultations, as this would be likely to make the strategy and implementation plan more relevant and realistic for them.

Recommendations for learning providers

Recommendations for learning providers are that that they could:

- disseminate the workforce strategy and implementation plan in their own organisations to all leaders, governors, teachers, trainers, tutors and learner support staff, as well as staff in the areas of human resources, business support, administration, estate and facilities management.
- develop, implement, monitor and evaluate workforce strategies in their own organisations.
- provide information and opportunities to access continuing professional development for the benefit of all staff.
- ensure that staff are working towards the relevant qualifications.
- ensure that teaching staff are registering with the Institute of Learning.
- ensure that they are working towards attracting and recruiting a more diverse workforce.
- participate in future review and refresh process in order that future versions of the strategy and implementation plan reflect their experiences.
- sign up to the Skills Pledge.

Measuring and building upon the successes of the Workforce Strategy

In order to measure the impact of, and build upon the successes of the Workforce Strategy, the following recommendations for action could be considered:

- all stakeholders should continue to participate in the annual evaluation of the implementation of the impact of the workforce strategy.
- partners should, on an annual basis or more often, if required, report to LLUK on progress towards their milestones in the implementation plan and the impacts that the partners are making on the FE sector.
- LLUK should continue with the review and refresh process.

- LLUK and partners should monitor all learning providers to ensure that they are meeting their monitoring responsibilities with regard to race, disability, gender and age and that there is a clear and quantifiable understanding of under-representation in relation to ethnicity, age, gender and disability.
- LLUK should evaluate the impact of the support provided to the different learning providers – for example, FE colleges, WBL providers, ACL providers and Sixth Form colleges.
- LLUK could evaluate the impact via Ofsted of the implementation of, or lack of implementation, of workforce strategies at learning providers.
- LLUK could monitor and evaluate the impact of progress towards:
 - the achievement of appropriately qualified staff at learning providers.
 - all teachers, tutors and trainers being registered with the Institute for Learning.
 - every full-time teacher or trainer completing at least 30 hours of continuous professional development each year.
 - the Skills Pledge.
 - the number and profile of individuals completing the Further Education Principals' Qualifying Programme.

1 Introduction

In January 2009, Lifelong Learning UK (LLUK) commissioned Learning and Skills Network (LSN) to carry out an evaluation of the first workforce strategy for the lifelong learning sector. This report sets out key findings from the evaluation research, together with implications and recommendations for the future of the strategy.

1.1 Background

The Further Education (FE) workforce must be constantly improving if the sector is to respond to the growing demands being made of it. In recognition of this, the Department of Innovation, Universities and Skills (DIUS) tasked LLUK, as the Sector Skills Council (SSC) for lifelong learning, with facilitating the development of a strategy on behalf of the wider further education workforce in England. The Workforce Strategy for the Further Education Sector in England, 2007-2012 (LLUK 2007) was published in December 2007. The strategy, the first of its kind, provides a national framework for local workforce development to ensure all colleges and learning providers are able to deliver provision for young people, adults and employers. An associated implementation plan was published in April 2008, intended as a resource for individual colleges and learning providers to help inform their own strategic workforce planning. For the FE Sector, the implementation plan explains how it can achieve the goals set out in the workforce strategy and at the national level sets out actions of stakeholders and partners.

The actions by respective partners outlined in the implementation plan 2008-09 are set in the context of the future goals and targets for the Further Education workforce, as outlined in Section 2.3 (page 15) of the workforce strategy - namely:

- the teaching, tutoring and training workforce will be fully and appropriately qualified or working towards a qualification by 2010.
- all teachers, tutors and trainers will be registered with the Sector's professional body, the Institute for Learning (IfL), by September 2008.
- every full-time teacher or trainer must complete at least 30 hours of continuing professional development (CPD) each year.
- all new college principals must complete the Further Education Principals' Qualifying Programme.

Other key goals and aspirations include:

- every college and learning provider signing up to the Skills Pledge.
- LLUK developing new standards for key roles in the sector. These are based on priority areas identified in the Sector Skills Agreement (SSA) for the lifelong learning sector in the United Kingdom.

- ensuring that all staff are skilled, competent and able to make a full contribution to the success of their company/organisation's business plan.

These are all criteria that will be used to inform LSN's evaluation.

1.2 Evaluation purpose and objectives

1.2.1 Overall purpose of the evaluation

The overall purpose of the evaluation is to assess the effectiveness and impact of the workforce strategy and its associated implementation plan in its first year. It will aim to understand progress against key milestones, and look at how partners, providers and LLUK project staff have engaged with the documents, and whether the key messages and actions have become embedded across the sector.

1.2.2 Specific objectives of the evaluation

Specific research objectives include to:

- identify main achievements or impacts of the strategy and its implementation plan.
- determine whether the strategy is effectively addressing the issues it sets out to.
- develop further insights into the different business needs and implementation issues of different provider groups and consider how the strategy and plan may better address these needs and issues.
- recommend an approach for continued measurement of the strategy's impact.

1.3 Structure of report

Following this introduction, Chapter two sets out the research methodology and Chapter three provides further contextual information relating to development of the strategy that will help to inform the evaluation. Chapters four to six draw on data from across all research strands to set out key findings and discuss their implications under the following key headings:

- Awareness and experience of the strategy, including:
 - levels of awareness of the strategy and how people heard about it.
 - perceptions of what the strategy is trying to achieve and the extent to which it achieves these objectives in its current form.
 - effectiveness of dissemination.
 - the review and refresh process.
- Impact of the strategy, including:

- examples of how the strategy has been used and any impacts realized at both organisational and sector level.
- future requirements.

2 Methodology

In order to fully meet the research requirements and provide a comprehensive evaluation of the workforce strategy and its implementation plan, a multi-strand methodology was developed involving: a desk based document review; a survey of learning providers; and in-depth interviews with partners, project staff and providers. This combination of techniques enabled LSN to gather a breadth of statistical and contextual information from a wide range of respondents alongside more in-depth and detailed perspectives and experiences.

Findings from all research strands have been triangulated to provide an overall evaluation of impact and inform recommendations for future development of the strategy and implementation plan.

The research was divided into five strands:

- Work Strand 1: Set up and document/scoping review (January 2009)
- Work Strand 2: Project staff consultations (early to late March 2009)
- Work Strand 3: Partner consultations (early to late March 2009)
- Work Strand 4: Provider consultations, including an online survey and follow up telephone interviews (early to late March 2009)
- Work Strand 5: Final analysis and write up (late March 2009).

Details of each strand are given below.

2.1 Document review

A synthesis of relevant policy drivers and other initiatives provided an important contextual understanding of the development of the strategy, and informed subsequent research. The full document review was presented to LLUK in February 2009. The key points are summarised in Chapter three below.

2.2 LLUK Project Staff interviews

In-depth interviews were undertaken with 11 LLUK project staff. The purpose of these was primarily to gather information surrounding the process for developing the strategy and plan, both at a strategic and operational level. These findings will help inform the process for developing future iterations of the strategy. Interviews also collected views on the strategy's purpose and effectiveness from across project staff. The interview schedule is provided in Appendix three.

Staff interviewed had been involved in the Workforce Strategy project on behalf of LLUK in a range of different ways, including:

- marketing
- writing
- strategic development
- project management

2.3 Partner interviews

Interviews with partners were carried out in order to inform an understanding of how the strategy and plan are viewed by different national organizations across the sector. In particular, interviews were intended to assess the extent to which partners have a shared understanding and experience of the strategy. Information was also collected in relation to the progress that individual partners are making against their milestones and actions as set out in the implementation plan. In-depth interviews were undertaken with 15 partners. The interview schedule is provided in Appendix four.

As with the provider interviews above, interviews were written up in a standard template and analysed to identify key themes.

2.4 Provider survey

An online survey of learning providers was carried out to gather information on overall awareness and understanding of the strategy and plan across the sector. It was distributed electronically to targeted contacts in learning providers across all parts of the FE sector. Hard copies with free post envelopes were also made available as required. A blank copy of the questionnaire is provided in Appendix two. Survey data is provided in Appendix one.

A total of 112 completed returns were received. Tables one and two show the profile of respondents according to region and type of provider respectively. It can be seen that:

- there is representation from all regions, although response from the West Midlands was relatively low.
- roughly half of respondents were from FE colleges and a third from work based learning providers. Conversely, specialist colleges and ACL provision are under-represented. However, this is not surprising since it has historically been more common for the general FE colleges to be engaged in sector level research. To address possible under-representation, particular attention was paid to securing participation of the whole variety of provider types in subsequent interview rounds.

Table 1: Respondents by region of learning provider

	Count	%
London	17	15%
North West	16	14%
South West	16	14%
Yorkshire and Humber	12	11%
North East	12	11%
East Midlands	12	11%
East of England	10	9%
South East	10	9%
West Midlands	6	5%
Total	111	100%*

*Please note percentile totals do not add up to 100% due to decimal points rounding.

Table 2: Respondents by provider type

	Count	%
Further Education Sector incorporated colleges	56	50%
Work Based Learning provider	34	31%
Sixth form incorporated college	6	5%
Specialist college or designated institution	5	5%
Local authority provider	4	4%
Other	4	4%
Community and / or voluntary sector provider	2	2%
Total	111	100%*

*Please note percentile totals do not add up to 100% due to decimal points rounding.

2.5 Provider interviews

In order to supplement the survey data and collect qualitative data surrounding specific situations and perspectives, a number of in-depth telephone interviews with providers were carried out. In particular, these provided an opportunity to explore providers' understanding and experience of the strategy. The majority of interviewees were recruited via the survey, and in these cases the interview built on information already provided. However, there were a couple of additional interviewees recruited who had not taken part in the survey, in order to ensure a good mix of provider types. A total of 18 providers were interviewed. The interview schedule is provided in Appendix five.

Interviews were written up into a standard template, and were then analysed to identify key themes against the evaluation objectives.

3 Background and development of the Workforce Strategy and Implementation Plan

Recent reviews and policy initiatives focused on the Further Education sector and the skills challenges facing the UK as a whole have all had important implications for the lifelong learning sector's workforce. Teachers, trainers and tutors in this sector have a key role to play in developing the wider workforce to meet the country's current skills gaps. As part of its remit as the 'voice' for employers in the sector, the lifelong learning Sector Skills Council (SSC), Lifelong Learning UK (LLUK), has developed a Sector Skills Agreement (SSA) setting out the key skills issues facing its workforce.

As described in Chapter two, a document review was carried out as part of the evaluation. The purpose of the review was to document relevant policy initiatives, as well as provide contextual information and highlight issues that will inform the evaluation. The key points that can be distilled from the document review include the following:

- policies and initiatives concerned with developing the FE system (for example the Foster Review (2005) and the FE White Paper (DfES 2006)), combined with skills targets set out in the Leitch report (2006), highlight the important role the lifelong learning sector has in educating, teaching, training and developing the UK workforce to ensure our skills base enables us to remain competitive.
- a series of reforms have been targeted at the FE workforce including new teaching qualifications (QTLS), the compulsory registration of all teachers, tutors and trainers with the sector's professional body, the Institute for Learning (IfL), the requirement for all full-time teachers to complete at least 30 hours of CPD a year, and the Further Education Principals' Qualifying Programme for all new college principals.
- LLUK in consultation with DIUS developed the Workforce Strategy for the FE sector in England 2007-2012. The strategy provides a national framework for local workforce development to ensure all colleges and learning providers are able to deliver provision for young people, adults and employers
- drawing on recommendations made by Foster (2005), Leitch (2006) and other policy drivers including the 14-19 (DfES 2005) and FE White papers (DfES 2006), and building on LLUK's Sector Skills Agreement, the Workforce Strategy has four priority areas (Source: LLUK 2007) which were developed in consultation with partners and providers:
 - understanding the nature of the workforce.
 - attracting and recruiting the best people.
 - retaining and developing the workforce.

- ensuring equality and diversity is at the heart of the strategy, policy making and planning.
- the Implementation Plan was published in April 2008 as a companion document –detailing key targets and milestones for partners, and providing information and support for providers about how to address the priorities set out in the Workforce Strategy.
- consultation with the sector has been important throughout the development of the Workforce Strategy and Implementation Plan. Continuing this good practice, LSN have been commissioned to evaluate the impact of the Strategy on the sector and the progress during the first year.

These key messages confirm the critical role that the Workforce Strategy and associated Implementation Plan need to play in taking forward current priorities in the FE Sector.

The overarching aim of the evaluation is to determine the impact of the Strategy and the progress made by the sector in relation to the actions and milestones set out in the Implementation Plan after the first year. In order to achieve this we will need to understand not only how partners and providers have engaged with the content of the Strategy and Plan, but how the documents have become embedded in the sector.

4 Findings: Awareness and understanding of the strategy

This chapter draws on findings from all research strands to look at awareness and experience of the strategy across the sector under each of the following sub-headings:

- awareness and understanding of the strategy
- awareness and understanding of the implementation plan
- dissemination of strategy
- review and refresh process

Under each heading, findings from each of the three stakeholders are considered in turn and then a summary section synthesises the main messages and considers their implications for LLUK and the strategy. With the exception of Section 4.2 and anywhere else explicitly stated, discussion of the strategy's purpose and role also includes the implementation plan.

Key Findings

- Awareness of strategy is good across project staff and partners – who in the main have been closely involved in development and consultation – but more work may be required to raise awareness at provider level. More targeted and focused dissemination activities may help achieve this.
- The development of a sector Workforce Strategy is generally welcomed by all stakeholder groups. There was agreement that the priorities are fairly broad and generic at this stage, but essentially address some of the key issues and challenges around workforce development in the sector.
- The consultative nature adopted for the strategy's initial development and the annual review and refresh process is widely welcomed, and generally considered necessary for ensuring the strategy reflects the sector.
- Most interviewees felt more work is required to transform the implementation plan into a more relevant and provider friendly document that can help translate the strategy into action. However, it is clear that this point is recognised by both project staff and partners and should therefore be addressed in the revised version of the document to be published in April 2009.

4.1 Awareness and understanding of the strategy

This section considers levels of awareness of the strategy and its purpose, including the extent to which various stakeholders believe it addresses current sector issues and challenges.

4.1.1 LLUK project staff

All the LLUK project staff interviewed had been involved in the Workforce Strategy project in some way (see introduction for a summary of different roles) and were therefore very aware of it. Most could list the four priorities.

LLUK staff interviewed commonly discussed the strategy in terms of a framework for workforce development at both sector and organisational level. The strategy was thought to be a tool to drive forward development and promote the profile of the FE workforce, in order to create a workforce of the future that can respond to sector requirements. One interviewee discussed how all LLUK's programmes and work essentially align under the four priorities. Others suggested that the strategy provides a guide for providers and partners, encouraging consensus across the sector. Some specific comments included that the strategy was designed to:

- provide a framework for Learning and Skills Council funded providers - in particular senior managers and Human Resource Directors - to develop their own business plans and priorities and also use it as a lever for funding.
- bring coherence to the plethora of FE initiatives and ensure that programmes, sub-sectors and organisations are not operating in silos.
- facilitate workforce planning to get everyone moving in the correct direction, identify the priorities and make sure that the partners and providers commenced workforce planning and succession planning, which is based on data.
- enable partners to understand the workforce priority and themes in order to ensure their support activities and development.

“Workforce priorities and themes are the crux of the implementation plan which enable employers in the FE sector to engage in increased levels workforce development.” [LLUK Project Staff]

Most project staff felt that the strategy's purpose and the priorities it sets out are relevant for the sector and address current workforce issues and challenges. Some pointed to the fact that the document was developed through extensive consultation with the sector and should therefore reflect current issues.

“There are a number of issues and challenges facing the workforce. Broadly speaking these are captured in the WFS identified priorities – these priorities outline what we hope WFS will achieve.” [LLUK Project Staff]

The only real reservation was that priorities were perhaps too broad and generic. Although, as noted above, some interviewees saw this as an advantage meaning they will have wider relevance for most partners and providers. Some interviewees also pointed to the emphasis on the whole sector as a positive thing. There was a feeling that much past information about and for the sector had focused primarily on FE colleges, but that the strategy was addressing all sub-sectors. The inclusion of equality and diversity at the heart of the strategy was seen as important since it should be a key guiding principle for all workforce development.

“Equality and diversity must be at the heart of strategy, policy-making, planning and training.” [LLUK Project Staff]

A clear message came through from these interviews that the strategy is intended to be sector owned, with LLUK’s role as one of facilitation rather than ownership, although one interviewee asserted that perhaps this message had not been made clearly enough.

4.1.2 Partners

All partners interviewed were aware of the strategy and were involved in the initial consultation to inform its development. A strong opinion emerged that this consultative process was very important to ensure the strategy was relevant and informed by the sector.

“It’s absolutely essential because it is a strategy that we want partners and providers to sign up to and use. People need to be able to contribute. It also helps people to know that the strategy exists.” [Sector Partner]

“A consultative process is important because there are many different groups of staff and stakeholders, including a very diverse and complex workforce. Therefore as many voices as possible should contribute to the strategy.” [Sector Partner]

While all interviewees agreed that consultation was important in principle, feedback on the actual process varied somewhat. Some asserted it was constructive and useful, with one saying that LLUK acted on feedback. But a couple had felt the whole process was a bit rushed.

In general, partners interviewed appeared clear on what the strategy is trying to achieve and were familiar with the four priorities. Most thought its priorities are broadly relevant and address current sector priorities. In particular, it was felt that the strategy will help progress and drive forward key requirements to recruit and retain quality staff and professionalization. However, reflecting comments from project staff, it was asserted by some that the priorities are very broad and generic. Whilst most recognised that it was an ‘important first step’ to be built on, a couple felt that that the strategy could have gone further. One interviewee in particular expressed ‘disappointment’ that it did not directly address some issues for action such as pay, terms and conditions.

“At the high level of generality the strategy is reasonably well articulated and captures critical aspects in the sector for individuals who work in it.” [Sector Partner]

Overall, the creation of a Workforce Strategy for the FE sector was widely welcomed by partners. However, in its current form it was seen as a high level and visionary document that sets out a direction of travel, and the challenge will be making this happen.

4.1.3 Providers

Research suggests that awareness and understanding is more limited at provider level, although there is likely to be variation in levels of engagement between organisations and individuals within organisations.

Table three shows that:

- while the large majority of provider survey respondents (95%) knew the strategy exists, more than a third (38%) said they had not looked at it in detail.
- roughly a third (34%) said they had looked it in detail.

Table 3: Are you aware of the Workforce Strategy?

	No	%
Yes, I am aware that a strategy exists but have not looked at it in detail	42	38%
Yes, I am quite familiar with the strategy	26	23%
Yes, I am very familiar with the strategy	21	19%
Yes, I am very familiar with the strategy and have used it to inform workforce planning	17	15%
No, I did not know that there was a FE workforce strategy	6	5%
Total	112	100%

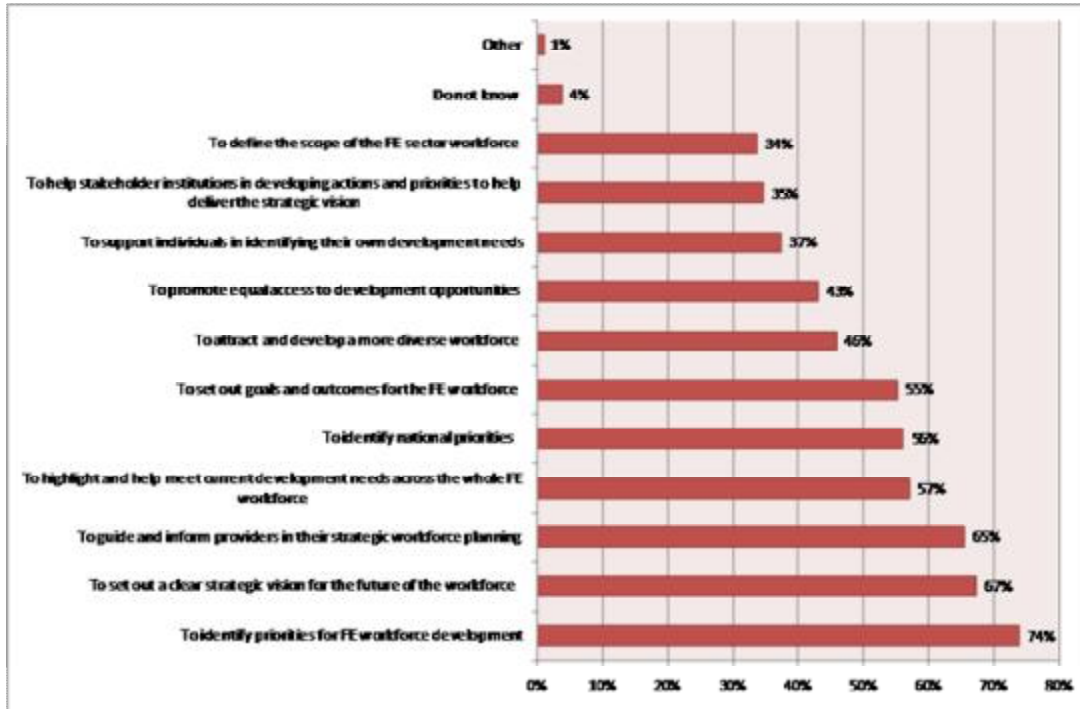
Roughly a third of respondents said they had contributed to the consultation process in some way – either at events or online. Only a small number of provider interviewees had taken part in consultation but all were clear on the necessity of effective consultation in order to ensure strategic decisions are properly informed by and embedded in the sector. A couple added that effective consultation means including the whole sector and ensuring the process is not dominated by a small number of large organisations.

Figure one shows that the majority of providers responding to the survey saw its role and purpose in fairly strategic terms. In interviews, providers commonly thought the strategy was intended to ensure the workforce is fully trained and have the necessary skills, qualifications and experience to meet the future needs of the sector. Most

talked about this in general terms of the sector, with only one or two specifically saying that it is intended to guide individual providers.

“I understand the main focus of the strategy is to ensure the FE workforce is ‘fit for purpose’. It is intended to identify and set out plans for addressing the training requirements of the workforce. And that this is important to ensure the FE sector as a whole can play a key role in properly developing the national workforce of the future.” [A Provider]

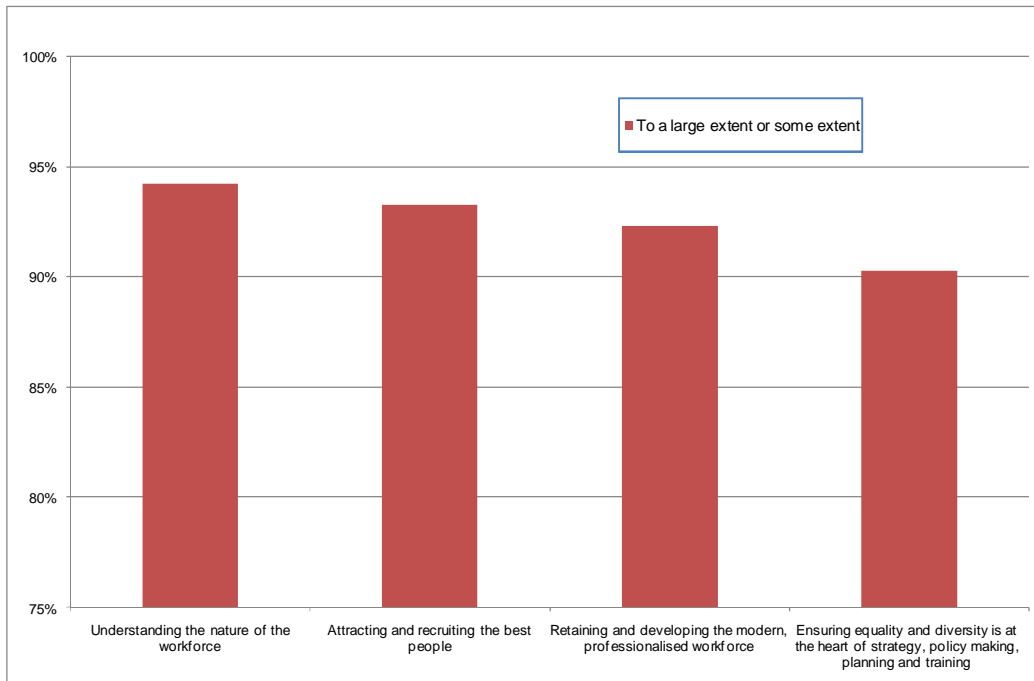
Figure 1: What do you see as the main objectives of the strategy?



Source: Provider survey, Base – 107 respondents

Figure two shows that over 90% of survey respondents think all four of the priorities are relevant for them.

Figure 2: The strategy has four priorities. Which do you think are most useful for you in developing your workforce?



Source: Provider survey, Base – 107 respondents

4.1.4 Summary

Overall findings suggest that LLUK project staff and partners are aware of the strategy, with all interviewees in these groups having been involved in its development or consultation to inform development. At provider level, however, awareness appears more limited. While the majority knew a strategy existed, many had not looked at in detail, suggesting that more work can be done to raise awareness at provider level.

There was general agreement that the strategy’s articulated priorities are relevant and reflect current sector issues, although there was also a recognition that they are very wide and generic and therefore probably represent a first step. It was generally discussed by all in strategic and high level terms, as a document setting out high level concerns and priorities. The consultative nature of its development was considered important for all groups, although it was mainly only project staff that explicitly referred to the strategy as a ‘sector owned’ document.

This evidence suggests that the strategy is a positive development for the sector. It is widely welcomed in principle across all stakeholder groups as a key recognition of the importance of workforce development across the sector and can potentially help to encourage a co-ordinated response to some of the current key issues. However, more work is required to raise awareness of the strategy, particularly at provider level, and to ensure that relevance of priorities in particular contexts are understood.

4.2 Awareness and understanding of implementation plan

This section briefly looks at how different stakeholders view the implementation plan document, as distinct from the strategy document.

4.2.1 Project staff

Project staff interviewed almost unanimously agreed that the 2008/09 implementation plan was not quite what it was intended to be. The intended purpose of an implementation plan was described by most interviewees to be a guide for translating the strategy into action and helping the sector progress against stated priorities and themes. Specific comments included that it should:

- help guide providers to target their resources as efficiently as possible.
- bring the strategy to life by giving practical examples and signposting providers to support provided by partners.
- describe what national partners should do to respond to the framework set out by the strategy.
- get national partners to think about what they can and should be doing to help address the priorities.

However, there was recognition that in reality the 2008/09 implementation plan was more a list of partners and their work that is relevant to the strategy. A few interviewees commented that the document was very long and trying to speak to "too many audiences at once", and as a result was not particularly user friendly for any group. The main explanation for the disparity between the intended and actual 2008/09 implementation plan was simply that discussion and consultation had not progressed as far as an agreed action plan by publication in March 2008.

One project respondent commented:

"Year one was a big achievement in terms of getting partners and stakeholders together. This was great. But in year two, it really must focus on what providers need... want to make sure that any provider picking up the strategy will find it helpful." [Project Staff]

However, one interviewee asserted that the audit of activities produced was still of use and interest and a few felt the document was an important first step and created a good base for future years.

"It was a major achievement getting people together, and some providers said it was useful to have a record set out of what the different partners are doing."
[Project Staff]

Interviewees described how the next version of the plan would address providers' needs more effectively, and a couple explained that there would be two versions –

one for providers and one for partners – with each focused appropriately in relation to both content and style.

4.2.2 Partners

Partners generally saw the implementation plan's main objective as translating the strategy into practice through setting key targets for action and providing guidance. It was described by one as providing a "route map for achieving the strategy" and another said that it is an "immensely valuable tool for the sector as a whole because it provides a basis for a common approach to tackling sector wide issues". However, partners echoed some of the same reservations about the 2008/09 plan as discussed by project staff above, including that:

- it is very static, setting out what was already being done and fitting this to the strategy rather than looking forward to how and what the strategy should achieve.
- it is not very useful for providers.

"The learner providers and their workforce do not recognize it and do not understand it... they need to recognize and own it." [Project Partner]

Most organisations interviewed have milestones set out in the implementation plan, and most felt that progress was being made towards them. Some asserted that these were activities that they would have been progressing anyway, although one thought that the plan had helped focus organisational activities across the sector.

4.2.3 Providers

Table four shows that only 50% of the providers who completed the survey had heard of the accompanying implementation plan, and none of the providers interviewed could recall the document in detail.

Table 4: Knowledge of FE Workforce Strategy Implementation Plan

	No	%
Yes	53	50%
No	53	50%
Total	106	100%

4.2.4 Summary

Project staff and providers interviewed generally felt that the purpose of an implementation should be to translate the strategy into action and identify activities to secure progress against key priorities and themes. However, there was fairly widespread agreement that the 2008/09 plan had not quite achieved this, and was more a list of partners and relevant work being carried out. There was low awareness of the implementation plan amongst providers engaged in this research, reflecting

findings discussed in 4.1 above that many providers are only aware of the strategy at a very general level.

These findings suggest that more work is required to create a useful plan that has relevance and is useful for providers. This has in fact already been recognized by project staff and partners and should be reflected in the new plan being published in April 2009.

4.3 Dissemination of the strategy

This section looks at how the strategy has been disseminated across the sector and within organisations.

4.3.1 Project staff

According to project staff, the Workforce Strategy was launched at a high profile event with ministerial presence in March 2008. A subsequent 'concerted' dissemination campaign was carried out until the summer, with activities reported to include:

- mailing hard copies to all LSC contract holders
- running workshops to promote the strategy and its use
- ensuring the strategy's presence at all regional and national LLUK events
- providing an electronic link on LLUK's website and the website of other relevant partners

There was a general impression amongst some project staff interviewed, however, that – in contrast to partner groups that have generally been involved in consultation and development work – a lot of providers are still not fully aware of the strategy and its objectives (which is supported by findings discussed in 4.1 above). One continued to say that the message about sector ownership had not been fully conveyed, which may affect providers' perceptions of the strategy's relevance for them. And a couple felt that there were sections of the sector – such as Work based learning – where awareness was lower than in other types of providers.

It was asserted by one interviewee that effective communication had been hampered by a paucity of up to date contact information for direct mailing, which had led to over-reliance on advertising, and that the marketing strategy had not been embedded in the project early enough. Another respondent also said that it had emerged during the marketing campaign for this strategy that more work to raise awareness of the role and remit of LLUK is required. This was supported by findings from interviews with providers. While some could describe LLUK's remit in a fair amount of detail, others were only aware of it in fairly broad terms and a minority were not clear at all, with one continuing to say that there are 'too many quangos' in the sector. This

perhaps underlines the importance of the strategy in bringing together the sector to develop a co-ordinated response to workforce development issues.

"There is a key challenge around raising awareness of the strategy and its benefits for the whole sector workforce. There needs to be better engagement across the sector." [Project Staff]

Plans or suggestions for improving dissemination in the future included:

- targeted publicity work to get key messages to providers in a medium and format that is relevant for them.
- designing and embedding a marketing and communications strategy from early on in the implementation.
- encouraging partners to do more to disseminate at provider level and promote sector engagement with the strategy.

There was some variation in the extent to which project staff expected the wider workforce to be aware of the strategy, with some saying that it is really aimed at senior managers and HR professionals. And while they expected these individuals should convey key messages throughout the organisation, the document itself may not have relevance on a day to day basis for much of the workforce. One individual articulated that the strategy is about change management in relation to workforce development, and that this must be driven from a senior level.

4.3.2 Partners

Partners did not generally discuss dissemination in detail, but an opinion emerged from a few that some providers may not be very aware of the strategy and plan.

"Not sure if that many providers – especially outside the GFEs – will really know it exists." [Partner Respondent]

4.3.3 Providers

Some providers could not recall how they had heard about the strategy, although those that had commonly said it had been through: LLUK – and sometimes consultation events for the strategy; LSIS; or training courses they had been on. The extent to which providers felt that the strategy had been disseminated through their organisation varied. Most said that individuals responsible for workforce planning were probably aware of the document, but the wider workforce may not be. Within this, however, some interviewees said that key messages had been actively cascaded via senior management, whereas others felt it had not. One said the strategy had not been a 'live issue'.

4.3.4 Summary

It appears that dissemination to date has not achieved full penetration of the sector, with some organisations and sections of the sector unaware of the strategy and its objectives. In order to maximise potential value and impact of the strategy in future, it will be important to increase effective engagement of the sector through ensuring that messages disseminated are relevant and targeted. Discussions with project staff suggest that this point has already been taken on board, and plans for enhanced dissemination of the new version of the strategy are in place.

4.4 Review and refresh process

Awareness, understanding and perceptions of the review and refresh process are discussed in this section.

4.4.1 Project staff

All project staff interviewed were aware that the strategy and implementation plan were subject to an annual review and refresh process to update them in line with progress and new priorities. Some described it as the revitalisation of the strategy to make sure it is reflective of the current situation – without making major changes – by engaging with partners and providers to make the strategy and plan more user-friendly, and to best reflect their needs.

Interviewees generally saw the review and refresh process as constructive, and in fact necessary for securing engagement with the sector. One stressed in particular the efforts being made by LLUK to engage partners.

“LLUK have been working particularly hard to include learning providers’ suggestions in the strategy and implementation plan.” [Project Staff]

However, overall it was thought that provider input to review and refresh could be improved. There were lower numbers of providers participating in the consultation process. One respondent suggested that LLUK had not been able to engage with new learning providers that were not already aware of and involved in the strategy. It was asserted by one LLUK respondent that, although learning providers have wanted to be involved in the process, it had been difficult for them to allocate time to attend consultation. Therefore the virtual consultations were more successful because they were less time consuming.

4.4.2 Partners

The majority of the partner respondents had been involved in the review and refresh process of the strategy and implementation plan. All of these felt that the collaborative nature of consultation has been beneficial in informing the 2009/10 Strategy and Plan.

“It feels that it has been a very structured and systematic process of consultation because at the meetings there has been evidence of progress being made between each meeting in a clear direction.” [Partner Respondent]

4.4.3 Providers

The majority of the learning provider respondents were not involved with the review and refresh process. Some of them had not heard of the process. Of those that were involved, one indicated that delegates should have been given more information beforehand about what was going to happen. Time allocated to the process was insufficient. However one learning provider respondent who had attended two review and refresh consultations and also contributed to an on line consultation, indicated that it was useful to express views and have them listened to.

Another learning provider respondent indicated that the strategy needs more input from Adult and Community Learning.

A few of the learning provider respondents indicated that it was important to have a consultative annual update. Some of these respondents indicated that this was because it would make the strategy and implementation plan more relevant and realistic to learning providers, and all providers would then be able to engage with the process.

However an opinion also emerged that an annual update seemed quite frequent; every other year would be enough.

4.4.4 Summary

The notion of a review and refresh process appears to be broadly welcomed by all stakeholder groups as a mechanism for ensuring the strategy remains relevant and reflects priorities from all parts of the sector. However, in order for the strategy to fully reflect the sector, review and refresh must involve representation from all sections. Increased flexibility and innovative engagement techniques may help secure participation of greater numbers of providers.

5 Use and impact of the strategy and plan

This chapter draws on findings to discuss whether and how the strategy (including its plan) has been used by all groups of stakeholders, and to identify potential impacts. It starts with an overview of whether the strategy is seen as a useful tool and then moves on to highlight some specific uses before finally considering impacts to date.

Key Findings

- Findings suggest that all sector groups believe that a Workforce Strategy is a useful tool for the sector as a whole.
- Providers that are engaged with the strategy generally feel that it is useful at organisational level to guide individual workforce development planning and practice. Some concrete examples were cited of its use over the last year.
- However, there is a feeling that it may be more useful for some providers than others in its current form and that usage across the sector as a whole may be relatively limited at the moment.
- Findings suggest that there have been some impacts of the strategy – and its development - at strategic level in terms of increased joint working and a shared understanding of priorities and issues. Evidence of impact at provider level is more limited, although there are a couple of isolated examples.

5.1 Strategy as useful tool

All interviewees were asked about the extent to which they thought the strategy was a valuable tool for the sector generally and sub-sectors within it.

5.1.1 Project staff

Project staff generally thought a Workforce Strategy should be very valuable for the sector. It was thought its presence should help to raise the profile of workforce issues and that the articulation of key priorities should help bring coherence to the sector and guide providers in responding to challenges.

"The strategy is very valuable because it helps facilitate the process of workforce planning by putting it on the agenda for providers. We are all moving in the right direction. There are some serious workforce issues in succession planning. ...The strategy should open people's eyes to the issues that other people are experiencing." [Project Staff]

However, in line with findings discussed throughout Chapter four, it was felt by some that the strategy still has some way to go in terms of reaching and engaging

providers before its potential value is realised. The main issue highlighted by project staff is a lack of awareness of, and engagement with, the strategy amongst learning providers. In order to address this, it was felt that LLUK and partners would have to ensure the strategy – particularly the implementation plan – is relevant for their needs and effectively disseminated to them.

"It is a valuable tool but there is still some way to go to enable them [providers] to use it. At the moment it is not quite reaching them." [Project Staff]

5.1.2 Partners

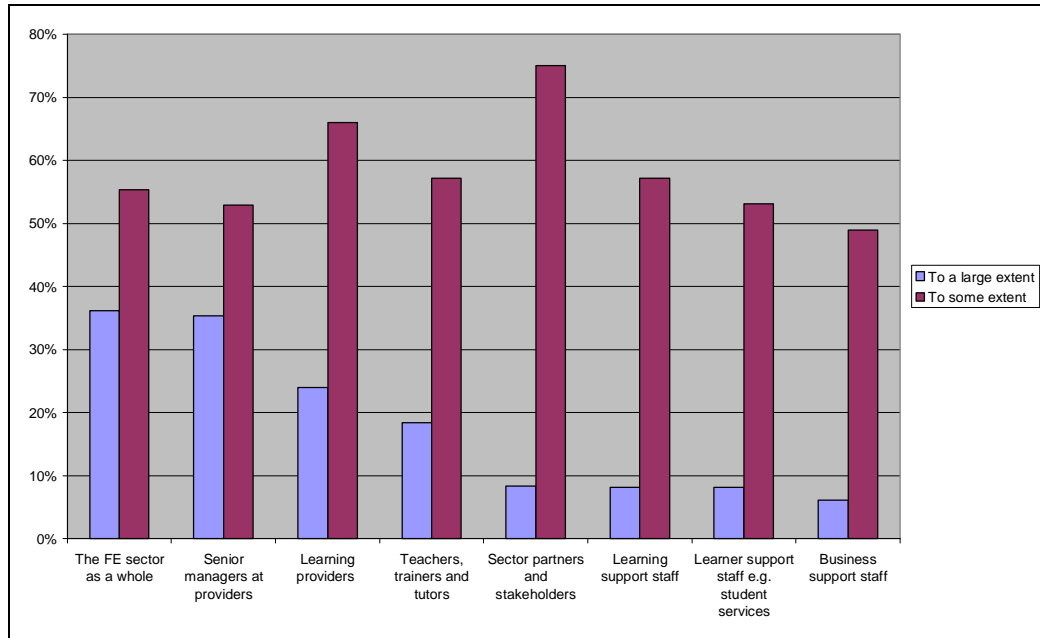
Broadly speaking, partner discussion reflected that of the project staff set out above, that the strategy is valuable in highlighting the issues and getting the sector on track. One partner said that it offers guidance for providers and another said that it sets out an overview of what is going on in the sector, which is helpful. However, there was also a feeling that its potential value as a useful tool for partners, and particularly for providers, has not been fully realised in the first year.

- one interviewee commented that the strategy's value can only be borne out by how much it is used by the sector.
- another pointed out that we would always expect a gap between action and implementation.
- a third said that the way it was written was too complex and 'wordy' for providers to relate to.

5.1.3 Providers

Figure three shows that the majority of survey respondents thought that the strategy is a useful tool for both the FE sector as a whole and individual organisations.

Figure 3: To what extent do you believe the implementation plan is a valuable tool for...?



In interviews, providers suggested that the strategy could be a useful tool for the FE sector as a whole through developing the skills and experience of staff and – importantly – in raising the profile of the FE workforce. It was thought the strategy is valuable for individual providers because it will show them where to focus their efforts and provide benchmark information.

There was, however, a view that the strategy in its current form may have more value for some provider groups than others. In particular, it was felt that much of the strategy's content may have limited relevance for smaller organisations, who would have to 'wade through' large volumes of information to find key messages that were relevant. Another interviewee asserted that the strategy does not currently meet the needs of specialist colleges.

"I think if you are a general FE college, then it is probably a strong strategy. There are about 500 colleges and it is probably important to have standardisation of training and workforce development standards across them. However, I do not think it is so relevant for specialist colleges – it does not reflect the specific needs and requirements of specialist colleges. There needs to be a section on additional issues for specialist colleges." [Provider Respondent]

In addition, there was a more general view from some providers that the strategy needs to be more accessible to be of real use to the majority of organisations. One interviewee commented that there were simply too many strategies in the sector to be able to cope with and respond to them all.

5.1.4 Summary

Evidence points to a clear opinion that the strategy is potentially a valuable tool for the sector but that more work may be required to make it fully accessible and relevant for all partners and providers, supporting them to respond to sector issues. The toolkit currently being produced may help support this process, and one of the providers suggested the potential value of a concise executive summary.

5.2 Examples of use of the strategy in its first year

Some examples of ways in which the strategy has been used in its first year in the different strategic and operational arenas are highlighted here.

5.2.1 Project staff

Project staff feedback on use of the strategy has been fairly anecdotal since they are mainly not involved in delivery on the ground. However, a couple of examples provided include:

- one HR Director who was new to the sector spoke up at an event saying that he had "felt a bit lost" and that the strategy had been very useful in helping to identify priorities and scope opportunities.
- a college reported that they had received the strategy and plan just at a time when they were doing their own strategy and found it very useful.¹

These specific examples highlight the importance of effectively disseminating the strategy to the right people at the right time. As discussed above, though, there was a feeling that widespread usage may have been fairly limited in the first year.

"Year one was a big achievement in terms of getting partners and stakeholders together. This was great. But in year two, it really must focus on what providers need... want to make sure that any provider picking up the strategy will find it helpful." [Project Staff]

5.2.2 Partners

In relation to their own practices, a small number of partners interviewed said that they had used the Workforce Strategy or had aligned their own workforce development strategies against it. In addition, most partners made progress against their stated milestones.

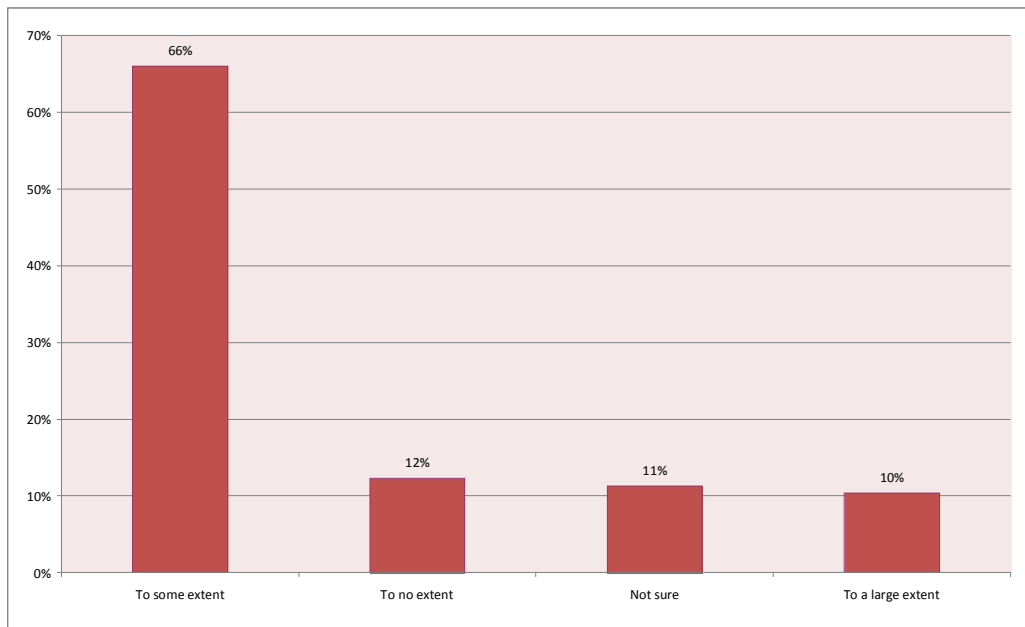
Milestones should be relevant and of benefit to the sector and the stakeholder. There are actions which inform the implementation plan that we have taken on board and developed and, which have been beneficial." [Partner]

¹ It was reported that this provider was 'very enthusiastic' about the strategy and it has been picked up for inclusion as a 'case study' in next year's communications and marketing material.

5.2.3 Providers

Figure four shows that two thirds of providers responding to the survey that were aware of the strategy felt that it had informed workforce development priorities and activities 'to some extent'. Ten per cent felt that it had informed priorities and activities 'to a large extent'.

Figure 4: To what extent do you think that the strategy and / or implementation plan has informed your organisation's workforce development priorities and activities this year?



Examples of ways in which the strategy has been used (from provider interviews) included:

- as a cross reference to HR strategy.
- to align organisational workforce development strategy with sector level priorities.
- to inform CPD plans.
- to link initiatives set out in the strategy with those in the school.

A few providers said they had not used the strategy for specific tasks because they were already doing a lot of the things it discusses anyway.

"We were doing a lot of the things anyway. Or at least we were doing a lot of the things that I assume it talks about anyway. Things like professionalization – we have always built in to our policy the opportunity for staff to work towards the qualification they want." [Provider Respondent]

5.2.4 Summary

Research has identified some concrete examples of the ways in which strategy has been used in providers in the first year. This is encouraging but findings discussed elsewhere in the report suggest that this usage may be concentrated at particular providers, particularly those that have been involved in consultation and development of the strategy, and that widespread usage across the sector may be fairly limited.

5.3 Impact of the strategy to date

Ways in which the strategy and its implementation plan have impacted on the sector – at both strategic and operational levels – are discussed in this section.

5.3.1 Project staff

As mentioned above, one of the main achievements to date discussed by project staff was getting all the partners and stakeholders together to develop a common strategy and goals. It was thought that the collective agreement of priorities and themes by partners and providers, and the shared understanding for implementing, will impact positively across the sector.

"The main achievement is that this is the first time that a strategy has been written for this sector. It is extremely complex working with so many partners to pull together all their contributions, which LLUK can build on in the future."[Project Staff]

There was recognition that impact may have been fairly limited in terms of change for providers at the moment. It was hoped that next year these impacts may be more visible – the revised strategy was thought to have taken on feedback from provider consultation and should therefore be more relevant for providers.

5.3.2 Partners

Most partners interviewed felt their organisation would probably have carried out the respective milestones set out in the implementation plan in any case, so the strategy has not created any new impacts for them. However, it was felt that highlighting work that is relevant to the strategy across all organisations could help encourage coherence and maximize impacts of all initiatives across the sector. For instance it was reported that LLUK's disability equality implementation group, which relates to priority four in the strategy, came out of some of NIACE's work. This is a good example of how things fit together between organisations and inform each other. Another partner pointed to the strategy's emphasis on generating more and better data to understand the issues as a real positive that will help inform effective delivery across the sector.

Most partners reported that they are making good progress against their own milestones. These included:

- development of online technology to enable CPD

- development of best practice benchmarks
- communication of reforms to the FE workforce and the significant partnership working

However, partners interviewed felt that the strategy's impact across providers had probably been fairly limited to date. A few interviewees highlighted the examples of colleges using the strategy to inform their own work, suggesting that this will help create impacts but felt that at present this was probably fairly isolated. It was recognised that the strategy is still in very early days, with one interviewee saying it always takes time to between creating a strategy and the effects being felt. However, there was also a view that for widespread impacts to be realised, the strategy needs to be more relevant for providers. One individual suggested that more illustrations and examples that providers can relate to would help.

"It is difficult to say how the strategy has impacted on the FE sector because it is too soon to say. However the implementation plan is not right." [Partner]

5.3.3 Providers

A few providers interviewed said the strategy has impacted on their organisation.

- a couple said that it has helped raise the profile of the issues, in particular the importance of up-skilling.
- one said it helped emphasise the requirement that lecturers should be registered with IfL.
- one said that it had formed the basis of their own organisational strategy and therefore impacted widely.

However, there were other providers interviewed that did not feel the strategy had impacted on them to date.

5.3.4 Summary

Findings suggest that there have been some impacts of the strategy – and its development – at strategic level in terms of increased joint working and a shared understanding of priorities and issues. This provides a positive base for LLUK to further develop the strategy in the future. In terms of identifiable impacts across the sector at delivery level, it was felt to be too early to tell. However, there are a few instances of effective use of the strategy to create impacts. Increased dissemination and effective engagement is probably required for this to be felt very widely.

6 The future of the Workforce Strategy and Implementation Plan

This chapter draws on findings from all research strands to look at the future requirements of the Workforce Strategy and its associated Implementation Plan, considering the views of different stakeholders – providers, partners and project staff. As demonstrated in previous chapters, some consultation has already taken place - as part of the review and refresh process - to inform the development of subsequent versions. Several interviewees found it useful to reflect upon this process when describing elements that should be included in future versions. The main purpose of the chapter is to demonstrate key gaps in the current strategy and implementation plan, what stakeholders would like to see included in future versions of the documents, and the key impacts, or ways in which they anticipate using the strategy and plan in the future.

Key Findings

- Key gaps in the current strategy relate to:
 - Lack of information for work-based learning and adult and community learning providers.
 - Lack of consideration of learning support staff and staff on part-time contracts.
 - Overwhelming emphasis on partner commitments rather than providers.
 - The point that the strategy was written before the economic downturn.
- The future requirements to be incorporated into the strategy and plan include:
 - A more user-friendly, style and format using language and terminology that the sector can understand and engage with.
 - A more robust communications strategy to raise awareness in the sector.
 - Development of case studies providing good practice examples.
 - A toolkit signposting actions.
- Many partners were aware of, and welcomed, the idea of two separate implementation plan documents – one for partners and one for providers.
- The value of, and need for, sustained consultation with the sector was recognised as very important.

- Anticipated future impacts of the strategy and implementation plan included:
 - Raising the profile and status of the sector and the workforce.
 - Providing a catalyst to develop a professionalised workforce.
 - Improving CPD and training.
 - Assisting the sector in succession planning.

6.1 Gaps and limitations of the strategy and implementation plan

6.1.1 Project staff and partners

The interviews with project staff and partners revealed a series of gaps in, or limitations of, the strategy and implementation plan that future versions of the documents should address. The main gaps or limitations included that:

- the strategy is not as relevant for, or does not pay attention to the views of, the workforce at learning providers' level; instead it is more focussed on partners.
- not enough explicit signposting is provided for learning providers.
- not enough consideration is given to support staff.
- there is not enough sharing of information between partners about what they are doing and the value to providers of what they are doing.

“More joined up thinking will strengthen partner commitment behind the strategy and make the work of partners more coherent.” [Partner]

6.1.2 Providers

As part of the online survey, providers were asked about current gaps in the strategy and implementation plan. Of the 90 providers who responded to this question, a very high proportion (76%) said that they did not feel there were any gaps. A minority (24%) felt there were some gaps.

The gaps or limitations of the strategy and implementation plan that respondents reported included that:

- the strategy was written before the economic downturn, which will have a significant impact on the sector and some skills shortages.
- the umbrella term 'FE Sector' is confusing and leads people to think only of college provision.
- there is a lack of information specifically for work-based learning providers.

- insufficient recognition of the part time and sessional hours workforce who provide key professional knowledge into courses and are required to gain teaching qualifications.

6.1.3 Summary

The key gaps of the current strategy included a lack of consideration of the operational context and issues of work based learning and adult and community learning providers, as well as learning support staff and staff on part-time contracts. It is important these gaps are addressed in future versions of the strategy and plan in order that the whole sector fully engages with, and feels part of, the strategy.

6.2 Future support and requirements of the strategy and implementation plan

6.2.1 Project staff

The majority of the LLUK respondents were aware of, or had been involved in, the review and refresh process to inform the revised strategy and 2009-10 implementation plan, which is due to be published in April 2009. Through this process, and drawing on their experience during the first year of the strategy, the interviewees suggested the following elements are needed in any future versions:

- two separate documents to replace the implementation plan, including a provider implementation guide and a national partner discussion paper. It is intended that this will enable each audience to engage more fully with the strategy and implementation plan.
- a revised strategy that is more 'user-friendly' with a style and format that is easy to follow and uses language and terminology that the sector understands and relates to.
- a more robust communications strategy to raise awareness of the strategy in the sector – including a sustained marketing effort and events based around the priorities to bring the strategy to life.
- the development of case studies within the document as a way of demonstrating the effectiveness and impact of the strategy and to provide good practice examples.
- a toolkit that provides clear sign-posting for partners and providers, rather than just a catalogue of what partners are doing.

It is anticipated amongst the interviewees that such additions or amendments will increase awareness of, and engagement with, the strategy across the sector.

6.2.2 Partners

The majority of partners who were interviewed had been involved in the review and refresh process to inform the development of updated versions of the strategy and plan. Those partners who had been involved all welcomed the consultative nature of process, stating that it provided an opportunity for members of the sector to feel ownership of the strategy and to input about their experiences of the strategy and plan during the first year, as the following interview extract describes:

“It is very important that a review must be consultative because you need to review what has been happening”. [Partner Respondent]

In terms of future support one interviewee was aware of, and supported, the idea that LLUK are planning to publish two versions of the implementation plan in future – one for partners and one for providers. Several other interviewees commented that the documents, in their current state need to be simplified to make them more accessible to people in the sector.

There was some agreement that despite some of the shortcomings, the strategy is a positive first step that now needs to be taken forward and developed further to ensure the maximum impact.

“It is a positive step because it is a first attempt at writing a workforce strategy for the sector and because it sets some performance indicators, which are solid measures for people to take up ... however [we] wish it would go further”[Partner]

6.2.3 Providers

The majority of provider representatives who were interviewed had not been involved in the review and refresh process, but generally thought that consultation with the sector was a good idea. However a few interviewees commented that it was important that consultation seeks the views of a range of different provider types – as work based learning providers they felt they were not always represented in such processes.

The interviews with providers revealed that for the strategy to be more accessible and effective in their organisations, the following adaptations or future support should be provided:

- a toolkit – several interviews reported that they would appreciate it if a tool kit were developed, which focuses upon the key priorities and messages contained in the strategy and provides information and guidance about how staff can embed these in their organisation. One interviewee commented that it would be useful if the toolkit contained things such as a checklist, guidelines and practical examples. Another suggested that the toolkit should contain “practical advice about how to translate the strategy into action on the ground”. Another point was raised that a toolkit could be designed to enable providers to measure the impact of the strategy.

- more advice and examples of good practice from peers.
- a shorter, more concise, user-friendly version of the strategy and implementation plan that is not as time-consuming to wade through.

“I think that short, glossy documents will always have a better take-up across the sector.” [Provider Respondent]

6.2.4 Summary

Future versions of the strategy should be made more accessible, paying specific attention to the language used in the sector and size of the document created. Stakeholders felt it useful to have hard-copies of the documents, but it is also important that they are available on-line in order for them to be disseminated within organisations. Stakeholders suggested case studies as good practice examples should be included, as well as a toolkit to aid implementation.

6.3 Future impacts of the Strategy and Implementation Plan

Stakeholder groups were asked about what they perceived to be the future impacts of the strategy and implementation plan.

6.3.1 Project staff

Interviews with LLUK project staff revealed that they are considering the long-term impact of the strategy, and intending to build influence year on year through an ongoing process of awareness raising and efforts to engage people. Their aim is to continue developing relationships with partners and providers, particularly through the consultation process, and to build on these in the future.

In terms of ownership, one interviewee commented that:

“The crucial thing ... is about getting the sector to understand that LLUK is facilitating it, but it is the sector that owns it.” [Project Staff]

Similarly, it was emphasised by another interviewee that the strategy and implementation plan need to reflect the sector’s needs.

The majority of staff felt that the changes that are being implemented following this cycle’s review and refresh process, will make the strategy and plan more user-friendly, accessible and interactive and thereby enable the sector to engage more fully.

6.3.2 Partners

Partner interviewees also suggested a range of potential impacts including those related to:

- boosting the sector and status of the profession.

- continuing to develop the workforce to meet the changes and challenges in the FE sector.
- providing a catalyst in working towards a professionalised workforce.
- assisting the sector in its succession planning, and enabling the sector to gear training across their workforce.

Some partner interviewees also added a note of caution that, although potentially the impacts could be significant, this is dependent upon providers engaging with, and using the strategy and plan. Some other partners also commented that the economic downturn has created different conditions, which the strategy will now need to respond to. Several partners made the point that funding is required to support the future success of the strategy and plan.

6.3.3 Providers

Provider interviewees suggested a range of potential impacts, or future uses of the strategy and implementation plan at their organisations, including:

- impacts related to CPD, for example using the strategy to:
 - inform CPD planning.
 - drive up standards.
 - direct the up-skilling and re-skilling of the workforce.
 - provide a guide about the necessary qualifications needed by staff.
 - improve professional expectations of staff.
- impacts related to raising the profiles of:
 - the FE sector – demonstrating that it is a rewarding and attractive sector to work in.
 - the FE workforce – demonstrating that the sector is taking the needs of the workforce seriously.

One interviewee commented that the strategy and plan would continue to be used as a reference tool. Another commented that the impact and future uses were largely dependent upon funding structures.

6.3.4 Summary

Future versions should also incorporate a directed marketing campaign and sustained consultation with the sector to raise awareness and draw upon sector experience to inform future development and requirements. This will ensure that

future impacts, related to raising the profile of the sector and professionalising the workforce are realised.

7 Conclusions and Recommendations

This chapter draws together the conclusions from the evaluation and identifies key recommendations for future development.

The overall purpose of the research was to review the effectiveness and impact of the Workforce Strategy and its associated Implementation Plan in its first year. The evaluation aimed to understand progress against key milestones, and look at how partners, providers and LLUK project staff have engaged with the documents, and whether the key messages and actions have become embedded across the sector.

Conclusions are considered below under each of the key research objectives. It must be noted that all the points and issues raised relate to the 2008/09 strategy and many have been addressed in the new version of the strategy, which is due to be published in April 2009.

7.1 Conclusions

7.1.1 Overall conclusion

The overall conclusion is that the Workforce Strategy has the potential to be a very valuable tool which realises its intended benefits. In the first year, there has been good progress in beginning to raise awareness of the strategy. The first year Implementation Plan has perhaps been limited in its impact. However the evaluation has identified a great deal of potential and some valuable insights to improve the strategy and inform implementation plans in future years.

7.1.2 Achievements and impacts of the strategy

The development of the first Workforce Strategy for the FE sector is a key achievement and should help raise the profile of workforce development across the sector. The development process has brought together the whole range of stakeholder groups in developing a shared understanding of the issues and how to address them. This should provide a good base for future iterations of the strategy. The consultative nature of the strategy's development and review is very important for ensuring the strategy is embedded in, and properly reflects, sector issues.

Findings point to a good awareness and understanding of the strategy at partner level, with most key organisations involved in development and consultation phases. Partners generally considered that the milestones set out in the implementation plan are relevant for achieving strategy objectives, and evidence of progress against them was provided. Awareness of the strategy at provider level is more limited, and impact is restricted to a few providers. Whilst it is true that there is always likely to be a lag between development of a strategy and its effects being realised, there appears to be a requirement to secure greater engagement of providers with the strategy. Targeted dissemination and more focused content, which providers can relate to, appear key to securing this.

7.1.3 Extent to which the strategy effectively addresses issues

The strategy can be seen as a framework for addressing workforce development and planning at both sector and organisational level. Its priorities are generally considered to reflect current sector challenges and issues at a very broad level. Whilst some research participants felt the priorities were slightly too generic and will need focusing, others felt their breadth was positive in ensuring broad relevance.

Research found general agreement that the implementation plan is intended to translate the strategy into action, but that the 2008/09 plan does not effectively do this. At the moment it exists more as a list of partners and associated activities, rather than providing any clear direction or instruction for providers. However, this is because development work had not reached the stage of setting out actions when the plan was published last spring. While it is clear that some felt this was a useful and significant first step, it will be important for the next iteration of the plan to move more towards action for providers.

7.1.4 Insights into the different business needs and implementation issues of different provider groups

Evidence emerged from the evaluation that some providers, and in particular General FE colleges, are more engaged with the strategy than others. While LLUK is clear that the strategy is intended to address the whole of the sector and efforts have been made to include all sub-sectors in development and consultation, there is a feeling that the strategy is currently weighted towards issues that are relevant for large General FE colleges. It is possible that this may be because General FE colleges have historically had more developed links with a wide range of agencies and also have greater capacity to respond to different sector priorities and challenges. If this is the case, extra efforts are probably required to engage all sub-sectors.

7.2 Recommendations

Based on the findings discussed throughout the report and the conclusions, the following recommendations can be made:

7.2.1 Recommendations for LLUK

Recommendations for LLUK are that they could:

- continue to raise the awareness of purpose and remit of LLUK within the FE sector.
- devise a communications strategy to promote the strategy and implementation plan throughout the sector, so that it is not seen as an LLUK document but as a strategy owned by the whole of the FE sector.
- continue to emphasise the benefits of the strategy for the FE workforce to further encourage ownership of the strategy.

- revise the existing implementation plan making it a more user-friendly document, using language and terminology that is easy to understand.
- develop the existing implementation plan, which currently may be seen as a directory of partner activities, into an implementation guide which enables learning providers to develop, implement, monitor and evaluate their own Workforce Strategy.
- write different implementation plans for the different provider types within the FE sector including case study examples of good practice.
- ensure that it is clear to the whole of the FE sector that the strategy covers all leaders, governors, teachers, trainers, tutors and learning support staff, as well as staff in the areas of human resources, business support, administration, estate and facilities management.
- continue to gather data about the FE workforce and translate this into useful intelligence for learning providers, including publishing an annual workforce diversity profile – including a summary of staff, demographic data, qualifications, job roles and characteristics of the workforce.
- develop a toolkit to support the implementation of Workforce Strategies at provider level.

7.2.2 Recommendations for partners

Recommendations for partners are that they could:

- consider how they can best use their shared resources for the implementation of the Workforce Strategy.
- continue to provide learning providers with the information they need to inform workforce planning and workforce development.
- provide the learning providers with practical support and funding to enable them to develop, implement, monitor and evaluate their own Workforce Strategies.
- consider the implications of the current economic downturn on the strategy and implementation plan.
- communicate with learning providers and encourage more of them to attend future review and refresh consultations, as this would be likely to make the strategy and implementation plan more relevant and realistic for them.

7.2.3 Recommendations for learning providers

Recommendations for learning providers are that that they could:

- disseminate the FE Workforce Strategy and implementation plan in their own organisations to all leaders, governors, teachers, trainers, tutors and learner support staff, as well as staff in the areas of human resources, business support, administration, estate and facilities management.
- develop, implement, monitor and evaluate Workforce Strategies in their own organisations.
- provide information and opportunities to access continuing professional development for the benefit of all staff.
- ensure that staff are working towards the relevant qualifications.
- ensure that teaching staff are registering with the Institute of Learning.
- ensure that they are working towards attracting and recruiting a more diverse workforce.
- participate in the future review and refresh process in order that future versions of the strategy and implementation plan reflect their experiences.
- sign up to the Skills Pledge.

7.2.4 Measuring and building upon the successes of the Workforce Strategy

In order to measure the impact of, and build upon the successes of the Workforce Strategy, the following recommendations for action could be considered:

- all stakeholders should continue to participate in the annual evaluation of the implementation of the impact of the Workforce Strategy.
- partners should, on an annual basis or more often, if required, report to LLUK on progress towards their milestones in the implementation plan and the impacts that the partners are making on the FE sector.
- LLUK should continue with the review and refresh process.
- LLUK and partners should monitor all learning providers to ensure that they are meeting their monitoring responsibilities with regard to race, disability, gender and age and that there is a clear and quantifiable understanding of under-representation in relation to ethnicity, age, gender and disability.
- LLUK should evaluate the impact of the support provided to the different learning providers – for example, FE colleges, WBL providers, ACL providers and Sixth Form colleges.
- LLUK could evaluate the impact via Ofsted of the implementation of, or lack of implementation, of Workforce Strategies at learning providers.

- LLUK could monitor and evaluate the impact of progress towards:
 - the achievement of appropriately qualified staff at learning providers.
 - all teachers, tutors and trainers being registered with the Institute for Learning.
 - every full-time teacher or trainer completing at least 30 hours of continuous professional development each year.
 - the Skills Pledge.
 - the number and profile of individuals completing the Further Education Principals' Qualifying Programme.

Appendix one: questionnaire data

These tables show response to the survey of learning providers. A total of 212 responses were received, although not all respondents answered all questions. A blank copy of the questionnaire is included in Appendix two.

Q1.2 What type of organisation is this?		
	Count	%
Further Education Sector incorporated colleges	56	50%
Work Based Learning provider	34	31%
Sixth form incorporated college	6	5%
Specialist college or designated institution	5	5%
Local authority provider	4	4%
Other	4	4%
Community and / or voluntary sector provider	2	2%
Total	111	100%

Q1.3 In which region is your organisation based?		
	Count	%
London	17	15%
North West	16	14%
South West	16	14%
Yorkshire and Humber	12	11%
North East	12	11%
East Midlands	12	11%
East of England	10	9%
South East	10	9%
West Midlands	6	5%
Total	111	100%

Q1.4 How many staff work at the organisation (full time equivalent (FTE) of the whole workforce or nearest estimate)?		
	Count	%
More than 200	60	54%
21 to 50	14	13%
101 to 200	13	12%
11 to 20	10	9%
Under 10	8	7%
51 to 100	6	5%
Total	111	100%

Section two: Workforce development

Q2.1 What is your job title?

- Academy Director
- Academy Principal
- Assistant Principal
- Assistant Principal (HR & Staff Development)
- Assistant Principal Business Services
- Associate Vice Principal Quality & HR
- Business Development Manager
- Business Support Manager
- Careers Co-ordinator
- Centre Manager
- Chief Executive
- Compliance and Quality Manager
- Contracts Director
- CPD Manager
- Curriculum Manager Road Transport
- Deputy Director Performance & Development
- Deputy Principal
- Director
- Director - Employee Relations
- Director Learner Support & Workforce Development
- Director of Development and Quality
- Director of HRD
- Director of Human Resources
- Director of Quality
- Director Strategy and change
- Equality and Diversity Manager
- Exec Director of HR and OD
- Executive Director of Human Resources
- Forward Support and Training Manager
- Foundation Skills Team Leader
- FTC Training Manager
- General Manager
- Head of Change Management & Staff Development
- Head of HR&D
- Head of Human Resources
- Head of Quality
- Head of Quality & Professional Development
- Head of Staff Learning & Development & ITT
- Head of Teacher Development
- Head of Work Based Learning
- HR Director
- HR Manager
- Interim Director Of Human Resources
- Learning and Development Manager
- Learning Contracts Manager
- MANAGER
- Manager - Employer Training
- Manager, Quality/Personnel
- Managing Director
- Operations Manager
- Personnel & Training Manager
- Personnel Manager
- Personnel, Student Services & Estates Manager
- Principal
- Principal & Chief Executive
- Programme Manager (Screen Print)
- Project Manager
- Quality and Performance Manager
- Quality and Projects Manager
- Quality and Staff Development Coordinator
- Quality Manager
- Skills Officer
- Solutions Manager
- Staff & Organisational Development Manager
- Staff Development & Quality Improvement Manager
- Staff Development Manager
- Staff Development Officer
- Standards and Development Manager
- Student Services Manager
- Teacher Development Coordinator
- Teaching and Learning Improvement Manager
- Training & Equality Manager
- Training and Development Manager
- Training Organiser
- Vice-Principal
- Vice Principal Corporate Services
- Vice Principal Student and Staff Services
- Work Based Learning Manager
- Work Based Learning Officer
- Workforce Development Manager

Q2.2 Briefly describe your role and your responsibilities in relation to workforce

- Responsible for delivery of LSC contracts for Apprenticeships, e2e and Young Apprenticeships across Cambs and Norfolk.
- Workplace delivery.
- Quality assure Employer Responsiveness and Delivery processes Maintain external quality assurance standards.
- Recruitment & Selection Performance management Employee relations Training and Organisational Development.
- To plan, develop and deliver training as well as managing the training delivered by other staff.
- Manage a caseload of apprentice learner through their NVQ framework qualification.
- Have responsibility for overseeing the annual appraisal process; line management. responsibility for an area concerned with training people with learning difficulties and for updating staff in that project area.
- Responsible for Teacher Education and CPD.
- Provide and look for courses suitable for the students and trainers alike. Try to keep abreast of the ever changing educational world.
- Strategic and developmental.
- Director of workforce development.
- Responsibility to coordinate the promotion of Equality and Diversity to the staff and student cohort including partner organisations.
- I am responsible for co-ordinating activities around workforce development.
- Ensuring staff are suitably qualified to carry out their job roles and to keep up to date with government guidelines i.e. Employers Pledge etc.
- I am responsible for the facilitation and provision of all staff development at the College as well as managing and communicating change.
- Responsible for staff development strategy, delivery of TDLB/PTLLS awards and quality assurance.
- Responsible for Staff Training and Development.
- Ensuring quality of provision across all programmes offered. Developing policies and procedures to comply with legislation and sector requirements.
- Provision of Staff Development & Training Plan and training options for college staff in line with college strategic goals and taking account of the national FE Workforce Strategy.
- CPD for tutors and managers, ITT for all tutors. Staff Development for all staff within the Service.
- The complete HR service to the college including the provision for HR strategy.
- I am the site Training Manager responsible for our Advanced Apprenticeship programme in aircraft engineering and all other in-house training and NVQs for our workforce.
- Organising CPD for all staff. Liaising with education studies team on ITT.
- Design and develop all forms of training for new and existing teachers, related to teaching and learning and subject specialist areas arising out of appraisals.
- I manage a department that runs NVQ programmes to meet employer demand and short courses to meet legislative requirements and bespoke as per employer demand. There are 20 assessors and 3 admin staff. We work predominate in the Health and Social Care sector, with children's care, hospitality, business admin, customer service, ITQ and Leadership and Management.
- Responsible for all staff development.
- Responsible for organising staff training and advising on new CPD regulations to help staff meet their requirements.

- Liaison with employers, development of staff, strategy of the company workforce development and anything else related.
- Part of Planning Team re. WfD.
- Organise training and development in line with the College's Development Plan and to ensure that Staff are qualified in line with current legislation.
- Quality assurance and staff development - ensuring staff access appropriate development to meet their needs.
- To advise training staff about forthcoming developments to professionalise their industry and ensure that all managers know about staff development opportunities for their team members. To ensure that we meet and exceed quality standards in terms of delivery of training and development - and via the creation of a quality improvement plan, to identify training needs for the training, teaching and assessing workforce.
- Lead responsibility for workforce development.
- Senior HR expert and member of senior team responsible for strategic direction of employee and workforce development.
- Principal responsibility for the overall development of all staff.
- HR & Quality assurance sit within my Division
- Ultimate; from identification to planning, implementation to evaluation.
- To ensure staff are qualified to deliver competently and meet requirements of IfL.
- Identifying and arranging staff development opportunities for all staff, mapping to need and evaluating impact.
- Management of all training activity including performance management and professionalisation of the workforce.
- Overall responsible for staff development.
- Senior Management Team member with overall responsibility for Human Resources and workforce development.
- None directly since this is the responsibility of the Director of Curriculum and Quality
- Overall accountable officer.
- Strategic responsibility for ensuring the implementation of the FE workforce strategy.
- Responsible for all HR matters, including workforce development
- Mentor
- Responsible for workforce planning and development.
- To ensure all staff are qualified to exact level to cover job roles.
- To plan the workforce required and oversee recruitment.
- Responsible for Curriculum, Quality and Standards and in that development of the teaching and learning workforce.
- Manage and oversee the operation of a training and development company delivering train to gain and other programmes.
- I'm in charge of appointing teachers (and other staff), and ensuring they either have teaching qualifications on appointment, but if not that they work towards achieving one asap. I'm in charge of CPD.
- Manage the company, most staff report directly to me as we are only a small company. I am therefore responsible for staff development.
- To manage the Personnel Unit and have responsibility for all operational personnel issues. To ensure all the Staff Development needs of the college's workforce are met in line with its Annual Training Plan.
- All HR Functions and responsibility for Training and Development.
- Responsible for workforce development.
- Research into how organisations are structured and planning a new organisation structure for a 'new' college – 2010.

- I/C HR & CPD
- I am responsible for all aspects of quality assurance and the quality improvement. A major part of my role is to also maintain the various quality kitemarks that NETA has achieved, these include the Training Quality Standard (TQS), ISO9001, Investors In People (IIP), Matrix Standard and a host of others. In addition my department has responsibilities for staff development and to keep up dated on all LSC, Sector Skills Councils and Awarding Body developments.
- I am responsible through my Head of HR services for the delivery of the talent strategy, and have input into staff development but I do not line manage it.
- Taking a lead on workforce development for the College. Responsible for determining strategy, and implementing it, via annual implementation plans.
- Strategic
- Responsible for quality, teacher development, regulation, learning and development.
- Responsibility for the development implementation & evaluation of the Annual Staff Development Plan for the College in consultation with senior management. Also hold responsibility for ensuring that staff are qualified to appropriate levels in line with statutory regulations for the teaching workforce.
- Production and achievement of HR strategy linked to business objectives.
- I work with the Executive Team to form the strategy and I manage the CPD function across the College.
- Manage staff, part of HR strategy team.
- Coordinate a team of APs and SLCs to Improve Teaching and Learning which includes Induction 1:1 Coaching and mentoring Training Sessions/Days Maintaining VLE Producing Newsletter etc.
- Identifying needs and providing appropriate CPD Head of Initial teacher Education Implement strategies to improve the quality of teaching and learning.
- Formerly General Manager of the original Training Company with LSC and Euro funded contracts. Contracts relinquished following a move into a specialist training field for the Chemical, Petrochemical and Allied Industries (eng construction, fabric support etc). Now a facilities management team running a centre for full scale industry training with college/GTA partners providing delivery, assessment and support services to industry. I am qualified FCIPD & MCMI and tend to be the nominated HR L&D expert in a small team amongst other roles linked to Business Development.
- Overseeing Strategy, making appointments, evaluating WFD.
- Ensure staff are fully qualified to meet the requirements of their role.
- Develop strategy and implement policy to recruit retain and develop staff.
- Organisation of staff training - internal and external, teaching and support, individuals and teams.
- Management of a group of occupational managers who maintain all staff responsibilities.
- Responsible for identifying development needs, sourcing the development.
- Quality Improvement and CPD
- Oversee WD
- Line management for around 2/3rds of workforce, including HR.
- Tutor/Assessor/Verifier/Resources
- Responsible for HR and Performance Management, involved in the College's Workforce Development planning and strategic management.
- I am responsible for the College's HR Strategy and the College Annual Training and Development Plan.
- I am responsible for the overall development of staff, programmes and links with employers.
- Oversight of staff CPD - an important keystone in continuous improvement of organisation.
- Responsible for the recruitment and retention of a suitably qualified workforce.
- Recruiting and training staff. Inducting and supporting to achieve relevant qualifications.

Developing and implementing an HR strategy to retain and reward appropriate staff.

- Planning and organisation of development and training for all staff.
- Member of the WFD group
- Mentoring staff who are gaining teaching qualifications. Delivering training around the learning difficulties our learners have. Attending training and conferences to keep up to date with changes in education.
- Strategic lead on HR and staff development.
- Identify skill sets of ten members to ensure that they meet requirements for post.
- Conduct staff appraisals identifying individual training needs - organise/arrange appropriate courses to be attended externally.
- Managing LSC Contracts
- Supporting the Workbase learning programmes E2E, Apprenticeships and Train To Gain.
- Building and agreeing Training Plan, reviewing training and needs of staff.
- Personnel
- Currently have responsibility for staff development, but this will be moving over to a new workforce development unit.
- Personnel manager - ensuring we have the right number of staff in place with the right skills to ensure continuity of support for our client base.
- Recruitment, IAG, management reports
- I am the senior manager responsible.
- Manage quality of WBL provision, interface with employers to maintain and develop engagement, interface with local community to support needs of learners.
- developing employer and employee awareness of vocational progression
- I manage the training of all QinetiQ apprentices who go on to fulltime employment within all of the QinetiQ business areas.
- Manage the development of staff
- Am a careers co-ordinator for the students and so only develop staff skills by signposting courses that come to my attention e.g. NYBEP (North Yorkshire Business Enterprise Partnership).

Q2.3 Would you agree with the following statements in relation to your organisation?

	Yes		No		Not sure		Total	
	Count	%	Count	%	Count	%	Count	%
We have a training plan	102	92%	6	5%	3	3%	111	100%
We are making progress towards ensuring all teachers, trainers and tutors are fully and appropriately qualified or working towards a qualification by 2010	109	99%	1	1%	0	0%	110	100%
We regularly review skills gaps and training needs	105	95%	5	5%	1	1%	111	100%
Continuing Professional Development (CPD) is a priority	108	97%	1	1%	2	2%	111	100%
The number of teachers registering 30 hours CPD increased in the last year	75	68%	16	15%	19	17%	110	100%
We have signed up to the Skills Pledge	69	63%	25	23%	16	15%	110	100%

Section three: Your awareness of the FE workforce strategy

Q3.1 Are you familiar with Lifelong Learning UK (LLUK)?

	Count	%
Yes	101	90%
No	11	10%
Total	112	100%

Q3.2 What do you understand to be the role and remit of LLUK?

- SSC responsible for CPD for staff in the education sector.
- Sector Skills council for lifelong learning. Ensuring the quality of provision in further education and setting the standards of delivery.
- Develop workforce in FE sector and offer advice.
- Everyone who wants to gain a qualification should be able to.
- As published on the LLUK website.
- Responsible for development of skills in the workforce delivering qualifications within the Lifelong Learning Sector.
- Workforce development and 'professional' qualifications.
- To improve the standards of teaching and learning.
- Promotion of lifelong learning.
- LLUK is the overarching body for standards and quals in the Lifelong learning sector.
- To foster and develop and culture of lifelong learning.
- LLUK has a role to ensure that all Teachers in the UK are able to access appropriate teaching qualifications, to support teachers and institutions in understanding which qualifications are appropriate.
- Quality assurance, IAG, sharing of good practice, co-ordination of lifelong learning across the sector with a eye to national policy and remit to ensure policy is carried through.
- Lifelong Learning UK (LLUK) is the independent employer-led sector skills council responsible for the professional development of all those working in community learning and development, further education, higher education, libraries, archives and information services, and work based learning across the UK. They represent the interests of the 1 million+ individuals working in lifelong learning in England, Northern Ireland, Scotland and Wales and are the voice of employers in this sector on skills issues.
- Development/upgrading of professional skills of staff working in the learning and development sector.
- To be the professional body for the sector, to guide and support staff and education providers in professionalising the sector and enhancing and updating skills of staff.
- Setting the standards for Teaching and Learning workforce - Teachers and Learning Support Assistants. Collecting workforce development data.
- To set standards for qualifications in the sector, and through SVUK, to validate courses/qualifications (in an astonishingly nitpicking manner).
- Develop and support improving standards of FE Teachers.
- Responsibility for the development of staff working in the skills sector, including setting the standards for teacher training courses
- The sector skill responsible for ensuring the upskilling of teachers and workbased learning staff
- To promote the standards and professionalism of the FE workforce.
- Monitoring and setting of standards for the LLUK workforce.
- Encompasses all the needs of the workforce involved in Lifelong Learning, including collecting statistics on qualifications, introducing new teaching qualifications etc.
- Responsible for the professional development of teaching and assessing staff in the lifelong learning sector.
- To ensure that all teachers and trainers within the Lifelong Learning Sector understand the

requirements for their profession, and ensure that training and development opportunities are promoted across the country to ensure that this happens.

- To act as the sector skills council for those who work in the lifelong learning sector.
- Leading and reporting on workforce development issues, advising on skills shortages, capturing sector workforce data
- To ensure that all those employed in the sector are committed to achieving appropriate qualifications and continue a programme of continuous CPD and personal development to enable organisations to achieve their business goals and individuals their personal goals, whilst increasing the quality of delivery in the learning sector.
- To promote and support a culture of continuous development.
- Provision of strategy, resourcing, enabling and development for the teaching/training professions.
- To support the sector skills council and training / development of the staff in the FE Sector
- Some understanding - could be improved.
- LLUK is the sector skills council for the post 16 education sector.
- To upskill adults in order to provide the skilled workforce needed for the future prosperity of this country.
- LLUK is the sector skills council for Further Education. Part of its remit is the professionalisation of the FE workforce.
- Responsibility for the professional development of those working in post-school education and training.
- To represent employers in the field of education and training and to facilitate strategies to enable employers to recruit and have effective and a well trained workforce.
- Sector Skills Council responsible for CPD for staff in the UK lifelong learning sector which co-ordinates the FE workforce strategy.
- Yes
- Developing a suitably qualified workforce in the teaching sector.
- To offer information and training to organisations within FE (in its widest sense).
- Yes to a large extent, but still more to be done to gain the profile of the BTC.
- Standards for teachers and trainers for training and assessment advice and support for career development
- To facilitate the development of skills of both learners and teachers.
- Something to do with the new teaching qualifications - setting standards?
- The LLUK is a sector skills council responsible for the professional development of staff working in the UK in lifelong learning. It collates & presents the findings of the SIR data gathered from FE institutions.
- Sector Skills Council for Teaching and Learning
- To some extent. Mainly in ensuring persons involved in government funded training or education have development to fulfil their role, to ensure that learners are able to develop to meet the education and skills requirements needed to compete in a world class economy.
- LLUK is the sector skills responsible for the professional development of all working within the lifelong learning sector. LLUK provides the strategic direction for workforce planning and development and sets standards for occupational competence in the delivery and support of learning.
- To promote the training and development of all staff in colleges.
- LLUK is the Sector Skills Council for the teaching and learning sector in the UK, LLUK have various remits these include 1. Being responsible to update all teaching qualifications

against the over arching standards 2. To ensure that all teachers are encouraged to improve their skills. 3. To represent the teaching sector in relation to Govt initiatives etc. 4. To undertake ongoing and regular evaluations and use feedback to inform decisions I was involved in the LLUK working party that established the functional map in 2007.

- To promote learning and be the professional body for teachers.
- Lead on lifelong learning initiatives and strategy for the education sector (post 16).
- Sector skills council for the lifelong learning sector.
- Sector Skills Council for the Lifelong Learning Sector
- Sector Skills council for Further Education
- Formulation of strategy to support the workforce in the lifelong learning sector and raising national priority issues for action.
- To produce strategy related to the development of learning.
- They are the SSC for the sector, standards relevant qualifications, advice and guidance.
- Promoting CPD for FE Workforce and setting standards.
- To set standards for initial teacher training to act as the sector skills council for the lifelong learning sector.
- To ensure access to and delivery of a framework of qualifications to improve standards in education/training.
- To improve the workforce.
- Give us the standards to make sure all staff in the Lifelong Learning sector are fully qualified for the roles they do.
- Advise on work force development and the various support initiatives available for colleges e.g. catalyst programme, research and distribute workforce data and PIs.
- registration of all staff and the maintenance of CPD
- Increasing standards and ensuring that all are able to access appropriate training regardless.
- To support CPD for staff working in Lifelong Learning sector.
- Ensure teachers are meeting a national standard.
- To ensure an effective lifelong learning strategy with those working in the LLS being appropriate qualified and competent to deliver.
- Continuous Professional development of Staff in the Public Sector.
- Skills upgrade. Improving employability for young people. Ensuring equality and diversity is central.
- Provide support/advice to facilitate continuous improvement of learning.
- To act as the professional body and lead the sector in matters relating to workforce development including qualifications, CPD and standards.
- Setting framework for developing FE staff and monitoring strategy, plus coordinating SIR to support sector developments.
- To support the skills improvement of the workforce.
- Identify and skills and knowledge required for best practice, articulate sectoral needs, coordinate developments, lobby for funding.
- I think so.
- To research, monitor and advise on workforce strategy for the sector.
- Identify skills gaps within the sector and provide solutions in order to meet government targets and agendas. Raise the quality to teaching, training and learning.
- Encourage training and education throughout working life.
- LLUK is the independent employer-led sector skills council responsible for professional development for those working in further education and work based learning.

- I believe that the remit for LLUK is that they have responsibility for the professional development of all those working in community learning and development, further education, higher education and work based learning across the UK. They collect workforce data and provide analysis to better inform future workforce planning.
- To promote the learning in the sector and to ensure that all trainer are qualified and undertake CPD.
- Sector skills council for the sector - professional development.
- To set standards for the lifelong learning sector.
- To ensure the basic skills of literacy, numeracy and IT are embedded in the learning process.
- LLUK is the Sector Skills Council for lifelong learning and has responsibility for the professional development of all staff working across the sector. It has published the first FE Workforce Strategy.
- SSC for Lifelong Learning Sector. Lead on areas of Professional Development.
- Lifelong Learning UK (LLUK) is the independent employer-led sector skills council responsible for the professional development of all those working in community learning and development, further education, higher education, libraries, archives and information services, and work based learning across the UK.
- Yes
- To continuously support, guide and develop an improved educational provision.
- Share good practice
- To promote staff training.

Q3.3 Are you aware of the FE workforce strategy?		
	Count	%
Yes, I am aware that a strategy exists but have not looked at it in detail	42	38%
Yes, I am quite familiar with the strategy	26	23%
Yes, I am very familiar with the strategy	21	19%
Yes, I am very familiar with the strategy and have used it to inform workforce planning	17	15%
No, I did not know that there was a FE workforce strategy	6	5%
Total	112	100%

Q3.4 Were you involved in the consultation process to inform the strategy's development (in 2007)?		
	Count	%
No	69	66%
Yes I put forward some comments at a LLUK event	12	11%
Yes I took part in a consultation work shop	12	11%
Yes, I responded to the consultation on LLUK's website	7	7%
Yes I participated in some other way	5	5%
Total	105	100%

Q3.5 What do you see as the main objectives of the strategy?		
	Count	%
To identify priorities for FE workforce development	79	74%
To set out a clear strategic vision for the future of the workforce	72	67%
To guide and inform providers in their strategic workforce planning	70	65%
To highlight and help meet current development needs across the whole FE workforce	61	57%
To identify national priorities	60	56%
To set out goals and outcomes for the FE workforce	59	55%
To attract and develop a more diverse workforce	49	46%
To promote equal access to development opportunities	46	43%
To support individuals in identifying their own development needs	40	37%
To help stakeholder institutions in developing actions and priorities to help deliver the strategic vision	37	35%
To define the scope of the FE sector workforce	36	34%
Do not know	4	4%
Other	1	1%
Base	107	100%

Q3.6 To what extent do you think the strategy is a valuable tool for:										
	To a large extent		To some extent		To no extent		Not sure		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
The FE sector as a whole	46	46%	47	47%	2	2%	6	6%	101	100%
Sector partners and stakeholders	13	13%	71	72%	5	5%	9	9%	98	100%
Learning providers	37	36%	61	59%	0	0%	5	5%	103	100%
Senior managers at providers	42	41%	50	49%	4	4%	6	6%	102	100%
Teachers, trainers and tutors	30	30%	57	56%	7	7%	7	7%	101	100%
Assessors	17	17%	64	63%	9	9%	11	11%	101	100%
Learning support staff	8	8%	66	67%	10	10%	14	14%	98	100%
Learner support staff e.g. student services	6	6%	61	62%	18	18%	14	14%	99	100%
Business support staff	2	2%	56	57%	25	25%	16	16%	99	100%
Other	0	0%	3	18%	5	29%	9	53%	17	100%

Q3.7 If possible, please provide comments to support your response to Q3.6

- This is great as long as it doesn't contradict or add additional burden on staff who also are trying to meet awarding body requirements and LSC needs.
- I have found the advice for assessors regarding their CPD ambiguous - seems to be focused around teaching staff rather than support and workplace assessors.
- With everything going on FLT, Functional skills, I need to go away and digest better still, I gain more from courses and hands on meeting, my reading and digesting is not a high strength.
- Strategy not widely discussed other than at senior/middle management levels.
- Academic staff are aware of requirements re. qualifications and CPD whereas other staff don't particularly see it as relevant to them - although as college strategies take account of the national strategy it does impact on them.
- Clearly any defined strategy is useful to planners and providers.
- The strategy seems to be based on a lack of awareness and understanding of the actual nature of the sector on the ground. It is theoretical, academic, too much influenced by literacy, numeracy and ESOL (important as they are) and not enough around the issues facing providers wishing to recruit people to deliver, for example, vocational craft skills. The breadth and diversity of the sector and the people who deliver within it is not recognised nor reflected

in the strategy in ways that have real meaning on the ground.

- I assume that LLUK will encompass all workforce involved in lifelong learning sector?
- Experienced Learning Providers must be fully aware of the needs of their profession, companies, clients and individuals.
- It is vitally important that workforce development addresses all areas of the workforce. All staff need to have the relevant skills and aptitudes to undertake their roles fully, contribute to the wider organisation and increase workforce productivity.
- Sets out a clear path towards how the sector and teachers need to move forward.
- I feel all should have knowledge of this.
- I'm not sufficiently familiar with the strategy to fully answer these points.
- I think it will not be particularly appreciated and will be seen as yet another "strategy"/ piece of bureaucracy/ waste of time and money that will inevitably be replaced by another strategy in a few years time.
- Qualification structure does not match the job roles of learner support staff or business support staff.
- The strategy is a useful tool, although particularly at a higher level in terms of setting directions against strategic targets for the business. In some respects the content of the strategy would not be something that all staff at all levels would realistically read, therefore the senior team involvement is critical.
- I have read the Strategy, and Implementation Plan, in detail, but did not find them useful. They were too general and did not help me when I wrote the Workforce Development Strategy for my College. I found research in the NHS, Cabinet Office and Local Govt websites more useful in informing the Strategy I wrote. The LLUK one had good intentions in it, but was not specific to FE - it read as though it was trying to please all learning providers. A FE specific one, with some guidance on how to implement a Strategy in a College, would have been more helpful.
- The strategy is useful, but its rigidity and lack of rootedness in the sector's practice and history makes it far more of a regulatory regime than an instrument for quality improvement.
- I think that it is a tool for organisations and strategic managers, but I am not sure how many frontline staff would be aware of its existence.
- Apart from the national support and the national qualification focus, it is not a lot more than we have ever done.
- Unfortunately I do not know enough about the strategy to comment on its value to the different groups you highlight.
- It provides a framework to aspire to and guide.
- I see the strategy primarily as a tool for senior managers to develop and professionalise their workforce effectively.
- Leadership is the key to enabling this strategy. The workforce will follow good leadership with identified benefits for themselves and the learner.
- This is a strategic planning document and therefore only relevant at HRD/senior management level but the outcomes are obviously beneficial to staff in colleges.
- Work Based Learning providers always seem to be less important.
- Needs to be embedded across college and so will affect all.
- All employees are responsible for the implementation of the strategy.
- Not able to comment as I am not familiar with the FE workforce strategy.
- The strategy sets the scene for all those involved in teaching and learning and gives us a focus in putting together our own workforce development strategy and plans.

Q3.8 Are you aware of the Implementation Plan that accompanies the strategy?		
	Count	%
Yes	53	50%
No	53	50%
Total	106	100%

Q3.9 The implementation plan is intended to set out stakeholder and partner organisations' actions and priorities to translate the strategy in to action and be a useful reference source for providers. To what extent do you believe that the implementation plan is effectively achieving this objective?		
	Count	%
To some extent	41	77%
Not sure	5	9%
To a large extent	4	8%
Not at all	3	6%
Total	53	100%

Q3.10 To what extent do you believe the implementation plan is a valuable tool for:										
	To a large extent		To some extent		To no extent		Not sure		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
The FE sector as a whole	17	36%	26	55%	1	2%	3	6%	47	100%
Sector partners and stakeholders	4	8%	36	75%	4	8%	4	8%	48	100%
Learning providers	12	24%	33	66%	1	2%	4	8%	50	100%
Senior managers at providers	18	35%	27	53%	2	4%	4	8%	51	100%
Teachers, trainers and tutors	9	18%	28	57%	7	14%	5	10%	49	100%
Learning support staff	4	8%	28	57%	10	20%	7	14%	49	100%
Learner support staff e.g. student services	4	8%	26	53%	12	24%	7	14%	49	100%
Business support staff	3	6%	24	49%	13	27%	9	18%	49	100%
Other	1	13%	1	13%	5	63%	1	13%	8	100%

Q3.11 If possible, please provide comments to support your response to Q3.10

- Re Q3.9/Q3.10 still early days in relation to implementation hence response of "to some extent" would expect to push this up to "to a large extent" once implementation plans have progressed further. Again seen as more relevant by academic staff than necessarily all staff.
- I am aware of the existence of the implementation plan but have no knowledge of its detail.
- This is a tool which sets out the priorities across the years for the future of the sectors. It may be of interest to other categories but is for strategic planning.
- Change can be slow and among so many other "new" initiatives simply slows progress even more.
- Does not tackle issues identified at Q3.6.
- Please see earlier comments.
- Simply, it's had little impact and is not backed by a campaign of concerted action or promotion.
- As per the question above, I am not sure how many frontline staff would be aware that the plan exists.
- This was where I found the links and timeline for the QTLS v QTS discussions mentioned which is an area often asked about.
- Colleges always seem to be first in line to access funds available for implementation and are perceived as priority.
- I don't believe there has been sufficient follow up promotion to those who weren't directly involved when the strategy was introduced.

Section four: Using the strategy

Q4.1 To what extent do you think different groups of staff within your provider are aware of the strategy?										
	To a large extent		To some extent		Not at all		Not sure		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Senior management	32	30%	62	59%	4	4%	7	7%	105	100%
Governors	9	9%	45	47%	21	22%	21	22%	96	100%
Teachers, trainers and tutors	8	8%	51	50%	32	31%	12	12%	103	100%
Assessors	3	3%	49	47%	36	34%	17	16%	105	100%
Learning support staff	1	1%	33	33%	47	47%	18	18%	99	100%
Learner support staff e.g. student services	0	0%	28	28%	53	54%	18	18%	99	100%
Business support staff	0	0%	21	21%	58	57%	23	23%	102	100%
Other	1	4%	1	4%	10	43%	11	48%	23	100%

Q4.2 If possible, please provide comments to support your response to Q4.1

- Again, not widely discussed.
- We are a work based provider whose main role is repairing aircraft and thus our focus on high level educational related strategies is minimal.
- Staff generally are not aware of the strategy as a document but we have made great efforts to ensure that all relevant staff (we have a substantial HEFCE contract) are aware of the requirements of the strategy in terms of qualification, IfL membership, CPD.
- Tutors have been made aware of the workforce development strategy through the requirement to join the IfL and record their annual CPD. As the strategy has now been widened to include Assessors they are beginning to take an interest but those staff who are not directly affected have had little involvement.
- Do not feel able to comment for other staff.
- Again this is a repeat of the previous view. Change and keeping up to date is an unremitting task.
- We do not have governors and other FE focussed staff roles.
- Not sure how widely this has been publicised/ made available.
- LLUK's workforce strategy has been discussed in detail by the senior management team and governors have also received briefings and regular updates on our progress. Teaching staff are more aware due to the IfL requirements. All other categories of staff have been briefed through the cascade process.
- These cohorts of staff feel left out of the loop.
- There is some awareness about the strategy as a set of regulations, but little ownership of it.
- As for previous questions.
- I have discussed it with the management team, senior managers and the board. The unions have been told of its existence.
- I don't believe that there is a level of awareness, but I do not know this for sure.
- Need for compliance focuses the audience.
- Front line staff are less aware of the strategy as a whole. They are aware of the need for continual improvement, CPD and some national priorities appropriate to their position in the organisation.
- It is unlikely that the majority of staff are aware of the overall strategy, although they are aware of parts that directly affect them, such as IfL membership and CPD requirements.
- We are now a facility for others (colleges and providers) to benefit from the investment in industry scale resources.
- We are a small organisation and discuss at team meetings in order to raise awareness.
- Being such a small organisation I would assume very few of the staff are aware of the strategy.
- Still in the early stages - we need to do more promotional work internally.

Q4.3 To what extent would you say that the strategy and / or implementation plan has helped informed your organisation's workforce development priorities and activities this year?

	Count	%
To some extent	70	66%
To no extent	13	12%
Not sure	12	11%
To a large extent	11	10%
Total	106	100%

Q4.4 If possible, please provide comments to support your response to Q4.3

- Identified the priorities for ITT.
- As before so busy running two areas plus I had a major op recently and I now require a second.
- Much of the strategy was already policy within the organisation.
- Now have a staff development strategy in place that backs up the staff development plan.
- IfL has had more impact because of the need to fulfil legal obligations. There is a limit to what can be done with scare resources.
- We have specifically used strategy/implementation plan in developing the college's organisational priorities for the year. We have also changed job role of lead person from Staff Development Manager to Organisational Development Manager to reflect changing priorities of the role.
- To be quite honest, for us as a very small scale WBL, there are so many education based initiatives around these days, it is really difficult for us to determine which ones affect us, which ones are current and which ones have been left to wither on the vine.
- We have been striving to identify all teaching staff without a teaching qualification and to get them enrolled on an appropriate programme since 2001, with growing success. We have far more difficulty in attracting any staff at all in some areas, and retaining those we have. Sadly, the professional qualification requirement (with which we agree) and the need to have a L3 qualification in the subject taught are proving (often psychological) barriers to recruitment and retention. The dilemma for us as an employer, and for LLUK, is raising professional standards for staff for whom academic study was not a success at school or college, and who are experts in a practical skills - we have had some great teachers of e.g. bricklaying and catering through both our ITT courses and as employees who have left because they could not get on with the old Cert Ed or current DTLLS.
- Being aware of the requirements for a fully qualified workforce has required us to ensure all relevant tutors enrolled on an applicable ITT course. More emphasis has been put on industrial updating this year, rather than just updating teaching practice.
- Meeting minimum qualification requirements and ensuring appropriate framework.
- Before the creation of the LLUK, 100% of our teaching, training and assessing staff held relevant qualifications. We did not need LLUK to tell us to professionalise our industry - unfortunately others in our profession (much larger than us) did not do so before they were obliged to do it. This meant that, for over 15 years our company had paid for qualifications that, now, we find are supported.
- We have set our own priorities for workforce development which have been influenced by the strategy only to some extent, whereas the key drivers are those that we have identified for ourselves.
- As an organisation qualified and competent staff is a high priority and we actively develop our own to meet national standards.
- Need to familiarise myself more with the strategy.
- CPD has always been a priority in our organisation. All staff can access teaching qualifications on site.
- Workforce development has been a key item for the College since its first accreditation as an IIP organisation. A professionalised workforce has been our aim and intention since incorporation.
- The FE workforce strategy provides a framework for college senior managers to consider when making decisions about individual institutional decisions regarding workforce development, but ultimately it is the conditions on the ground that will determine the precise action that will be taken by principals and governing bodies.

- There is a strategic commitment to ensuring all academic staff undertake the 30 hrs CPD and are appropriately qualified and join the IFL.
- We are making sure all teachers/tutors gain appropriate qualifications.
- Provided opportunity for some staff to progress their own development.
- Progressing all teaching staff through the preparing to teach or certificate teaching qualification.
- NETA already has detailed workforce development priorities in place, therefore the whilst the strategies etc provides an overall picture, and allows for clear targets to be set, realistically it has only been of limited use, please note that is not said in a negative sense, more that NETA is ahead of the game in terms of staff development.
- Compliance and coverage have been informed by the strategy.
- We are currently in the process of potentially merging with South Thames College and as such workforce development will have been discussed in detail. However, I would not know if the Strategy has been considered in these discussions.
- I just used it to touch base and confirm that I had not missed anything out from my strategy that is in there.
- Because I am not familiar with the content of the strategy it has not been used to formulate our priorities.
- We have reviewed our approach to teaching and learning observations, using them (in addition to appraisal) as a means of identifying personal development needs via an action planning process.
- See response at Q4.2.
- Qualified staff (CertEd)
- We used the LLUK Workforce Strategy documentation to underpin our own Workforce Development Plan and Strategy - I expect it to have more of an impact in the next two years than it has this year, which explains some of the responses above.
- Not sure as to what extent that the strategy plan has helped informed our organisation's workforce development priorities as this would be dealt with by senior management.
- We have always had a workforce development strategy in place.
- We have used the strategy and implementation plan to develop our own strategy and plans.

Q4.5 The strategy has four key priorities, which are listed below. To what extent do you think each is relevant for helping develop your workforce?

	To a large extent		To some extent		To no extent		Not sure		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Understanding the nature of the workforce	48	46%	50	48%	4	4%	2	2%	104	100%
Attracting and recruiting the best people	50	48%	47	45%	4	4%	3	3%	104	100%
Retaining and developing the modern, professionalised workforce	62	60%	34	33%	4	4%	4	4%	104	100%
Ensuring equality and diversity is at the heart of strategy, policy making, planning and training	48	47%	45	44%	4	4%	6	6%	103	100%

Q4.6 If possible, please provide comments to support your response to Q4.5

- Focus on employer engagement and TQS is vital and this will support that awareness.
- All the above are required for the type of student we encounter sadly as a Charity the pay is poor.
- The issues particularly around equality are difficult to address for the sector as a whole and it does not take into account regional variations in population. I am aware of how difficult the police have found this approach.
- We are located in a rural area. We are reliant on taking on good staff who are not qualified and then getting them qualified. Often once qualified staff will leave for the higher level salaries that can be paid by FE colleges.
- These four areas came out of development of the strategy and consultation exercises so very happy that each is relevant and has only been arrived at after a great deal of work.
- They are all excellent priorities.
- We are fortunate in having a very diverse workforce (except for senior managers) and welcome support to maintain and improve the diversity of our staff. I do not feel the strategy itself does anything at all to help us address the issues, but the issues are highly relevant to us as an employer.
- The priorities are contradictory to the demands of the qualification reforms and therefore have become mechanistic in application and are perceived to be of little value by many.
- Previous comments cover my views.
- We have a culture of developing staff who come to us with no qualifications.
- Data is gathered to inform various committees which oversee the development of the workforce.

- A number of policies developed in the last year refer to the strategy.
- All staff CPD should be a main priority.
- These are relevant aspirations, but we need more help to realise than is currently available.
- They are all very important.
- This information would be helpful in defining our own internal strategy.
- We are a small team and pride ourselves on excellence and flexibility in all we do/tackle.
- All are relevant for helping to develop your workforce.
- When developing our own strategy and plans we have used the key elements of the strategy.

Section five: Future development and use of the strategy

Q5.1 Do you believe there are currently any gaps in the strategy?		
	Count	%
Yes	22	24%
No	68	76%
Total	90	100%

- Unsure how this strategy fits into ACL providers other than FE Colleges.
- The current economic crisis being taken into account.
- The strategy was written before the economic downturn which will have a big impact on some shortages.
- Not a gap as such but concerns that independent work based provision not fully included nor is the term FE sector suitable as an umbrella term for the sector - this is confusing and leads people to think only of college provision.
- It is based on the need for all teachers to achieve a L5 qualification which is almost impossible for some to achieve. The standards for Literacy/Numeracy/ESOL are not fit for purpose.
- Management development at organisational level is there to be a need for qualifications for managers other than Principals.
- Links between other government agendas and conflicts – e.g. skills for life.
- Insufficient recognition of the part time sessional hours/variable hours workforce who provide key professional knowledge into courses and are required to gain qualifications.
- Learning Support and Business Support staffs.
- Cohorts of staff are disadvantage as no provision for their development is identified to the same level as teachers, trainers or tutors.

- The strategy and implementation plan should take more views of the needs of the work based learning and voluntary sectors needs.
- Please see earlier comments re relevance to FE Colleges.
- Robust, supported implementation and a sense of how this will inspire the sector to deliver excellence to learners.
- Middle management
- People don't know about it.
- I feel it is currently too focussed on teaching staff, who are reliant on support.
- Role of staff in providers such as prison education.
- Unrealistic time scales.
- It is not clear enough for providers.

Q5.2 How would you see your organisation making use of the strategy and implementation plan in the future?

- Use alongside operational plans, strategic objectives and informing SARs.
- Through our employer responsiveness and learner involvement strategy.
- Use this as the context for our OD strategy.
- Positive communication by working through an action plan to implement changes and review of our processes and procedures that are ongoing
- Needs to be developed; currently we are looking to see how the model fits into our organisation, part of which is involved with training and development (a large part of our organisation is concerned with residential care homes / supported living).
- For reference and to inform priorities
- As a tool to direct the strategic direction of the College.
- To inform our own workforce planning.
- Not sure
- As a focus to support and reinforce the Colleges own strategy for a fully qualified workforce.
- To raise awareness of the high quality of teaching and training within WBL sector.
- We have an informal link it to our development plans.
- Continuing the development of staff to ensure that all are meeting requirements of CPD and thus improving their professionalism and skills.
- Consider strategy and implementation plan when reviewing our own college plans.
- It may help us with the way we approach our training requirements.
- It informs my work to some extent.
- Need to further investigate the implementation plan before I can answer this.
- Reviewing the HR strategy.
- I think it would influence future Policies and Procedures.

- Implementing as required.
- Just to ensure that our current practices were in line with LLUK's thinking.
- It depends on how pragmatic it is and "accessible".
- Framework for development.
- As a reference point for staff development. Question 5.1 can't be answered.
- To ensure it is part of our quality improvement process.
- To inform internal College Workforce Development Strategy.
- Will continue to take advantage of any training offered.
- It is referred to ensure we are following government and sector drivers for FE.
- In its workforce planning.
- Learning and Development of all staff is firmly in the strategic planning for the College and will now work through the operational and development plans for all areas.
- Continuing to use advice and best practice.
- Yes, but I was not aware of its existence, so I know I need to do some catch up.
- To improve both staff and management process.
- We will do what we have to do.
- Utilising the information at the curriculum planning stage.
- As a working document to guide our company training and development plan and budget.
- As a framework for a workforce development strategy for our (new build) college.
- Not sure
- Using it as a tool to set targets, inform decision making processes etc.
- It will influence the Talent Strategy, the CPD activity for our existing staff and influence the way that we recruit.
- Only as a general guide to informing our own strategies.
- It is one of the elements which informs our strategy.
- Enacting compliance elements.
- Not sure at the current time.
- The best employers will be doing it anyway - those that don't turn up for the briefing or complete this survey are the ones who let the sector down. The management style and actions in an organisation have a huge impact on whether staffing is taken seriously and whether the ambitions set out in the strategy can be achieved.
- I can see myself using the strategy to inform my own internal planning - but it would need to be in an easy to use format and should not involve wading through hundreds of pages to find any useful information.
- Write of the HR strategy to align.
- We have just merged so it will greatly inform the new strategy for the new college over the next 18months.

- Awareness of national provision of development opportunities.
- Not applicable to our specific current business strategy.
- As a Sixth Form College that only appoints staff with QTS it is not very relevant.
- To inform our own staff training strategy.
- Continuity of the measurement will help us see progress.
- To plan for the future development of the workforce.
- Will be reviewed on Teacher Training Day on 6th. March 2009!
- Not sure
- As a point of reference for our own strategy.
- In reviewing our own Workforce Development Plan and Strategy and benchmarking ourselves against standards.
- Incorporating it in our Annual Training and Development Plan.
- We are currently looking at our training development strategy for the next couple of years and this will be used to inform it.
- Informing business planning and development strategies.
- Informing HR strategy.
- To inform CPD budget and plans, recruitment policy, succession planning.
- As per the implementation plan - we will use it to attract, recruit, retain and develop appropriately diverse and well qualified/experienced staff.
- Building into annual review and planning processes.
- By addressing areas which affect us as an organisation.
- By setting standards for occupational competence in the delivery and support of learning.
- Not sure
- Continue to link our own strategy and plans to this - potentially use for benchmarking.
- To inform best practice.

Q5.3 Do you believe there are currently any particular barriers or challenges to implementing the strategy and realising the objectives it sets?		
	Count	%
Yes	47	51%
No	45	49%
Total	92	100%

Q5.4 Please provide any other comments on the FE workforce strategy and implementation plan.

- It needs to be discussed at Governor level in all Colleges.
- There is a limit to what can be achieved with limited resources. The change to LEA funding is likely to be a challenge and may have as yet unknown financial implications. However the recession is likely to produce good candidates for posts in a supposedly more secure sector with good pension provision.
- How will it respond in the new funding structure in 2010, when funding for this college will come from the local council, the Skills Funding Agency and HEFCE, each of which is likely to have a different view on staff qualification and training requirements, and a different view of its responsibility for funding staff development.
- None.
- No contribution to this question.
- See earlier responses.
- I am in favour of such a document as a way of making the sector less reactive.
- More area level advice through a key contact would be useful and exemplars of what other providers are doing to address workforce issues.
- Its title could be interpreted as suggesting that its contents are not applicable to WBL providers as the term "FE" is usually used to refer to colleges - despite the similarities between the two sets of organisations.
- Not sure

Section six: Views on a strategy (only for those who are not aware of the strategy)

Q6.1 What do you believe the objectives of a potential workforce strategy should be?		
	Count	%
To guide and inform providers in their strategic workforce planning	4	67%
To identify priorities for FE workforce development	4	67%
To promote equal access to development opportunities	4	67%
To set out a clear strategic vision for the future of the workforce	3	50%
To identify national priorities	3	50%
To define the scope of the FE sector workforce	2	33%
To set out goals and outcomes for the FE workforce	2	33%
To highlight and help meet current development needs across the whole FE workforce	2	33%
To support individuals in identifying their own development needs	2	33%
To attract and develop a more diverse workforce	2	33%
To help stakeholder institutions in developing actions and priorities to help deliver the strategic vision	1	17%
Other	1	17%
Do not know	0	0%
Base	6	100%

Q6.2 To what extent do you think the following are priorities for helping develop the workforce at your provider?

	To a large extent		To some extent		To no extent		Not sure		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Understanding the nature of the workforce	6	100%	0	0%	0	0%	0	0%	6	100%
Attracting and recruiting the best people	5	83%	1	17%	0	0%	0	0%	6	100%
Retaining and developing the modern, professionalised workforce	3	50%	3	50%	0	0%	0	0%	6	100%
Ensuring equality and diversity is at the heart of strategy, policy making, planning and training	3	50%	3	50%	0	0%	0	0%	6	100%

Q6.3 If possible, please provide comments to support your response to Q6.2.

- Our customers demand all this of us, and more. Without true market pressure and accountability, learning providers quickly become irrelevant.
- I think that the senior staff here encourage people to develop their skills in the best possible way and to promote the good work that we do here at the Centre.

Q6.4 Do you think that an FE workforce strategy could have value for:

	To a large extent		To some extent		To no extent		Not sure		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
The sector as a whole	2	33%	1	17%	1	17%	2	33%	6	100%
Sector partners and stakeholders	1	17%	3	50%	1	17%	1	17%	6	100%
Learning providers	3	50%	1	17%	1	17%	1	17%	6	100%
Senior managers at providers	3	50%	1	17%	1	17%	1	17%	6	100%
Teachers, trainers and tutors	3	50%	1	17%	1	17%	1	17%	6	100%
Learning support staff	2	33%	2	33%	1	17%	1	17%	6	100%
Business support staff	3	50%	1	17%	1	17%	1	17%	6	100%
Other	1	33%	0	0%	1	33%	1	33%	3	100%

END OF QUESTIONNAIRE

Q7.1 Would you be prepared to take part in a follow up telephone interview to discuss the strategy?

	Count	%
Yes	22	21%
No	81	79%
Total	103	100%

Appendix two: questionnaire form

Evaluation of the FE Workforce Strategy

Introduction

The Learning and Skills Network (LSN) is conducting this survey on behalf of Lifelong Learning UK (LLUK) as part of a project to evaluate the impact of the Further Education (FE) Workforce Strategy in its first year. Findings will help inform further development and implementation of the strategy.

Information requested in this questionnaire relates to workforce development at your organisation, and awareness and views of the strategy. **It should be completed by an individual who has responsibility for overseeing workforce development.**

We would be very grateful if you could complete and submit this short questionnaire. We are interested in your response even if you are not aware of the FE Workforce Strategy at present - a revised and updated version will be published in April. It should take **roughly 15 minutes to complete online**. If you would, however, rather go through the questions verbally or be sent a paper copy then contact Natasha Calvert on 020 7492 5176 or ncalvert@lsneducation.org.uk. Natasha will also be happy to answer any queries about the research.

Thanks for your time and contribution. Your input is extremely valuable in ensuring that our research is as robust and informative as possible. Your feedback will be crucial in conveying key messages and priorities relating to workforce development to LLUK and other sector bodies. All responses will be treated in confidence and we will not release results that allow you or your organisation to be identified.

Please click Next to begin the questionnaire.
Section one: About your organisation

Q1.1 What is the name of your organisation?

Q1.2 What type of organisation is this?
(Please select one option only)

- Further Education Sector incorporated colleges
- Sixth form incorporated college
- Specialist college or designated institution
- Work Based Learning provider
- Local authority provider
- Community and / or voluntary sector provider
- Other

If 'Other', Please Specify

If 'Other', Please
Specify

Q1.3 In which region is your organisation based?
(Please select one option only)

- Yorkshire and Humber
- North West
- North East
- East Midlands
- West Midlands
- East of England
- South East
- London
- South West

Q1.4 How many staff work at the organisation (full time equivalent (FTE) of the whole workforce or nearest estimate)?
(Please select one option only)

- Under 10
- 11 to 20
- 21 to 50
- 51 to 100
- 101 to 200
- More than 200

Section two: Workforce development

Q2.1 What is your job title?

Q2.2 Briefly describe your role and your responsibilities in relation to workforce development.

Briefly describe your role and your responsibilities in

r...

Q2.3 Would you agree with the following statements in relation to your organisation?
(Please tick one option per row)

	Yes	No	Not sure
We have a training plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We are making progress towards ensuring all teachers, trainers and tutors are fully and appropriately qualified or working towards a qualification by 2010	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We regularly review skills gaps and training needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing Professional Development (CPD) is a priority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number of teachers registering 30 hours CPD increased in the last year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have signed up to the Skills Pledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section three: Your awareness of the FE workforce strategy

Q3.1 Are you familiar with Lifelong Learning UK (LLUK)?

- Yes
 No

Section three: Your awareness of the FE workforce strategy

Q3.2 What do you understand to be the role and remit of LLUK?

What do you understand to be the role and remit of LLUK?

Section three: Your awareness of the FE workforce strategy

Q3.3 Are you aware of the FE workforce strategy?

(Please select one option only)

- Yes, I am very familiar with the strategy and have used it to inform workforce planning
- Yes, I am very familiar with the strategy
- Yes, I am quite familiar with the strategy
- Yes, I am aware that a strategy exists but have not looked at it in detail
- No, I did not know that there was a FE workforce strategy

Section three: Your awareness of the FE workforce strategy

Q3.4 Were you involved in the consultation process to inform the strategy's development (in 2007)?

(Please select one option only)

- Yes, I responded to the consultation on LLUK's website
- Yes I put forward some comments at a LLUK event
- Yes I took part in a consultation work shop
- Yes I participated in some other way
- No

If 'Yes I participated in some other way', please describe.

If 'Yes I participated in some other way', please describe.

Q3.5 What do you see as the main objectives of the strategy?

(Please select as many as apply)

- To guide and inform providers in their strategic workforce planning
- To identify priorities for FE workforce development
- To define the scope of the FE sector workforce
- To set out a clear strategic vision for the future of the workforce
- To identify national priorities
- To set out goals and outcomes for the FE workforce
- To highlight and help meet current development needs across the whole FE workforce
- To help stakeholder institutions in developing actions and priorities to help deliver the strategic vision
- To support individuals in identifying their own development needs
- To attract and develop a more diverse workforce
- To promote equal access to development opportunities
- Other
- Do not know

If 'Other', please describe

If 'Other', please describe

Section three: Your awareness of the FE workforce strategy

Q3.6 To what extent do you think the strategy is a valuable tool for:
(Please tick one option per row)

	To a large extent	To some extent	To no extent	Not sure
The FE sector as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sector partners and stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior managers at providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers, trainers and tutors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner support staff e.g. student services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other - please describe

Other - please describe

Q3.7 If possible, please provide comments to support your response to Q3.6

If possible, please provide comments to support your resp...

Section three: Your awareness of the FE workforce strategy

Q3.8 Are you aware of the Implementation Plan that accompanies the strategy?

- Yes
- No

Section three: Your awareness of the FE workforce strategy

Q3.9 The implementation plan is intended to set out stakeholder and partner organisations' actions and priorities to translate the strategy in to action and be a useful reference source for providers. To what extent do you believe that the implementation plan is effectively achieving this objective?

(Please select one option only)

- To a large extent
- To some extent
- Not at all
- Not sure

Q3.10 To what extent do you believe the implementation plan is a valuable tool for:

(Please tick one option per row)

	To a large extent	To some extent	To no extent	Not sure
The FE sector as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sector partners and stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior managers at providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers, trainers and tutors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner support staff e.g. student services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If 'Other', please specify

Other (please state) _____

Q3.11 If possible, please provide comments to support your response to Q3.10.

If possible, please provide comments to support your resp... _____

Section four: Using the strategy

Q4.1 To what extent do you think different groups of staff within your provider are aware of the strategy?

(Please select one option per row)

	To a large extent	To some extent	Not at all	Not sure
Senior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Governors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers, trainers and tutors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner support staff e.g. student services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If 'Other', please state

Q4.2 If possible, please provide comments to support your response to Q 4.1.

If possible, please provide comments to support your resp...

Section four: Using the strategy

Q4.3 To what extent would you say that the strategy and / or implementation plan has helped informed your organisation's workforce development priorities and activities this year?

Please select one option only:

- To a large extent
- To some extent
- To no extent
- Not sure

Q4.4 If possible, please provide comments to support your response to Q4.3.

If possible, please provide comments to support your resp...

Section four: Using the strategy

Q4.5 The strategy has four key priorities, which are listed below. To what extent do you think each is relevant for helping develop your workforce?

(Please select one option per row)

	To a large extent	To some extent	To no extent	Not sure
Understanding the nature of the workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attracting and recruiting the best people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Retaining and developing the modern, professionalised workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ensuring equality and diversity is at the heart of strategy, policy making, planning and training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q4.6 If possible, please provide comments to support your response to Q4.5.

If possible, please provide comments to support your resp...

Section five: Future development and use of the strategy

The FE Strategy and Implementation Plan will go through an annual Review and Refresh process. This is currently underway and new versions for 2009/10 will be published in April.

Q5.1 Do you believe there are currently any gaps in the strategy?

- Yes
- No

If 'Yes', please describe:
If 'Yes', please describe:

Q5.2 How would you see your organisation making use of the strategy and implementation plan in the future?

How would you see your organisation making use of the str..

Q5.3 Do you believe there are currently any particular barriers or challenges to implementing the strategy and realising the objectives it sets?

- Yes
- No

If 'Yes', please describe:
If 'Yes', please describe:

Q5.4 Please provide any other comments on the FE workforce strategy and implementation plan.

Please provide any other comments on the FE workforce str...

Section six: Views on a strategy (only for those who are not aware of the strategy)

Q6.1 What do you believe the objectives of a potential workforce strategy should be?
(Please select as many as apply)

- To guide and inform providers in their strategic workforce planning
- To identify priorities for FE workforce development
- To define the scope of the FE sector workforce
- To set out a clear strategic vision for the future of the workforce
- To identify national priorities
- To set out goals and outcomes for the FE workforce
- To highlight and help meet current development needs across the whole FE workforce
- To help stakeholder institutions in developing actions and priorities to help deliver the strategic vision
- To support individuals in identifying their own development needs
- To attract and develop a more diverse workforce
- To promote equal access to development opportunities
- Other
- Do not know

If 'Other', please specify

If 'Other', please specify

Section six: Views on a strategy (only for those who are not aware of the strategy)

Q6.2 To what extent do you think the following are priorities for helping develop the workforce at your provider?
(Please tick one option per row)

	To a large extent	To some extent	To no extent	Not sure
Understanding the nature of the workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attracting and recruiting the best people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retaining and developing the modern, professionalised workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Q6.3 If possible, please provide comments to support your response to Q6.2.
If possible, please provide comments to support your resp...

Section six: Views on a strategy (only for those who are not aware of the strategy)

Q6.4 Do you think that an FE workforce strategy could have value for:
(Please tick one option per row)

	To a large extent	To some extent	To no extent	Not sure
The sector as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sector partners and stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior managers at providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers, trainers and tutors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If 'Other', please state

Other (please state)

Q6.5 If possible, please provide comments to support your response to Q6.4.

You have now completed the questionnaire.

Q7.1 Would you be prepared to take part in a follow up telephone interview to discuss the strategy?

- Yes
- No

Appendix three: LLUK Project Staff Interview Schedule

Evaluation of LLUK's Workforce Strategy and Implementation Plan

Questions for LLUK project staff

Introduction

Learning and Skills Network (LSN) is an independent not for profit agency that works to undertake research and development activity in the lifelong learning sector. As you may be aware, we are currently carrying out an independent evaluation of Lifelong Learning UK's (LLUK) Workforce Strategy for the Further Education (FE) sector (published in December 2007) and the accompanying Implementation Plan (published in April 2008). The evaluation aims to review progress and determine the effectiveness of the Workforce Strategy and its Implementation Plan during its first year, with the intention of gathering insight to inform future revisions to the documents.

There are a number of strands to this evaluation, including a survey of providers and consultations with providers, partners and LLUK project staff. We are carrying out this interview to gather information and insight about how the strategy is developed and viewed amongst the whole range of LLUK project staff.

And do you have any questions about our work before we begin?

[NOTE TO INTERVIEWER – we are interviewing a range of project staff who have been involved in developing and implementing the strategy in very different capacities. It is therefore important to gain as much context as possible on their roles and responsibilities in relation to the strategy at the start and then tailor the interview accordingly.]

Background

1. If you could start by confirming your job title and explaining a bit about your general roles and responsibilities?

The Strategy

2. Are you aware of the current Further Education Workforce strategy?

3. What (if any) has been your role in relation to developing and implementing the strategy?

Try and obtain as much detail as possible, including how roles and responsibilities have varied over the various stages of strategy development and implementation.

4. What do you see as the main objectives of the strategy?
5. And to what extent do you think they address the current issues of the FE workforce?
Prompt for explanation and illustration

6. To what extent do you think the priorities in the Strategy reflect the current challenges facing the FE Workforce?
(Prompt priorities):
Understanding the nature of the workforce
Attracting and recruiting the best people
Retaining and developing the modern, professionalised workforce
Ensuring equality and diversity is at the heart of strategy, policy-making, planning and training

The Implementation Plan

7. Are you aware of the Implementation Plan?
8. What do you see as the main objectives of the Implementation Plan?

Effectiveness of the Strategy and Implementation Plan

9. To what extent do you think the Strategy and its Plan are valuable tools for the sector? And why do you say this?
The FE Sector as a whole
Sector partners and stakeholders
Learning providers and their workforce
10. Are you aware of how the Strategy and its plan have been disseminated across the FE sector? And how effective do you think this dissemination has been?
Probe for variation in levels of engagement between different areas of the sector
11. How would you describe the progress that has been made by partners in relation to their key milestones / actions?
12. What have been the main barriers / challenges to implementing the Strategy from your perspective?

13. What would you say have been the main impacts / achievements of the Strategy to date?

Try and obtain detail and specific illustration where possible.

14. How can LLUK work with the sector and partner to maximise impacts?

Review and refresh process

15. The strategy and Implementation Plan are subject to an annual review and refresh process to update them in line with progress and new priorities. Are you aware of this? What is your understanding of the process and its purpose?

16. Have you been involved in the review and refresh process this year?

In what capacity? And how have you found the process?

17. To what extent do you think that partners and providers have engaged with the review and refresh process? And to what extent do you think these partners and providers are committed to implementing the strategy and its plan?

18. The revised Strategy and 2009-10 Implementation Plan are due to be published in April? Are you aware of changes compared with the previous round? And to what extent do you think these changes will influence engagement with and impact of the strategy across the sector?

Future of the strategy

19. Are there any improvements you can suggest for the Strategy and Implementation Plan?

Probe for dissemination and engagement processes as well as content of the documents.

20. Do you have any other comments about the Strategy or Implementation Plan?

Thank you very much for your time

Appendix four: Partner Interview Schedule

Evaluation of LLUK's Workforce Strategy and Implementation Plan

Questions for partners

Introduction

Learning and Skills Network (LSN) is an independent not for profit agency that works to undertake research and development activity in the lifelong learning sector. As you may be aware, we are currently carrying out an independent evaluation of Lifelong Learning UK's (LLUK) Workforce Strategy for the Further Education (FE) sector (published in December 2007) and the accompanying Implementation Plan that (published in April 2008). The evaluation aims to review progress and determine the effectiveness of the FE Workforce Strategy and its Implementation Plan during its first year, with the intention of gathering insight to inform future revisions to the documents.

There are a number of strands to this evaluation, including consultations with partners and a survey and interviews with providers. We are carrying out this interview to gather information and insight about engagement with the Strategy and to determine the progress individual partners are making with their own milestones.

And do you have any questions about our work before we begin?

***[NOTE TO INTERVIEWER:** Please ensure that you have familiarised yourself with the role of this partner set out in the Implementation Plan and (if applicable) their specific milestones. In addition, while we anticipate that all partners interviewed will be aware of the strategy and implementation plan it is possible that they might not. If this is the case, please try and obtain as much information as possible on their views about the potential role and value of a strategy for the sector, and whether they think the strategy priorities properly reflect current challenges and issues for the FE workforce.]*

Background

1. If you could start by confirming your job title and explaining a bit about your roles and responsibilities?
2. And please could you describe the overall remit of your organisation?
3. What do you feel are the main issues or challenges currently facing the FE sector workforce?

4. What do you understand to be the role and remit of LLUK?

The Strategy

5. Are you aware of the current Further Education Workforce strategy?
6. What do you see as the main objectives of the strategy?
7. And to what extent do you think they address the current issues of the FE workforce?
Prompt for explanation and illustration.
8. Were you involved in any consultation to inform development of strategy?
If YES, what did you think of this process?
If NO, were you aware of any consultation going on?
How important do you feel it is to have a consultative process to inform development of such strategies? Why do you say this?
9. To what extent do you think the priorities in the Strategy reflect the current challenges facing the FE Workforce?
(Prompt priorities):
Understanding the nature of the workforce
Attracting and recruiting the best people
Retaining and developing the modern, professionalised workforce
Ensuring equality and diversity is at the heart of strategy, policy-making, planning and training
10. To what extent do you think the Strategy is a valuable tool for the sector? And why do you say this?
The FE Sector as a whole
Sector partners and stakeholders
Learning providers and their workforce
11. Are there any improvements you can suggest for the Strategy?

The Implementation Plan

12. Are you aware of the Implementation Plan?
13. What do you see as the main objectives of the Implementation Plan?
14. To what extent do you think the Implementation Plan is a valuable tool for the sector? And why do you say this?
The FE Sector as a whole
Sector partners and stakeholders
Learning providers and their workforce

15. Are there any improvements you can suggest for the Implementation Plan?

Effectiveness of the Strategy and Implementation Plan

16. Does your organisation have a specific milestone (s) or action in the Implementation Plan? If yes, please give details and comment on how relevant / appropriate you believe this milestone is for helping to achieve strategy objectives?

17. [If YES] How much progress would you say your organisation has made in relation to this action?

Can you outline key achievements / successes?

What are the main issues your organisation has faced in meeting your milestone (s)?

What were the main barriers?

18. To what extent have the Strategy and Implementation Plan influenced your organisation's own business planning and implementation processes, to date?

19. To what extent do you believe the Strategy and Implementation Plan have impacted upon the FE sector as a whole to date? Please provide detail and illustration if possible.

20. What do you think the future impacts of the Strategy and Implementation Plan will be on the FE Sector?

21. The strategy and implementation are subject to an annual review and refresh process to update them in line with progress and new priorities. Have you been involved in the review and refresh process this year?

If YES, do you feel the collaborative nature of consultation has been beneficial in informing the 2009/10 Strategy and Plan?

If NO, are you aware of the review and refresh process? And how important do you feel an annual update is, and how important is it that any update is consultative?

22. Are you aware that the revised strategy and 2009-10 implementation plan are due to be published in April? To what extent would you say that your organisations and other partners are committed to working together to implement and take these forward?

23. Do you have any other comments about the Strategy or Implementation Plan?

Thank you very much for your time

Appendix five: Provider Interview Schedule

Evaluation of LLUK's Workforce Strategy and Implementation Plan

Questions for FE providers

Introduction

Learning and Skills Network (LSN) is an independent not for profit agency that works to undertake research and development activity in the lifelong learning sector.

As I think you are aware, we are currently carrying out an independent evaluation of the Workforce Strategy for the Further Education (FE) sector (published by Lifelong Learning UK in December 2007) and the accompanying Implementation Plan (published in April 2008). The evaluation aims to review progress and determine the effectiveness of the Workforce Strategy and its Implementation Plan during its first year, with the intention of gathering insight to inform future revisions to the documents.

I understand that you have already taken part in an electronic survey as part of this evaluation. Thank you so much for this, your time and input is greatly appreciated and will help ensure that our work is informed by the views of the sector. We are carrying out this round of telephone interviews to build on information collected in survey, collecting greater detail about perceptions of the Strategy and Implementation Plan amongst providers.

And do you have any questions about our work before we begin?

[NOTE TO INTERVIEWER: It is important to familiarise yourself with the interviewee's completed survey form. The idea will be to build on information already, exploring reasons for answers and gathering illustration where possible, rather than duplicating survey questions].

Background

1. Could you start by providing a bit of detail surrounding your role and responsibilities in relation to workforce development?
2. What do you understand to be the role and remit of LLUK?
3. You said in your survey response that continuing professional development IS / ISN'T a priority at your provider. Why do you say this? [If applicable] please provide examples of workforce development / CPD planning and activity at your provider?

The Strategy and Plan

4. Are you aware of the current Further Education Workforce strategy?
[Check response to the survey]
5. IF YES, then how did you hear about it?
6. Are you aware of the associated Implementation Plan?
[Check response to the survey]
7. Were you involved in any consultation to inform development of the FE Workforce strategy?
If YES, what did you think of this process?
If NO, were you aware of any consultation going on?
How important do you feel it is to have a consultative process to inform development of such strategies? Why do you say this?
8. What do you understand the purpose of the strategy and the plan to be?
9. Do you believe that all sector stakeholders are committed to the strategy? Why do you say this? And how important do you believe such commitment is?
10. To what extent do you think the Strategy and Plan are valuable tools.....?
[Probe for any differences in perceived value of strategy and plan]

You

Your organisation

Providers generally

The FE sector as a whole

Use of the strategy and plan at your organisation

11. Would you say the strategy and plan have influenced or informed any of your practices in relation to CPD or workforce development? Or practices in general at your organisation? Please provide specific examples / illustrations.
12. To what extent do you believe that the wider workforce at your organisation is aware of the strategy and plan?
Those in your organisation who are responsible for workforce planning HR personnel
Those in your organisation who are responsible for management, planning and delivery of learning
13. Have you made any attempts to disseminate the strategy across your organisation? If so, what?
14. Do you believe the strategy and plan have relevance for all staff in your organisation? Why do you say this?

15. Are there any other ways in which the strategy or plan have impacted on your organisation?
16. Do you have any plans to use the strategy or plan to in any ways in the future?

Future of the Strategy and Implementation Plan

17. The strategy and implementation are subject to an annual review and refresh process to update them in line with progress and new priorities. Have you been involved in the review and refresh process this year?
If YES, do you feel the collaborative nature of consultation has been beneficial in informing the 2009/10 Strategy and Plan?
If NO, are you aware of the review and refresh process? And how important do you feel an annual update is, and how important is it that any update is consultative?
18. Are there any changes you would like to see in future versions of the strategy and plan? What are these and why would you like to see them?
19. What do you think the future impacts of the Strategy and Implementation Plan will be in your organisation?
20. Are there any resources or information sources that would assist with using and implementing the strategy in your organisation?
21. Do you have any other comments about the Strategy or Implementation Plan?

Thank you very much for your time