



Skills for Learning Professionals

A SECTOR SKILLS AGREEMENT FOR THE LIFELONG LEARNING SECTOR

STAGE 2 – AN ASSESSMENT OF CURRENT TRAINING PROVISION

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skills
FOR BUSINESS

FOREWORD

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

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

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

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

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

The Leitch Review of Skills¹, published in December 2006, threw those needs into sharp relief with its recommendation that the UK triples the attainment of skills by adults. The UK's ambition, detailed in Leitch, is to commit to a radical improvement in its skills ranking amongst OECD nations by 2020.

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

Lifelong Learning UK brings together the UK's lifelong learning sector in a way that no other body does. LLUK is a bridge between demand for learning and skills and the supply of education and training. Lifelong Learning UK's SSA gives, for the first time, an overview of the skills held by the learning

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

professionals who deliver or support learning in a range of locations including colleges, training providers, libraries, universities and in the community. It identifies the types of skills gaps that exist and gives the information needed to plan for future workforce development.

This is one of the most far-reaching pieces of research undertaken for and about the workforce in the lifelong learning sector. There is an assumption that the sector has been documented to death. In fact, this is the first time sector-wide research of this kind has been attempted, and in many areas we are sailing into uncharted territory. Our stakeholders and a range of employers have been eager to work with us and we obtained feedback from a much greater number of respondents than our most optimistic forecasts had anticipated.

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

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

This volume, an assessment of the current training provision relevant to UK's lifelong learning workforce, represents **Stage 2** of the SSA for the lifelong learning sector. It sets out the findings from an extensive programme of research into the extent and quality of provision. Where does existing supply meet – or fall short – of our short and long-term skills needs?

The research identifies what lifelong learning employers want, such as: more provision that is accessible, modular, targeted and current; stabilised funding for continuing professional development (CPD); and ways of formalising CPD requirements. It forms the starting point for Stage 3 of our Agreement, which explores the gaps between supply and demand and looks at ways to tackle them.

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

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

David Hunter
Chief Executive
Lifelong Learning UK

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EXECUTIVE SUMMARY

Introduction

Lifelong Learning UK (LLUK) is a Sector Skills Council (SSC) within the Skills for Business Network which includes 24 other SSCs and the Sector Skills Development Agency (SSDA), which funds, supports and monitors them. Each SSC is an independent, employer-led organisation with responsibilities to:

- reduce skills gaps and shortages
- improve productivity, business and public service performance
- increase opportunities to boost the skills and productivity of everyone in the sector's workforce
- improve learning supply, including apprenticeships, HE and National Occupational Standards (NOS).

Lifelong Learning UK is the Sector Skills Council responsible for the professional development of all those working in [community learning and development \(CLD\)](#), [further education \(FE\)](#), [higher education \(HE\)](#), [libraries, archives and information services \(LAIS\)](#), and [work based learning \(WBL\)](#) in England, Northern Ireland, Scotland and Wales.

LLUK, along with all other SSCs, has a mainstream responsibility to develop a Sector Skills Agreement (SSA) with key funding bodies and providers across the UK, to ensure that training is delivered and is of sufficient quantity and quality to meet the future needs of the lifelong learning workforce.

The SSA process comprises five stages and this report represents stage 2 - an assessment of current provision, which is relevant to the UK's lifelong learning workforce. The report has been guided by findings from the identification of skills needs in stage 1, and will help form the starting point for stage 3, which explores gaps between supply and demand, and identifies ways of tackling them.

For LLUK, however, this relationship between supply and demand has an additional layer of complexity, in that the lifelong learning workforce is the main supplier of provision and training to the workforces of all of the SSCs, including that which forms the focus of the work of LLUK. For this reason, LLUK will undertake a unique, additional, piece of work as part of the SSA called the Impact Review. The Impact Review will concentrate on the reviewing of the other 24 Sector Skills Councils' SSAs to understand their potential impact on future workforce planning and implications for the lifelong learning sector workforce across the UK. The findings of the Impact Review will be incorporated into LLUK's SSA.

In the same way, the work of LLUK is affected by the policies of national governments and their departments, which, in turn, have workforce development implications for this sector. These are subject to change and the work of stage 2, therefore, is based on what is known to be the current policies in each of the countries of the UK, although LLUK recognises that policies are, in some cases, under review. These will, therefore, be updated, and their implications considered, in each stage of the development of the SSA.

Methodology

A wide evidence base was collated and analysed for the purposes of this report, including:

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

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

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

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

LLUK employer survey – LLUK undertook a UK-wide survey of its employers, collating information on satisfaction with current skills in the workforce and behaviour and attitudes towards the current and future supply of provision. The number of employers responding to at least one question from each country was 689 in total, representing:

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

Some employers indicated that they operate in more than one country – due to the multiple counting, the totals may not more that the sum of the parts. Overall though, as in any survey, the responses reflect the target audience and cannot, therefore, be taken as totally representative of all employers, although the response rate was considerably higher than that expected at the outset of the survey.

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

Provider engagement – an important measure of the quality of provision is the extent to which key professional or verification bodies endorse the programmes offered to the lifelong learning workforce. In order to do this for programmes delivered through HE, close mapping of the Higher Education Statistics Agency (HESA) student record was required. 41 HE institutions were approached, with a total of 18 responses verifying this exercise.

A profile of the workforce

The stage 1 process concluded that there are estimated to be between 1 and 1.2 million people employed in the UK's lifelong learning workforce, of whom:

- the majority of the sector workforce were **female**, with this gender bias being most pronounced in Northern Ireland (70%), compared with England – 59%, Scotland – 58% and Wales – 53%
- over half (55%) were **aged between 35-54 years**. Scotland had the highest percentage aged 45-54 years (35%), compared with Northern Ireland – 30%, Wales – 29% and England – 28%, whilst Wales had the highest percentage aged 25-34 (22%), compared with England – 18%, Northern Ireland – 17% and Scotland – 14%
- in terms of ethnic origin, 92% were classified as **'white'**
- just under two-thirds (65%) were known to be **employed full-time**.
- more than three quarters (77%) were known to be **employed on a permanent basis**, whilst 16% were known to be on **temporary contracts**.

The currently available data suggests that:

- 83% of the workforce is employed in England
- 2% in Northern Ireland
- 10% in Scotland, and
- 5% in Wales.

These findings have informed the stage 2 process and will be central to stage 3. More detail is available in section 3 of this report.

A profile of the current skills and current skills needs

The lifelong learning sector is made up of a high number of senior and professional occupations, with a **high proportion of the workforce holding qualifications equivalent to S/NVQ level 4 or above** (64%, compared with 24% in the economy as a whole). Northern Ireland had the highest incidence of S/NVQ level 4 or above qualifications within the lifelong learning workforce, while England had the lowest.

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

However, even against this backdrop, skills shortages and skills gaps are prevalent in the sector. Skills shortages were faced particularly at **S/NVQ level 4**, for **managers and professional occupations**, and comprised predominantly occupationally-specific **professional/technical/practical skills**, followed by **transferable skills**. Similar to the picture for skills shortages, **skills gaps** were most commonly reported at **S/NVQ level 4**, for **managers and professional occupations**.

Stakeholders and employers also identified other skills requirements including skills related to **leadership and management**, and **transferability and wider employability**. There were a few particular skills priorities within individual UK home countries (such as the need to build capacity for delivering lifelong learning through the medium of Welsh in Wales) and individual constituencies.

Future skills needs and priorities

Based on research to date, the following priority areas have been identified as part of the Skills Needs Assessment. Evidence from the Labour Force Survey (LFS) suggests that:

- The lifelong learning workforce is expected to become even more increasingly dominated by **professional occupations** – reaching 56% by the year 2014, an increase of 3%.
- Overall, **almost 300,000 new recruits will be required** in the lifelong learning workforce by the year 2014, to satisfy both predicted expansion and replacement demand.
- An increasing proportion of the lifelong learning workforce is expected to work on a **part-time** basis – 38% in the year 2014, an increase of 2%.

Evidence from employer and stakeholder engagement identify the following skills priority areas:

- Increasing demand for **professionals and support/associate professionals**, especially in FE, HE and WBL
- Increasing demand for particular **professional/technical/practical skills** for professionals within individual constituencies, such as: teaching and supporting learning in FE and HE; records management and librarianship in LAIS; and occupational competence for WBL trainers and assessors
- Increasing demand for **transferable and wider employability skills**, such as ICT and customer service skills, and, especially, leadership and management skills, across most constituencies
- Increasing **integration between lifelong learning constituencies**, resulting in growing demand for overlapping job roles and for multi-skilled staff, and partnership working.

Furthermore, specific priorities have been identified in individual constituencies. These form the basis of a range of consultations papers which will be developed further during stage 3 of the SSA with the support and input of employers.. The initial priorities identified are:

For **CLD**:

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

For **FE**:

- skills related to management and leadership
- specific shortage subjects: construction; engineering; ICT; science; management; health and social care
- basic skills
- future demand for support professionals and technical support staff
- other constituency specific skills, including gaining current industry experience, updating vocational courses and developing a wider range of teaching and learning support skills.

For **HE**:

- skills related to management and leadership
- technicians qualifications at Level 4
- future demand for skilled teachers for specific subject areas: business and management; IT; economics; electronics; law and medicine
- skills related to the widening participation (WP) agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.

For **LAIS**:

- skills related to management and leadership
- ICT skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development
- LAIS specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management and content management systems (CMS)
- Customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales) and skills to support adults with basic skills needs.

For **WBL**:

- skills related to management and leadership
- assessment skills
- basic and key skills
- updating of industrial practices.

Investment in training

The UK is ranked 15th (out of the 26 OECD countries with available data) in terms of investment into tertiary education and training as a percentage of gross domestic product (GDP), on a par with Japan and France.

In terms of the levels of investment by organisations within the lifelong learning sector, it was found that:

- Organisations with operating budgets of either less than £1 million or over £10 million tended to invest more in their staff:
 - Organisations with budgets from £1 million to £5 million were identified as having invested the least in their staff, as a proportion of the total budget. Further investigation shows that this is predominantly due to low investment (less than 1% of the total budget) by LAIS organisations (58.7%) and HE organisations (50%) within this cohort.
- Investment in staff training was primarily directed at professionals, with managers receiving slightly lower amounts in general.

- Professionals were also more likely to invest in their own education and training.

It was found that over a third of those undertaking programmes through HE, which related to lifelong learning, had to pay their tuition fees without support - this ranged from around 33% in **Scotland** to 44% in **Wales**. There was also marked inequity in the proportion of learners on LLUK-relevant programmes which receives support from their employers for the cost of tuition fees, as:

- 33.7% of the programmes in **Northern Ireland** received employer support
- 32% of the programmes in **Wales** received employer support
- 26% of the programmes in **Scotland** received employer support
- 10% of the programmes in England received employer support.

Detailed information on the funding for LLUK-relevant provision delivered through FE was only available for **England** and **Northern Ireland**:

- In **England**, volumes of investment increased by 9.5% to around £24,340,000 in 2004/05, although the number of enrolments on these courses actually decreased. This most likely reflects the 'shift' of provision from informal learning to more formal qualifications, which are typically more expensive to deliver. Additional research from the National Employer Skills Survey (Learning and Skills Council, 2006a) suggests the level of investment into the lifelong learning workforce is around £1,450 per head.
- In **Northern Ireland**, the amount of total funding decreased by 9.8% to around £460,000 in 2004/05. It should be noted that this figure is an estimate and is likely to be an underestimate.

The extent of provision, which was delivered without the use of public funds, was estimated. By looking at a sample of LLUK-relevant awarding body accredited provision in **England**, **Northern Ireland** and **Wales**, and comparing achievements recorded in public records to the total certificates issued, it was estimated that around 52% of all awarding body accredited programmes achieved were purchased without public assistance in 2004/05. In **Scotland**, 372 relevant programmes were identified as being delivered through institutions not found in surveyed public records, showing similarly large volumes of activity outside of public remittance.

Summary of findings on the supply of provision

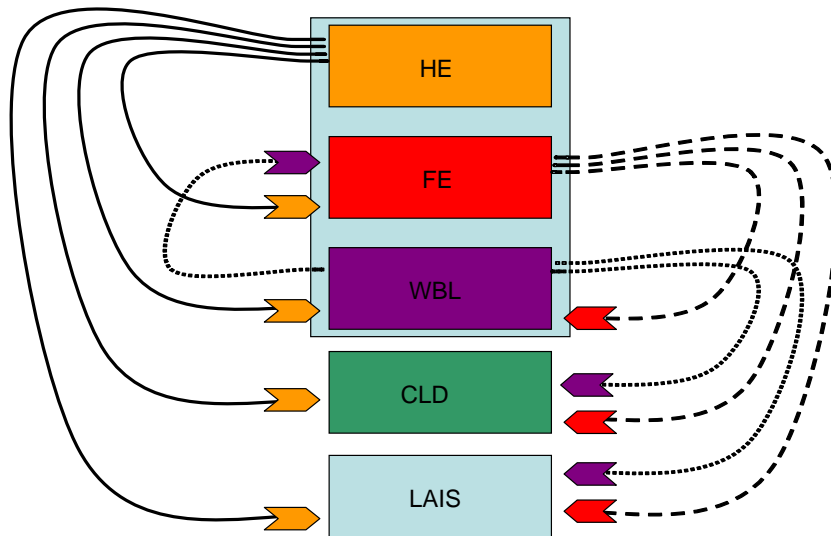
Complexities associated with supply side information

The supply provision for LLUK is complex. The lifelong learning workforce is the main supplier of provision and training not only to the workforces of all of the SSCs, but also to itself.

The lifelong learning sector, as it includes the workforce behind FE, HE and WBL, delivers skills and qualifications to most workforces within the UK. Whilst other SSCs investigate the supply of provision for their sectors as something that, with the exception of in-house training, originates from outside their sector; LLUK's investigation of provision supplied to its workforce, relates to that which is primarily delivered by members of the same workforce.

The diagram below attempts to articulate the patterns of LLUK-relevant supply of provision from each constituency in the sector and the constituencies for which that provision is designed and delivered. The figure does not map the in-house provision

delivered by each constituency for its own workers but instead looks at the intra-constituency supply of provision with HE, FE and WBL as the key suppliers



Overall supply

The Stage 2 research indicated that there are at least 664 providers in the UK, offering programmes, which were relevant to at least one constituency of the lifelong learning workforce during the academic year 2004/05.

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

- 124 **HE institutions** (HEIs)
- 429 **FE providers** and
- 111 **WBL providers** (Information available only for England and Wales).

Overall, it is known that:

- **England** has at least 554 providers, which supply relevant programmes (83% of total).
- **Northern Ireland** has at least 19 providers, which supply relevant programmes (3% of total).
- **Scotland** has at least 13 providers, which supply relevant programmes (2% of total – with information missing for FE and WBL providers).
- **Wales** has at least 78 providers, which supply relevant programmes (12% of total).
- Hence the vast majority of these were supplied in England, which reflects the distribution of the workforce outlined above.

Overall volume of supply

In terms of volume, the supply of relevant programmes for learners was in the region of 154,000 individual learning opportunities in the UK during 2004/05:

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

It must be noted that:

- The summary statistics do not mean that there are 154,000 individuals, as some members of the workforce may have attended more than one programme.
- Much of the currently available public data sources do not facilitate an analysis of the participation of individuals in the workforce, who enrol as self-financing learners.

Supply for the constituencies within the lifelong learning sector

- In terms of provision for the **HE** sector, 91 providers were identified as supplying relevant provision across the UK during 2004/05, 77 of which were delivered by the HE sector in England.
- 337 providers of relevant training programmes for the **FE** sector were identified in the UK, of which 305 were FE providers and 296 in England. An additional 32 HE providers were identified in England, Scotland and Wales. In Northern Ireland there were 3 providers providing qualifications for FE and HE. (Much provision relevant to both the further and higher education sector was identified, however).
- 164 providers supplied programmes relevant to the **WBL** workforce in England and Wales during 2004/05. Supply was predominantly through the FE sector, though WBL contributed significantly. It should be noted, however, that, as WBL is a programme delivered by private providers, FE colleges and, in some cases, voluntary and CLD providers, it is more complex to describe and analyse than other more discrete sectors.
- 234 providers supplied programmes relevant to the **CLD workforce** in 2004/05, mainly from the FE sector.
- 55 providers supplied programmes relevant to the **LAIS sector** in England, Scotland and Wales during 2004/05, 47 of which were in England. Northern Ireland appeared not to have any provision supplied, which was directly relevant for employees in LAIS during 2004/05, although this is known to have changed recently.
- 556 of the 664 providers were identified as supplying programmes for the **post-compulsory sector**. These programmes are generically aimed at workers within **FE**, **HE** or **WBL**, but are not by design attributable to just one constituency. This may include, for example, S/NVQ level 2 and 3 learner

support courses, front-line workers, awareness training and other programmes, which are relevant to workers in different occupational groups within the sector.

- In fact, this represented 39% of all provision taken-up during 2004/05, four-fifths of which was supplied in England, predominantly by the FE sector.

Summary of country profiles

England

- 98 HEIs deliver to at least one of the constituencies of the lifelong learning workforce. 14% of HEIs delivered over 50% of LLUK-relevant programmes to learners in 2004/05, with the top 3, listed below, delivering over 18%:
 - The University of Greenwich
 - The University of Huddersfield
 - Canterbury Christ Church University.
- HE in England is predominantly a provider of initial, rather than continuing, education, although it provides CPD for some of its own workforce. Hence its engagement with the individual constituencies in LLUK's workforce is predominantly with generic post-compulsory training, HE and CLD workforces.
- Participation in initial and continuing education provided by the HE sector is predominantly the domain of managers and professionals within the lifelong learning workforce.
- In terms of the FE sector, a total of 391 providers deliver programmes, which are relevant to one or more constituencies of the lifelong learning workforce in England, with 20% of the provider base delivering over 50% of the total learning programmes during 2004/05.
- The total number of enrolments in 2004/05 was 86,125, which showed a 9.3% decrease over the previous year. Evidence suggests that an important factor in this decline in enrolments is the Learning and Skills Council's (LSC) prioritisation of formally approved qualifications, which appear in Section 96 and/or 97.
- 65 WBL providers offered programmes in 2004/05, which were relevant to the lifelong learning sector, although only three had more than 100 enrolments. Half of the provision delivered through WBL and available in 2004/05 was at level 3.
- In terms of geographical spread of HE provision across the English regions, London had the largest volumes of learners on relevant provision in 2004/05 out of all the regions, and the most HEIs delivering LLUK-relevant provision. The South East, East and West Midlands and North West had the next largest volumes of learners, while the North East had the lowest number of learners of any English region. The spread of HE and FE provision generally reflects the spread of LLUK's workforce across the regions.
- In terms of the spread of FE provision across the regions, the North West delivers the largest volumes of enrolments relevant to the lifelong learning sector, with 12,862 in 2004/05, and the East of England the least (6,498).

- Almost two-thirds of employers were satisfied with the skills and initial training of new recruits, though fewer were satisfied with the skills and training of manual staff.
- Over two-thirds were satisfied with the available CPD for their staff, most particularly with professional development activities for professionals (74.3%) and managers of services (74%). Once again, there was a significantly lower level of satisfaction with the CPD available for manual staff, and a high proportion replying indicated that this was not applicable.
- It should be noted in all of the four countries, however, that many employers recorded 'not applicable' to the survey questions about the initial and ongoing training of manual staff.
- Just over 64% of training providers inspected were rated as 'satisfactory' or better by inspectors, and they delivered 94% of relevant enrolments in 2004/05.
- Completion and achievement rates for LLUK-relevant provision broadly exceeded or were in line with those of provision delivered across England as a whole. Provision for WBL had the lowest completion and achievement rates, mirroring findings in other countries.
- Overall, from the data, which has been available and used for this analysis, the indications are that the quality is good across the main components of the sector in England.

Northern Ireland

- Four HEIs (including the OU) offer programmes, largely on a part-time basis, which are relevant to one or more constituencies of the learning and skills workforce in Northern Ireland. The other three were:
 - The Queen's University of Belfast
 - The University of Ulster
 - Stranmillis University College
- There are also 2 University Teacher Training Colleges – St. Mary's and Stranmillis University College
- 16 FE institutions offer programmes, which are relevant to one or more constituencies of the learning and skills workforce in Northern Ireland, 14 of which are generic programmes for the post-compulsory sector. Belfast Institute accounted for 30% of all enrolments in 2004/05.
- In terms of the quality of supply, colleges offering provision to the LLUK workforce, which were inspected in Northern Ireland during 2001-2006, 70% or more of their inspected classes scored 'good' or better. However, FE teacher training had the low achievement rates with 70.3%, 6% below the average for the sector.
- The highest proportion of responses in LLUK's employer survey indicate that employers are 'satisfied' or 'very satisfied' with the skills of newly recruited professionals (66.1%), administrative staff (62.7%) and organisational managers (61%). However, they are less satisfied with the quality of CPD

(CPD). In fact, the highest levels of dissatisfaction with CPD provision for any occupational group in any country were expressed for support/ associate professionals in Northern Ireland.

Scotland

- In terms of HE supply, there appears to be a good geographical spread of HE providers. However, although some form of lifelong learning related provision is delivered by 13 HEIs in Scotland, 85% of this is delivered by four of the HEIs, namely:
 - The University of Strathclyde
 - The University of Dundee
 - The University of Glasgow
 - UHI Millennium Institute.
- The areas of greatest increase were in the take-up of 'other formal HE qualifications of less than degree standard', which grew in the region of 30% over the period, perhaps reflecting demand amongst those members of the workforce without S/NVQ level 4 qualifications for progression routes to full qualification or professional status.
- In terms of FE supply and engagement, over the four years of data from 2001/02, there has been a decrease of almost 50% in the number of learners on lifelong learning related provision, down from 8,756 in 2001/02 to 4,566 in 2004/05.
- The single largest percentage decrease was of learners in 'teaching/training: specific subjects'. This fell year-by-year, with only a quarter of the number of learners engaged in 2004/05, compared with 2001/02. More information is needed to determine whether this decrease is due to falling demand or lack of delivery capacity amongst the FE sector.
- Almost 80% of FE institutions obtained grades of 'good' or 'very good' for over 80% of inspected classes, comprising 86.6% of the LLUK-relevant learners in 2004/05.
- Scotland was the only country in the UK, in which surveyed employers were significantly less satisfied, and more dissatisfied, with the CPD activities of existing staff, than with initial training of new recruits. For each country, the proportion of employers responding to say they were 'satisfied' or 'very satisfied' with initial training, subtracted from the same proportion for CPD was:
 - 2.6% for England
 - 10.1% Northern Ireland
 - **- 6.3% Scotland**
 - 4% Wales.

This marks a significant departure from the norm for Scotland. The highest levels of satisfaction were with the skills of newly recruited administrative staff (around 77%) and professionals (around 72%).

Wales

- Three HEIs, of the ten engaged, deliver nearly 58% of the all LLUK-relevant learning programmes within Wales, which consists of predominantly PGCE

and other initial teacher training, professional librarianship and archivist, youth and community work qualifications. These were:

- The University of Wales, Newport
 - The University of Wales, Aberystwyth
 - The North East Wales Institute of Higher Education
 - The University of Wales Institute, Cardiff.
- The areas of fastest growth were in the take-up of:
 - The Certificate in HE (71.4% increase)
 - The Diploma in HE (37.5% increase)
 - Credit-based undergraduate level courses, which are often popular with full and part-time teachers and other professionals in the learning and skills sector. This may imply that these are being used as progression routes for large numbers of the lifelong learning workforce in Wales.
 - There appears to be a good geographical spread of relevant FE programmes across Wales. However, of the 22 FE sector providers, the five largest providers deliver over 53% of all learning programmes relevant to the learning and skills workforce.
 - Whilst the majority of employers in Wales (over 60%) that formed part of the LLUK sample were 'satisfied' or 'very satisfied' with the skills and qualifications of newly recruited professionals, support / associated professionals and, most particularly, their administrative staff, they were less satisfied with those of managers, both organisational and services managers, and manual staff.
 - The available information from the Quality Assurance Agency for Higher Education (QAA), the Office of Her Majesty's Chief Inspector of Education and Training in Wales (Estyn), HESA and the other sources cited in this report suggest that: there are few major issues about the quality of the provision aimed at members of the lifelong learning sector workforce; that the quality of provision for part-time youth workers in Wales is known to be of variable quality; and that the completion rates in WBL-relevant provision may be an issue.

Conclusions and recommendations

The provision currently available to the lifelong learning workforce is diverse and, for some occupational groups, well established. There is not, however, a comprehensive offer in terms of addressing the skills needs of the workforce.

The following recommendations have been proposed to address these shortfalls and were developed in response to the evidence and employer views captured during the course of this research. However, these may be modified in the light of LLUK's role in supporting the development of workforces of the other SSCs, in the light of their emerging SSAs. Hence they will be reviewed at the Impact Review stage of LLUK's SSA process.

1. Develop **flexible provision** relevant to specific skills needs across the lifelong learning sector. Although evidence suggests that the majority of provision for the lifelong learning sector is presently delivered on a part-time basis, employers across all constituencies express a desire for more provision, which is:

- **accessible** – both in terms of local delivery and distance learning (e.g. e-learning)
- **modular** – so that it may address relevant skills needs with minimum disruption to business, in terms of both time away from work and affordability, while granting the recognition enjoyed by formal qualifications
- **targeted and current** – in that it addresses skills relevant to current practice. There were notable gaps in some areas.

2. Promote sector-wide recognition of the importance of **in-house CPD activity**. There were many views expressed by employers on how this should be done, the emerging themes of which were to:

- **co-ordinate and stabilise funding systems to support CPD activity in recognition of its value** – Employers from all constituencies found fault with current funding systems, but it was more often cited by those working in the CLD and WBL constituencies. Relevant funding bodies in each country should be approached to assess how best to achieve this.
- **formalise CPD activity** – Views on how to achieve this varied, and included:
 - **regulation** – requiring professionals in the sector to undertake prescribed amounts of CPD as part of their licence to practice, or protecting time for CPD activity within the workplace
 - **mentoring** – increasing the amount of in-house training undertaken within and between organisations in the lifelong learning sector, and coordinating this informal learning delivery across organisations
 - **recognition** – many put forward the idea that in-house training should be accredited, kite marked or endorsed in some way.

1. INTRODUCTION

The purpose of this report is to set out the findings from an extensive programme of research into the supply of provision and training to those working in: Community learning and development; further education; higher education; libraries, archives and information services and work based learning. The extent and quality of relevant provision currently on offer is quantified and assessed, identifying whether existing supply is sufficient for short and long-term skills needs.

Lifelong Learning UK (LLUK) is a Sector Skills Council (SSC) within the Skills for Business network, which includes 24 other SSCs and the Sector Skills Development Agency (SSDA), which funds, supports and monitors them. Each SSC is an independent, employer-led organisation with responsibilities to:

- to reduce skills gaps and shortages
- improve productivity, business and public service performance
- increase opportunities to boost the skills and productivity of everyone in the sector's workforce
- improve learning supply including apprenticeships, HE and National Occupational Standards (NOS).

In January 2005, LLUK took over the work of three former National Training Organisations (NTOs): FENTO (the Further Education NTO), PAULO (the NTO for community-based learning and development) and isNTO (the information services NTO), together with the NTO responsibilities of HESDA (the Higher Education Staff Development Agency) and the learning and development standards, which were previously within the remit of ENTO (Employment NTO). As a result, it represents five key constituency groups:

- **Community learning and development (CLD)** - covering adult and community learning; community development learning, community development work, development education, youth work, family learning and working with parents
- **Further education (FE)** - embracing FE colleges, specialist institutions, sixth form colleges in England and post-16 learning provision in Wales
- **Higher education (HE)** - including universities and colleges of HE
- **Libraries, archives and information services (LAIS)**
- **Work based learning (WBL)** - both publicly-funded and private sector training organisations concerned with the delivery of applied (vocational) training, which is primarily work based.

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

1.1 Definition of the lifelong learning sector

1.1.1 Community learning and development (CLD)

CLD represents mainly non-formal and informal learning delivered in community-based settings, as well as dedicated community development work and youth work. It includes work with parents and families aimed at building social infrastructure and quality of life. The range of community-based activity undertaken means that many of those who work with LLUK standards in this area may be recorded as employed in another sector, for example, health visitors (within the 'Skills for Health' footprint)

or, in England, Sure Start staff (who are captured within the 'Skills for Care and Development' footprint). Much of this constituency's activity is voluntary, although volunteers are often co-ordinated by a smaller number of dedicated full-time professional staff. Employers can range from local councils and Local Authorities to small community groups and alliances which are run by local committees. Funding comes from a variety of sources, including: government and local authority grants; statutory training and education funding bodies; private charities and trusts; and the European Social Fund (ESF).

The CLD constituency comprises 7 discrete strands (these 7 strands are categorised as 3 national priorities in Scotland):

- **Adult and Community Learning (ACL)/Community Based Adult Learning (CBAL)**
- **Community development** – this relates to community development work, which does not have individual learning as its focus, pertaining to activities such as campaigning, building community capacity and empowering communities to take charge of their own development.
- **Community Development Learning (CDL)** – relates to learning as communities rather than individuals and is one of the techniques used within community development.
- **Development education** – a very small strand, which is in reality a sub-set of ACL and Community Development, specialising in education for the sustainable development of communities and concentrating on areas such as, for example, overseas aid and environmental campaigns.
- **Family learning** – the workforce, which concentrates on community-based training activity for the family unit, which is supported in learning as a whole.
- **Working with parents** – the workforce, which trains those who work with parents specifically, both to support and enhance the development of parenting skills. As well as direct work with parents themselves, such workers may, for example, provide training support to health visitors, family court judges and other professionals, who operate in a family support role.
- **Youth work** – the workforce designated as working with young people with a focus on their personal and social development and the promotion of their inclusion, voice and influence. Youth workers work with young people individually and in groups, in a variety of settings: youth centres and youth clubs; detached (street-based) projects; information advice & counselling centres; and in partnership with schools, Youth Offending Teams and other children and young people's services. Youth work includes local authority and voluntary provision, for example, the scouting and guiding associations and small voluntary youth groups.

1.1.2 Further education (FE)

FE defines the constituency which encompasses the activities undertaken by colleges and institutions primarily concerned with post-compulsory learning. For example, in England, this includes general colleges, sixth form colleges and specialist colleges. In all four UK home countries, the FE sector offers a great deal

of WBL and community based learning provision, as well as traditional institutionally based courses and programmes. Funding for the constituency is generally provided from statutory sources and fee income, although many colleges have developed training activities, which either fully recover outlay costs or deliver profits. The key departments involved in this funding are the education and training departments or designated funding councils/agencies in each of the four UK countries. Colleges may also source funding from regional development agencies, private and public sector employers and from the ESF.

1.1.3 Higher education (HE)

Funded by the Higher Education Funding Councils for England and Wales (HEFCE and HEFCW), the Scottish Funding Council (SFC) and the Department for Education and Learning in Northern Ireland (DELNI), the HE constituency comprises all publicly funded HEIs in the UK and HE within the FE system.

1.1.4 Libraries, archives, and information services (LAIS)

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

1.1.5 Work based learning (WBL)

WBL describes the activities undertaken by both publicly-funded and private sector training organisations concerned with the delivery of applied (vocational) training, which is primarily work based. Employers in the sector range from large national training providers and specialist training providers (for example, training provision for those with learning difficulties or disabilities) to small companies employing less than 20 staff. Funding for a large part of this constituency is provided from statutory sources. The key departments involved in this funding are the education and training departments or designated funding councils/agencies in each of the four UK home countries. WBL providers may also source funding from regional development agencies, private and public sector employers and from the ESF.

1.2 Sector Skills Agreements

All SSCs have a mainstream responsibility to develop a Sector Skills Agreement (SSA) with key funding bodies and providers across the UK, to ensure that training is delivered and is of sufficient quantity and quality to meet the future needs of the lifelong learning workforce. The process involves a range of partners including employers, professional bodies, organisations which fund provision, organisations which supply provision and other stakeholders.

The SSA process comprises five stages:

- **stage 1** – a sophisticated assessment of each sector's needs to cover the long-term, medium-term and short-term, mapping the drivers of change in the sector, and determining skills needs (the Skills Needs Assessment)
- **stage 2** – a review of the range, nature and employer relevance of current training provision across all levels

- **stage 3** – an analysis of the main gaps and weaknesses in current workforce development activity, leading to agreed priorities to be addressed
- **stage 4** – a review of the scope for collaborative action, engaging employers to invest in skills development to support improved performance and productivity
- **stage 5** – a final agreement of how the SSC and employers will work together with key partners to secure the necessary supply of training for their workforce in the future.

In addition, LLUK has an additional stage (the **Impact Review**).

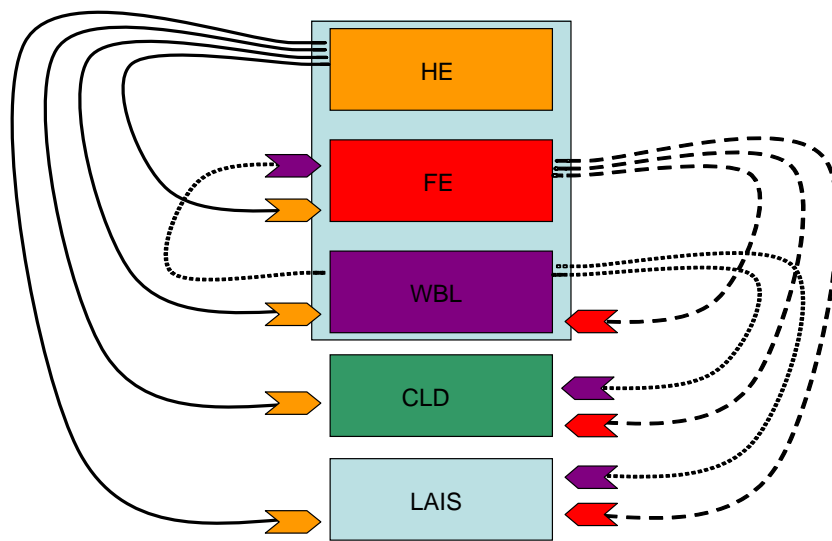
Stage 2 will be guided by findings from the identification of skills needs in stage 1, and will help form the starting point for stage 3, which explores gaps between supply and demand and identifies ways of tackling them. It will also bring together information on the policy and operational context within the sector workforce, which will supplement the research, an essential part of which is maintaining a continuous dialogue with employers and stakeholders.

For LLUK, however, this relationship has an additional layer of complexity, in that the lifelong learning workforce is the main supplier of provision and training to the workforces of all of the SSCs, including LLUK.

The lifelong learning sector, as it includes the workforce behind FE, HE and WBL, will deliver skills and qualifications to most workforces within the UK. Other SSCs will investigate the supply of provision for their sectors as something that, with the exception of in-house training, originates from outside their sector. With little exception, for LLUK, all of the provision, which is supplied to its workforce, will be delivered by members of the same workforce.

The diagram below, figure 1.1.a, attempts to articulate the patterns of LLUK-relevant supply of provision from each constituency in the sector and the constituencies for which that provision is designed and delivered. HE, FE and WBL are the key suppliers.

Figure 1.1.a: LLUK-relevant provision supplied by LLUK to LLUK



The figure does not map the in-house provision delivered by each constituency for its own workers but instead looks at the intra-constituency supply of provision. All SSCs encounter difficulty in quantifying in-house skills delivery, for which there is little information, but LLUK looks at a workforce, which exists to deliver teaching and training, and, therefore, has an established capacity for this activity. This is not a problem *per se*, but has ramifications for understanding what skills and qualifications are delivered through the information available.

A ‘training the trainer’ programme in England, for instance, may be delivered as an in-house activity within a FE college, as part of the organisation’s development strategy. This training may be captured for this research if that college responded to the LLUK employer survey, but no specific programme information will be known. Another college may deliver the same programme, but receive LSC funding. This programme will be captured on the Individualised Learner Record (ILR), and, therefore, included within the analyses presented in this report. Hence data coverage about in-house activity is uneven and the estimates used are likely to be an under-representation of this type of learning delivery.

1.3 Approach and research methodology

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

1.3.1 Analysis of funding body data

There are many datasets available for the exploration of quantities and qualities of provision supply. The most useful sources, as they hold extensive information on formal and informal training and education, are the records kept by organisations which fund relevant streams of public education in each country. All collect information in a form which allows for individual programmes to be identified, as well as the characteristics of learners undertaking them. The availability of this

information in each country, in terms of the level of detail provided for this report, varied. Table 1.3.1.a below outlines the main sources used to assess the quantity of provision in each of the main delivery streams.

Table 1.3.1.a: Sources of data from UK funding bodies

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

These sources are essential to understanding the supply of provision, but share an important limitation, i.e. that their coverage is not exhaustive as not all provision, which is privately purchased is recorded. For most datasets, however, there will be

an amount of privately purchase provision, which is taking place in an institution in receipt of public funding, which will be captured, although the quality of the data about this provision is variable.

1.3.2 Analysis of regulatory and awarding body data

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

1.3.3 Analysis of supplementary datasets

Supplementary data sources were also gathered and analysed:

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

1.3.4 Inspection reports

To assess the quality of provision offered, it was necessary to collate information collected by inspectorates in the four countries, as in table 1.3.4.a below:

Table 1.3.4.a: Inspection body arrangements in the UK

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

1.3.5 LLUK employer survey

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

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

Some employers indicated that they operate in more than one country, so figures will not sum. Annex B has more details on the occupational classifications used in the survey.

1.3.6 Stakeholder engagement

To capture the views and better understand the roles of key stakeholders, 29 were contacted across the UK. They were consulted to inform the direction of research and to give expert commentary on problems, which were uncovered routinely and their views were captured semi-formally. Details of who was contacted and why can be found in Annex D.

1.3.7 Provider engagement

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

- 35 were approached in **England**, with 14 responding with verified or amended data
- Two were approached in **Northern Ireland**, with both responding with verified or amended data
- One was approached in **Scotland**, with no response
- Three were approached in **Wales**, with two responding with verified or amended data.

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

2. PROFILE OF THE LIFELONG LEARNING WORKFORCE

This chapter presents a summary of the findings presented in LLUK's stage 1, 'skills needs assessment report', which forms part of the SSA for the lifelong learning sector, and in the LLUK Market Assessment (2004) and considers the profile of the lifelong learning sector in terms of both the size and characteristics of its workforce.

In essence, the lifelong learning sector is a large, complex and mainly public sector, providing increasingly integrated services across its five constituencies. The sector displays tremendous diversity between and within its constituent parts, shaped by distinctive institutional and administrative arrangements and divergent policies in the four countries of the UK.

2.1 The size of the lifelong learning workforce

The LLUK 'Market Assessment' (LLUK, 2004, Appendix 7) presented numbers for the lifelong learning workforce using various data sources, notably 'An assessment of Skills Needs in post-16 Education and Training' (DfES, 2002) and skills foresight papers produced by the constituent bodies of LLUK, namely ISNTO, FENTO, PAULO and HESDA, along with data from the LFS. These numbers, along with more recent figures from the LFS, were used as the basis for the estimates below.

However, in order to address the gaps and deficiencies in the UK-wide data, constituency-specific sources were also explored and a number of stakeholders were asked to provide estimates of workforce numbers, such as for WBL and for youth work within CLD for instance, where standard industry classification (SIC) code representation and numbers from other sources was missing or inadequate².

Hence, it is clear that there are considerable challenges in interpreting the data for all LLUK constituencies. LLUK's research team has therefore considered the data from all of the available primary and secondary sources, along with advice and assistance from stakeholders, to arrive at the following working estimates:

- In the **CLD** constituency it estimated that there are **283,094 employees**
- For the **FE** constituency, estimates for the four nations are as follows:
 - 246,005 in England
 - 5,311 teaching staff only in Northern Ireland
 - 12,330 (full-time equivalent) in Scotland
 - 9,324 in Wales
- In the **HE** constituency, it is estimated that the HE workforce total is **340,000**
- In the **LAIS** constituency, the current estimate is of a workforce total **52,007**, although this is understood to be potentially an under-estimation
- Coverage of the **WBL** constituency is very limited, but the current estimate is that the total for the constituency is **136,625**

LLUK plans to develop firmer estimates through their future research programme.

Given the evident data discrepancies and gaps it is very difficult to establish a global estimate of the size of the lifelong learning workforce as a whole, in order to provide a benchmark figure for the purposes of this report. Overall estimate should be treated with extreme caution. However, based on the figures from the LFS, as well

² For more details on the methodology used to determine the workforce profile and its challenges, please read the "Skills Needs Assessment (SNA) – Stage 1" document.

as from data from constituency-specific sources and stakeholder estimates, it is suggested that the lifelong learning sector could comprise in the region of 1-1.2 million individuals.

For those constituencies covered by SIC codes (which will differ from the workforce estimates), the LFS data, presented in Table 2.1.b, shows broadly comparable patterns across the four countries of the UK.

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

Table 2:1.b: Geographic breakdown of LFS data by constituency

	CLD	FE	HE	LAIS	Total
England	135,171 (20%)	157,135 (23%)	333,931 (50%)	44,300 (7%)	670,536
Northern Ireland	2,697 (17%)	6,357 (39%)	6,747 (42%)	380 (2%)	16,181
Scotland	10,935 (14%)	12,295 (15%)	52,091 (65%)	5,205 (6%)	80,525
Wales	4,123 (10%)	9,122 (23%)	24,528 (61%)	2,122 (5%)	39,895
North East	5,518 (18%)	6,416 (21%)	16,200 (53%)	2,210 (7%)	30,343
North West	19,574 (22%)	23,650 (27%)	38,630 (44%)	5,343 (6%)	87,195
Yorkshire and Humberside	12,551 (16%)	18,724 (24%)	39,986 (51%)	6,573 (8%)	77,834
East Midlands	29,718 (23%)	12,767 (22%)	29,718 (51%)	2,398 (4%)	57,916
West Midlands	13,472 (23%)	15,057 (25%)	26,927 (45%)	3,787 (6%)	59,243
East of England	11,108 (16%)	15,798 (23%)	36,673 (54%)	4,955 (7%)	68,533
London	23,665 (22%)	19,209 (18%)	56,213 (53%)	7,843 (7%)	106,930
South East	23,808 (20%)	26,635 (22%)	62,646 (52%)	6,789 (6%)	119,695
South West	12,442 (20%)	18,880 (30%)	27,122 (43%)	4,403 (7%)	62,846
Total	152,924 (23%)	184,909 (52%)	417,296 (19%)	52,007 (6%)	807,136

Source: Labour Force Survey, 2005. Percentages, in brackets, represent the percentage of the total workforce in each country/English region classified within each constituency.

The key features of this table are that:

- Perhaps not unexpectedly, given general population distributions across the UK, the vast majority of the total lifelong learning workforce (as defined by

SIC codes) were resident in England, with the South East and London being the most common English regions of residence.

- The workforce in HE outnumbered that in FE in all countries of the UK, although the difference in Northern Ireland was considerably less (in percentage terms) than that observed in all other UK countries. The proportion of the workforce involved in FE was highest in Northern Ireland (39%) and lowest in Scotland (15%). Conversely, the proportion of the lifelong learning workforce involved in HE was highest in Scotland (65%) and lowest in Northern Ireland (42%).
- The LAIS workforce comprised less than 10% of the total lifelong learning workforce in any specific country and English region, making up only 2% of the lifelong learning workforce in Northern Ireland.

2.2 Characteristics of the lifelong learning workforce

This section moves on to consider the characteristics of the individuals working within the lifelong learning sector. The key findings, with distinctive variations between the different UK countries, are that:

- the majority of the sector workforce was **female**, with this gender bias being most pronounced in Northern Ireland (70%), compared with England – 59%, Scotland – 58% and Wales – 53%.
- over half (55%) were **aged between 35-54 years**. Scotland had the highest percentage, who were aged 45-54 years (35%), compared with Northern Ireland – 30%, Wales – 29% and England – 28%, whilst Wales had the highest percentage aged 25-34 (22%), compared with England – 18%, Northern Ireland – 17% and Scotland – 14%.
- in terms of ethnic origin, 92% were classified as **‘white’**.
- just under two-thirds (65%) were known to be **employed full-time**.
- more than three quarters (77%) were known to be **employed on a permanent basis**, whilst 16% were known to be on **temporary contracts**.

Drawing on the occupational profile data from the LFS highlights **the importance of professional occupations** within the sector, equating to 52% of those employed. This was considerably higher than the proportion in other groups such as: other parts of education (48%); health and social work (11%); the public sector as a whole (11%); and the economy as a whole (8%). Associate professional and technical occupations (15%) and administrative and secretarial occupations (14%) were the next most common occupational groups.

52% of employment in lifelong learning was made up of professional occupations - compared with only 8% in the economy as a whole.
(LFS, 2005)

The concentration of professional occupations was particularly evident within Northern Ireland, where they comprised 66% of lifelong learning employment, compared with Wales – 57%, England – 52% and Scotland – 47%. In contrast, Scotland had a higher proportion of lifelong learning employment classified within the ‘associate professional and technical’ category (18%), compared with the other UK countries (each 14%). Similarly, comparing English regional variations revealed that the proportion of employment in professional occupations was highest in London (58%) and lowest in the East Midlands (46%) and the North East (47%). Again, providing some degree of balance, the East Midlands had the highest

proportion of managers and senior officials (11%) of any region, whilst the North East had a high proportion of associate professional and technical occupations (16%), the same as in the West Midlands, with only Yorkshire and Humberside being higher (17%).

As has already been noted, in the absence of complete coverage of all LLUK constituencies in the LFS data, these results should be interpreted with care and regarded alongside findings from constituency-specific data sources. The findings based on LFS data have the greatest benefit for comparison between constituencies with the best SIC code coverage (HE and LAIS), and the least value for constituencies with only partial or no SIC code coverage (CLD, FE and WBL).

The sections, which follow, present a summary of the issues and findings relating to the characteristics of the lifelong learning workforce within specific constituencies, based on constituency-specific sources.

2.2.1 CLD

No 'core' and only very limited 'supplementary' constituency-specific data sources were identified for the CLD constituency during the data-scoping exercise. Moreover, only some of the limited sources identified provided details of workforce profile characteristics. No useful data was found relating to Scotland, but for the other UK countries, in summary:

In **England**, 'Qualifications of staff in LSC-funded provision' (Host Policy Research/DfES, 2004) provides some workforce characteristics, based on a sample of the **ACL** sub-group:

- 91% of ACL respondents described 'teaching' as their main activity
- 76% were female
- 22% were aged 40 years or under
- Only 7% worked full-time, with the most common employment status being sessional/hourly paid, accounting for 45%.

In **Northern Ireland**, secondary sources of data identify the total number of paid employees in the voluntary and community sector as over 29,000. (NICVA Research Unit, 2006). Another report, 'Sector Skills: a skills foresight research report on the paid workforce of the voluntary and community sector in Northern Ireland' (NICVA Research Unit, 2004) suggests that over 72% of the paid workforce in the voluntary and community sector in Northern Ireland were female, but that men were over-represented at the more senior occupational levels.

In **Wales**, the 'Local Authority Youth Service in Wales: Audit 2003/04' (Wales Youth Agency, 2005), based on a survey of principal youth officers employed in the youth service or community education service departments within all 22 Local Authorities in Wales suggests that:

- 119 management and 2,730 delivery staff were employed in local authority youth services in Wales in 2004, and in addition, youth services were staffed by a further 330 volunteers
- 87% of delivery staff were employed part-time.

2.2.2 FE

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

In **Northern Ireland**, the DELNI staff data for 2004-05 only provides details on the gender and mode of employment for teaching staff:

- 58% of teaching staff were female
- similarly, 58% of teaching staff worked part-time
- 63% of female teachers worked part-time, whilst 53% of males worked full-time.

In **England**, according to the LSC SIR 2004/05:

- almost two-thirds (64%) of the FE workforce in England were female, and women were more likely to be employed as 'other support staff' (69%) and 'teaching and learning support staff' (66%) than 'teaching and learning staff' (59%)
- the majority were aged 40 years and over and it appears that, overall, they tended to join the FE workforce in their thirties and leave from age 55
- over half worked part-time (57%), particularly 'teaching and learning staff' (62%) and 'teaching and learning support staff' (60%), compared with other support staff (47%)
- two-thirds (66%) were employed on permanent contracts – particularly 'other support staff' (80%) and 'teaching and learning support staff' (71%). Conversely, 23% were employed on a fixed-term basis – particularly 'teaching and learning staff' (30%).

'Qualifications of staff in LSC-funded provision' (Host Policy Research/ DfES,2004) supported many of the LSC SIR 2004/05 findings, reporting that:

- 76% described their main activity as 'teaching'
- 60% of respondents were female
- 29% were aged less than 40 years
- 45% worked full-time, with 41% working part-time and a further 14% working as sessional/hourly paid staff.

In **Scotland**, data from the Scottish Funding Council FES database reveals that:

- 61% of staff were teaching staff
- the majority of the workforce was female, accounting for 57% of full-time equivalents (FTEs), 51% of teaching staff FTEs and 63% of non-teaching FTEs
- the majority were aged between 30–49 years of age, with a slightly younger profile for female than male staff
- the workforce comprised more part-time than full-time workers, particularly amongst teaching staff (64%), compared with non-teaching staff (37%)
- 61% of FTE payroll staff were employed on a permanent basis, with this being particularly the case for non-teaching staff (90% FTEs)
- hence, non-teaching staff tended to work on a full-time and permanent basis (74% FTEs) whilst amongst teaching staff, 68% FTEs worked on a full-time permanent basis alongside a substantial group comprising 18% FTEs employed on a part-time, temporary basis.

In **Wales**, the Department for Employment, Lifelong Learning and Skills (DELLS) SIR data (broadly comparable with the data from the LSC SIR in England) for 2003/04, reveals that:

- 60% of the FE workforce was classified as ‘teaching and learning staff’, compared with 13% ‘teaching and learning support staff’ and 28% ‘other support staff’
- 61% of the FE workforce was female, particularly ‘other support staff’ (70%)
- the distribution of staff ages centred on 40-49 years for women (19%), and 45-54 years for men (11%), although, amongst non-teaching staff, numbers were high in the under 25 years age group
- there were more full-time than part-time staff³
- 74% FTEs were employed on permanent contracts. ‘Other support staff’ were the most likely to be employed on permanent contracts (83% FTEs) and also full-time.

2.2.3 HE

One ‘core’ secondary data source was identified for the HE constituency – the HESA Staff Record for 2004-05, which provided good coverage across the four countries of the **UK** and also the nine English regions. The main findings were that:

- just under half (46%) were academic professionals, although the proportion was marginally less in Northern Ireland (42%) and Scotland (41%). Northern Ireland had an unusually large proportion of administrative and clerical staff (24%) compared with other countries
- there were more females (53%) than males. Female employment was concentrated amongst non-academic staff (63%), while the majority of academic staff were male (59%)
- there was a broad age distribution within the workforce, although females were more prevalent in the younger age bands (under 30 years), whilst in the oldest age band (over 60 years) males were more prevalent than females
- more than two-thirds (67%) of the HE workforce were employed full-time
- 70% were employed on open-ended or permanent contracts, although this was considerably lower for academic professional staff (57%) than other staff (81%)
- 82% were based in England, with the most common regions being London (17%) and the South East (15%), broadly mirroring the data from the LFS for 2004-05. Along with Scotland (11%) and the North West (10%), these regions accounted for just over half of the total HE workforce in the UK.

2.2.4 LAIS

There are two ‘supplementary’ secondary data sources, which provide some additional information relating to the LAIS sector, although it must be remembered that this data does not cover archivists in any way.

Across the UK, data from the Chartered Institute of Library and Information Professionals (CILIP) membership database as of August 2006, suggested that more than three-quarters of members were female (76%), but that at the most senior level of membership, Fellows of CILIP, 63% were male, compared with 37% who were female.

³ Although the way in which the figures were calculated, based on FTE staff, underestimates the numbers of those working part-time.

Moreover, according to a limited survey conducted by the Employers Organisation in 2005 covering library staff employed by 61 out of the 171 Local Authorities in **England and Wales**:

- only 18% of staff surveyed were male
- 35% worked full-time
- 60% were between 40–59 years of age, whilst the 50–54 years age-group was the largest.

2.2.5 WBL

Very limited ‘supplementary’ secondary data relating to the WBL constituency, covering **England** alone, was identified through the data-scoping exercise. Key findings of the survey (Host Policy Research/ DfES , 2004) and reported in ‘Qualifications of staff in LSC-funded provision’, are that:

- 36% of WBL respondents described their main activity as ‘teaching’
- 61% were female
- 47% were 40 years old or less
- 62% were employed full-time.

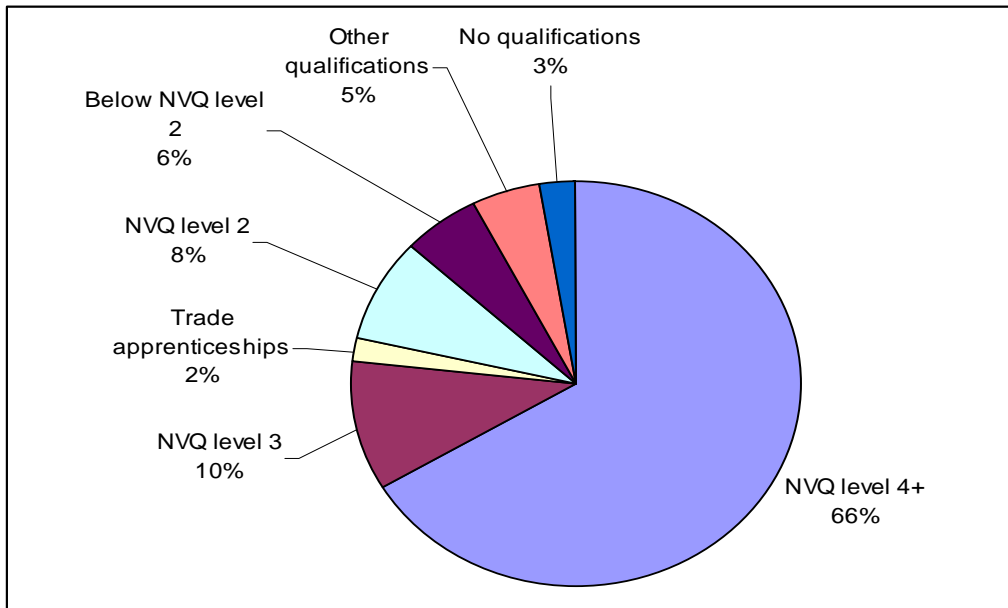
2.3 UK-wide qualifications profile of the sector

Based on data from the LFS, figure 2.3.a shows the distribution of highest qualifications held by the lifelong learning workforce (as defined by SIC codes) in the year 2005. Given the predominance of professional occupations within the workforce, described in section 2.2, it is perhaps not surprising to find that two-thirds of the workforce (66%) were qualified to S/NVQ level 4 or above. This proportion was higher than that found in other public sectors such as other parts of education (57%) and health and social work (44%) and considerably higher than that found within the economy as a whole (24%). Only 6% held qualifications below S/NVQ level 2 and only 3% held no qualifications at all – both considerably less than within the economy as a whole (15% and 11% respectively).

66% of the lifelong learning workforce were qualified to S/NVQ level 4 or above – compared with 24% in the economy as a whole.

(LFS, 2005)

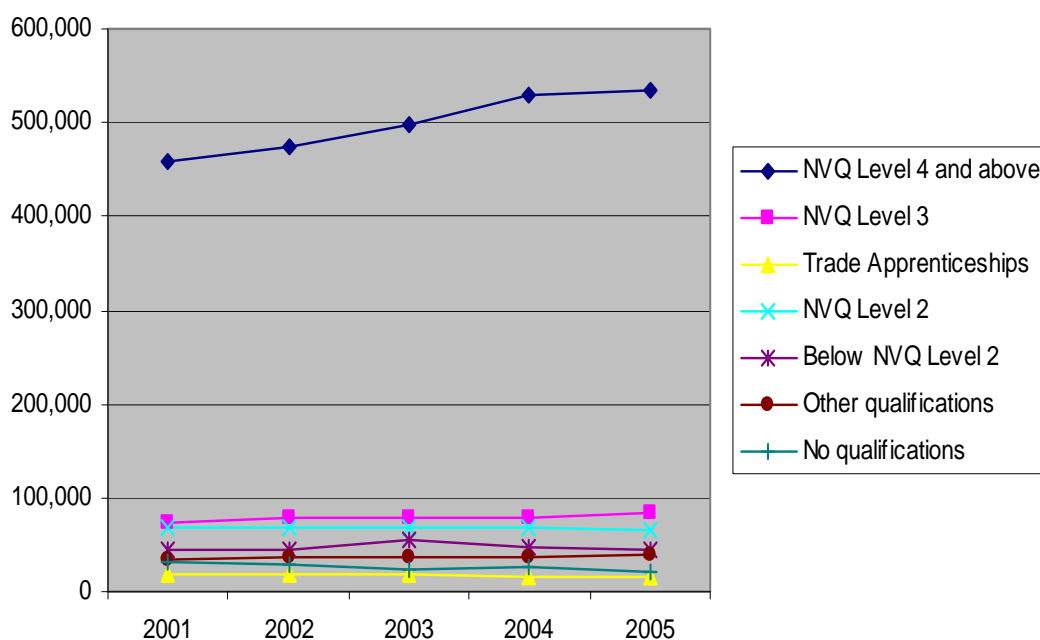
Figure 2.3.a: Profile of highest qualifications held within the lifelong learning workforce (%)



Source: Labour Force Survey, 2005.

Moreover, the trends in highest qualifications held over time (between the years 2001 and 2005) reveal an increase of 17% in the proportion of the lifelong learning workforce holding a qualification at S/NVQ level 4 or above, compared with overall sector employment growth of 11%. There has also been a reduction of 32% in the proportion with no qualifications and a more recent reduction of the proportion with qualifications below S/NVQ level 2. These trends, taken again from the LFS 2001-2005, are illustrated in figure 2.3.b.

Figure 2.3.b: Trends in highest qualification levels 2001–5



Source: Labour Force Survey, 2001–2005.

In 2005, the qualifications held at S/NVQ level 4 or above were predominantly (but not exclusively) held by managers and senior officials (70%), those within professional occupations (86%) and those within associate professional and technical occupations (67%) (LFS, 2005). However, just under a third of administrative and secretarial (32%) and personal service occupations (30%) also held qualifications at this level. The main exception to this pattern occurred in relation to elementary occupations where 50% of employees were unqualified, or qualified below S/NVQ level 2.

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

Broad **geographic variations** were also apparent in the LFS data for the year 2005.

- **England** had the lowest proportion of its lifelong learning workforce qualified to S/NVQ level 4 or above, at 65%. English regional variations were such that London had the highest proportion of its lifelong learning workforce qualified to S/NVQ level 4 or above (69%), the North East and South West had the lowest (both 61%). The proportions of qualified staff in the rest of the UK is as follows:
 - 77% in **Northern Ireland**
 - 70% in **Scotland**
 - 76% in **Wales**.

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

Within England, there was very little variation in the proportion of the lifelong learning workforce in each region, which was unqualified (between 1–4%). However, combining this with the proportions qualified below S/NVQ level 2, Yorkshire and Humberside and the West Midlands had the highest proportion in these categories (12% and 11% respectively).

Trends in the LFS data between the years 2001–2005 show that the overall increase in the proportion of the workforce with qualifications at S/NVQ level 4 or above was mirrored across all four UK countries. Northern Ireland experienced a particularly sharp increase between the years 2003–2005.

2.4 Skills priorities

A number of skills priorities for the sector emerged from the review of the workforce undertaken in the Skills Needs Assessment:

For **CLD**:

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

For **FE**:

- skills related to management and leadership
- specific shortage subjects: construction; engineering; ICT; science; management; health and social care
- basic skills
- future demand for support professionals and technical support staff
- other constituency-specific skills including: gaining current industry experience; updating vocational courses; developing a wider range of teaching and learning support skills.

For **HE**:

- skills related to management and leadership
- technicians' qualifications at Level 4
- future demand for skilled teachers for specific subject areas: business management; IT; economics; electronics; law and medicine
- skills related to the WP agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.

For **LAIS**:

- skills related to management and leadership
- ICT skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development
- LAIS specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS

- customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with basic skills needs.

For **WBL**:

- skills related to management and leadership
- assessment skills
- basic and key skills
- updating of industrial practices.

These priorities form the basis for analysis in section 8, where what is known about provision currently on offer, and the extent to which it already addresses these issues, is explored.

2.5 Summary

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

Examining the characteristics of the lifelong learning workforce reveals particular issues relating to:

- **Female employment** – 59% of the workforce (as defined by SIC codes) were female, based on data from the LFS, and between 58–76% were female, based on constituency-specific sources. This gender bias was particularly notable in Northern Ireland. However, where data from constituency-specific sources allowed comparison, female employment tended to be more limited in the more senior or more professional employment categories.
- **An ageing workforce** – the LFS suggests that the majority of the workforce was aged between 35–54 years. This finding is supported within other constituency-specific sources, with a slightly younger profile within the WBL constituency, and several sources (in the HE and FE constituencies) suggesting a younger profile for women employed within the sector, compared with men.
- **A professional workforce** – more than half (52%) of the workforce (based on the LFS and SIC codes) were professionals, a considerably higher proportion than found in other public sectors or the economy as a whole. The least common occupational group was in sales and customer service occupations.
- **Full-time, permanent employment** was the norm for the workforce as a whole identified within the LFS, although constituency-specific sources suggest that this was more the case within the HE and WBL constituencies and for staff at less senior or professional levels, than for the CLD and LAIS constituencies and staff taking on more senior professional or academic roles.
- **66% of the lifelong learning workforce were qualified to S/NVQ level 4 or above**, compared with 24% in the economy as a whole. It should be noted though that it does not necessarily follow that such a high proportion of the

workforce will hold a S/NVQ level 4 qualification, which is appropriate for their current post.

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

3. SUPPLY OF PROVISION ACROSS THE UK

3.1 Supply of provision

As the following chapters outline in detail the amount and nature of the supply and take-up of provision related to the lifelong learning workforce across the UK, this section sets out to present an overview.

3.1.1 Overall supply of provision in the UK

The stage 2 research indicated that there are at least 664 providers in the UK offering programmes relevant to at least one constituency of the lifelong learning workforce during the academic year 2004/05.

The number above has been expressed as an indicative figure, rather than as a total, as the data search revealed that there are gaps in information in the datasets, which are currently available through public records, most notably about:

- the number of FE and WBL providers in Scotland delivering relevant programmes
- the number of CLD providers in Scotland and Northern Ireland delivering relevant programmes
- all providers delivering relevant provision, who do not appear in public records.

Hence the total number of providers offering learning programmes relevant to the lifelong learning workforce is more likely to be greater, but there is insufficient information to make a robust estimate. What is known about private delivery is covered in more depth in Annex C.

3.1.2 The provider base across the UK

Many of the 664 providers identified in stage 2 are known to deliver programmes, which are relevant to more than one constituency of the lifelong learning workforce.

HE Providers

The 124 HEIs identified as delivering programmes relevant to LLUK predominantly cater to the wider post-compulsory sector, the HE sector itself and the CLD constituency in 2004/05. Of these:

- 98 HEIs in **England** offered relevant programmes
- 3 HEIs and 2 University Colleges in **Northern Ireland** offered relevant programmes
- 13 institutions in **Scotland** offered relevant programmes
- 10 institutions in **Wales** offered relevant programmes.

Data provided through the LLUK employer survey suggests that a sizable proportion will be initial training opportunities, most particularly in librarianship and youth work, although the dominance of part-time and daytime delivery in some enrolments also suggests a considerable amount of professional development opportunities.

FE Providers

There are at least 429 providers in the FE sector across England, Northern Ireland and Wales in 2004/05 - the numbers for Scotland are not currently available. In

terms of programmes, which are relevant to constituencies within the workforce, of the 429 known FE providers:

- 391 FE institutions in **England** offered relevant programmes
- 16 institutions in **Northern Ireland** offered relevant programmes
- 22 institutions in **Wales** offered relevant programmes.

As will be shown in following sections, the majority of opportunities available from this sector were part-time, day attendance, suggesting that the bulk of the programmes are aimed at employees engaged in CPD.

WBL Providers

Information about the number of providers delivering programmes, which are relevant to the lifelong learning sector, was only available for England and Wales for which:

- 65 WBL providers in **England** offered relevant programmes
- 46 WBL providers in **Wales** offered relevant programmes.

CLD Providers

The available information about the supply of relevant provision by the CLD sector is contained in the separate country reports in Sections 4 to 7 of this report and there is not sufficient detail to be able to provide an overview at this stage. LLUK intends to consider how this gap can be resolved going forward.

The data used in this brief outline is summarised in Table 3.1.2.a.

Table 3.1.2.a. Number of institutions identified through public records as supplying relevant programmes to the lifelong learning sector in 2004/05

Country	Delivery stream	HE	FE	WBL	Post-compulsory	CLD	LAIS	All LLUK-relevant provision
England	HE	77	23	8	88	48	16	98
	FE	0	296	93	365	142	18	391
	WBL	0	0	31	29	3	13	65
Northern Ireland	HE	2	0	1	3	2	0	3
	FE	0	3	1	14	8	0	16
	WBL	0	0	0	0	0	0	0
Scotland	HE	9	5	1	10	4	5	13
	FE	*	*	*	*	*	*	*
	WBL	*	*	*	*	*	*	*
Wales	HE	3	4	0	8	6	1	10
	FE	0	6	9	21	11	1	22
	WBL	0	0	21	26	10	1	46

Note: * Denotes no data available, which would provide an accurate number.

Overall it is known that:

- **England** has at least 554 providers supplying relevant programmes – 83% of the total
- **Northern Ireland** has at least 19 providers supplying relevant programmes – 3% of the total

- **Scotland** has at least 13 providers supplying relevant programmes – 2% of the total (without the inclusion of FE or WBL providers)
- **Wales** has at least 78 providers supplying relevant programmes – 12% of the total.

England has the majority of the known relevant supply, although the inclusion of the missing data on supply in the other countries within the UK is likely to change this picture, given the similar proportions of the known workforce identified in Section 2:

- England 83%
- Northern Ireland 2%
- Scotland 10%
- Wales 5%.

3.1.3 The volume of supply in 2004/05

The information used to determine the volume of supply is based on data recorded in public funding records across the UK. The main source of information for uptake in HE is the HESA student record. The Full Person Equivalent (FPE) measure is used, which apportions the headcount between multiple programmes a learner may be undertaking.

Similarly, for FE, the information is based on Individualised Learning Record returns in England, the FESR in Northern Ireland, the 'Infact' database in Scotland, and the Lifelong Learning Record in Wales. Each has a slightly different method of counting the uptake of provision (enrolments, in learning, etc.); the comparisons made here should be observed with caution for this reason.

Overall volume of supply

As can be seen in table 3.1.3.a, the overall volume of supply of relevant programmes for learners was upwards of 154,000 individual learning opportunities in the UK during 2004/05. It is certainly worthy of note that this figure aggregates the likes of full bachelors degrees with short courses provided through FE, and should be treated with due caution. It is also likely to be an underestimate for two reasons:

- there is known to be privately delivered provision, which is not included
- there are programmes supplied by the CLD sector, which may be relevant to the lifelong learning workforce, which are missing for Scotland and Northern Ireland.

This being said, the aggregate figures are indicative of the scale of provision identified as potentially available to the lifelong learning workforce.

Table 3.1.3.a Overall enrolments in relevant provision in the UK 2004/05

Country	HE	OU	Unit	FE	Unit	WBL	Unit	CLD	Unit
England	42,610	1,670	Full person equivalent	86,125	E	1,708	E	602	E
Northern Ireland	1,620	70		1,140	E	0	E	Not known	
Scotland	4,050	200		4,566	Learners*	138	C	Not known	
Wales	4,620	60		3,127	In learning	1,105	In learning	785	In learning
Total	52,900	1,985		94,958	Mixed	2,951	Mixed	1,387	Mixed

Note: E denotes 'enrolments' and C denotes 'certifications'.

* This figure has not been obtained through identification at a programme level. For further details, see section 6.2.3.

FE is responsible for delivering the largest volumes of provision relevant to the lifelong learning workforce across the UK, although these courses are likely to be shorter in nature than those delivered through HE, due largely to its prevalence in England. In Wales, for example, the number of programmes identified as relevant to LLUK and delivered through HE were higher than those delivered through FE.

It can also be seen that:

- The Open University (OU) plays a small but significant role in delivering LLUK-relevant provision, responsible for just over 3.5% of the total from HE in 2004/05. Anecdotal evidence suggests this may be an underestimate.
- The levels of relevant provision delivered by HE and FE are much more closely matched in all countries apart from England, where FE has twice the volume, which maybe due to the Initial Teacher Training franchise provision.
- The extent to which WBL delivers provision relevant to the lifelong learning sector varies by country.

3.1.4 Programme characteristics

There was relatively little variation across the programmes supplied during 2004/05 by all sectors in the modes of delivery, with the bulk of provision being:

- part-time
- day-time attendance.

There are signs of varying supply and take-up of distance and blended learning opportunities, although this remains a small part of the overall offering. Variations to this pattern are captured in the individual reports for each country in sections 4 to 7.

3.1.5 Learner characteristics

Gender of learners

The table below contains the currently available information about the gender of participants in HE and FE in the UK and it is clear that female participants outnumber male participants in every case.

Table 3.1.5.1.a Gender of learners in 2004/05

Provider type	Gender	England	Northern Ireland	Scotland	Wales
HE	F	65.9%	57.6%	69.6%	68.5%
	M	34.1%	42.4%	30.4%	31.5%
FE	F	64.3%	76.4%	70.7%	65.2%
	M	35.7%	23.6%	29.3%	34.8%

Information about the gender of participants in programmes supplied by other sectors is included in the country reports, where available, in sections 4 to 7. Where it is available, it largely confirms the patterns outline above, the only exception being that male participation from the WBL sector was found to be higher than from other sectors, which once again reflects the profile of that workforce.

Ethnicity

In almost every case, 90% of participants in programmes supplied during 2004/05 were of white origin. This figure is broadly representative of the UK-wide composition, but more investigation, with close comparison to local and workforce populations, needs to be undertaken before it can be said that there is equality of opportunity in terms of training provision in the lifelong learning workforce.

Age range of learners

In almost every case, 80% of learners on relevant programmes were aged 25 or over. The exceptions to this were predominantly:

- youth workers
- learners engaged in WBL programmes
- more generally, those engaged in initial training and routes to professional qualifications.

3.2 Expenditure on provision for the lifelong learning workforce

This section presents evidence gathered, which relates to the expenditure on training relevant to the lifelong learning sector's workforce. A combination of the LLUK employer survey, the HESA dataset, information on publicly funded FE and other sources have been used, where appropriate and available, to give an indication of the major sources and volumes of funding.

It is important to note, however, that it is very difficult to ascertain how much is invested in employee development by employers in the lifelong learning sector using private or organisational resources as data is sparse, and, at best, partial in its coverage. Annex C sets out to provide what is known about privately-funded learning and, where possible, estimates of enrolments.

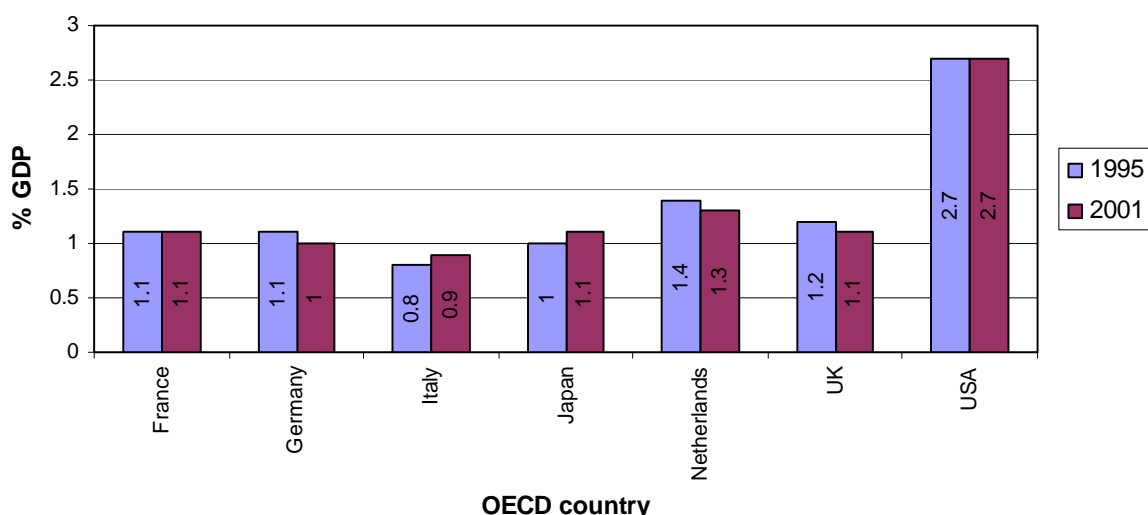
Investment in tertiary education – international benchmarking

There are many difficulties in benchmarking the lifelong learning workforce internationally. Each country collects comparator data separately and each uses its own methods, definitions and timings for data collection and there are occasionally gaps in the data provided by different countries. There are also sometimes considerable differences in the structure of the education systems and qualifications frameworks in the different countries being compared. In response to this, the remaining data presented in this section is based on the International Classification of Education Systems (ISCED⁴), devised by UNESCO, which is fairly broad and, in some cases, not focused specifically on the lifelong learning sector. The classification used is:

- **Tertiary education** – equivalent to HE and S/NVQ level 4+ – equates approximately to HE and the S/NVQ Level 4+ qualifications delivered by FE and WBL constituencies.

Figure 3.2.1.a shows the total (public and private) expenditure on tertiary education institutions in a range of comparator countries as a % of GDP and how this has changed in the period 1995–2001.

Figure 3.2.1.a: Expenditure on tertiary education institutions as a % of GDP, 1995 and 2001



Source: Education at a glance: OECD indicators 2004 (OECD, 2004), table B2.1b, p.230.

Compared with other countries, in 2001 the UK ranked 15th (out of 26 OECD countries with data) in terms of its total (public and private) expenditure on tertiary education institutions in the UK, representing 1.1% of GDP compared to an OECD mean of 1.4%. This proportion was the same as that of France and Japan, but lower than that of the USA (2.7% – ranked 1st). It should be noted, however, that in the USA, a high proportion of the total expenditure is private expenditure, and that levels of public expenditure on tertiary education institutions are similar in the UK and the USA (0.8% and 0.9% of GDP respectively). Moreover, the UK has seen a slight decrease in total spending on tertiary education between 1995 and 2001 (8% decrease), similar to that in Germany (9% decrease) and the Netherlands (7%

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

decrease), which has resulted in its fall from an OECD ranking of 10th. Italy and Japan have both increased expenditure on tertiary education – by 13% and 10%.

3.2.1 UK-wide patterns of employer investment in education and training

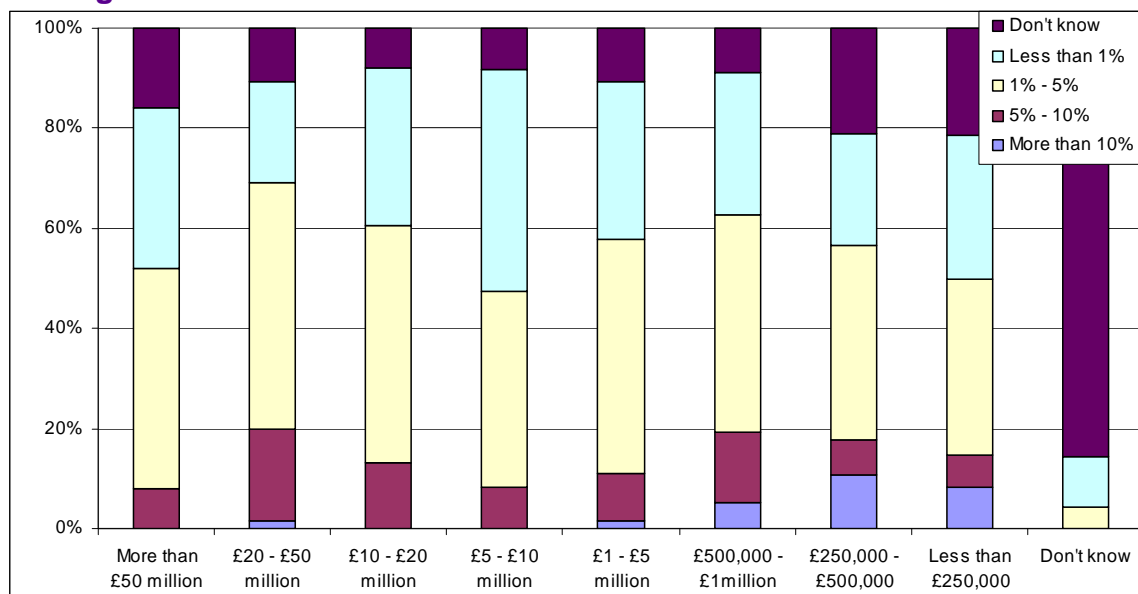
The LLUK employer survey provided information about:

- the operating budget of institutions completing the survey
- the amount, expressed as a percentage of this budget, spent on staff training
- the extent to which employers invest in the education and training of their staff
- the extent to which staff invest in their own education and training.

The information presented in this section is, therefore, based on employer responses from across the UK.

Figure 3.2.2.a shows the annual operational budgets of organisations surveyed, and their training budget, which is expressed as a percentage of this budget.

Figure 3.2.2.a: Operational budget and percentage contribution to staff training. No. = 934.



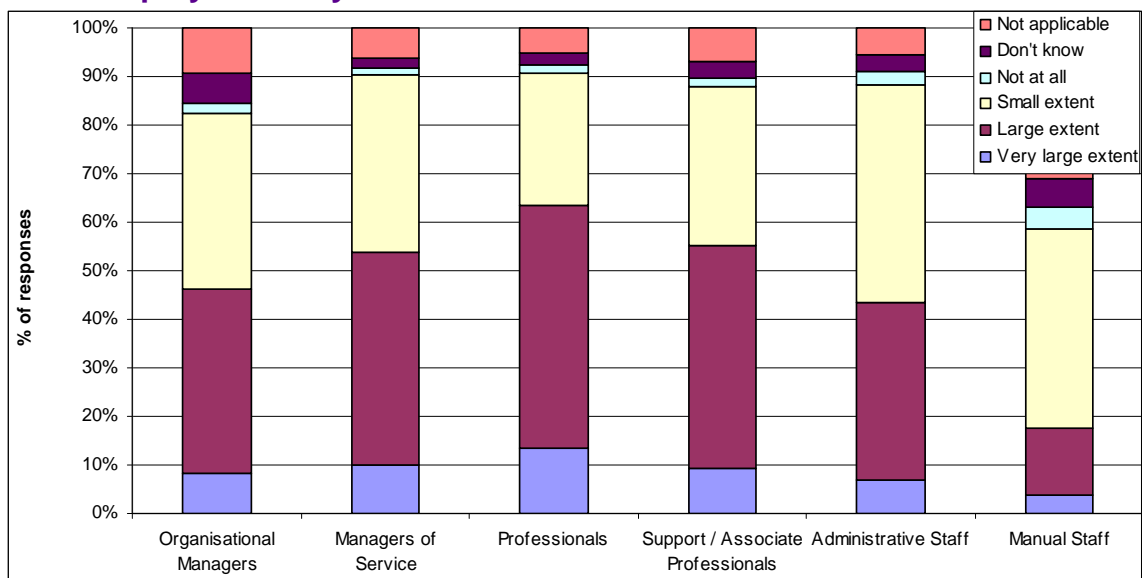
In summary:

- Organisations with small (up to £1 million) and large (more than £10 million) tended to invest more in training. Organisations with budgets from £1 million to £5 million were identified as having invested the least in their staff, as a proportion of the total budget. Further investigation shows that this is predominantly due to low investment (less than 1% of the total budget) by LAIS (with 58.7%) and HE (with 50%) organisations within this cohort.
- Organisations with operating budgets of between £1 million and £10 million tended to invest less. These comprised over 36% of employers surveyed across the UK.

- Few organisations dedicated more than 10% of their operating budget to training. Interestingly, those which did were predominantly those operating budgets of under £1 million.
- Just over 47% of institutions, irrespective of operational budget, invested from 1% to 10% of their budget in training.
- Very few organisations declared that they did not invest in the training of their staff at all.

Figure 3.2.2.b shows the levels of investment by occupational group by LLUK-relevant organisations in the development of their own staff.

**Figure 3.2.2.b: To what extent does your organisation invest in the education and training of its staff?
LLUK employer survey. No. = 510**



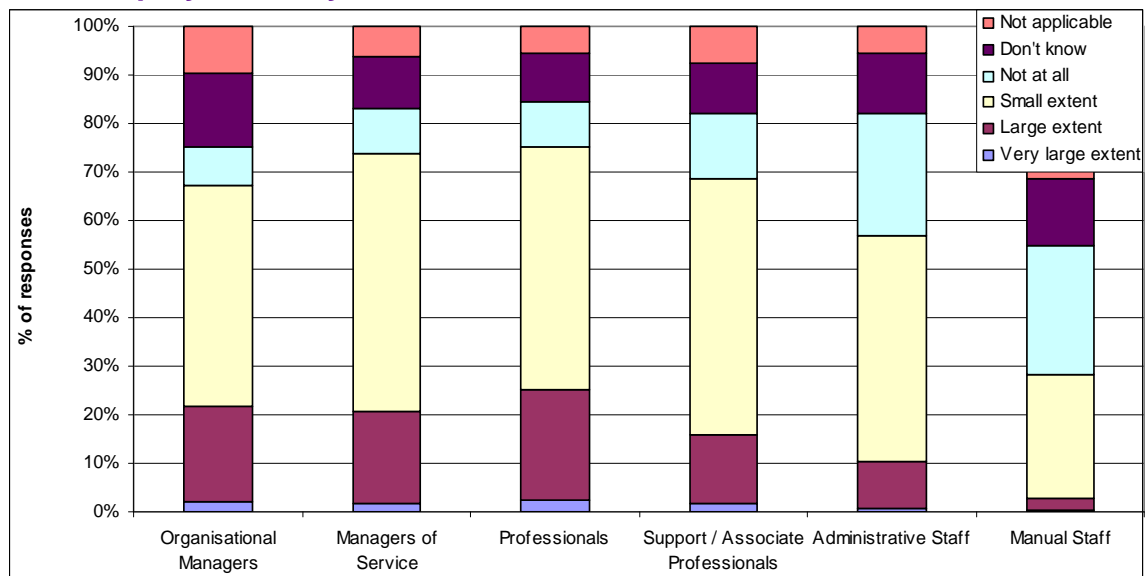
In summary:

- Over 63% of organisations declared that they invested to either a 'large extent' or a 'very large extent' in the education and training of professionals.
- Professionals comprised the occupational group with the most investment, which is in line with the findings of the stage 1 (Skills Needs Assessment), which estimated that professionals make up 52% of the overall lifelong learning workforce.
- Managers of services and support/associate professionals typically received slightly less investment than professionals (with 53% to 55%), and organisational managers and administrative staff less still (with 43% to 46%).
- Manual staff received the least amount of investment, and many organisations responded to indicate that associated questions were 'not applicable' to this occupational group.

Figure 3.2.2.c, shows that employers recognise that levels of investment by staff within their organisation in their own education and training varies by occupational group:

- Most professions were likely to contribute to their own development at least to a ‘small extent’, with over 56% of all occupational groups, excluding manual staff, identified as doing so.

Figure 3.2.2.c: To what extent does your staff invest in their own education and training?
LLUK employer survey. No. = 510.



- Professionals were most likely to invest to a ‘large extent’ or a ‘very large extent’ in their own development, with over 25% of employers responding to indicate this.
- The managerial occupational groups were less likely to invest at this level, with over 20% of organisational managers and managers of service indicated as doing so.

3.2.2 Funding of LUK-relevant HE

HESA collects information on funding within HEIs. These datasets are not disaggregated to a level where expenditure on individual programmes can be identified, but instead give the volume of spending for departments within UK universities. Given that LUK-relevant programmes are very rarely the exclusive learning programmes delivered through these departments, this information would not have been accurate or useful for the purposes of this report and was omitted.

Data was, however, available on the major sources of funding for both the tuition fee element and the programme of study (excluding the tuition fee). This information is presented in the following sections, by country and constituency, to identify the major sources of funding, which learning programmes relevant to the lifelong learning sector received in 2003/04 and 2004/05, if not how much was spent.

Building on work done to identify the programmes relevant to LUK and measuring uptake in HE (covered in the supply of provision sections for each country), the HESA dataset was used to create the tabulations in the following section. Where more than one source of funding was used for the student's programme, the predominant one has been recorded and used in this analysis. For more details on how these programmes were identified, see Annex A.

England

Table 3.2.3.1.a. below shows the major sources, which funded learners on LUK-relevant programmes in 2004/05.

Table 3.2.3.1.a: Primary source of funding for learning programmes in England in 2004/05

Constituency or area	HEFCE	LSC	Teacher Training Agency (TTA)	Entirely by student tuition fees	Own institution	Other	Local Education Authority (LEA) funding (other than for ACL)	All other funding sources
HE	83.1%	0.0%	1.1%	0.9%	10.3%	4.2%	0.0%	0.4%
FE	91.1%	3.7%	0.0%	0.1%	0.0%	0.1%	5.1%	0.0%
Skills for Life	85.2%	9.2%	0.4%	1.6%	0.1%	2.1%	0.1%	1.3%
WBL	95.1%	0.6%	0.0%	0.8%	0.0%	0.3%	0.0%	3.2%
Post-compulsory	88.9%	2.9%	4.2%	2.2%	0.0%	0.3%	0.6%	1.0%
LAIS	99.1%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%
CLD	97.9%	0.4%	0.2%	0.0%	0.0%	0.0%	0.3%	1.2%
Total	89.4%	2.9%	2.4%	1.5%	1.3%	1.0%	0.6%	0.9%

- The largest provider of funds for these programmes was HEFCE, with 89.4% of the total.
- The frequency of HEFCE appearing as the major funding contributor ranged from 83.1% for HE-relevant provision to 99.1% for LAIS related provision.
- There were also significant contributions from the HEI delivering the course, identified by 'own institution', towards HE-relevant provision, with 10.3%. This may be an indication of in-house staff training provision using the institution's capacity, which normally delivers provision to external learners.
- The LSC also was the major contributor for 9.2% of all Skills for Life related learning programmes, 3.7% of programmes directly related to FE and 2.9% of programmes, which cater to the wider post-compulsory sector.
- Additionally, the LSC, and in some cases, employers, will have funded S/NVQ courses for employees in some sectors, e.g. for employees in the LAIS and CLD workforces, for example, which is not recorded in this table.

In terms of the tuition fees for learners, as shown in table 3.2.2.1.b, there was no financial backing for 37.6% of programmes relevant to the lifelong learning sector. This varied greatly, however, from 30.2% for programmes relevant to the post-compulsory sector to 70.4% for WBL related provision.

Table 3.2.3.1.b: Source of funding for tuition fees in England in 2004/05

Constituency or area	No award or financial backing	Assessed/paid by LEA (England and Wales) or SLC (incl. EU students assessed by DfES)	Student's employer	No fees	Institutional waiver of support costs	Not known	Other	All other funding sources
HE	46.0%	1.6%	11.3%	17.1%	13.1%	1.4%	4.0%	5.5%
FE	33.0%	42.1%	4.6%	1.9%	0.5%	9.6%	2.0%	6.4%
Skills for Life	46.3%	9.3%	9.6%	2.2%	3.9%	20.5%	2.4%	5.7%
WBL	70.4%	0.3%	9.6%	2.2%	14.4%	0.0%	0.0%	3.2%
Post-compulsory	30.2%	39.8%	9.2%	7.2%	4.3%	1.7%	1.8%	5.8%
LAIS	58.1%	3.1%	10.3%	3.0%	0.6%	12.8%	1.0%	11.0%
CLD	41.8%	19.8%	17.7%	5.4%	0.7%	1.9%	0.8%	11.9%
Total	37.6%	26.7%	10.3%	7.1%	4.9%	4.8%	2.0%	6.6%

In summary:

- Over a quarter of fees were assessed and paid by English LEAs or the Student Loans Company. Of these, FE (42.1%) and post-compulsory related provision (39.8%) received larger than average levels of fee remittance from these sources.
- Employer contributions to the fees of their employees were identified at a level of 17.7% of all CLD, 11.3% of HE and 10.3% of LAIS related provision.

Northern Ireland

Table 3.2.3.2.a shows DELNI was the primary source of funding for learning programmes identified as relevant to LLUK and delivered in Northern Ireland. It should be noted that there is no funding information on programmes, which relate to the LAIS sector in Northern Ireland, because none were identified in 2004/05.

Table 3.2.3.2.a: Primary source of funding for learning programmes in Northern Ireland in 2004/05

Constituency or area	DELNI	Dept. of Agriculture and Rural Development for Northern Ireland (DARD)	Dept. of Health/ NHS/ Social care	Entirely by student tuition fees
HE	84.0%	0.0%	16.0%	0.0%
FE	100.0%	0.0%	0.0%	0.0%
Essential Skills	100.0%	0.0%	0.0%	0.0%
WBL	100.0%	0.0%	0.0%	0.0%
Post-compulsory	86.9%	8.4%	0.0%	4.7%
LAIS	--	--	--	--
CLD	100.0%	0.0%	0.0%	0.0%
Total	96.2%	1.7%	1.2%	0.9%

In summary:

- The largest proportions of programmes were funded by DELNI, which funded 96.2% of all LLUK-relevant provision.
- Department of Health/NHS/Social Care sources were the major contributors towards 16% of provision relevant to the HE constituency.
- DARD was the major contributor to programme costs of 8.4% of programmes relevant to the wider post-compulsory sector.
- Less than 1% of programmes were funded entirely by student tuition fees.

As table 3.2.3.2.b illustrates, the majority (40.5%) of tuition fees were met entirely by students.

Table 3.2.3.2.b: Source of funding for tuition fees in Northern Ireland in 2004/05

Constituency or area	No award or financial backing	Student's employer	Paid in full by DELNI/ Northern Ireland Education and Library Boards (via Student Loans Company)	Other HM Government dept. or public bodies	UK industry/commerce	Mix of student and DELNI/ Northern Ireland Education and Library Boards (via Student Loans Company)	Charitable foundation	All other funding sources
HE	40.0%	53.6%	1.6%	0.0%	0.0%	0.0%	0.0%	4.8%
FE	83.3%	9.5%	0.0%	7.1%	0.0%	0.0%	0.0%	0.0%
Essential Skills	51.5%	0.7%	45.9%	0.0%	0.0%	0.0%	0.0%	2.3%
WBL	7.8%	83.5%	0.0%	0.0%	8.7%	0.0%	0.0%	0.0%
Post-compulsory	48.3%	12.8%	4.0%	32.1%	0.0%	0.0%	0.0%	2.8%
LAIS	--	--	--	--	--	--	--	--
CLD	55.8%	19.5%	11.9%	1.7%	0.0%	7.9%	3.0%	0.2%
Total	40.5%	33.7%	12.5%	7.0%	2.3%	2.0%	0.7%	1.4%

In summary:

- Employers contributed to a higher proportion of the tuition fees of LLUK-relevant programmes in Northern Ireland than in any other country in the UK, with 33.7% of learners in receipt of employer funding. This was greatest for Jobskills (83.5% - with an additional 8.7% contribution from UK industry / commerce) and HE (53.6%) related provision, and least for Essential Skills (0.7%) relevant learning (although other government sources contributed to just under half).
- DELNI and the Northern Ireland Education and Library Boards fully remitted the tuition fees of 12.5% of LLUK-relevant learning programmes, focusing most contributions on Essential Skills (45.9%) and community development learning (11.9%) relevant provision. They also partially remitted 7.9% of the tuition fees relating to CLD programmes.
- Other HM departments and Government bodies and public bodies contributed towards 32.1% of programmes relevant to the wider post-compulsory sector, and to 7.1% of FE-related provision, with a 7% contribution to all LLUK-relevant programmes.

Scotland

Table 3.2.3.3.a below shows the SFC as the primary source of funding for learning programmes relevant to LLUK in 2004/05 in Scotland.

Table 3.2.3.3.a: Primary source of funding for learning programmes in Scotland in 2004/05

Constituency or area	Scottish Further and Higher Education Funding Council (SFC)	Entirely by student tuition fees	Own institution
HE	78.5%	5.6%	15.9%
FE	100.0%	0.0%	0.0%
Adult literacy, numeracy and ESOL	67.4%	32.6%	0.0%
WBL	100.0%	0.0%	0.0%
Post-compulsory	99.0%	0.7%	0.4%
LAIS	46.8%	53.2%	0.0%
CLD	100.0%	0.0%	0.0%
Total	91.1%	6.2%	2.7%

In summary:

- 91.1% of programmes relevant to the lifelong learning sector had the SFC as their major contributor, with 100% of FE, WBL and CLD related provision in receipt of SFC funding. Only 46.8% of LAIS related programmes received funding from this source.
- 53.2% of LAIS courses and 32.6% of adult literacy, numeracy and ESOL-related provision were funded entirely by student tuition fees.
- HE institutions were major contributors to 15.9% of programmes related to HE.

Table 3.2.3.3.b shows the major sources of funding for tuition fees for participants on LLUK-relevant programmes.

Table 3.2.3.3.b: Source of funding for tuition fees in Scotland in 2004/05

Constituency or area	No award or financial backing	Student's employer	Paid in full by Student Awards Agency for Scotland (SAAS)	Other HM Government dept. or public bodies	Not known	No fees	UK industry/ commerce	All other funding sources
HE	57.3%	9.3%	0.0%	0.3%	18.6%	7.8%	0.0%	6.7%
FE	47.4%	33.8%	0.8%	14.6%	0.3%	0.0%	1.6%	1.4%
Adult literacy, numeracy or ESOL	57.6%	9.0%	0.0%	12.5%	6.9%	5.6%	0.0%	8.3%
WBL	18.2%	27.3%	0.0%	0.0%	0.0%	0.0%	54.5%	0.0%
Post-compulsory	12.4%	50.1%	1.5%	21.3%	2.6%	3.0%	4.5%	4.6%
LAIS	54.2%	12.3%	29.6%	0.0%	0.3%	3.0%	0.0%	0.7%
CLD	28.5%	4.7%	50.4%	1.7%	0.7%	0.0%	0.2%	13.8%
Total	33.5%	26.0%	14.6%	10.3%	4.4%	2.7%	2.0%	6.4%

In summary:

- A third of programmes received no financial backing from any source, but this proportion varied by the constituency the programme related to adult literacy, numeracy and ESOL-related provision had the highest proportion of programmes without financial backing (57.6%) and post-compulsory education (12.4%) the lowest.
- Employers contributed towards 26% of the tuition fees of students on LLUK-relevant programmes in Scotland, with half of learning programmes relating to the post-compulsory sector and 33.8% of programmes for FE in receipt of employer funding. Employers contributed the least to CLD related provision, with only 4.7% tuition fees compensated through this route.
- The Student Awards Agency for Scotland (SAAS) was a major contributor towards the tuition fees of HE programmes relating to CLD (50.4%) and LAIS (29.6%). Learners on programmes relating to other LLUK areas were unlikely to receive funds from this source.
- Other HM government departments and public bodies contributed to 10.3% of tuition fees, concentrating on post-compulsory (21.3%), FE (14.6%) and adult literacy, numeracy and English for speakers of other languages (ESOL) (12.5%) related provision.
- Notably, 54.5% of programmes relating to WBL were in receipt of tuition fee remittance from UK industry or commerce.

Wales

Table 3.2.3.4.a shows the Higher Education Funding Council for Wales (HEFCW) paid for the vast majority of the programme costs for LLUK-relevant programmes.

Table 3.2.3.4.a: Primary source of funding for learning programmes in Wales in 2004/05

Constituency or area	HEFCW	Entirely by student tuition fees	Education and Learning Wales – National Council for Education and Training for Wales (NC ELWa)
HE	100.0%	0.0%	0.0%
FE	100.0%	0.0%	0.0%
Basic Skills	100.0%	0.0%	0.0%
WBL	--	--	--
Post-compulsory	99.2%	0.1%	0.7%
LAIS	98.2%	1.8%	0.0%
CLD	100.0%	0.0%	0.0%
Total	99.3%	0.4%	0.3%

In summary:

- 99.3% of all programme costs were funded by HEFCW.
- Programme costs were covered entirely by student fees for less than 0.5% of LLUK-relevant programmes.

Table 3.2.3.4.b shows the major source of funding for the fee element of programmes relevant to LLUK in 2004/05.

Table 3.2.3.4.b: Source of funding for tuition fees in Wales in 2004/05

Constituency or area	Award assessed/ paid in full by English or Welsh LEA and paid in full by LEA or by SLC (incl. EU students assessed by DfES)	No award or financial backing	No fees	Student's employer	Institutional waiver of support costs	Other	Not known	All other funding sources
HE	3.6%	40.5%	33.9%	0.0%	21.4%	0.0%	0.6%	0.0%
FE	63.7%	11.8%	0.8%	16.3%	0.8%	0.0%	6.1%	0.4%
Basic Skills	4.9%	75.4%	0.0%	1.6%	0.0%	0.0%	14.8%	3.3%
WBL	--	--	--	--	--	--	--	--
Post-compulsory	75.7%	13.6%	0.6%	6.6%	0.2%	0.7%	0.8%	1.9%
LAIS	0.9%	50.7%	41.6%	0.0%	0.1%	3.6%	0.0%	3.2%
CLD	16.5%	57.7%	1.8%	19.3%	0.9%	0.7%	0.1%	3.1%
Total	44.4%	32.0%	9.6%	8.5%	1.1%	1.1%	1.0%	2.3%

In summary:

- The majority of relevant tuition fees were assessed and paid for by Welsh LEAs or the SLC, comprising 44.4% of all programmes. This amount varied according to the LLUK area, to which the programme related; 75.7% of learning programmes relevant to the post-compulsory sector were in receipt of tuition fee remittance while under 1% of learners on LAIS learning were funded by these sources.
- There was no award or financial backing for 32% of LLUK-relevant provision. 75.4% of Basic Skills, 57.7% of community development learning and 50.7% of LAIS had no financing related to the tuition fee.

UK Summary

- Public funding for HE, primarily distributed through the funding councils, is the largest source of payment of programme costs for LLUK-related provision in all of the countries in the UK.
- Over a third of tuition fees for LLUK-relevant programmes are paid for entirely by students across the UK. The proportion ranges from 33.5% in Scotland to 44.4% in Wales.

- There is inequity in the level of employer contribution to tuition fees, which varies across the countries of the UK:
 - Northern Ireland – 33.7%
 - Wales – 32%
 - Scotland – 26%
 - England – 10%.
- HE institutions do contribute to the costs of provision designed to up-skill their workforce, but the extent to which they do this varies in each country and takes different forms (e.g. waiving support costs, waiving fees or the institution itself paying for learning programme costs).

3.2.3 Funding of LLUK-relevant FE

England

Information was available on the volume of public spending on provision delivered by the LSC. This information was available at a programme level, which allowed for detailed analysis by the constituency, for which provision was relevant.

Table 3.2.4.a: Enrolments on FE provision relevant to LLUK and recorded on the FE Individualised Learner Record (ILR)

Constituency or area	2003/04			2004/05		
	LSC-funded (including ESF and others)	No LSC funding	Total	LSC-funded (including ESF and others)	No LSC funding	Total
FE	19,086	548	19,634	17,442	520	17,962
Skills for Life	11,287	1,081	12,368	12,370	1,190	13,560
WBL	1,147	380	1,527	1,086	247	1,333
Post-compulsory	41,469	12,229	53,698	35,970	11,550	47,520
LAIS	589	35	624	396	24	420
CLD	6,411	684	7,095	4,781	549	5,330
Total	79,989	14,957	94,946	72,045	14,080	86,125

Table 3.2.4.a above shows the number of enrolments on all provision captured on the Individualised Learner Record (ILR) for FE. It is important to note that:

- a significant proportion of relevant provision attracts no LSC funding. However,
- the volumes of enrolments recorded as receiving no LSC funding are incomplete, and it is not possible to determine the overall extent of this provision (see 3.2.5 for estimates).

Table 3.2.4.b below shows the amount of funding by constituency (or area), looking exclusively at LSC-funded provision, detailing both the:

- **core funding** – these figures represent the national base rate for the programmes in question. Each programme is given a national base rate, which is dependent on both the duration of the programmes, and the

weighting factor of the programme (which recognises that some provision is more expensive to deliver, i.e. engineering is weighted higher than administration).

- **total funding** – these figures include additional funding elements such as fee remission, funding for the achievement of programmes, core funding and additional learner support funding.

Table 3.2.4.b: Expenditure on LSC-funded provision by LLUK constituency

Constituency or area	2003/04			04/05			% change from 2003/04 to 2004/05		
	LSC-funded Enrolments	Core funding (£) (000s)	Total funding (£) (000s)	LSC-funded Enrolments	Core funding (£) (000s)	Total funding (£) (000s)	LSC-funded Enrolments	Core funding	Total funding
FE	19,086	5,972	6,905	17,442	7,164	8,253	-8.6%	19.9%	19.5%
Skills for Life	11,287	2,495	2,941	12,370	3,837	4,378	9.6%	53.8%	48.9%
WBL	1,147	418	464	1,086	637	704	-5.3%	52.4%	52.0%
Post-compulsory	41,469	8,526	10,310	35,970	7,752	9,260	-	-9.1%	-
LAIS	589	101	126	396	159	177	-	57.1%	40.3%
CLD	6,411	1,250	1,444	4,781	1,255	1,530	-	0.3%	6.0%
Total	79,989	18,763	22,190	72,045	20,803	24,304	-9.9%	10.9%	9.5%

While the number of LSC-funded enrolments on provision relevant to LLUK has declined, the amount spent increased by 9.5% between 2003/04 and 2004/05 to around **£24,304,000**. This may be due to several factors including:

- the 'shift' of provision from informal training to more formal qualifications, especially those in section 96 and section 97 (see section 4.2.3.2 for details), which is typically more expensive.
- inflationary pressures.

The areas in which levels of investment changed the most between 2003/04 and 2004/05 are:

- The total funding allocated to provision relevant to workers in the **WBL** constituency (mainly learning and development awards) increased by 52% to roughly **£704,000**.
- The expenditure on provision relevant to those teaching **Skills for Life**-related provision increased by nearly 49% to around **£4,378,000**. This area was also the only one in which there was an actual increase in the number of LSC-funded enrolments.
- The funding allocated to provision relevant to workers in the **LAIS** constituency increased by around 40% to **£177,000** in 2004/05.
- The only area for which the level of funding decreased was in provision relevant to more than one of the FE, HE or WBL constituencies, the 'post-compulsory' category. There was a decrease in total funding by just over 10%, but this represented a loss of nearly **£1,050,000** from the previous year, bringing total levels to **£9,260,000** in 2004/05.

England – National Employer Skills Survey estimates

The National Employer Skills Survey (2005), co-ordinated by the LSC in England, makes quantitative estimates of the amount of investment in training per employee by the organisations surveyed. The figure came to **£1,450** per employee, and does not deviate far from the national average for all sectors of **£1,550**. However, anecdotal evidence suggests that this figure may be inaccurate, and should be treated with caution.

Northern Ireland

Funding information is gathered for publicly-funded FE provision in Northern Ireland, and was supplied to LLUK so that programmes could be distinguished within the wider subject groupings.

Due to the complexity of programme titles fields used to identify LLUK-relevant activity and resulting difficulties with exploring further detail means that we are unable to provide estimates of funding on LLUK-relevant programmes in Northern Ireland.

Scotland

Scotland's colleges are funded differently to those in the other countries of the UK. The funds, distributed by the SFC, are free to be spent by institutions as they see fit, in order to respond to local demand. The information available was not judged to facilitate the identification of the quantities spent on provision relevant to the sector and, therefore, cannot be included in this report.

Wales

In the case of the funding of FE provision in Wales, out-turn figures are produced from the Lifelong Learning Wales Record (LLWR) data submitted by providers. Funding is then allocated at an aggregated level, based on a comparison between out-turn and target figures. This prohibits subsequent disaggregation back to learning aim level, which would restrict efforts to accurately apportion amounts of investment in LLUK-relevant provision specifically. For this reason, funding for FE in Wales was not obtained for this report.

3.2.4 Privately purchased LLUK-relevant education and training provision

As private training occurs outside of the scope of data collection systems used by the majority of provider institutions in the sector, it is difficult to ascertain the volumes being purchased by the lifelong learning sector. However, by combining information obtained through public records, along with collated information from other sources, estimates have been developed. Annex C shows the working for estimates used in this section.

'Privately purchased' is taken to mean purchased without any identifiable, direct public support for the costs of the provision. Conversely, 'publicly purchased' indicates where the purchaser was in receipt of an identifiable amount of public funds.

Further information on where LLUK-relevant employers receive their education and training, including the extent to which private training providers are used, is provided for each country in sections 4 to 7.

Private training provision in England, Northern Ireland and Wales

Estimates of the volumes of achievements available through publicly funded datasets and the certification data recorded by awarding bodies (and collated by the Qualifications and Curriculum Authority (QCA)) indicate that 46% of LLUK training provision delivered through FE in England, Northern Ireland and Wales was purchased with financial support from funding bodies. Unfortunately, the figures cannot currently be disaggregated to facilitate a comparative analysis of the levels of activity by constituency or country.

Table 3.2.5.a: Estimate of the balance between private and publicly purchased provision, which is accredited by awarding bodies in England, Northern Ireland and Wales

Private/public	Academic year	
	2003/04	2004/05
% privately purchased provision	54%	52%
% publicly purchased provision	46%	48%

However, best estimates indicate that the percentage of publicly supported achievements of awarding body-accredited, LLUK-relevant provision increased two percentage points from 46% in 2003/04 to 48% in 2004/05.

Private training provision in Scotland

The only source of data on privately funded provision, which is currently available, is from LearnDirect Scotland.

LearnDirect Scotland collects information on providers and learning programmes delivered across the whole country, which was supplied to LLUK for analysis. By identifying which programmes within the dataset were relevant to LLUK, and removing all providers, who had been identified on other public records, estimates of the number of courses and the number of external providers have been established.

Of the number of relevant courses identified through this process, the majority (nearly 80%), as illustrated below, relate to Modern Apprenticeships and Skillseekers.

Table 3.2.5.b.: Number of learning programmes relevant to LLUK and delivered through institutions not identified through public records

LLUK constituency or area	No. of courses	%
HE	1	0.3%
FE	1	0.3%
Adult literacy, numeracy and ESOL	15	4.0%
Post-compulsory	15	4.0%
Modern apprenticeships and Skillseekers	295	79.3%
CLD	45	12.1%
Total	372	100.0%

In summary, the high (372 in total) number of programmes identified suggests that there is significant activity relevant to the LLUK workforce occurring in Scotland.

UK Summary

In summary, the currently available information found on levels of expenditure for the sector suggests that:

- The UK is ranked 15th out of the 26 OECD organisations with available data, in terms of investment into tertiary education and training as a percentage of GDP, on a par with Japan and France.
- Organisations with operating budgets of either less than £1 million or over £10 million tended to invest more in their staff, and this was directed primarily at professionals and managers.
- Professionals and managers were also more likely to invest in their own education and training.
- A third of learners on programmes delivered through HE paid for their own tuition fees; this ranged from 33% in **Scotland** to 44% in **Wales**. There was also UK-wide inequity in the levels of support for tuition fees of these learners by employers.
- Information shows that levels of funding for LLUK-relevant programmes delivered through FE:
 - Increased in **England** by 9.5% from 2003/04 to 2004/05, although the number of learners dropped.
 - There was no information on the volume of investment into LLUK-relevant provision for FE in **Wales** or **Scotland**.
- There was a significant amount of provision delivered, which was relevant to LLUK, without any public remittance across the UK.

4. SUPPLY OF PROVISION AND TRAINING TO THE LIFELONG LEARNING WORKFORCE – ENGLAND

4.1 Policy and operational context

4.1.1 Policy context

Policies focused on system reform and quality improvement attempt to strengthen the contribution parts of the lifelong learning sector make to the interdependent aims of improving productivity, employability and social cohesion.

The ‘Skills: getting on in business, getting on at work’ White Paper (DfES, 2005) focused on increasing the skills levels of the workforce and so improving labour productivity and economic performance in this manner. Key initiatives include:

- sharpening the mission of the FE system on economic development and meeting the needs of employers and learners
- developing a national quality improvement strategy and new funding and planning systems
- updating the skills of FE lecturers (‘FE: raising skills, improving life chances’, DfES 2006b)
- increasing the number of FE teachers holding appropriate teaching qualifications (‘Equipping our teachers for the future’, DfES 2004)
- introducing an integrated qualifications framework for the main occupations in the children’s workforce (‘Children’s Workforce Strategy’, DfES 2006)
- strengthening the contribution of libraries and information services to supporting learning and tackling social exclusion (‘Libraries and lifelong learning’, Library Association 2001).

In addition, England will be looking to further professionalise the youth workforce (‘Youth matters’, DfES, 2005) and those in the children’s workforce (‘Every child matters: change for children, DfES, 2004b). Also, within the education and training constituencies there is currently a major push looking specifically at the 14 – 19 workforce and those working in skills for life.

The Higher Education Academy (HEA) is working with universities across the sector to promote development and training for teaching staff, and most HE institutions have their own training in place. In the LAIS, CILIP and the Society of Archivists provide recognised professional qualifications. In CLD, opportunities are more diffuse, with staff having access to a large number of qualifications and development but no currently recognised professional body. In the FE system (including WBL), it will be far more regulated from September 2007 when the DfES will introduce new regulations relating to professionalisation of the sector.

Finally, the Institute for Learning acts as the professional membership body for the FE system.

4.1.2 Government departments and funding bodies

There are a number of key bodies, which provide the policy and operational context for the development of the lifelong learning sector workforce in England. These are briefly outlined below.

The Department for Education and Skills

The Department for Education and Skills (DfES) is the government department charged with developing and driving policy on education, learning and skills in England. Hence the DfES agenda is broad and complex, with policy initiatives relating schools, FE system, HE, adult learning, Skills for Life and lifelong learning.

Department of Communities and Local Government

The Department for Communities and Local Government (DCLG) is responsible for national policy on local government in England. It aims to promote innovation, spread best practice, build capacity and skills, and tackle poor performance, as well as to secure better value for money through smarter investment, the simplification of delivery chains and high-quality partnering. Hence its responsibility for the delivery of 'Every Child Matters', the 14-19 agenda and Children's and Youth Services means that its skills brief extends to those employees engaged in CLD, Children and Youth services, including the Youth Services, and LAIS.

The Department for Culture, Media and Sport

The Department for Culture, Media and Sport (DCMS) is responsible for government policy on the arts, sport, the National Lottery, tourism, libraries, museums and galleries, broadcasting, creative industries, including film and the music industry, press freedom and regulation, licensing, gambling and the historic environment. The department is also responsible for the 2012 Olympic Games and Paralympic Games. In May 2005 existing links to the creative industries were broadened by taking over responsibility for fashion design, advertising and the arts market from the Department for Trade & Industry (DTI). Hence, the department has a role in setting the policy on standards and qualifications for the LAIS sector of the lifelong learning workforce.

The Department for Trade and Industry

The Department for Trade and Industry (DTI's) statement of purpose, 'Creating the conditions for business success; and helping the UK respond to the challenge of globalisation', builds on the department's Strategy and Five Year Programme and emphasises, that, with responsibility for trade, business, employees, consumers, science and energy, the department is in a unique position to contribute to the wider challenge of globalisation, thus enabling business and employees to prosper in the UK. The importance placed on skills in economic development and success means that the department's policies and strategies, in turn, inform and influence the policies and activities of the other SSCs and the government's education and skills agenda.

The Higher Education Funding Council for England

The Higher Education Funding Council for England (HEFCE) distributes public funds for teaching and research to universities and colleges. In doing so, it aims to promote high quality education and research, within a financially robust sector. The funding council also plays a key role in ensuring accountability and promoting good practice, and has four strategic aims:

- widening participation and fair access
- enhancing excellence in learning and teaching
- enhancing excellence in research
- enhancing the contribution of HE to the economy and society.

HEFCE is also responsible for the quality of the provision it purchases, but discharges this remittance to the Quality Assurance Agency for Higher Education (QAA), through an annual contract.

The Learning and Skills Council

The Learning and Skills Council (LSC) plans and funds all public FE, WBL and ACL, including initiatives such as the Skills for Life and Train to Gain programmes. Information gathered by the LSC on their activities has been a vital source for the analysis provided in this report.

The LSC is responsible for some of the targets, which are in place for teacher training, most particularly the 'Success for All' target, i.e. that by 2010, all teachers in FE will be fully qualified. The LSC also plays an important role in delivering vocational qualification reforms, including the emerging Qualifications and Credit Framework (QCF).

4.1.3 Regulatory bodies

The Qualifications and Curriculum Authority

The Qualifications and Curriculum Authority (QCA) is sponsored by the DfES and is England's key institution for the regulation and development of examinations and curriculum for work and colleges. Hence it:

- regulates the public examination system
- develops the national curriculum
- funds occupational standards, accredits and reviews qualifications through its national qualifications framework.

The Quality Assurance Agency for Higher Education

The Quality Assurance Agency for Higher Education (QAA) works closely with the HEFCE, Universities UK (an action group within HE), the GuildHE (representative organisation within the HE with members including HE colleges, specialist institutions and some universities), the National Union of Students UK and the HEA to ensure universities and colleges in England maintain high levels of quality and academic standards.

Because of the range of HE institutions, the work of QAA in England involves the largest number of review methods and encompasses FE in HE colleges, healthcare education, as well as institutional-level reviews.

The QAA works to define clear and explicit standards for HE through the:

- framework for HE qualifications
- subject benchmark statements
- programme specifications
- the code of practice in HE.

Office for Standards in Education

The Office for Standards in Education (Ofsted) is the inspectorate for children and learners in England. Its role is to contribute to the provision of better education and care through effective inspection and regulation. As a non-ministerial government department accountable to Parliament, its independence means it can provide impartial

information about the quality of education and care. This is achieved through a comprehensive system of inspection and regulation, covering: childcare; schools; colleges; children's services; teacher training and youth work.

From April 2007, Ofsted's remit will be expanded to include the children's services work of the Commission for Social Care Inspection (CSCI), together with the Children and Families Court Advisory and Support Service (CAFCASS) inspection remit of Her Majesty's Inspectorate of Court Administration (HMICA) and the inspection work of the Adult Learning Inspectorate (ALI). The organisation's full title will change to The Office for Standards in Education, Children Services and Skills, but it will continue to be known as Ofsted.

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) is a non-departmental public body (NDPB) established under the Learning and Skills Act 2000. ALI is the inspectorate for skills, workforce development and preparation for employment. Working with employers and training providers across the public and private sector, it is a key part of the government's drive to increase skills and productivity and help adults and young people reach their full potential. Hence its key roles are to:

- inspect and report on the quality of training and learning for adults and young people
- raise standards by sharing inspection knowledge with training providers and employers
- offer independent quality assessment and advice to organisations wanting to provide better, more cost-effective training.

ALI aims to ensure that:

- adults and young people receive the best possible training and education to improve their employability and play their full part in society
- the government and the public have clear information about the standards achieved and whether publicly-funded learning programmes offer value for money
- learners and employers can make informed choices about the best training provision available, based on objective and independent inspection reports.

Its findings inform government policy on skills, social inclusion, citizenship and community renewal.

The Adult Learning inspection reports have been used to assess quality of delivery in this report, in section 4.5.

From 1 April 2007 a new, single inspectorate, 'Ofsted' formed by the merger of Ofsted and ALI, will be responsible for regulating and inspecting a wider range of public services, from childcare and children's social care to education in schools and colleges, adult learning and WBL.

4.1.4 Qualifications frameworks

The National Qualifications Framework and the Qualifications and Credit Framework

The development of the National Qualifications Framework (NQF) began in the 1990s in England, in an attempt to provide a unit-based qualification framework, which is underpinned by a system of credit accumulation and transfer (CATS).

The QCA proposed the development of the Framework for Achievement (FfA) for England. This framework aims to offer:

- a clearer recognition structure for learning and qualifications
- smaller packages of units, which can be accumulated and transferred easily between qualifications and awarding bodies
- the potential for employers to gain recognition for in-house training programmes
- a distinctive suite of qualifications, which denote competence in specific occupations
- levels and 'credits', which define the standard and the volume of learning
- standard definitions of terms such as 'award', 'certificate' and 'diploma'.

When the decision was made for the developing English framework to be adopted as the national frameworks for Northern Ireland and Wales, it was re-named the Qualifications and Credit Framework (QCF). The QCF is now a credit transfer system developed for qualifications in England, Wales and Northern Ireland, and is the joint responsibility of the QCA, the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) and the Council for the Curriculum, Examinations & Assessment for Northern Ireland (CCEA).

4.1.5 Endorsement bodies

The Higher Education Academy

The Higher Education Academy (HEA) endorses learning programmes, which prepare teachers for working in a HE setting. The Academy was formed in May 2004 from a merger of the Institute for Learning and Teaching in Higher Education (ILTHE), the Learning and Teaching Support Network (LTSN), and the Teaching Qualification in FE for Scotland (TQFE) National Co-ordination Team (NCT). The HEA accredits teaching and learning programmes for HE staff, which allow those participating to become registered practitioners or associate practitioners within the Academy.

Standards Verification UK

Standards Verification UK has a vital quality improvement role within the lifelong learning sector by operating verification services across the UK. In particular, it has a regulatory responsibility for endorsing initial teacher training qualifications in the learning and skills sector in England and Wales. From September 2007 onwards, trainee teachers within the lifelong learning sector in England will have to undertake SVUK endorsed provision, in order to be recognised as a fully qualified teacher learning and skills (QTLS). SVUK works on behalf of government departments and other stakeholders. Standards Verification UK is part of the sector skills council, Lifelong Learning UK

SVUK has undertaken certain work regarding Centres for Excellence in Teacher Training (CETTs) on behalf of the DfES. The introduction of CETTs is a critical component of the package of DfES reforms to teacher training in the learning and skills sector. It is rooted in the idea of building future Initial Teacher Training (ITT) systems around networks of providers, and so provide trainees with a good experience of teaching and professional development across further education, adult and community education and work-based learning.

The Chartered Institute of Library and Information Professionals and the Society of Archivists

The Chartered Institute of Library and Information Professionals (CILIP) is the professional body for librarians, information specialists and knowledge managers.

The Society of Archivists (SoA) is the principal professional body for archivists, archive conservators and records managers in the UK and Ireland. These two professional bodies accredit provision relevant to the LAIS constituency within LLUK's workforce.

The National Youth Agency

The National Youth Agency (NYA) supports those involved in young people's personal and social development and works to enable all young people to fulfil their potential within a just society.

NYA aims to achieve this by:

- providing resources to improve work with young people and its management
- creating and demonstrating innovation in services and methods
- support the leadership of organisations to manage change
- influencing public perception and policy
- securing standards of education and training for youth work
- accrediting youth work qualifications.

The Institute for Learning

The Institute for Learning (IfL) is the professional body for those working in the FE system, including those practising or training to practice in:

- Adult Community Education
- FE
- WBL.

IfL has an important role to play in ensuring the professionalisation of the workforce, including administering the 'licence to practise' for teachers of FE, which will be implemented from September 2007.

4.2 Supply of provision and training

This section reviews what is known about the supply of the training provision for the whole of the lifelong learning workforce across England, the focus of LLUK's activities, along with the provider base behind its delivery, the learning programme characteristics, delivery patterns and the demographics of those currently engaged in relevant training, CPD or following initial or in-service programmes to lead to full teacher qualified status. The findings from the LLUK employer survey are used to set the context for this analysis.

Information on the supply of provision relevant to the learning and skills workforce has been gathered with the assistance of the HESA, through the HESA Student Record (HESA SR), and the LSC, which maintains the Individual Learner Record (ILR). Together, these organisations collect information on all publicly funded provision delivered through HE, FE, WBL and adult continuing education in England.

These sources have been used extensively to explore trends in delivery and to enable the identification of provision designed specifically for the lifelong learning workforce. Wherever possible, key properties, such as the functional area and the occupational level, for which this provision is designed, have also been examined through this exercise. For more details on how provision was mapped and analysed, and for definitions of terms, see Annex A.

However, it is also important to understand the limitations of the analysis, as some of the in-house provision and privately purchased training does not appear in the data and the quantities are not known. LLUK has attempted to explore these aspects of training provision supply through the LLUK employer survey and analysis of the available awarding body data.

Also, the analysis is based on delivery of provision, which is suitable for workers within the lifelong learning workforce, but this does not necessarily mean that all the learning is then used by these workers in contexts directly relevant to LLUK. The extent to which provision is used, for example by trainers and assessors in other sectors, is unknown.

4.2.1 Headline analysis

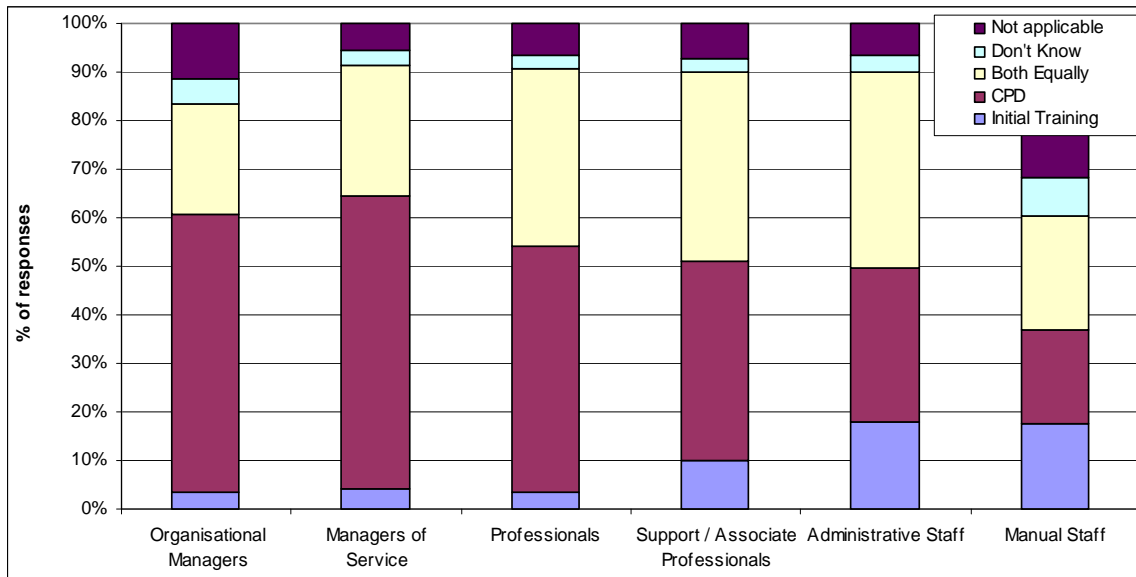
In order to effectively analyse provision and training for the lifelong learning sector's workforce, the consideration of current patterns of initial training and CPD, and where this is happening for different occupational groups, is essential.

All graphs and tabulations in this section are based on the LLUK employer survey in England and observe the lifelong learning sector as a whole. Further breakdowns are presented in Annex B.

Patterns of initial training and CPD

The focus of employers on initial training and CPD varies according to the occupational group in question, as shown below.

Figure 4.2.1.1.a: Does education and training provision for existing staff in your organisation focus on their initial training or CPD?
 LLUK employer survey. No. = 366.

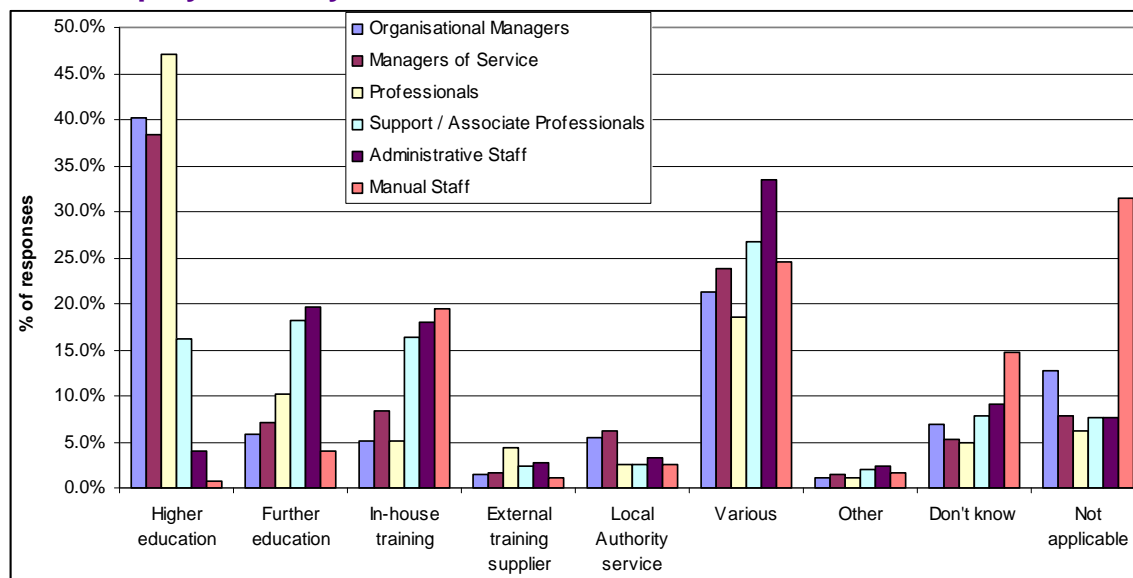


The responses of the majority of the employers in the survey clearly demonstrate that employees in all of the occupational groups take part in both initial training and CPD. There is a stronger emphasis on initial training for support/associate professionals, administrative and manual staff, as perhaps these are more likely to be recruited without prior experience in the sector than professionals and managers.

Overall, an organisational focus on CPD was the most common response, targeted predominantly at managers and professionals. As seen in the reports on the other countries within the UK, the information about the training and development of manual workers, however, is less clear than for the other occupational groups, with over 30% of employers indicating that the question was not applicable to this group.

Figure 4.2.1.1.a shows where new recruits receive their training prior to appointment at a lifelong learning sector organisation. For new entrants to the sector, external and local authority services were the least common forms of training.

**Figure 4.2.1.1.b: Where do most new recruits to your organisation receive their training prior to appointment?
LLUK employer survey. No. = 433.**



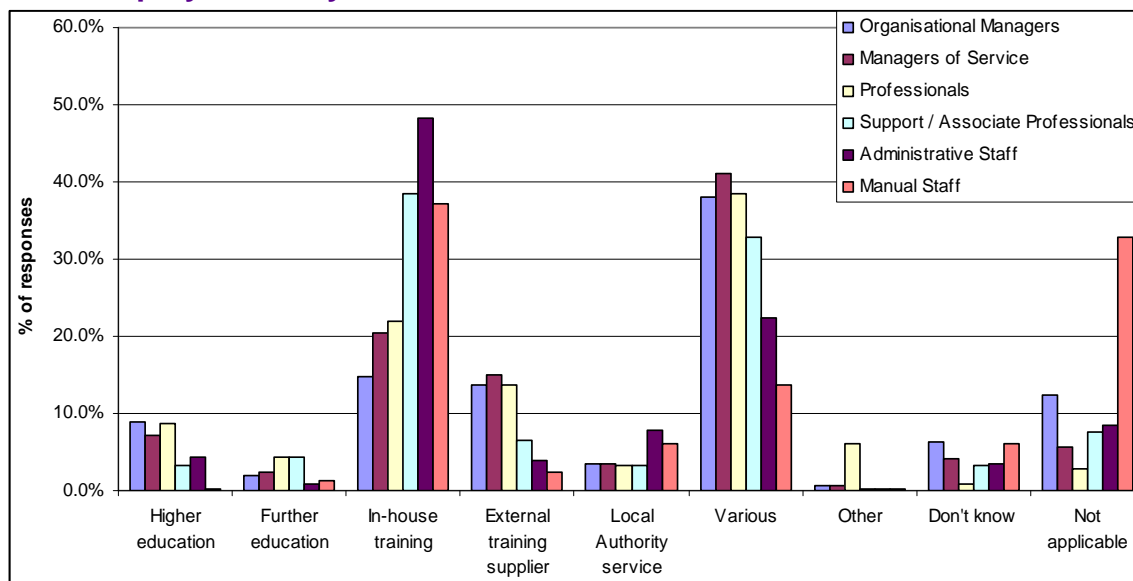
In terms of the sources of training prior to appointment, FE and in-house training were more common for new entrant support/associate professionals and administrative staff, than for managers or professionals, who tended to receive their training through HE or through a combination of routes, labelled as ‘various’.

These responses probably reflect the overall patterns of education and training, which members of the broad occupational groups undertake before entering work as, typically, the majority of teachers, librarians and their managers, for example, will have degrees or professional qualifications from HEIs. The responses may, therefore, be a reflection of this, rather than a measure of additional initial training or CPD.

The training patterns for existing staff demonstrated in-house delivery to be most common, especially for support/associate professional, administrative and manual staff. As indicated at the beginning of this report, the lifelong learning workforce is unique amongst sectors in that it provides education and training for its own workforce, as well as for others.

Hence the levels of in-house training illustrated in the graphs above and overleaf may be an underestimate, as training for constituencies by constituencies may have been recorded by some employers in the in-house category, if it wasn't offered to external participants.

Figure 4.2.1.1.c: Where does most existing staff in your organisation undertake their CPD activities?
LLUK employer survey. No. = 366.



The pattern for the supply of CPD is different from the earlier illustrations, in that HE is much less prevalent as a provider for CPD than for initial education and training. In this case, the choice of *'in-house training'* or a range of providers, recorded as 'various' in the survey, suggests that employers chose the provision appropriate to the needs of their staff, rather than that they had a clear preference for one type of delivery. Constituency level results are available in Annex B.

4.2.2 Provision and training supplied through HE

The majority of staff in England (65%) in the lifelong learning workforce are qualified to S/NVQ level 4 and above, and are likely to have received their training in a HE setting if they belong to a senior occupational group. However, given the fact that many of these will be graduates in their academic or vocational subject area, it is important to note that this does not imply that two-thirds are fully qualified for the professional area, in which they are now employed. It does mean, though, that the majority of the workforce is equipped with the skills and confidence to learn, which provides a good foundation for further professional development.

The following section explores the provider base, learning programme characteristics, delivery patterns and learner characteristics associated with provision designed for the lifelong learning workforce and delivered within the HE setting.

The main source of information for this section is the HESA student record. The Full Person Equivalent (FPE) measure is used, which apportions the headcount between multiple programmes a learner may be undertaking. As it does not have the same geographical characteristics as other HEIs, the OU has been excluded from the analysis below and is explored individually in section 4.2.2.5. London Metropolitan University is also routinely excluded from HESA data and does not appear in the figures of this report.

Provider-base

The HE sector delivers a large amount of (predominantly) formal qualifications relevant to the lifelong learning sector's workforce. Not all learning programmes can be readily identified as being for FE or WBL (i.e. PGCE in Post-Compulsory Education, Training the Trainer) and have been separated into a 'post-compulsory' heading. The table below shows the number of HE institutions, which have relevant learning programmes on offer, by constituency.

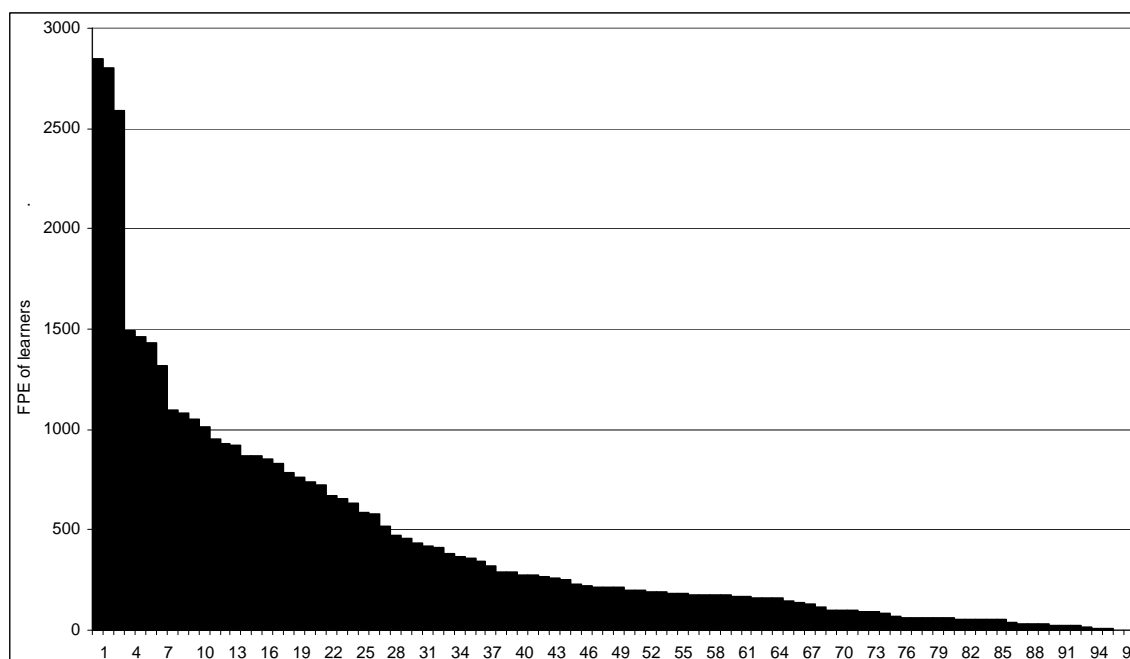
It should be noted that institutions can supply provision relevant to more than one area of the lifelong learning workforce.

Table 4.2.2.1.a: HE Institutions delivering LLUK-relevant learning programmes in 2004/05

HE	FE	WBL	Post-compulsory	CLD	LAIS	All LLUK-relevant provision
77	23	8	88	48	16	98

Though the relative populations of the four countries in the UK would imply different levels of HE provision, it is striking that, as the graph below shows, England has up to thirty times the number of HEIs providing programmes, which are relevant to the lifelong learning sector than elsewhere. So the scope, scale and consequent take-up of provision are considerably different to that of Northern Ireland, Scotland and Wales.

Figure 4.2.2.1.a: FPE of learners on LLUK-relevant provision, by HEI in 2004/05



Note: The x axis denotes the number of HEIs delivering relevant learning to the lifelong learning workforce.

That having been said, the delivery of learning programmes is clustered around a smaller number of institutions, with 14% of HEIs responsible for delivering over 50% LLUK-relevant programmes to learners in 2004/05, and the top three delivering over 18%, as illustrated in Figure 4.2.2.1.a. The three universities responsible for delivering the greatest provision relevant to LLUK were:

- The University of Greenwich

- The University of Huddersfield
- Canterbury Christ Church University..

Learning programme characteristics

The number of learners undertaking provision designed for the lifelong learning sector increased by 15.3% between 2003/4 and 2004/05 in England. The areas of most rapid growth were in:

- the provision for Skills for Life teachers and support staff, which increased as a result of the impact of the Skills for Life Strategy
- the CLD sector.

Table 4.2.2.2.a: FPE of learners in relevant HE provision, by LLUK area in 2003/4 and 2004/05

LLUK constituency or area	2003/04	%	2004/05	%	% change
HE	4,630	11.9%	5,400	12.7%	16.7%
FE	2,365	6.1%	2,460	5.8%	4.0%
Skills for Life	4,375	11.3%	5,475	12.9%	25.2%
WBL	1,145	3.0%	1,100	2.6%	-4.2%
Other post-compulsory	20,745	53.5%	21,850	51.3%	5.3%
LAIS	1,105	2.9%	1,080	2.5%	-2.3%
CLD	4,445	11.4%	5,235	12.3%	17.9%
Total	38,815	100.0%	42,610	100.0%	9.8%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

The only types of provision, which showed a decline in the number of learners taking up learning opportunities over the two years, were those, which focused on:

- WBL
- LAIS.

Both decreased by about 2% over the two-year period.

As the following table shows, the volume of certain types of learning programmes, described as qualification aims in the HESA student record, have seen some shifts in the period between 2003/4 and 2004/05.

Table 4.2.2.b: FPE of learners, by qualification aim in HE provision in 2003/4 and 2004/05

Qualification aim	2003/04	%	2004/05	%	% change
Postgraduate diploma or certificate (not PGCE), not mainly by research	8,415	21.7%	8,065	18.9%	-4.1%
Other undergraduate diplomas and certificates	6,710	17.3%	8,935	21.0%	33.2%
Ordinary PGCE	4,645	12.0%	5,205	12.2%	12.1%
Master's degree, not mainly by research	4,515	11.6%	4,975	11.7%	10.1%
First degree	3,440	8.9%	3,820	9.0%	11.1%
Certificate of HE	2,290	5.9%	1,645	3.9%	-28.1%
Foundation degree	975	2.5%	1,660	3.9%	70.2%
Institutional undergraduate credit, which may be counted towards qualifications contained within codes 02 to 52 (includes CAT Schemes)	1,255	3.2%	1,255	2.9%	-0.2%
Professional qualification at undergraduate level (with or without academic qualification)	1,390	3.6%	745	1.7%	-46.4%
Diploma of HE	870	2.2%	1000	2.3%	14.9%
Post-degree diploma/ certificate at undergraduate level	535	1.4%	975	2.3%	81.8%
No formal postgraduate qualification (advanced/ HE)	30	0.1%	*	0.0%	-100.0%
Foundation course at FE level	*	0.0%	*	0.0%	-100.0%
All other awards	3,755	9.7%	4,335	10.2%	15.5%
Total	38,815	100.0%	42,610	100.0%	9.8%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

* Denotes figure suppressed due to small number.

In summary, there were marked increases in the numbers of learners on:

- first degrees
- some of the undergraduate and postgraduate certificates and diplomas
- most particularly, foundation degrees designed for the lifelong learning sector, in 2004/05.

At the same time, there were decreases, including in:

- certificates of HE
- professional qualifications at undergraduate level
- programmes leading to institutional undergraduate credit.

These patterns differ from those found in other countries within the UK.

Delivery Patterns

As illustrated in table 4.2.2.3.a, the delivery of learning programmes relevant to the lifelong learning workforce takes place predominantly in a part-time setting, reflecting

the need for learners who are in full or part-time employment to accommodate their work and personal commitments. However, provision for LAIS and CLD appear to be delivering a slightly higher proportion of full-time programmes (37.5% and 39.6% respectively), which are likely to be initial routes to qualification for these sectors.

Table 4.2.2.3.a: FPE of learners, by mode of delivery in HE Provision and LLUK area in 2004/05

LLUK constituency or area	Full-time	Part-time	Sandwich	Other
HE	0.7%	97.4%	1.9%	0.0%
FE	14.6%	81.8%	0.1%	3.5%
Skills for Life	19.9%	77.3%	2.7%	0.0%
WBL	1.7%	98.0%	0.3%	0.0%
Other post-compulsory	8.4%	90.6%	0.8%	0.2%
LAIS	37.5%	55.7%	6.7%	0.0%
CLD	39.6%	59.8%	0.6%	0.0%
Total	13.7%	84.8%	1.3%	0.3%

These findings appear to corroborate those from the LLUK employer survey, indicating the lifelong learning sector's preference to concentrate on CPD, rather than initial training, which would necessitate this type of flexible delivery to accommodate working hours.

Learner characteristics

This section looks at the demographics of learners on provision relevant to the lifelong learning sector.

Table 4.2.2.4.a: FPE, by summary learner demographics in relevant HE provision in 2004/05

LLUK constituency or area	Female	Ethnicity				Age		
		White	Non-white	Non-UK	Not known	Under 25	25 and over	Not known
HE	52.6%	61.0%	8.8%	9.9%	20.3%	4.6%	93.4%	2.0%
FE	60.1%	81.8%	10.2%	0.8%	7.3%	7.0%	92.7%	0.3%
Skills for Life	73.3%	58.5%	9.1%	22.9%	9.5%	13.0%	85.6%	1.4%
WBL	53.0%	44.0%	13.3%	36.5%	6.2%	6.7%	93.3%	0.0%
Other post-compulsory	65.3%	79.0%	9.4%	3.7%	7.8%	7.2%	92.2%	0.6%
LAIS	73.4%	68.5%	6.6%	9.9%	15.1%	21.7%	78.3%	0.0%
CLD	76.8%	70.9%	20.2%	1.9%	6.9%	29.1%	70.7%	0.3%
Total	65.7%	72.1%	10.7%	7.6%	9.6%	10.6%	88.6%	0.8%

In summary:

- The higher level of female compared to male participation in HE learning is in line with the profile for the other countries in the UK.

- Learning programmes, which appear to have been designed for the HE sector, had the lowest proportion of female participants, with 52.6% participation.
- Skills for life-related LAIS and CLD provision had the highest proportions of female participants, with over 73% for both constituencies.
- Learning programmes designed for use in the FE setting had the highest proportion of participants of white ethnicity (81.8%), and provision relating to WBL the lowest (43.5%).
- LAIS and CLD areas comprised the youngest learner cohorts, with 21.7% and 26% under 25 respectively. This may, in part, be due to the emphasis on initial training and routes to professional qualification already outlined in this report.

The Open University

The Open University (OU) is the UK's only university dedicated to distance learning. As the geographical location of an institution providing distance and blended learning is not a helpful criterion, a different approach to measuring the level of contribution, in terms of FPE of learners, to each country and region has had to be adopted. In this case, the area of domicile of the learner was used to determine these volumes.

Information at programme level is only available from 2004/05, so trend data are not currently available. The table below shows the FPE of learners on OU courses in 2004/05.

Table 4.2.2.5.a: FPE in OU provision, by LLUK area in 2004/05

LLUK constituency or area	2004/05	%
HE	50	3.0%
FE		0.0%
Skills for Life	*	0.1%
WBL		0.0%
Other post-compulsory	25	1.4%
LAIS		0.0%
CLD	1,585	95.5%
Total	1,660	100.0%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

* Denotes figure suppressed due to small number.

The OU delivers learning programmes, which predominantly relate to the CLD sector. All together, the OU delivers nearly 20% of this type of provision through HE identified in England. This included mostly BA (Hons) in Childhood and Youth Studies, and a small number of learners undertaking a foundation degree (FdA) in Working with Young People.

The figures above may, however, hide the number of individual members of the lifelong learning workforce in England who undertake OU courses as full-fee paying students, in order to develop their own skills and knowledge or to progress to postgraduate level or professional status. OU has been a very popular route for non-qualified teachers from all phases and sectors, for example, since its inception in the 1970s.

Summary and issues for consideration

- Participation in initial and continuing education provided by the HE sector is predominantly the domain of managers and professionals within the lifelong learning workforce.
- HE in England is predominantly a provider of initial, rather than continuing education, though it provides CPD for some of its own workforce.
- 65% of the workforce is educated to Level 4, though this does not mean that this same percentage hold the relevant or necessary qualifications for their current post in the workforce. (The equivalent percentage of the workforce in Wales qualified to Level 4 is 76%).
- Women outnumber men in relevant LLUK HE provision. This may reflect the make-up of the workforce for the different constituencies.

4.2.3 Provision and training supplied through FE

Many of the qualification and learning programmes, which supply essential skills to the lifelong learning sector's workforce in England are delivered by FE institutions.

Findings from the Skills Needs Assessment suggest that around 20% of the lifelong learning workforce hold qualifications at S/NVQ level 2 or 3 (excluding trade apprenticeships). These are likely to have been obtained within a FE setting. Once again, it is important to note that these may, or may not be, related to the post, which an employee may currently hold.

The information used for analysis is drawn from the LSC's FE ILR returns, and captures LSC-funded, and non-funded learning programmes. Anecdotal evidence suggests that the records for non-funded provision are less complete than those for funded provision, and do not include provision in organisations which do not receive any LSC funding. Enrolments (referred to as 'learning aims' by the LSC) are defined as learning programmes undertaken at some point within a specified academic year so will have some learners continuing from previous years, and some starting in the period cited. Learners may (and often do) enrol on more than one course, so this measure is of overall activity rather than a headcount of individuals engaged in learning.

Provider-base

The FE sector in England delivers large volumes of formal and informal learning programmes to the lifelong learning sector's workforce, with the notable exception of provision designed specifically for employees within the HE constituency of the lifelong learning workforce.

The table below shows the number of providers delivering provision to the lifelong learning workforce, by constituency. It should be noted that providers can supply provision relevant to more than one LLUK area.

Table 4.2.3.1.a: FE Providers delivering LLUK-relevant provision recorded on the ILR

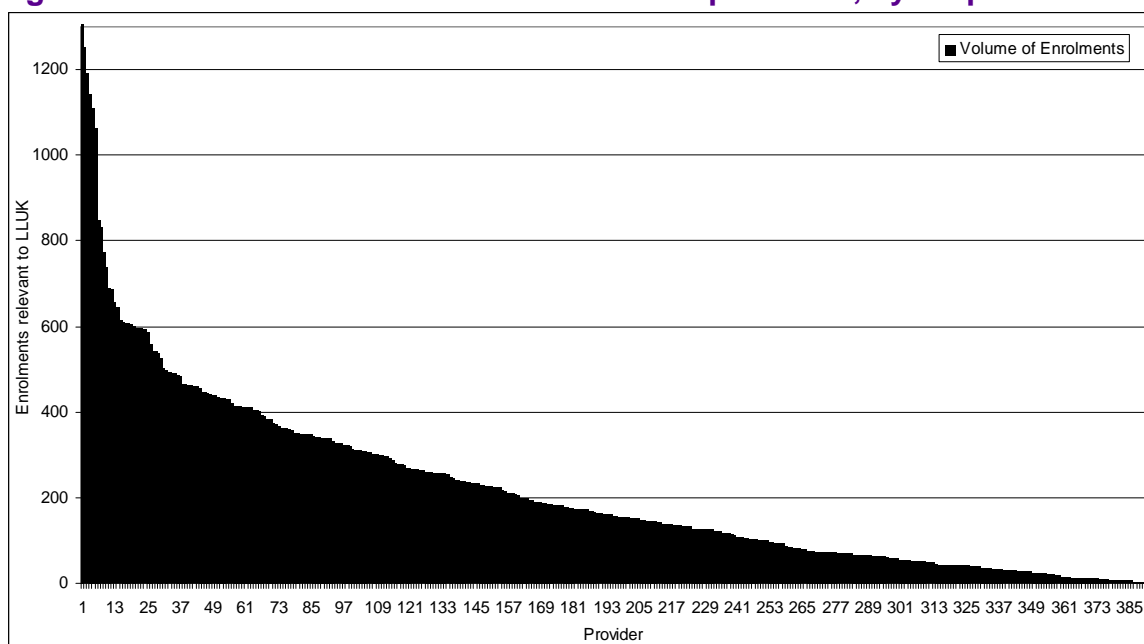
FE	WBL	Post-compulsory	CLD	LAIS	All LLUK-relevant provision
296	93	365	142	18	391

In summary:

- Post-compulsory, FE and, to a lesser extent, CLD appear to have the most extensive provider base.
- The volume of enrolments delivered by each provider varies, as shown in the graph overleaf. A clustered distribution can be seen, where 20% of the provider base delivers over 50% of the total learning programmes.
- The availability of providers delivering provision relevant to WBL is less than for other sectors.
- The FE sector appears to offer much less for the LAIS workforce, perhaps a reflection of the general level of education and training of these workers to level 4 or 5, following their Postgraduate qualification and learning.
- Overall, in England, just over 10% of the provider base delivered 30.5% of the total provision relevant to LLUK. Whilst this is high, it is not as high a proportion as in Northern Ireland and Wales. This is probably due to the overall scale of FE providers and consequent volume of programmes available, though further clarification may be needed.

The distribution of provision across the provider base is illustrated in figure 4.2.3.1.a.

Figure 4.2.3.1.a: Enrolments on LLUK-relevant provision, by FE provider



Note: The x axis denotes the number of FE institutions delivering relevant learning to the lifelong learning workforce.

Whilst the majority of this provision is delivered through general FE colleges, LEAs and sixth form colleges also play a much smaller, but still significant, part in delivering provision to the lifelong learning sector.

It is important to note that, however, the overall volume of take-up by members of the lifelong learning sector has decreased from the 2003/04 to 2004/05 academic years, as shown in the table below. Given that the volume of LSC funding actually increased in this period, the declines in take-up are likely to be the result of a 'shift' in funding from informal training to more formal training, which is typically more expensive. This point is explored further later in the section.

Table 4.2.3.1.b: FE Enrolments delivered, by provider type, in 2003/4 and 2004/05

Provider type	2003/04	2004/05	% change
Charitable	92	134	45.7%
External institution	1,743	1,427	-18.1%
General FE college, including tertiary	83,219	74,571	-10.4%
HE organisation	451	481	6.7%
LEA	4,419	4,173	-5.6%
Organisation in business in its own right	9	33	266.7%
Other local authority	49	104	112.2%
Sixth form college	2,189	2,266	3.5%
Special college – agriculture and horticulture	1,599	1,705	6.6%
Special college – art, design and performing arts	19	21	10.5%
Specialist designated college	1,157	1,210	4.6%
Total	94,949	86,125	-9.3%

Learning programme characteristics

As the previous table showed, the number of enrolments onto learning programmes designed for the lifelong learning sector declined by 9.3% from 2003/4 to 2004/05. A breakdown of these results by LLUK area is provided below.

Table 4.2.3.2.a: Enrolments in FE provision, by LLUK area, in 2003/4 and 2004/05

LLUK constituency or area	2003/04	%	2004/05	%	% change
FE	19,634	20.7%	17,962	20.9%	-8.5%
Skills for Life	12,368	13.0%	13,560	15.7%	9.6%
WBL	1,527	1.6%	1,333	1.5%	-12.7%
Other post-compulsory	53,698	56.6%	47,520	55.2%	-11.5%
LAIS	624	0.7%	420	0.5%	-32.7%
CLD	7,095	7.5%	5,330	6.2%	-24.9%
Total	94,946	100.0%	86,125	100.0%	-9.3%

In summary:

- The 'other post-compulsory' category, which represents the bulk of the take-up of learning programmes in the table above, is comprised of predominantly assessment and verification-related provision, instances of FE delivery of HE (such as PGCEs in Post-Compulsory Education) and other programmes essential for the teaching workforce (e.g. Union Learning Representatives, Using ICT to support Learning, etc.). The number of enrolments on this type of provision has decreased by 11.5% from 2003/4 and 2004/05.
- Skills for Life showed the only increase over the two-year period, perhaps reflecting the increase in both the provision and take-up of programmes for teachers, learning support and front-line staff within the sector at levels 2, 3 and 4.
- Provision relating to CLD showed the highest percentage decline.
- The work based constituency showed the second lowest level of participation, which also declined over the two-year period. This may be a significant issue for LLUK.
- LAIS had the lowest overall level of participation in FE provider programmes, although this may be accounted for, to some extent, by the correspondingly higher levels of participation in HE programmes.

Evidence suggests that an important factor in the recent decline in enrolments is the LSC's prioritisation of formally approved qualifications, which appear in section 96 and/or 97. These qualifications are approved by the Secretary of State for funding, in accordance with the Learning and Skills Act 2000. The cohort of qualifications, which meet this criterion, as shown below, grew by nearly 12% in 2004/05, while provision not meeting this criterion saw dramatic decreases, reducing by more than half the 2003/4 volumes.

Table 4.2.3.2.a: Enrolments in FE provision, by funding status, in 2003/4 and 2004/05

LLUK area	Funding source	2003/04	%	2004/05	%	% change
Lifelong learning sector	Section 96 and/or section 97	57,298	60.3%	64,113	74.4%	11.9%
	Other provision, which may be eligible for funding	30,363	32.0%	14,559	16.9%	-52.1%
	Not eligible for LSC funding/N/A	7,285	7.7%	7,453	8.7%	2.3%
Total		94,946	100.0%	86,125	100.0%	-9.3%

Further analysis shows the extent to which non-approved learning programmes are decreasing. It also illustrates why employees in some constituencies, such as CLD, which traditionally engaged in non-approved learning programmes, may be being more heavily affected by current funding policy and pressures.

In most areas the numbers of enrolments for section 96 and/or 97 qualifications are increasing, or making more modest losses. Given the continuation of current LSC policy, the formal regulation of qualifications may be important to ensuring adequate volumes of provision in the future.

As Table 4.2.3.2.b. shows, the majority of learning programmes designed for the lifelong learning sector are delivered at S/NVQ level 3 and above. The largest decline, in terms of percentage change, is for S/NVQ level 1 enrolments. Further analysis indicates that this is predominantly due to the non-funding of CLD-related 'other provision'.

Table 4.2.3.2.b: Enrolments in FE provision, by notional level, for 2003/4 and 2004/05

Notional level	2003/04	2004/05	% change
Level 1 and entry	4,550	2,896	-36.4%
Level 2	9,957	9,605	-3.5%
Level 3	39,274	33,809	-13.9%
Level 4 and over	34,766	33,974	-2.3%
Unknown, mixed and N/A	6,399	5,841	-8.7%
Total	94,946	86,125	-9.3%

Delivery Patterns

Learning programmes for the lifelong learning sector are delivered in a variety of different ways, and at different times of day. The following section explores how much is delivered and when in a FE setting.

Table 4.2.3.3.a: Enrolments in FE provision, by full and part-time and mode of delivery

Full-time or part-time	Mode of delivery	2003/04	%	2004/05	%	% change
Full-time	Class contact	8,545	9.0%	6,906	8.0%	-19.2%
	Distance learning (not e-learning)	241	0.3%	246	0.3%	2.1%
	S/NVQ	95	0.1%	66	0.1%	-30.5%
Full-time total		8,881	9.4%	7,218	8.4%	-18.7%
Part-time	Class contact	74,728	78.7%	67,157	78.0%	-10.1%
	Distance learning (not e-learning)	10,070	10.6%	9,799	11.4%	-2.7%
	S/NVQ	1,267	1.3%	1,951	2.3%	54.0%
Part-time total		86,065	90.6%	78,907	91.6%	-8.3%
Total		94,946	100.0%	86,125	100.0%	-9.3%

The 'other' category includes S/NVQ, distance learning and evening class contact delivery.

The tables above and below show that LLUK-relevant provision is:

- predominantly part-time (91.6% in 2004/05), and increasingly so (an increase of 1% over 2003/04 levels)
- delivered largely through face-to-face and class contact programmes
- delivered through daytime attendance. This may cause problems for release of staff from the WBL sector, other small learning delivery organisations and part-time workers, who are often not funded by their employers for initial training and qualifications, or for CPD
- delivered through distance learning, i.e. not e-learning (11.4% of the total delivery of courses in 2004/05)

Overall, enrolments fell by 9.3% over the two years.

The time at which provision relevant to the lifelong learning sector is delivered is displayed in the table below.

Table 4.2.3.3b: Enrolments in FE provision, by full and part-time and timing of delivery

Full-time and part-time	Mode of delivery	2003/04	%	2004/05	%	% change
Full-time	Daytime	7,422	7.8%	6,093	7.1%	-17.9%
	Other	1,459	1.5%	1,125	1.3%	-22.9%
Full-time total		8,881	9.4%	7,218	8.4%	-18.7%
Part-time	Daytime	51,272	54.0%	49,000	56.9%	-4.4%
	Other	34,793	36.6%	29,907	34.7%	-14.0%
Part-time total		86,065	90.6%	78,907	91.6%	-8.3%
Total		94,946	100.0%	86,125	100.0%	-9.3%

The 'other' category includes S/NVQ, distance learning and evening class contact delivery.

Learner Characteristics

This section looks at the characteristics of members of the lifelong learning workforce, who engaged in learning programmes relevant to the lifelong learning workforce in a FE setting during 2005. The gender, ethnicity and age of learners on these programmes are shown for all LLUK areas. The table provides a breakdown of the demographic information captured on the ILR, by the area for which the learning programmes are designed.

Table 4.2.3.4.a: Key demographics of learners in FE provision, by area, in 2004/05

LLUK constituency or area	Female	Ethnicity			Age		
		White	Non-white	Not known	Under 25	25 and over	Not known
FE	62.9%	83.9%	12.6%	3.5%	8.0%	91.9%	0.2%
Skills for Life	70.7%	86.3%	10.5%	3.3%	9.7%	89.9%	0.4%
WBL	59.9%	90.2%	5.1%	4.7%	4.4%	95.4%	0.2%
Other post-compulsory	62.6%	87.7%	8.5%	3.8%	8.8%	90.9%	0.3%
LAIS	85.0%	88.8%	6.7%	4.5%	7.4%	92.6%	0.0%
CLD	66.5%	81.2%	15.7%	3.1%	33.7%	65.9%	0.4%
Total	64.3%	86.3%	10.1%	3.6%	10.2%	89.5%	0.3%

In summary:

- Female participation dominates the picture as, on average, 64.3% of all participants were female.
- The largest proportion of female participants were to be found in the LAIS constituency, with an 85% rate of female participation. This reflects the findings of the survey results used in stage 1 of LLUK's SSA, which suggest that 82% of the LAIS workforce is female.
- The majority of programmes were undertaken in 2004/05 by learners of white ethnicity. This is especially applicable to learners from the WBL constituency, where 90.2% of enrolments were by learners of white ethnicity, whilst the take-up of learners for CLD provision included the highest percentage (66.5%) of

non-white participants. This probably does reflect the profile of the workforce but LLUK may wish to explore this more fully.

- The vast majority of participants were also aged over 25, with 89.5% of participation from this cohort across the sector.
- Around a third of those undertaking CLD related provision, however, were under 25.

Completion and Achievement

There was also data available on the volumes of completed and achieved enrolments onto provision relevant to the LLUK workforce. Table 4.2.5.a shows these figures. Completion and achievement rates for England as a whole in 2004/05 were 86% and 87% respectively and this should be noted for benchmarking purposes.

Table 4.2.3.5.a: Enrolments in FE completed in 2004/05

LLUK constituency or area	Completed	Continued	Transferred	Withdrew	Completion Rate (excluding continued and transferred)
FE	14,177	1,818	240	1,727	89.1%
Skills for Life	10,812	1,666	149	933	92.1%
WBL	657	498	25	153	81.1%
Other post-compulsory	31,072	11,807	478	4,163	88.2%
LAIS	239	157	1	23	91.2%
CLD	3,812	1,003	91	424	90.0%
Total	60,769	16,949	984	7,423	89.1%

The completion rates are calculated excluding provision, which was continuing or transfers to other courses. In summary:

- The completion rates were relatively high across the main LLUK constituencies and areas, with few exceptions, and exceeded national completion rates by over 4%.
- Programmes relating to WBL had the lowest completion rates, with 81.1%, deviating 8% below the average for the sector as a whole.
- Skills for Life programmes had the highest completion rates with 92.1%.

Of those programmes, which were completed, additional information on the numbers that were achieved was available for exploration as seen in table 4.2.3.5.b.

Table 4.2.3.5.b: Enrolments achieved in FE provision in 2004/05

LLUK constituency or area	Achieved	Partially Achieved	Exam Taken	No achievement	Achievement rate (excluding exam taken)
FE	10,519	238	1,412	2,008	84.3%
Skills for Life	7,517	949	1,284	1,062	88.9%
WBL	373	13	163	108	78.1%
Other post-compulsory	23,976	290	3,327	3,479	87.5%
LAIS	154	3	27	55	74.1%
CLD	2,941	83	268	520	85.3%
Total	45,480	1,576	6,481	7,232	86.7%

The achievement rates were calculated by including achievements and partial achievements, but excluding instances where the exam was taken but no information was available on the outcome. It can be seen that:

- Achievement rates for LLUK provision fell just short of the England 2004/05 benchmark of 87%.
- The highest rates of achievement were seen in provision relating to Skills for Life (88.9%) and other post-compulsory provision (87.5%).
- The lowest rates of achievement were in provision relating to LAIS (74.1%) and WBL (78.1%), which were both over 8% below the achievement rate for LLUK-relevant provision as a whole.

Summary

In terms of the FE supplier network:

- A total of 391 providers deliver programmes, which are relevant to one or more constituencies of the lifelong learning workforce in England.
- Post-compulsory (with 365 providers), FE (with 296 providers) and, to a lesser extent, CLD (with 142 providers) appear to have the most extensive provider bases.
- The volume of enrolments delivered by each provider varies. A clustered distribution can be seen as 20% of the provider base delivers over 50% of the total learning programmes.
- Staff from the WBL are less engaged in provision identified through this research than staff in other sectors.
- With only 18 providers offering relevant programmes, the FE sector appears to offer much less for the LAIS workforce.
- Overall, in England, just over 10% of the provider base delivered 30.5% of the total provision relevant to LLUK. Whilst this is high, it is not as high a proportion as in Northern Ireland and Wales.
- Programmes appear to be predominantly part-time, daytime classroom attendance, with little use of distance or blended learning.

In terms of enrolments in FE programmes:

- The total number of enrolments in 2004/05 was 86,125, which showed a 9.3% decrease over the previous year.
- Evidence suggests that an important factor in this decline in enrolments is the LSC's prioritisation of formally approved qualifications, which appear in section 96 and/or 97.
- The only growth in enrolments between 2003/04 and 2004/05 was in Skills for Life, reflecting the Government's policy drive to up-skill and train the Skills for Life teaching and learning support workforce.
- Completion and achievement rates for LLUK-relevant provision broadly exceeded or were in line with those of provision delivered across England as a whole. Provision relating to WBL suffered from completion and achievement rates significantly below the sector average. There was an additional possible issue for provision relating to LAIS, as the achievement rates were also below sector averages.
- Female participation dominates the picture as, on average, 64.3% of all participants were female and the LAIS constituency had a 85% rate of female participation. This may reflect the profile of that constituency but does the overall level represent the overall profile of the workforce?
- Over 86% of programmes were undertaken in 2004/05 by learners of white ethnicity. This probably does reflect the profile of the lifelong learning workforce.
- The vast majority of participants were also aged over 25 - 89.5% of participants across the sector came from this cohort.

4.2.4 Provision and training supplied through WBL

This section presents information captured by the LSC on the ILR in delivering advanced apprenticeships within a WBL context. These programmes are delivered as a framework typically comprising an S/NVQ in a given vocational area (usually at S/NVQ levels 2 or 3), key skills certificates, and other awards appropriate to the vocational area of study. Due to the way the information is captured, enrolments onto the S/NVQ elements and the other awards have been presented out of context of the whole programme.

It is also worth noting that the following figures, which are derived from publicly funded data sources, will not reflect the reported high volumes of LLUK-relevant private training delivered through the WBL sector.

Provider-base

There are a large number of providers delivering WBL in England. These not only include private providers, but also providers in the FE, ACL and voluntary sector. However, there is an absence of provision, which can be identified as supplying the FE sector directly, but much that can be used peripherally by practitioners (e.g. assessment and verification awards), which are captured in the 'post-compulsory' field. The table below shows the number of providers, which are known to deliver relevant

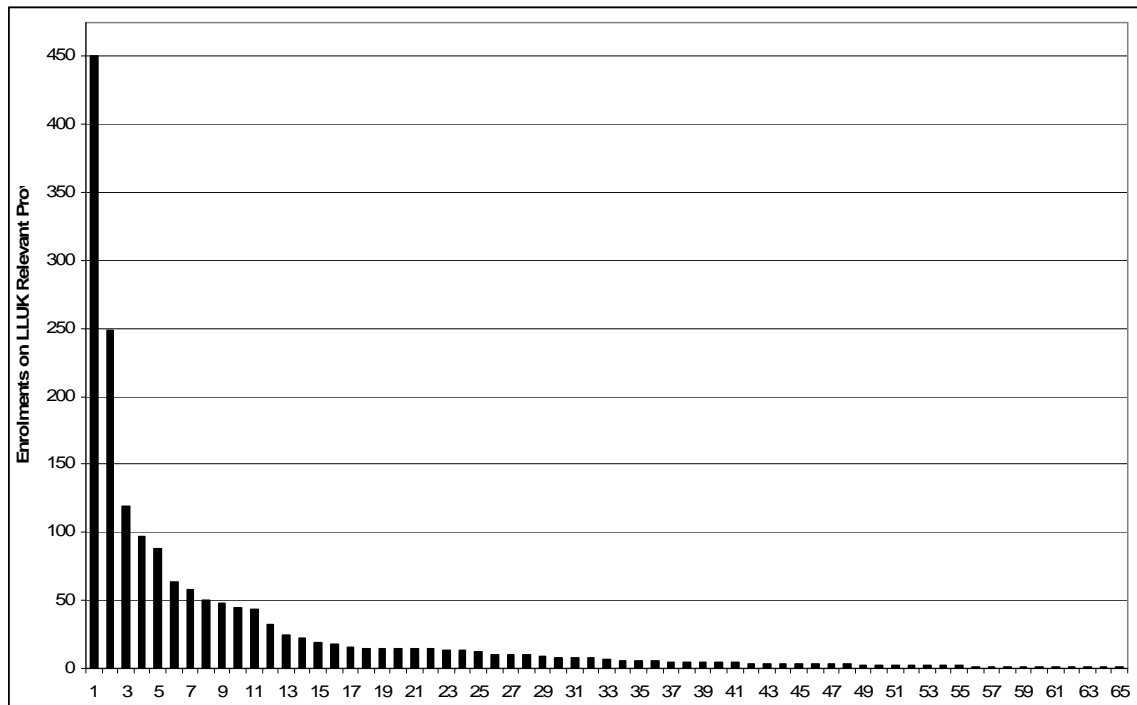
provision to the LLUK workforce by constituency. Note that WBL providers can supply LLUK-related provision to more than one area (hence figures will not sum).

Table 4.2.4.1.a: Number of WBL providers, by constituency

FE	WBL	Post-compulsory	CLD	LAIS	All LLUK-relevant provision
0	31	29	3	13	65

It is important to note which few WBL providers, however, deliver particularly large volumes of relevant provision, with only 12% (seen along the x-axis) delivering over 50 enrolments in 2004/05, as demonstrated by figure 4.2.4.1.a.

Figure 4.2.4.1.a: Enrolments, by provider, on LLUK-relevant WBL provision in 2004/05



Learning programme characteristics

WBL predominately supplies provision to the CLD and WBL sectors, which together amount to nearly 75% of the total WBL enrolments relevant to the lifelong learning workforce. This is shown in table 4.2.4.2.a below.

Table 4.2.4.2.a Enrolments, by constituency, on LLUK-related WBL provision 2004/05

LLUK constituency or area	2004/05	%
FE	0	0.0%
Skills for Life	48	2.8%
WBL	609	35.7%
Other post-compulsory	379	22.2%
LAIS	9	0.5%
CLD	663	38.8%
Total	1,710	100.0%

As can be seen from table 4.2.4.2.b below, most of this provision (60%) appears under section 96 and/or 97, and is, therefore, approved by the Secretary of State for funding, in accordance with the Learning and Skills Act 2000.

Table 4.2.4.2.b: Enrolments on WBL provision, by funding status

LLUK area	Funding source	2004/ 05	%
Lifelong learning sector	Section 96 and/or section 97	1025	60.0%
	Other provision, which may be eligible for funding	683	40.0%
	Not eligible for LSC funding/N/A	0	0.0%
Total		1,708	100.0%

The majority (51.2%) of this provision is at S/NVQ level 3, with 38% of the total enrolments being identified as S/NVQ level 1 and entry level, as figure 4.2.4.2.c below indicates.

Table 4.2.4.2.c Enrolments on WBL provision, by notional level

Notional level	2004/05	%
Level 1 and entry	649	38.0%
Level 2	86	5.0%
Level 3	875	51.2%
Level 4 and over	98	5.7%
Total	1,708	100.0%

Further investigation reveals that the lower level learning programmes are mainly 'Youth Awards' (Bronze and Silver), which are delivered as part of a framework. The level 4 and over provision is comprised entirely of 'Learning and Development' (and 'Management of Learning and Development') S/NVQs.

Learner Characteristics

This section looks at the demographic characteristics of learners on lifelong learning sector relevant provision delivered through the WBL context. The table below provides a summary of the main demographics.

Table 4.2.4.3.a: Demographics of learners taking up relevant WBL provision

LLUK constituency or area	Female	Ethnicity			Age		
		White	Non-white	Not known	Under 25	25 and over	Not known
FE	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Skills for Life	31.3%	100.0%	0.0%	0.0%	14.6%	85.4%	0.0%
WBL	46.0%	92.3%	4.4%	3.3%	11.5%	88.5%	0.0%
Other post-compulsory	31.9%	83.9%	14.2%	1.8%	10.0%	90.0%	0.0%
LAIS	11.1%	100.0%	0.0%	0.0%	55.6%	44.4%	0.0%
CLD	66.5%	81.1%	15.8%	3.0%	98.9%	1.1%	0.0%
Total	50.2%	86.4%	10.9%	2.8%	45.4%	54.6%	0.0%

In summary:

- Female participants on LLUK-relevant provision comprise 50.2% of all participants, which is a smaller proportion in comparison with patterns found in FE and HE, both of which have total female participation of around 65%.
- Females comprise the majority of participants on provision aimed at CLD only; provision of all other areas was undertaken mostly men.
- Provision relevant to other post-compulsory and CLD areas had the highest participation of people of a non-white ethnicity, with 14.2% and 15.8% respectively.
- The majority of participants were aged 25 and over (59.6%). The youngest cohorts were those studying provision relevant to LAIS and CLD, with 55.6% and 98.9% under 25 respectively.

Summary of supply of relevant learning from the WBL sector

In terms of the WBL supply network:

- 65 providers offered programmes in 2004/05, which were relevant to the sector
- only three had more than 100 FPE enrolments – hence most providers offer only a small number of places for learners
- half of the programmes available in 2004/05 were at level 3, whilst a third were at level 1
- half of the learners were female in 2004/05. Hence this constituency has a more balanced female-to-male ratio than in HE and FE programmes
- the majority of participants were aged 25 and over (59.6%).

4.2.5 Provision and training supplied through ACL

There is very little provision delivered through ACL in England, which is relevant to the workforce of any other constituency within the lifelong learning sector. The LSC does capture information through the ILR although it is not coded in a way, which allows for a detailed analysis, as generic learning aims are used (primarily). Table 4.2.5.a below presents the results of what provision could be identified.

Table 4.2.5.a: Enrolments, by LLUK area, in ACL 2004/05

LLUK constituency or area	2004/05	%
FE	0	0.0%
Skills for Life	103	17.1%
WBL	0	0.0%
Other post-compulsory	346	57.5%
LAIS	0	0.0%
CLD	153	25.4%
Total	602	100.0%

As shown above, there are some small volumes of provision supplied by ACL which are suitable for other constituencies. Further analysis suggests that, as the programmes predominantly relate to teaching ESOL, adult literacy and numeracy to parents, the provision is likely to be taken up by members of the by sector itself. Hence this probably relates to the earlier points made through the LLUK employer survey about the supply of in-house training by a sector for its own workforce.

4.3 Regional breakdown

There are significant regional variations in the supply of provision and training to the lifelong learning workforce in England. This section attempts to present these variations in a comparative context for LLUK-relevant learning programmes delivered in an HE and FE setting. The quantities of WBL provision are so small that they would not benefit from regional disaggregation.

4.3.1 Regional supply of provision and training through HE

This section explores regional variations in the supply of learning programmes relevant to the lifelong learning sector in an HE setting.

The main source of information for this section is the HESA student record. The FPE measure is used, which apportions the headcount between multiple programmes a learner may be undertaking. As mentioned earlier in the report, the OU has been excluded from all analyses and is explored individually at the end of the section. London Metropolitan University is also routinely excluded from HESA data and does not appear in the figures of this report.

It is important to note that each provider has been assigned a single government office region, which may not reflect the actual reach of provision on offer through franchise arrangements, remote delivery centres or convenient cross-regional access.

Provider base

The English regions have a diverse HE provider base, delivering learning programmes relevant to the lifelong learning workforce. The table below shows the number of providers in each region and the constituencies, to which provision delivered is relevant.

Table 4.3.1.1.a: Number of HE institutions, by constituency

Region	HE	FE	WBL	Post-compulsory	CLD	LAIS	All LLUK-relevant provision
EE	5	2		6	3		8
EM	6	2		7	4	2	8
GL	18	9	4	16	7	4	20
NE	4	2		5	3	1	5
NW	10		1	12	8	3	12
SE	12			13	8	1	14
SW	7	2		9	4	1	10
WM	6	3		11	5	2	11
YH	9	3	2	9	6	2	10
England total	77	23	7	88	48	16	98

There is at least one HE institution, which delivers provision relevant to HE, post-compulsory education and CLD areas in each region, but notable gaps in service for the rest of the constituencies.

However, the overall distribution of providers reflects the regional spread of the lifelong learning sector's workforce.

Figure 4.3.1.1.b FPE enrolments in HE, by region, in 2004/05

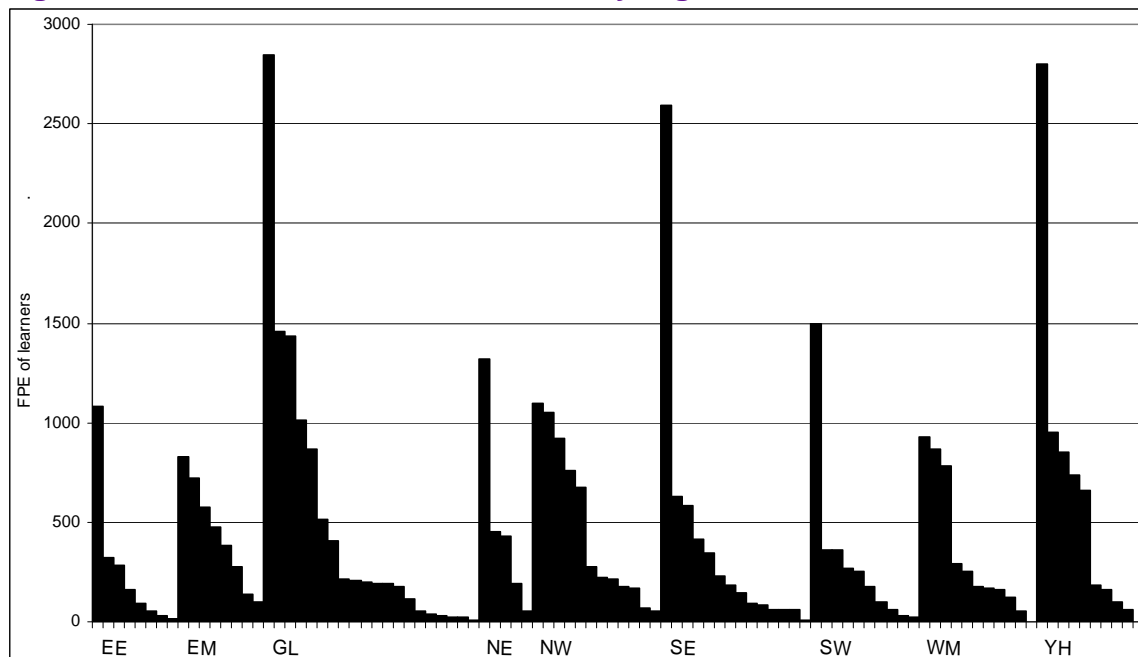


Figure 4.3.1.1.b shows that, within most regions, there are concentrations of relevant LLUK provision within a small number of HEIs, although the spread is more even in East and West Midlands.

Learning programme characteristics

The quantities of learning programmes delivered vary by region. The table below shows the volumes of provision by region and LLUK area.

Table 4.3.1.2.a: FPE of learners in HE, by LLUK area and region, in 2004/05

LLUK constituency or area	EE	EM	GL	NE	NW	SE	SW	WM	YH
HE	385	460	1,135	290	680	820	390	580	660
FE	215	205	475	770	0	0	200	130	460
Skills for Life	65	310	1,645	580	535	440	440	700	755
WBL	0	0	1,060	0	5	*	0	0	33
Other post-compulsory	1,125	1,810	4,585	280	3,255	3,030	1,805	1,940	4,020
LAIS	0	90	250	120	340	40	60	100	90
CLD	260	605	860	400	865	1,160	220	375	485
Total	2,050	3,490	10,015	2,450	5,680	5,485	3,120	3,820	6,505

Note: Figures may not sum, due to the application of the HESA rounding strategy.

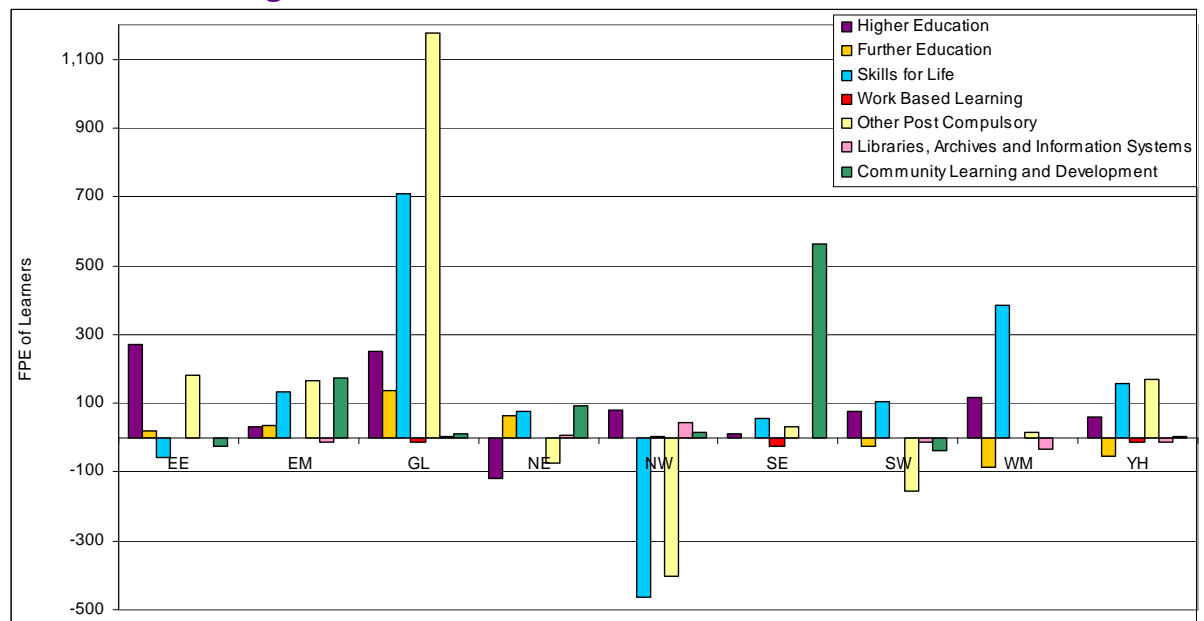
* Denotes figure suppressed due to small number.

In summary:

- London has the largest volumes of learners on relevant provision out of all the regions, and the most HE institutions delivering LLUK-relevant provision
- the South East, West and East Midlands and North West have the next largest volumes of learners
- the North East has the lowest number of learners of any English region
- the patterns of provision are changing within each region.

Figure 4.3.1.2.a. illustrates the changes between 2003/4 and 2004/05.

Figure 4.3.1.2.a: Change in FPE in HE between 2003/4 and 2004/05, by LLUK area and region



It is suggested that few areas of provision are declining, and where this is the case, the decrease in learners is not large. The notable exception to this, where the volumes of

decline exceed 250 learners, is for Skills for Life and other post-compulsory provision in the North West.

Delivery Patterns

When examining the patterns of the modes of delivery of provision, there is little regional variation in the proportions of provision delivered on a full-time and part-time basis, with full-time representing between 6 and 20% of all programmes. The South West has the smallest proportion of learners undertaking part-time provision, with 77.5%, and the South East and the East of England have the highest, with 91.7% and 91.4% respectively.

Table 4.3.1.3.a: Proportion of FPE in HE, by mode of delivery and region, in 2004/05

Mode of delivery	EE	EM	GL	NE	NW	SE	SW	WM	YH	Total
Full-time	8.6 %	19.4 %	12.0 %	20.4 %	21.0 %	6.6 %	19.3 %	11.9 %	10.1 %	13.7%
Part-time	91.4 %	78.3 %	87.4 %	79.2 %	78.1 %	91.7 %	77.5 %	85.7 %	87.2 %	84.8%
Other	0.0%	2.3%	0.7%	0.4%	0.9%	1.6%	3.2%	2.4%	0.7%	1.3%
Sandwich	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	0.3%

Learner characteristics

The section presents information on the characteristics of learners on provision relevant to the lifelong learning workforce in each region. The table below displays this information as a demographic summary.

Table 4.3.1.4.a: Proportion of FPE in HE, by learner characteristic and region, in 2004/05

Learner charact.	EE	EM	GL	NE	NW	SE	SW	WM	YH	Total
Female	67.2 %	70.2 %	64.9 %	63.9 %	69.3 %	67.5 %	61.4 %	66.7 %	61.6 %	67.2%
Male	32.8 %	29.8 %	35.1 %	36.1 %	30.7 %	32.5 %	38.6 %	33.3 %	38.4 %	32.8%
White	79.5 %	76.8 %	58.8 %	70.2 %	83.7 %	69.5 %	82.4 %	70.5 %	76.5 %	79.5%
Non-white	13.3 %	13.5 %	31.2 %	15.8 %	10.2 %	12.3 %	13.8 %	20.6 %	16.4 %	13.3%
Non-UK	2.7 %	4.9 %	8.5 %	12.6 %	2.7 %	5.6 %	11.5 %	9.3 %	10.3 %	2.7%
Unknown	7.2 %	9.6 %	10.0 %	14.1 %	6.1 %	18.3 %	3.8 %	9.0 %	7.1 %	7.2%
Under 25	7.1 %	10.6 %	9.1 %	17.6 %	15.9 %	6.8 %	9.8 %	9.2 %	11.4 %	7.1%
25 and over	89.6 %	89.1 %	90.1 %	82.0 %	83.8 %	92.8 %	89.0 %	90.4 %	87.2 %	89.6%
Unknown	3.4%	0.3%	0.7%	0.4%	0.3%	0.4%	1.1%	0.4%	1.4%	3.4%

In summary:

- Men appear to be less participative than women.
- The East Midlands has the highest proportion of female participants (70.2%) and Yorkshire and Humberside the lowest (60.3%), but neither deviates far from the England average of around 65%.
- The ethnicity of participants on LLUK-relevant provision in each region shows significant variation. The highest proportions of non-white participants were found in London and the West Midlands, with 31.2% and 21.6% respectively, and the lowest was in the North West (15.9%). It should be noted that the proportion of learners with an unknown ethnicity was high, with an England average of 9.2%, and over 18% in the South East. This may follow the general demographics across England.
- There are regional variations in age groups of participants on lifelong learning relevant provision. The cohort of learners with the highest proportion of participants aged under 25 was found in the North East (17.6%) and North West (15.9%), and the lowest in the South East (6.8%).
- The South East also had the highest proportion of learners on part-time programmes, with both findings suggesting that the majority are in work. The proportion of learners aged under 25 did not deviate more than 4% from the average (10.8%) for all other regions.

4.3.2 Regional supply of provision and training through FE

This section explores the regional variations in the supply of provision relevant to the lifelong learning sector in a FE setting.

The information is based on FE ILR returns, and captures LSC-funded, and non-funded learning programmes. Enrolments (referred to as 'learning aims' by the LSC) are defined as learning programmes undertaken at some point within a specified academic year. Learners may (and often do) enrol on more than one course, so this measure is not a headcount.

Each provider is assigned a single government office region, reflecting contractual arrangements, which may not reflect the actual reach of provision on offer through franchise arrangements, remote delivery centres or convenient cross-regional access.

Provider base

The English regions have an extensive FE provider base, delivering learning programmes relevant to the lifelong learning workforce. The table below shows the number of providers in each region and the constituencies to which provision delivered is relevant.

Table 4.3.2.1.a: Number of FE providers, by constituency, in 2004/05

Region	FE	WBL	Post-compulsory	CLD	LAIS	All LLUK-relevant provision
EE	27	7	35	9	0	37
EM	32	10	29	10	6	34
GL	43	5	48	22	1	54
NE	14	4	24	8	1	24
NW	34	14	49	20	2	52
SE	45	13	62	19	3	68
SW	33	14	36	20	2	37
WM	37	16	43	19	2	44
YH	31	10	39	15	1	41
England total	296	93	365	142	18	391

As the table shows, there is extensive coverage across almost all regions and constituencies, with at least one provider delivering relevant provision available in every region, with the exception of LAIS-related provision in the East of England.

It should be noted that, once again, the WBL constituency is the second least engaged. LLUK may wish to explore the reasons for this further.

Learning programme characteristics

The volume of enrolments on lifelong learning relevant provision decreased from 2003/4 to 2004/05. The table overleaf shows these volumes by LLUK area for the 2004/05 period.

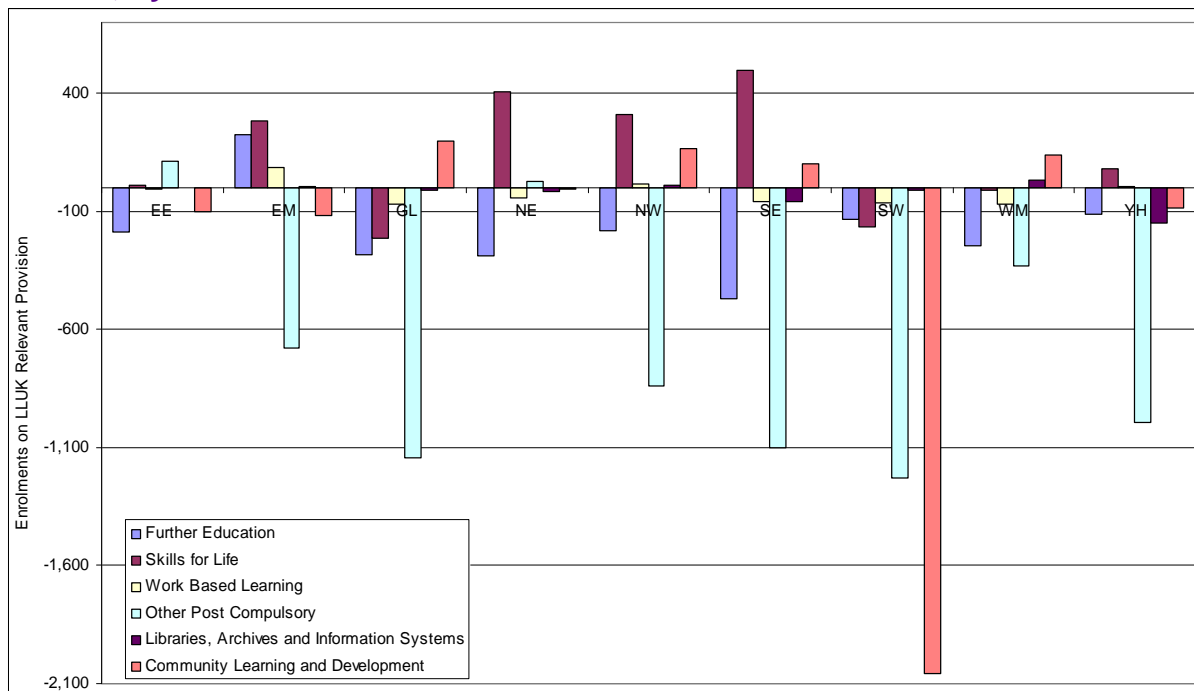
Table 4.3.2.2.a: Enrolments on relevant FE provision, by region and LLUK area, in 2004/05

LLUK constituency or area	EE	EM	GL	NE	NW	SE	SW	WM	YH
FE	1,184	2,256	2,626	1,367	1,552	2,797	2,158	2,751	1,271
Skills for Life	1,205	1,059	1,982	1,814	1,879	1,920	1,304	1,235	1,162
WBL	107	121	47	202	229	165	194	158	110
Other post-compulsory	3,877	4,413	4,084	3,578	8,407	5,792	5,224	5,654	6,491
LAIS	0	79	34	37	41	22	51	88	68
CLD	125	188	738	201	754	524	1,878	496	426
Total	6,498	8,116	9,511	7,199	12,862	11,220	10,809	10,382	9,528

The North West delivers the largest volumes of enrolments relevant to the lifelong learning sector, with 12,862 in 2004/05, and the East of England the smallest (6,498).

There was much regional variation in the volumes of enrolments by functional area between 2003/4 and 2004/05, within the context of an overall 9.3% decline in take-up. The graph below shows the changes in volume for this period.

Figure 4.3.2.2.a: Change in enrolments in FE provision from 2003/4 to 2004/05, by LLUK area



In summary:

- The area, which saw the largest decrease overall was ‘other post-compulsory related provision’. The South West and Greater London saw the largest regional decreases in this area with decreases of 1,230 and 1,146 respectively. Previous analysis in section 5.2.3.2 suggests that this would be mainly due the withdrawal of LSC funding from provision, which was not in either Section 96 or Section 97.

- The largest decline of any area in any region was in CLD-related provision in the South West (2,059). Further investigation reveals that this was due mainly to the ending of the Family Learning Foundation provision offer at Bournemouth and Poole College.

Delivery patterns

The proportions of provision being offered by class contact and distance learning vary according to the regions. These are displayed in the table below.

Table 4.3.2.3.a Proportion of enrolments in FE, by mode of delivery and region in 2004/05

Mode of delivery	EE	EM	GL	NE	NW	SE	SW	WM	YH	Total
Class contact	92.8 %	86.6 %	97.2 %	93.4 %	81.7 %	83.5 %	68.9 %	87.5 %	90.5 %	86.0%
Distance learning (not e-learning)	6.2 %	10.5 %	1.6 %	3.5 %	15.0 %	15.1 %	28.3 %	10.1 %	6.9 %	11.7%
S/NVQ	1.0%	2.9%	1.1%	3.1%	3.3%	1.4%	2.8%	2.4%	2.7%	2.3%

In summary:

- the S/NVQ delivery mode remains small for all regions, varying from 1% in the East of England to 3.3% in the North East
- the remaining enrolments are either delivered through class contact or distance learning, with class contact representing at least 68% in every region, but averaging at 86% of all provision
- Greater London had the highest proportion of class contact delivery, with 97.2%, and the South West the lowest, with 68.9%.

Learner Characteristics

The table below summarises the characteristics of learners enrolled onto lifelong learning relevant provision.

Table 4.3.2.4.a: Enrolments in FE, by learner characteristics and region, in 2004/05

Learner charact.	EE	EM	GL	NE	NW	SE	SW	WM	YH	Total
Female	65.9 %	65.7 %	63.9 %	61.0 %	65.9 %	65.0 %	61.4 %	65.1 %	63.9 %	64.3%
Male	34.1 %	34.3 %	36.1 %	39.0 %	34.1 %	35.0 %	38.6 %	34.9 %	36.1 %	35.7%
White	88.6 %	89.1 %	63.4 %	94.9 %	90.2 %	89.0 %	92.1 %	83.1 %	87.2 %	86.3%
Non-white	6.8 %	8.0 %	32.4 %	2.9 %	6.8 %	5.6 %	3.8 %	14.5 %	9.1 %	10.1%
Unknown	4.6 %	2.9 %	4.2 %	2.2 %	2.9 %	5.5 %	4.0 %	2.3 %	3.7 %	3.6%
Under 25	9.0 %	10.0 %	7.7 %	10.9 %	10.5 %	9.7 %	12.7 %	10.0 %	10.9 %	10.2%
25 and over	90.7 %	89.5 %	91.8 %	89.0 %	89.3 %	89.9 %	87.0 %	89.8 %	89.0 %	89.5%
Unknown	0.3%	0.5%	0.5%	0.1%	0.2%	0.4%	0.3%	0.2%	0.1%	0.3%

In summary:

- The East of England and the North West had the highest proportion of female participants (65.9%), and the North East had the lowest (61%). These patterns did not show much regional variation, as the average was 64.3% across the whole of England.
- Greater London had the lowest proportion of enrolments by learners of white ethnicity (63.4%). The North East, South West and North West all had high proportions of white learners above 90%. The remaining regions did not differ from the England average of white learner participation by more than 3.2%.
- The patterns of age groups of enrolments by learners are fairly consistent across England with no cohort of learners under 25 years old varying more than 2.5% from the England average (10.2%).

4.4 Summary of the supply of provision

- Given the overall size of the HE and FE provider networks, along with a greater number of WBL and CLD providers, the lifelong learning sector's workforce in England has considerably greater access to and choice of provider and programme than their counterparts in Northern Ireland, Scotland and Wales.
- HE provides largely level 4 programmes, which are primarily initial training and are taken up by managers and professionals within the sector. 14% of HE institutions were responsible for delivering over 50% LLUK-relevant programmes to learners in 2004/05.
- FE programmes are predominantly delivered at levels 2-4, which are largely, but not exclusively, aimed at support professionals, administrative staff and manual workers within the sector.

- FE enrolments decreased from 2003/04 to 2004/05, despite an overall increase in funding during this period. This is likely to be the result of shifting provision from informal training to formal provision, typically under section 96 and/or 97 and which are more costly to deliver.
- As is the case across all of the FE provision counted within the UK, the constituency, which appears to be less catered for is the WBL sector and it is worth emphasising that manual workers may be the least engaged in initial training and ongoing learning development.
- Most provision is part-time, which suits the work commitments and lifestyles of most people in work. However, as it is also largely daytime attendance, this will be inaccessible for many employees of small organisations, like the WBL providers, as well as part-time sessional teachers, who form a considerable part of the lifelong learning workforce.
- Distance and blended learning currently play a very small part in the overall supply of provision for the sector.
- Men appear to be less actively engaged in the programmes made available by all of the main delivery constituencies.
- More detailed analysis may be necessary to ensure that there is equality of access and participation for all age groups.

4.5 Quality of provision and training

The quality of provision currently available to the lifelong learning sector is described and, where possible, assessed in this section using a range of sources and methods:

- the LLUK employer survey has been used to gauge employer satisfaction with current provision, in terms of both the training received by new recruits and the CPD undertaken by existing staff
- the quality assurance and inspection arrangements for HE, FE and WBL provision in England and the resulting evidence resulting from these processes is provided in this report
- supplementary evidence and other sources, where available, have also been used. (See Bibliography - references).

4.5.1 Employer satisfaction with provision and training

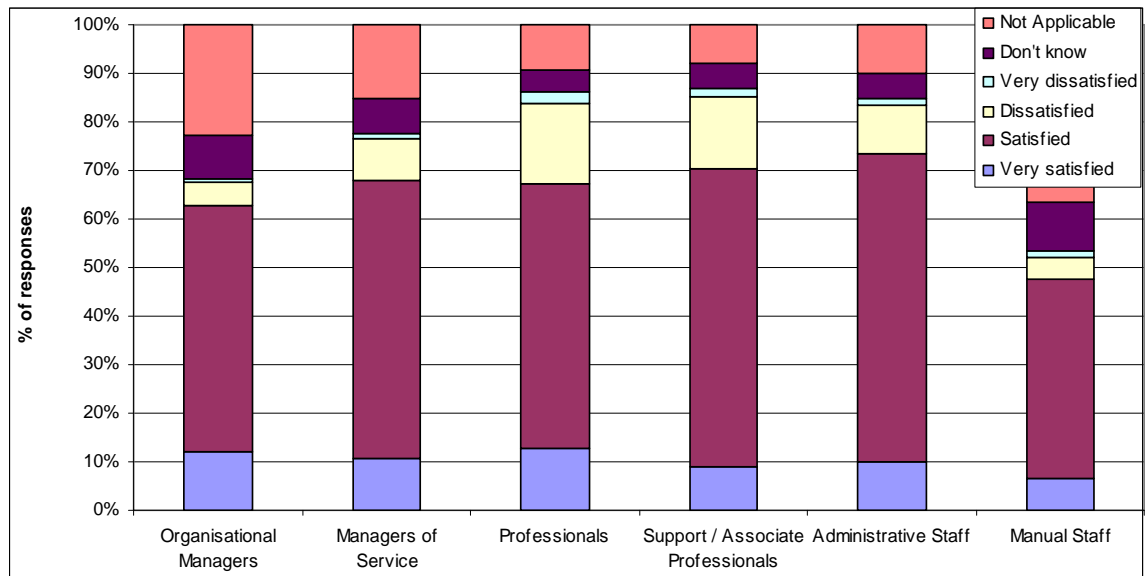
The LLUK employer survey attempted to capture information about the levels of the satisfaction with the provision currently undertaken by new entrants and existing staff. The following section sets out the main findings from the survey for the lifelong learning sector as a whole. More detail and constituency-specific breakdowns are available in Annex B.

Employer satisfaction – new recruits

In summary:

- At least 62% of the sampled employers within the lifelong learning workforce were ‘satisfied’ or ‘very satisfied’ with the skills and qualifications of new recruits at all occupational levels, except for manual staff, for whom ‘not applicable’ responses represented nearly 37% of the overall total.
- Employers were the most satisfied with the initial training of administrative and support/associate professional staff, with 73.4% and 70.4%, respectively.
- The highest levels of dissatisfaction amongst employers were recorded for the skills and qualifications of newly recruited professionals and support/associate professionals, at 18.9% and 16.4% respectively.

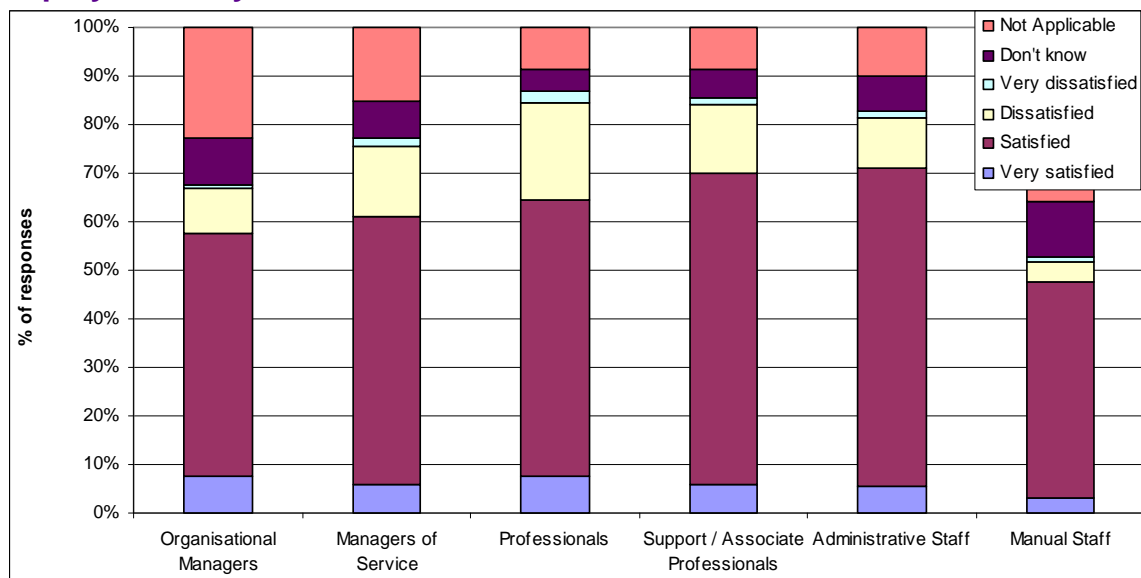
Figure 4.5.1.1.a: How satisfied are you with the skills and qualifications of new recruits?
LLUK employer survey. No. = 433.



Employers were also asked how satisfied they were that the initial training of new recruits prepared them to perform their job roles effectively. The responses indicate that:

- most were satisfied with the training of all groups
- they were most satisfied with the training of administrative staff and least satisfied with the initial training of manual workers
- less than 50% of employers commented on the training of manual staff, the majority of whom indicated that the question was not applicable to this group.

Figure 4.5.1.1.b: How satisfied are you that the initial training of new recruits has prepared them to perform their job roles effectively? LLUK employer survey. No. = 433.



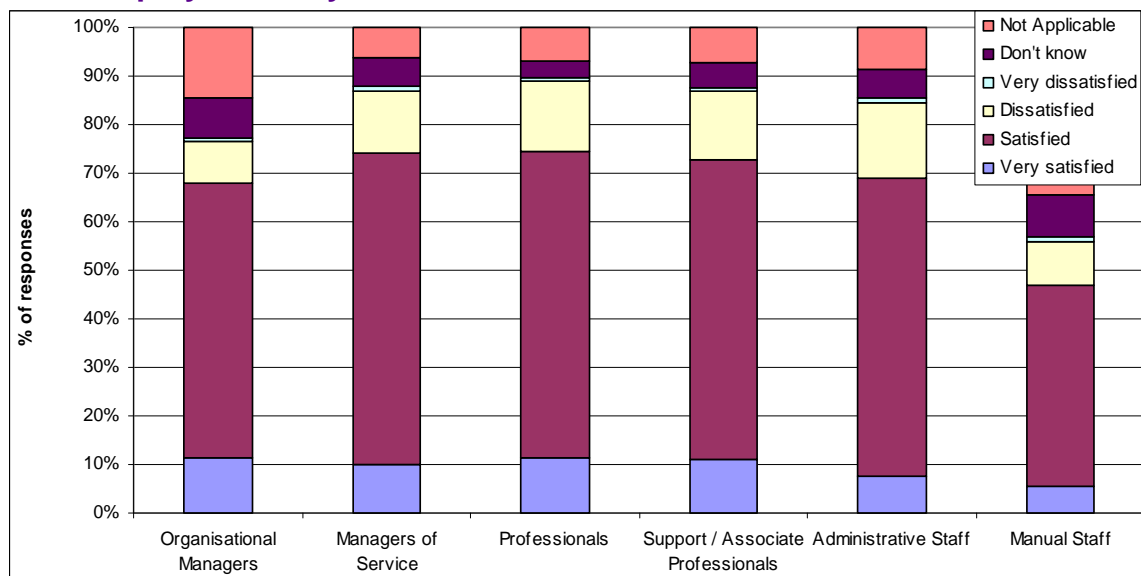
It is important to note that the proportion of employers responding to say that their satisfaction with the initial training of organisational managers, managers of services and manual workers was ‘not applicable’ was higher than for other occupation groups.

Employer satisfaction – CPD

Overall, the employers who took part in the LLUK survey were satisfied with the quality of the CPD available for their staff: As illustrated in the graph overleaf:

- At least 67.8% of sampled employers within the lifelong learning workforce were ‘satisfied’ or ‘very satisfied’ with the CPD activities undertaken by existing staff.
- Employers were most ‘satisfied’ or ‘very satisfied’ with the CPD activities for professionals (74.3%) and managers of services (74%).
- The exception was in relation to the quality of CPD of manual staff. Less than 50% were satisfied, another 10% expressed dissatisfaction and 47% declared that the question about CPD was not applicable to manual staff.

**Figure 4.5.1.2.a: How satisfied are you with the CPD activities undertaken by existing staff at your organisation?
LLUK employer survey. No. = 366.**



However, the highest proportion of responses indicating employers were dissatisfied or very dissatisfied was for administrative staff with 16.4%. It is also a matter for concern that the next highest 'not applicable' response was for organisational managers, if this suggests that almost 15% do not take part in CPD.

4.5.2 Quality of HE provision and training

This section presents evidence on the quality of provision supplied by the HE sector to the lifelong learning workforce. A range of sources have been employed including the National Student Survey, estimates of uptake of endorsement body accredited provision and reports specifically reviewing relevant areas of provision. (See Bibliography - references).

Quality assurance arrangements for HE

HEFCE has the statutory duty to ensure the quality of teaching of publicly funded provision in HE (including HE in FE settings). This duty is discharged through an annual contract with the Quality Assurance Agency for Higher Education (QAA), which works with HE institutions to define standards and quality, from which reviews are undertaken and published. They also have an important role in advising the Privy Council on applications from institutions seeking degree-awarding powers.

The QAA works to define clear and explicit standards for HE through the:

- framework for HE qualifications
- subject benchmark statements
- programme specifications
- the code of practice in HE.

Learner satisfaction with HE provision and training

The National Student Survey (NSS) asks final year students to provide feedback on their courses. The research was undertaken for the first time in 2005 across all publicly-funded HE institutions in England, Wales and Northern Ireland.

There were 41 main categories defined in the survey of which only 'education studies' and 'teacher training' were identified as relevant to the lifelong learning workforce. After correlating information on the volumes of relevant learners and the NSS survey results, a narrowed sample of HE institutions was selected for analysis.

The survey uses a grading system from 1 (lowest) to 5 (highest). It should be noted that for the two relevant categories, many students are likely to be responding to their experiences of participating in learning programmes relevant to primary and secondary education.

Table 4.5.2.2.a: NSS average ratings for institutions delivering LLUK-relevant provision

Aspect of quality	Teacher training		Education studies	
	Number	Average	Number	Average
Teaching	5	3.9	23	4
Overall satisfaction	5	3.9	23	4

The information gathered shows that, generally, learners were satisfied with both the teaching quality and the overall learning programme delivery for both teacher training and education studies, with no areas of particular weakness revealed.

Endorsement of HE provision and training

A key indicator of the quality of provision delivered through HE to the lifelong learning sector is the extent to which endorsement body accredited provision is offered by HE institutions. Through identifying these learning programmes on the HESA student record, estimates of the volume of learners participating in both endorsement body-accredited and non-accredited provision were made.

It should be noted that, due to the nature of the identification process, the figures are likely to be underestimates.

CLD

The NYA validates youth work programmes, which lead to professional qualifications in England.

The table below shows estimates of the proportion of learners undertaking NYA validated programmes as a proportion of all identified programmes of a similar nature. This work was undertaken using a list of programmes from the NYA as at August 2006. There are difficulties with classifying a larger group for comparison, as the title range includes 'youth and community', 'community and youth studies', 'childhood and youth studies', and 'informal and community education'.

For the purposes of this analysis a wider community development learning category (that excludes youth work, family and parenting related provision), a category, which includes all programmes that refer to youth and community learning, and an exclusive youth work category have been used below.

Table 4.5.2.3.1.a: Estimate proportion of learners (FPE) participating in NYA endorsed provision

Country	Area	2003/04		2004/05	
		NYA	Other	NYA	Other
England	Community development learning (excl. youth work, family and parenting related learning)	19%	81%	27%	73%
	Community and youth work related programmes	57%	43%	59%	41%
	Youth work	6%	94%	3%	97%

In summary:

- Community development learning (excluding youth work, family and parenting related learning) has increased in terms of the proportion of learners on NYA validated programmes from 19% in 2003/04 to 27% in 2004/05.
- The proportion of coverage was highest, and increased over the two years, for programmes, which refer to both community and youth work. This proportion represented 59% of the total in 2004/05.
- The area with the least coverage was the 'youth work' category, at 3% in 2004/05, representing a 100% decrease over the 2003/04 level.
- Further analysis revealed that the proportion of learners undertaking solely youth work programmes, which were not validated by the NYA represented just over 980 learners in 2004/05. These programmes were predominantly in 'childhood and youth studies', and were delivered by 15 HE institutions.
- If these estimates are correct, with the majority of take-up being for programmes, which are not NYA-approved, the implications in terms of the quality of provision delivered to practitioners in this section of the workforce could be problematic, as the standards are not NYA quality assured.

FE

SVUK, a wholly owned subsidiary of LLUK, performs the verification of initial teacher training, formerly undertaken by FENTO.

SVUK has undertaken certain work regarding Centres for Excellence in Teacher Training (CETTs) on behalf of the DfES. The introduction of CETTs is a critical component of the package of DfES reforms to teacher training in the learning and skills sector. It is rooted in the idea of building future Initial Teacher Training (ITT) systems around networks of providers, and so provide trainees with a good experience of teaching and professional development across further education, adult and community education and work-based learning (more details in section 4.1.4.3).

The table below shows the estimated volume of learners participating in SVUK-endorsed teacher training learning programmes as a proportion of all identified relevant programmes. It was created by cross-referencing the HESA dataset with information on endorsed learning programmes, as at May 2006.

Figure 4.5.2.3.2.a: Estimate proportion of learners (FPE) participating in SVUK-endorsed provision

Country	Area	Detailed area	2003/04		2004/05	
			SVUK	Other	SVUK	Other
England	FE	Teacher training	80%	20%	80%	20%
	Skills for Life		18%	82%	11%	89%
	Post-compulsory (excl. HE)		67%	33%	67%	33%

In summary:

- The proportion of the take-up of learning programmes relating solely to teacher training in a FE setting (e.g. Cert Eds. and PGCEs in FE) was high and appears to be remaining stable, at four-fifths of the total take-up in both 2003/04 and 2004/05.
- However, the percentage of learners on teacher training within Skills for Life contexts (e.g. Cert Ed in Teaching Literacy to Adults, Certificate for Adult ESOL Specialists (HEI)), who were participating in endorsed programmes, decreased from 18% to 11% in 2004/05.
- It is clearly a matter of concern that over 80% of Skills for Life teachers participated in programmes not recognised by SVUK, given the government's drive to improve the qualifications of the Skills for Life workforce.
- The amount of endorsed provision, which generally applies to teacher training in the post-compulsory sector (excluding HE teacher training covered in section 5.4.2.3.1 above), remained at 67% for 2003/04 and 2004/05.

HE

The HEA endorses learning programmes, which prepare teachers for working in a HE setting. 'The Academy' was formed in May 2004 from a merger of the Institute for Learning and Teaching in Higher Education (ILTHe), the Learning and Teaching Support Network (LTSN), and the TQEF National Co-ordination Team (NCT). The HEA accredits teaching and learning programmes for HE staff, which allow those participating to become registered practitioners or associate practitioners within the Academy.

The table below, compiled by cross referencing HESA data with a list of relevant programmes as at August 2006, provides estimates of all HEA accredited teacher training programmes.

Table 4.5.2.3.3.a: Estimate proportion of learners (FPE) participating in HEA-accredited provision

Country	Area	Detailed area	2003/04		2004/05	
			HEA	Other	HEA	Other
England	HE	Teacher training	70%	30%	74%	26%
		Teaching support training	100%	0%	100%	0%
	Post-compulsory (relating to HE)	Teacher training	72%	28%	73%	27%

In summary:

- The table shows that the HEA has wide (and increasing) coverage of the proportion of learners participating in accredited programmes for provision, which relates to HE teacher training and teaching support training.
- The proportion of learners on accredited courses increased by 4% to 74% from 2003/04 to 2004/05, and all identified teacher support training for the HE setting was HEA-accredited.
- The HEA also covers provision classified as 'post-compulsory (and which relates to HE)'. This comprises predominantly of Cert Eds and PGCEs in Further Adult and Higher Education. HEA coverage, in terms of the proportion of learners undertaking these programmes, increased by 1% to 73% between 2003/04 and 2004/05.
- Hence quality assurance of this range of programmes is in place.

LAIS

CILIP is the professional body for librarians, information specialists and knowledge managers. The SoA is the principal professional body for archivists, archive conservators and records managers in the UK and Ireland. These professional bodies accredit provision relevant to the LAIS constituency within LLUK's workforce.

The table below provides an estimate of the volume of learners on CILIP or SoA accredited provision, as a proportion of those on all identified learning programmes for the LAIS constituency. It was compiled using a list of accredited programmes from both professional bodies as at August 2006.

Table 4.5.2.3.4.a: Estimate proportion of learners (FPE) participating in CILIP or SoA-endorsed provision

Country	2003/04			2004/05		
	CILIP	SoA	Other	CILIP	SoA	Other
England	62%	7%	31%	65%	7%	27%

In short:

- The volume of learners undertaking programmes accredited by either CILIP or the SoA as a proportion of all relevant programmes increased from 69% to 72% from 2003/04 to 2004/05 in England.
- Though the situation improved over the two years, there was still over a quarter of learners enrolled on programmes, which were not accredited by the professional bodies. These may, however, be other relevant programmes leading to qualifications or addressing identified skill and knowledge gaps.

It is important to note that CILIP have introduced a Seal of Recognition, which acknowledges the important contribution made by the many excellent providers of CPD for the library and information community. The Seal of Recognition recognises high standards in the content and relevance of a wide range of training and development activities, and is awarded to CPD providers, which directly address an element of CILIP's Body of Professional Knowledge (BPK). This new award offers training providers an additional incentive to support and enhance CPD opportunities for LAIS practitioners at all stages of their careers.

4.5.3 Quality of FE provision and training

This section presents information gathered from Ofsted and ALI on FE institutions, which were known to deliver LLUK-relevant provision.

4.5.3.1 Quality assurance arrangements for FE

Ofsted and ALI carry out joint inspections of FE colleges in England. Ofsted are responsible for inspecting FE provision for 16 to 19 year olds and ALI for learners aged 19 or over, so this joint working is necessary.

From April 2007, Ofsted's remit will be expanded to include the inspection work of ALI and a range of other quality assurance processes. The organisation's full title will change to The Office for Standards in Education, Children Services and Skills but it will continue to be known as Ofsted.

Ofsted also has a role in inspecting teacher training delivered by HE institutions, as outlined in the Framework for Inspection of Initial Training of Further Education Teachers (**Office for Standards in Education**, 2004), and is some way through a four-year programme, which started in September 2004, through which all HEIs and a sample of FE colleges delivering FE teacher training are to be inspected.

Inspection grades for FE institutions delivering LLUK-relevant provision

Summary statistics obtained through the joint inspection processes of Ofsted and ALI are presented in this section. The Common Inspection Framework (CIF) is a five-point scale used by both organisations to summarise judgements using key measures of quality.

The Leadership and Management CIF grades in England represent a summary of judgements about the effectiveness of senior staff in monitoring performance and driving up quality throughout the organisation in terms of:

- the quality assurance processes in place
- the adequacy of staff
- the wellbeing of learners

- the provision of suitable resources for learning.

Below is a summary of the latest grades available for institutions, which are known to deliver provision relevant to the lifelong learning workforce.

Through work identifying the volumes of LLUK-relevant provision in each college, the inspection grades of relevant colleges have been cross-referenced with the volumes of provision. This allows for an analysis of both the quality of institutions delivering LLUK-relevant provision, using key measures like management and leadership and teaching quality, and the volumes of provision delivered therein.

Table 4.5.3.2.a: Inspection grades for FE providers delivering LLUK-relevant provision between 2001 and 2006

Leadership and management CIF grades	No. of institutions	%	No. of enrolments (2004/05)	%
Outstanding	26	8.8%	6,716	8.8%
Good	117	39.8%	35,118	45.8%
Satisfactory	133	45.2%	31,884	41.6%
Unsatisfactory	16	5.4%	2,687	3.5%
Very poor	2	0.7%	309	0.4%
Total	294	100.0%	76,714	100.0%

In summary:

- The leadership and management of nearly 94% of providers was declared 'satisfactory' or better, covering just over 96% of delivered enrolments in 2004/05.
- Only 18 providers out of 294 providers obtained a grade of 'unsatisfactory' or worse over the five-year period. This represented just over 6% of enrolments in 2003/04 and just less than 4% in 2004/05.
- Detailed information on the proportion of classes evaluated, and the resulting proportion of CIF grades given during inspections are also available for England.
- Both the proportion of classes receiving 'good' or better grades, and the proportion of classes receiving 'unsatisfactory' grades, were collated for analysis. These are shown in the following two tables.

Table 4.5.3.2.b: Number of FE providers delivering LLUK-relevant provision, by the proportion of teaching grades ‘good’ or ‘outstanding’ awarded through classroom inspections

Teaching CIF grades – proportion of classes graded ‘good’ or ‘outstanding’	No. of institutions	%	No. of enrolments (2004/05)	%
80% and over	20	6.8%	16,461	21.5%
70%–80%	65	22.1%	26,755	34.9%
60%–70%	152	51.7%	29,745	38.8%
50%–60%	55	18.7%	3,742	4.9%
Less than 50%	2	0.7%	11	0.0%
Total	294	100.0%	76,714	100.0%

In short:

- Over 80% of institutions had more than 60% of their inspected classes graded ‘good’ or better, covering over 95% of enrolments delivered in 2004/05.
- There were only 20 institutions with over 80% of classes graded above satisfactory, with relevant enrolment coverage of 21.5%.
- Whilst this demonstrates that instances of ‘above satisfactory’ classroom delivery are common within institutions relevant to LLUK, and, therefore, the likelihood of high quality provision is greater, it also reveals that the instances of institutions with high proportions of ‘above average’ teaching (80%) are rare.

Table 4.5.3.2.c: Number of FE providers delivering LLUK-relevant provision, by the proportion of teaching ‘unsatisfactory’ awarded through classroom inspections

Teaching CIF grades – proportion of classes graded ‘unsatisfactory’	No. of institutions	%	No. of enrolments (2004/05)	%
10% and over	21	7.1%	2,765	3.6%
5%–10%	156	53.1%	26,282	34.3%
Less than 5%	117	39.8%	47,667	62.1%
Total	294	100.0%	76,714	100.0%

It is reassuring that there were relatively few providers with high proportions of observed classes, which received ‘unsatisfactory’ grades, as those with 10% and over only delivered 3.6% of relevant enrolments in 2004/05.

It would appear that, when a comparison is made between the top 20 institutions (80% and over of teaching grades above ‘satisfactory’) and the bottom 21 (10% and over of teaching grades below ‘satisfactory’) the above tabulations demonstrate that institutions delivering larger volumes of provision relevant to the lifelong learning workforce are also evaluated typically as delivering higher quality provision.

4.5.4 Quality of WBL provision and training

This section presents grades assigned by ALI through inspection of training providers known to provide WBL programmes relevant to the LLUK workforce.

Quality Assurance Arrangements for WBL

ALI is currently responsible for inspecting all WBL (provided wholly or partly on employer premises) for people aged over 16, including advanced apprenticeships and S/NVQs.

Inspection grades for training providers delivering LLUK-relevant provision

Table 4.5.4.2.a: Inspection grades for WBL providers delivering LLUK-relevant provision between 2001 and 2006

Leadership and management CIF grades	No. of institutions	%	No. of enrolments (2004/05)	%
Outstanding	1	2.8%	15	1.3%
Good	9	25.0%	648	55.1%
Satisfactory	15	41.7%	443	37.7%
Unsatisfactory	9	25.0%	56	4.8%
Very poor	2	5.6%	14	1.2%
Total	36	100.0%	1,176	100.0%

In summary:

- just over 64% of training providers inspected were rated as 'satisfactory' or better by inspectors. This represented 94% of relevant enrolments in 2004/05
- just over 56% of enrolments were delivered by providers rated 'good' or better
- only 6% in providers rated 'unsatisfactory' or 'very poor'.

This suggests that, on the basis of the information, which is available on where LLUK-relevant provision is delivered, the quality of providers undertaking this delivery is generally of a high standard.

4.6 Summary of the quality of provision

Overall, from the data, which has been available and used for this analysis, the indications are that quality is good across the main components of the sector.

There are a small number of concerns however, including:

- the lower rates of satisfaction of employers in the sector re the skills and qualifications and the initial training of newly recruited organisational managers and manual workers
- the high level of responses by employers of 'not-applicable' to CPD for manual workers and organisational managers. Does this imply that appropriate provision does not exist or does it indicate an unwillingness to participate or their lack of inclusion in the organisational development strategy?
- the high proportion in the take-up of courses not approved within the constituencies relating to CILIP, NYA, SoA and SVUK.

These issues will be taken into account in the development of the stage 3 report.

4.7 Overall summary

Given the overall size of the HE and FE provider networks, along with a greater number of WBL and CLD providers, the lifelong learning sector's workforce in England has considerably greater access to and choice of provider and programme than their counterparts in Northern Ireland, Scotland and Wales.

In 2004/05, the levels of relevant learning supplied by the constituent parts of the lifelong learning sector were as follows:

- FE, with 86,125 enrolments, supplied 65% of all relevant learning opportunities.
- HE, with a total of 44,268 enrolments when OU enrolments are included (1659), supplied 33.5%.
- WBL, with 1708 enrolments in the same year, supplied 13%.
- CLD supplied 600, which represents 0.5% of enrolments.
- HE provides largely level 4 programmes, which are primarily initial training and are taken up by managers and professionals within the sector.
- FE programmes are predominantly delivered at levels 2-4, which are largely, but not exclusively, aimed at support professionals, administrative staff and manual workers within the sector.
- As is the case across all of the countries within the UK, the constituency, which appears to be less catered for is the WBL sector and manual workers may be the least engaged in initial training and ongoing learning development.
- Most provision is part-time, which suits the work commitments and lifestyles of most people in work. However, as it is also largely delivered through day-time attendance, this may provide barriers to access for some workers, especially part-time sessionally paid staff in some parts of the sector.
- Men appear to be less actively engaged in the programmes made available by all of the main delivery constituencies.
- More detailed analysis may be necessary to ensure that there is equality of access and participation for all age groups.
- Overall, with few exceptions, the quality of provision in the sector in England is regarded as satisfactory or better.

5. SUPPLY OF PROVISION AND TRAINING TO THE LIFELONG LEARNING WORKFORCE – NORTHERN IRELAND

5.1 Policy and operational context

Review of public administration (RPA) affects four of the five lifelong learning constituencies (excluding HE) in Northern Ireland and are concerned with reducing the number of providers and the size of the sector's administrative infrastructure.

Key initiatives include:

- the compact between government and the voluntary and community sector for the delivery of public services - 'Building Real Partnership' (DHSS, 1998)
- reducing the number of FE colleges from 16 to six area-based colleges by 2007 - 'Further Education Means Business' (DEL, 2004)
- replacing the five Education and Library Boards with a single Library Authority by 2008 - Review of Public Administration (RPANI, 2006)
- identifying 4 key areas of understanding the demand for skills; improving the skills levels of the workforce; improving the quality and relevance of education and training; and tackling the skills barriers to employment and employability - 'Success Through Skills' (DEL, 2006).

Most recently, the review of Professional and Technical Training - Training for Success (DEL, 2007) will require transformation of the 14 – 19 workforce and have impacts on the workforce supporting adults reaching level 2.

5.1.1 Government departments and funding bodies

There are a number of key bodies, which provide the policy and operational context for the development of the lifelong learning sector workforce in Northern Ireland. These include:

Department of Education Northern Ireland (DE)

The Department of Education Northern Ireland (DE) is responsible for the central administration of all aspects of compulsory education and related services in Northern Ireland, and including the provision of youth work.

The Department for Employment and Learning (DEL)

The Department for Employment and Learning (DEL) is responsible for third level education, training and a range of employer measures, all aimed at giving people the skills, knowledge and opportunities to work.

In addition to this, College of Agriculture, Food and Rural Enterprise (CAFRE) is responsible for the funding of agriculture colleges in Northern Ireland.

Department of Enterprise, Trade and Investment (DETI)

The Department of Enterprise, Trade and Investment (DETI) is responsible for inward investment in relation to work-based learning; economic policy development; and labour market and economic statistics services among others.

Department for Social Development (DSD)

The Department of Social Development (DSD) has strategic responsibility for urban regeneration including community and voluntary sector development.

Department of Culture, Arts and Leisure (DCAL)

The Department of Culture, Arts and Leisure (DCAL) has responsibility for developing policy, service delivery and administration of museums, libraries and the Public Record Office of Northern Ireland.

5.1.2 Regulatory bodies

The Qualifications and Curriculum Authority Northern Ireland Office (QCA)

The Qualifications and Curriculum Authority Northern Ireland Office (QCA) is a NDPD with statutory powers to regulate S/NVQs. The Northern Ireland office works closely with the QCA in England.

The Northern Ireland Council for Curriculum, Examination and Assessment (CCEA)

The Northern Ireland Council for Curriculum, Examination and Assessment (CCEA) was set up by the government to provide advice on and support for what is taught in schools and colleges in Northern Ireland and how it is assessed. CCEA is a unique educational body in the UK, bringing together the three areas of curriculum, examinations and assessment. The main services it provides are:

- advising the government – on what should be taught in Northern Ireland's schools and colleges
- monitoring standards – ensuring that the qualifications and examinations offered by awarding bodies in Northern Ireland are of an appropriate quality and standard
- awarding qualifications – as Northern Ireland's leading awarding body, it offers a diverse range of qualifications, such as GCSEs, including the new GCSE double award specifications in vocational subjects, GCE A' and AS' levels, entry level qualifications, and graded objectives in modern languages.

The Education and Training Inspectorate (ETI)

The Education and Training Inspectorate (ETI) provides inspection services and information about the quality of education, youth and training provision to DEL, the Department of Culture, Arts and Leisure and DELNI, including information about organisations, which deliver initial teacher education.

5.1.3 Qualifications frameworks

The National Qualifications Framework and the Qualifications and Credit Framework

The development of the NQF began in the 1990s in England, in an attempt to provide a unit-based qualification framework, which is underpinned by a system of CATS.

The QCA proposed the development of the Framework for Achievement (FfA) for England. This framework aims to offer:

- a clearer recognition structure for learning and qualifications
- smaller packages of units, which can be accumulated and transferred easily between qualifications and awarding bodies
- the potential for employers to gain recognition for in-house training programmes
- a distinctive suite of qualifications, which denote competence in specific occupations.
- levels and 'credits' which define the standard and the volume of learning. The framework is based on 8 levels of qualification.
- standard definitions of terms such as 'award', 'certificate' and 'diploma'.

When the decision was made for the developing English framework to be adopted as the national frameworks for Northern Ireland and Wales, it was re-named the QCF. The QCF is now is a credit transfer system developed for qualifications in England, Wales and Northern Ireland, and is the joint responsibility of QCA, Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) and CCEA.

5.1.4 Endorsement bodies

The Higher Education Academy

The HEA endorses learning programmes, which prepare teachers for working in a HE setting. The Academy was formed in May 2004 from a merger of the Institute for Learning and Teaching in Higher Education (ILTHE), the Learning and Teaching Support Network (LTSN), and the TQEF National Co-ordination Team (NCT). The HEA accredits teaching and learning programmes for HE staff, which allow those participating to become registered practitioners or associate practitioners within the Academy.

The Chartered Institute of Library and Information Professionals and the Society of Archivists

CILIP is the professional body for librarians, information specialists and knowledge managers.

The SoA is the principal professional body for archivists, archive conservators and records managers in the United Kingdom and Ireland. These two professional bodies accredit provision relevant to the LAIS constituency within LLUK's workforce.

5.2 Supply of provision and training

The following section reviews: what is known about the supply of the training provision for the whole of the learning and skills workforce across Northern Ireland; the focus of LLUK's activities, along with the provider base behind its delivery; the learning programme characteristics, delivery patterns and the demographics of those members of the workforce currently engaged in training, CPD or following initial or in-service programmes to lead to full teacher qualified status. The findings from the LLUK employer survey are used to set the context for this analysis.

Information on the supply of provision relevant to the learning and skills workforce has been gathered with the assistance of HESA through the HESA SR and the FESR for Northern Ireland. Together, these organisations collect information on all publicly funded provision delivered through HE and FE in Northern Ireland.

These sources have been used extensively to explore trends in delivery and have enabled the identification of provision designed specifically for the lifelong learning workforce. Key properties, such as the functional area and the occupational level, for which this provision is designed, have also been examined through this exercise. For more details on how they were mapped and analysed, and for definitions of terms, see Annex A.

However, it is also important to understand the limitations of the analysis, as much of the in-house provision, and some privately purchased training, does not appear in the data. Hence LLUK has attempted to explore these aspects of training provision supply through the LLUK employer survey and analysis of the available awarding body data.

5.2.1 Headline analysis

In order to effectively analyse provision and training for the lifelong learning sector's workforce, the consideration of current patterns of initial training and CPD, and where this is happening for different occupational groups, is essential.

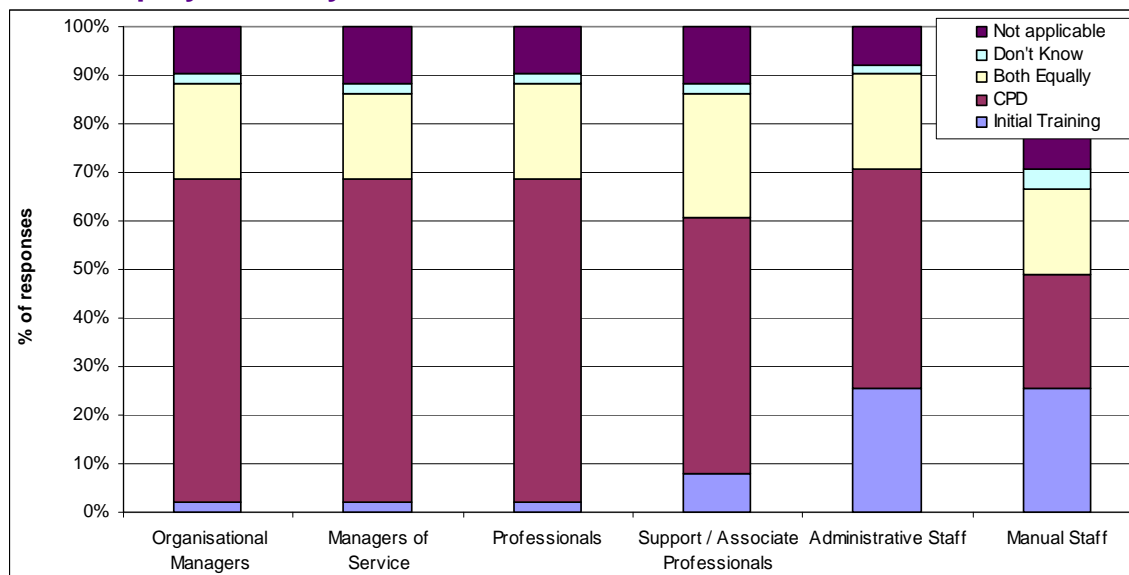
This section outlines what is known about the provision and take-up of initial training and CPD across the sector's workforces. Wherever possible, an analysis by the main constituencies of the learning and skills workforce and by occupational group is also provided.

All graphs and tabulations in this section are based on the LLUK employer survey and observe the lifelong learning sector as a whole. Further breakdowns are presented in the sections on 'Learners' Characteristics' for each of the main constituencies of the learning and skills workforce, which follow in this report and in Annex B.

Patterns of initial training and CPD

As the graph below shows, the focus of employers on initial training and CPD varies according to the occupational group.

Figure 5.2.1.1.a: Does education and training provision for existing staff in your organisation focus on their initial training or CPD?
LLUK employer survey. No. = 51.



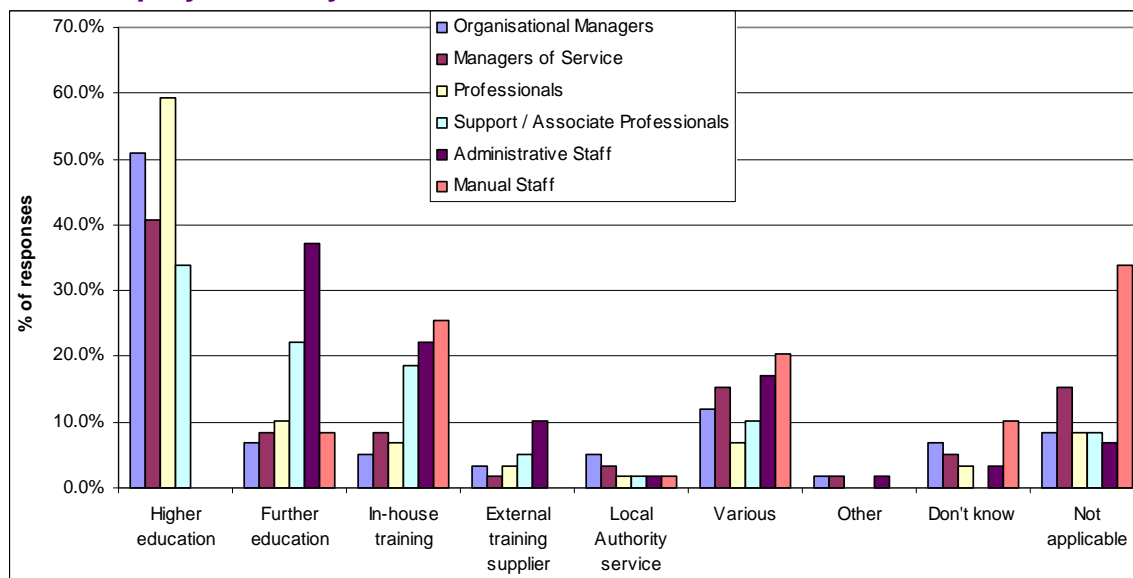
The survey suggests that instances of organisations focusing just on initial training are relatively rare, as most indicate that CPD or a combination of both is preferred. Where there is a greater focus on initial training, this is usually directed at support/associate professionals, administrative and manual staff. An organisational focus on CPD is the most common response, which is targeted predominantly at managers and professionals.

It is noticeable, as in the survey responses in other countries within the UK that many employers stated that the options presented in the survey were not applicable to manual workers.

This suggests that there may be a focus for LLUK's future research to explore the demand and take-up for ongoing CPD, along with progression routes to qualifications, for support/associate professionals, administrative and manual staff.

The chart below shows what is known about where new recruits receive their training prior to taking up employment with a lifelong learning sector organisation.

Figure 5.2.1.1b: Where do most new recruits to your organisation receive their training prior to appointment?
LLUK employer survey. No. = 59.

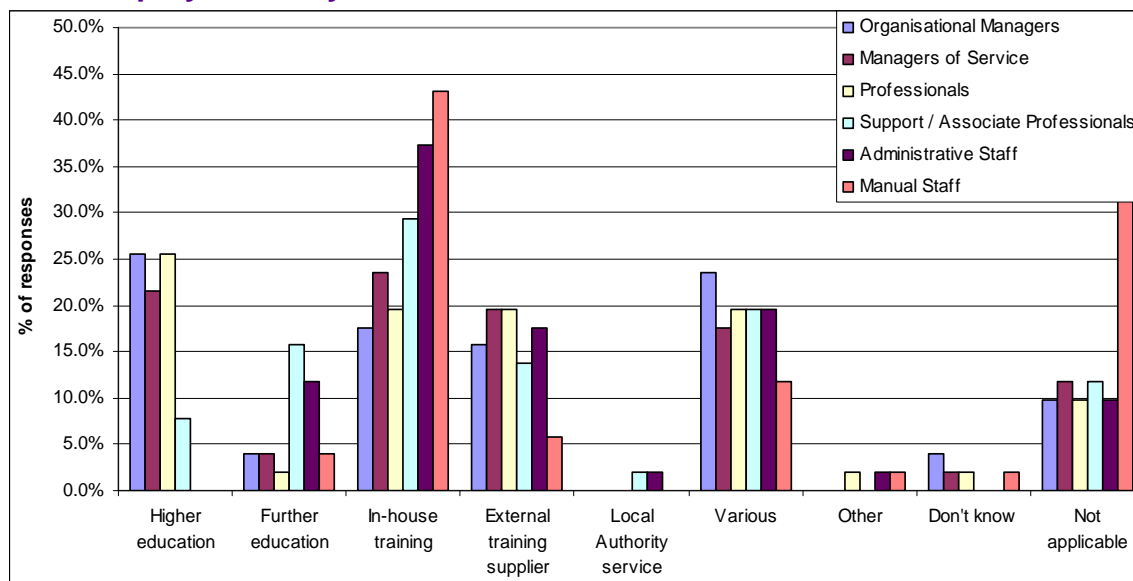


HE appears to be the predominant training background for the sector's managers and professionals, whilst FE and in-house training are reported as the most typical training background for support and administrative staff. Once again, 'not applicable' was the most common response for employer of manual workers.

It must be noted, however, that although many employers will have details of qualifications held, they may not necessarily have comprehensive details of the training or previous CPD, which their employees have undertaken in their previous employment.

Indeed, the results suggest that many of the respondents may have interpreted 'training' to mean 'qualifications', as the bulk of professionals and their managers have had experience of HE, whilst, as illustrated in the chart below, the training patterns for existing staff suggest in-house delivery to be the most common method of training, especially for support/associate professional, administrative and manual staff.

Figure 5.2.1.1c: Where do most existing staff in your organisation undertake their CPD activities?
LLUK employer survey. No. = 51.



The high proportion of responses indicated by the term 'various' suggest that a combination of workforce development routes tend to be used for both new and existing staff. It demonstrates that many employers, rather than showing a clear preference for one type of delivery, choose the learning programme, which is most appropriate to meet the needs of their employees.

Once again, organisational managers, managers of services and professionals are the most likely to receive training in a HE setting, whilst the largest percentage of existing support/associate professionals indicated that their training was delivered through FE. Constituency level results are covered in Annex B.

5.2.2 Provision and training supplied through HE

Findings from the SNA suggest that the majority of staff (77% in Northern Ireland) in the lifelong learning workforce are qualified to S/NVQ level 4 or above, and are likely to have received their training in a HE setting.

The following section explores the provider base, learning programme characteristics, delivery patterns and learner characteristics associated with provision designed for the lifelong learning workforce and delivered within the HE setting.

The main source of information for this section is the HESA student record. This uses the FPE measure, which apportions the headcount between the multiple programmes a learner may be undertaking. As its data is not included in the HESA, the OU has been excluded from the HE analysis and is explored individually at the end of the section (6.2.2.5).

Provider base

There are three HE institutions in Northern Ireland offering programmes relevant to the lifelong learning workforce in 2004/05, as demonstrated by the table below, which shows the number of HEIs in Northern Ireland offering programmes relevant to the

LLUK constituencies. It should be noted that institutions can supply provision relevant to more than one area of the lifelong learning workforce.

Table 5.2.2.1a: Number of HE Institutions delivering programmes relevant to LLUK in 2004/05

FHE	Jobskills	Post-compulsory	CLD	LAIS	All LLUK-relevant provision
3	1	3	2	0	3

There are qualifications for the wider post -compulsory sector, for example the Postgraduate Certificate in Further and Higher Education. The three providers, in 2004/05 were:

- The Queen's University of Belfast
- University of Ulster
- Stranmillis University College.

It would also appear, from the information available, that there are no HE institutions in Northern Ireland delivering relevant learning programmes to the LAIS sector, as at 2004/05.

It is also known that, as at January 2006, 15 students were registered on the part-time Postgraduate Certificate in Schools Library Management programmes at the University of Ulster's School of Education. Also, anecdotal evidence suggests that these courses are undertaken in other countries within the UK, particularly initial training leading to a professional qualification, or through distance learning, although none were identified as being delivered through the OU in 2004/05 (see section 5.2.2.5).

Learning programme characteristics

The most striking fact to emerge from the analysis is that, between 2003/4 and 2004/5, there was a 53.6% increase in the number of learners on learning programmes relevant to the lifelong learning workforce.

Table 5.2.2.2.a: FPE of learners in HE, by LLUK area, in 2003/04 and 2004/05

LLUK constituency or area	2003/04	%	2004/05	%	% change
HE	120	11.4%	125	7.7%	4.2%
FE	0	0.0%	0	0.0%	--
Essential skills	235	22.5%	300	18.7%	27.8%
Jobskills	70	6.6%	425	26.1%	504.3%
Other post-compulsory	290	27.4%	365	22.4%	11.1%
LAIS	0	0.0%	0	0.0%	--
CLD	340	32.1%	405	25.0%	19.8%
Total	1,055	100.0%	1,620	100.0%	53.6%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

However, this is largely due to the dramatic growth in the take-up of Jobskills-related provision, which increased by over 500%. The take-up of 'Essential Skills' learning

opportunities showed the next largest increase, which reflects the influence of DELNI's strategy to address adult language, literacy and numeracy skills gaps. Take-up also grew across all of the other constituency areas, for which information is available, although data are not currently available for FE or LAIS.

The following table shows that the learning programmes delivered through HE were predominantly postgraduate diplomas and certificates, and diplomas of HE, which together comprised around 56% of all programmes in 2004/05.

The dramatic growth in take-up of the Diploma in HE, which increased in FPE terms by over 400% over the two-year period, suggests that this may be seen as a progression route for employees seeking graduate-level qualifications, or non-traditional entry to professional qualifications, like youth work for example.

Table 5.2.2.2.b: FPE of learners in HE, by qualification aim, in 2003/04 and 2004/05

Qualification aim	2003/04	%	2004/05	%	% change
Postgraduate diploma or certificate (not PGCE), not mainly by research	395	37.3%	450	27.8%	14.5%
Diploma of HE	90	8.7%	465	28.7%	404.3%
Other undergraduate diplomas and certificates	165	15.6%	290	18.0%	77.4%
Master's degree, not mainly by research	210	20.1%	230	14.1%	7.5%
First degree	135	12.8%	170	10.4%	25.2%
Professional qualification at postgraduate level (not PGCE), with or without academic qualification	35	3.4%		0.0%	-100%
All other qualifications	22	2.1%	15	1.1%	-22.7%
Total	1,055	100.0%	1,620	100.0%	53.6%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

Further analysis of the data reveals that:

- The increase in the number of learners taking up Diplomas in HE is largely due to the increase in the Jobskills provision, which reflects the numbers in Table 5.2.2.2.a above. It suggests either the introduction of a new programme aimed at this constituency and/or the influence of a new policy driver, such as government or regulatory body requirement.
- In 2004/5, learners from the CLD constituency accounted for all of the take-up of the first degrees recorded, which comprised 10.4% of all the learning programmes on offer, which were relevant to the lifelong learning sector.

Delivery patterns

The analysis of the LLUK employer survey and the evidence of the relatively low levels of first degree learning programmes, suggests that the Northern Ireland LLUK workforce uses HE predominately for CPD.

The table below further supports this finding, highlighting that the majority (89.3%) of learning programmes in HE are delivered part-time.

Table 5.2.2.3a Mode of study for learners in HE in relevant LLUK learning

LLUK constituency or area	Full-time	Part-time	Sandwich	Other
HE	0.0%	90.4%	0.0%	9.6%
FE	0.0%	100.0%	0.0%	0.0%
Essential skills	12.5%	85.8%	0.0%	1.7%
Jobskills	0.0%	96.0%	0.0%	4.0%
Other post-compulsory	2.8%	93.5%	0.0%	3.7%
LAIS	--	--	--	--
CLD	19.8%	80.2%	0.0%	0.0%
Total	7.8%	89.3%	0.0%	2.8%

In every category, the take-up of part-time study routes was considerably greater than that of full-time programmes, reflecting the fact that the bulk of these learners will be in full or part-time employment.

Learner characteristics

This section looks at the demographic characteristics of learners participating in learning programmes relevant to the lifelong learning sector. The table below provides a summary of the findings.

Table 5.2.2.4.a: Learner demographics in HE, by LLUK area

LLUK constituency or area	Female	Ethnicity				Age		
		White	Non-white	Non-UK	Not known	Under 25	25 and over	Not known
HE	52.0%	24.0%	3.2%	8.0%	64.8%	0.0%	98.4%	1.6%
FE	50.0%	85.7%	2.4%	2.4%	9.5%	2.4%	97.6%	0.0%
Essential skills	80.5%	46.2%	1.0%	15.5%	37.3%	9.2%	90.8%	0.0%
Jobskills	35.0%	11.1%	0.0%	1.7%	87.2%	19.4%	80.6%	0.0%
Other post-compulsory	67.6%	67.0%	0.3%	7.5%	25.2%	7.2%	92.5%	0.3%
LAIS	--	--	--	--	--	--	--	--
CLD	57.8%	76.0%	1.0%	5.7%	17.3%	27.9%	72.1%	0.0%
Total	57.4%	47.9%	0.8%	6.9%	44.3%	15.3%	84.6%	0.2%

The key findings are:

- across the whole sector, there are more female learners than male
- 80% of learners engaged in improving their Essential Skills were female
- 65% of Jobskills learners are male
- over 80% of learners across the sector were aged over 25
- CLD had the highest percentage of younger learners

- over 44% of FPE learners' ethnicity, is recorded as 'not known'
- a high proportion of learners (15.5%) undertaking Essential Skills provision were not from the UK.

For future planning purposes, it would be helpful to have a more detailed breakdown of the age groups, so that issues, such as equality to access, and willingness to participate in ongoing learning, can be examined more closely.

The Open University

The OU is the UK's only university specifically designed to deliver distance and blended learning.

As in all distance learning, the location of the institution itself is less of a determinant to take-up than in other forms of provision. Hence a different approach to measuring the level of contribution, in terms of FPE of learners, for each country and region has had to be adopted. The area of domicile of the learner was therefore used to determine these volumes.

As the data at programme level is only available from 2004/05, it is not possible to show any trend information. The table below shows the numbers of FPE of learners on OU courses.

Table 5.2.2.5.a: FPE in OU provision, by LLUK area, in 2004/05

LLUK constituency or area	2004/05	%
HE	*	1.5%
FE		0.0%
Essential skills		0.0%
Jobskills		0.0%
Other post-compulsory		0.0%
LAIS		0.0%
CLD	65	98.5%
Total	70	100.0%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

* Denotes figure suppressed due to small number.

Learner engagement in programmes delivered by the OU in Northern Ireland was predominantly from the CLD constituency, which accounted for 98.5% of all relevant learning programmes in 2004/05. This is perhaps due to the OU's strength in delivering social and youth work learning programmes since its inception.

The data does not, however, provide any information about individuals employed in the sector, like unqualified teachers or those entering from through a non-traditional academic route, who use the OU's modular and credit transfer route to progress to formal qualifications. As teachers and other learning professionals have been one of the largest groups of OU students since the 1970s, the numbers for learner take-up may be an underestimate.

Summary and issues for consideration

The data currently available gives an overview of the volume of enrolments on HE-provided programmes relevant to the LLUK sector workforce in Northern Ireland:

- Four HEIs (including the OU) offer programmes, which are relevant to one or more constituencies of the learning and skills workforce in Northern Ireland.
- Most of the current offering is on a part-time basis, which is most likely to suit people already in employment.
- The supply and take-up is predominantly for managers and professionals in the workforce.
- Employees in the JobSkills constituency have become very actively engaged in programmes over the two-year period.
- FE and LAIS appear to be less engaged than other constituencies.
- The engagement of men from the sector in learning opportunities provided by HE may need further exploration.

However there are a number of issues, which need to be explored before a robust picture can be developed.

- It is currently difficult to differentiate ‘qualifications’ from CPD opportunities on offer from the HE sector.
- The differing levels of ‘supply’ across the constituencies need to be examined in relation to the take-up by members of the constituencies.
- Although it is reassuring that 77% of the lifelong learning workforce in Northern Ireland are reported to be qualified to Level 4 or above, this does not necessarily mean that they are all qualified to that level for their current post, as some may have generic rather than post-16 teaching qualifications, for instance, or be graduates without professional qualifications. This may, therefore, need further exploration.

5.2.3 Provision and training supplied through FE

Many of the qualifications and learning programmes, which supply essential skills to the lifelong learning sector’s workforce are delivered within the FE setting.

Findings from the Skills Needs Assessment suggest that around 13% of the lifelong learning workforce hold qualifications at S/NVQ level 2 or 3 (excluding trade apprenticeship). These qualifications are likely to have been obtained within a FE setting.

The information is based on the FESR, which captures data from all of Northern Ireland’s FE colleges and identifies all relevant information including enrolments onto learning programmes identifiable as relevant to LLUK. This information is analysed in the following sections.

Provider base

The FE sector, consisting of 16 colleges, delivers large volumes of learning programmes relevant to the lifelong learning workforce, with the exception of provision designed for the LAIS sector. The table below shows that number of providers, which

supply provision to relevant areas of the LLUK workforce. It should be noted that they can supply provision relevant to more than one area of the lifelong learning workforce.

Table 5.2.3.1a: Number of FE providers delivering LLUK-relevant provision in 2004/05

HE	FE	Jobskills	Post-compulsory	CLD	LAIS	All LLUK-relevant provision
0	3	1	14	8	0	16

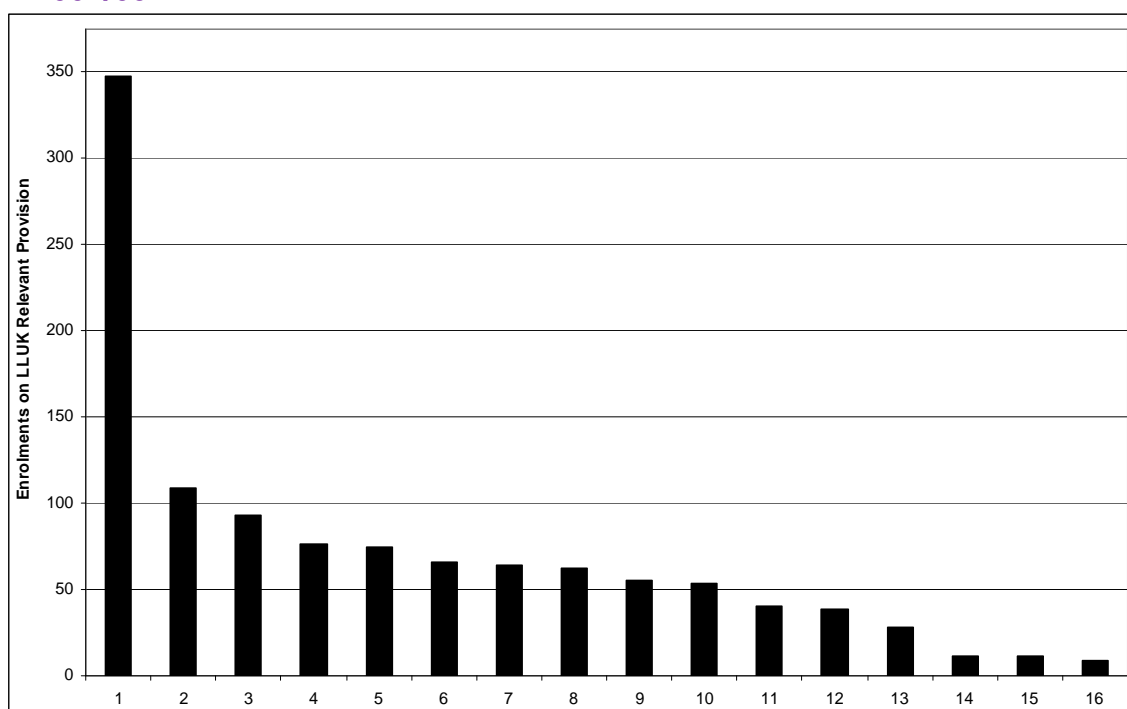
While all colleges in the FE sector offer provision aimed at some or all of the constituent groups, the Belfast Institute delivers the largest volume of provision, accounting for just over 30% of all relevant enrolments in Northern Ireland.

Again, as identified in the analysis of the supply of HE provision, generic post-compulsory sector opportunities form the bulk of the provision available, followed by opportunities for the CLD constituency. Perhaps surprisingly there appears to be few programmes aimed at members of the FE workforce.

Unfortunately, the data does not allow for a deeper analysis about the nature of the take-up, by occupational sector or by constituencies, within the lifelong learning sector, in order to determine whether the current geographical spread adequately meets the needs of the workforce.

The table below shows the distribution of relevant enrolments across all of the FE providers in Northern Ireland.

Figure 5.2.3.1.a: Enrolments on LLUK-relevant provision, by FE provider, in 2004/05



Note: The x axis denotes the number of FE institutions delivering relevant learning to the lifelong learning workforce.

The figure graphically illustrates that the Belfast Institute, column 1 on the graph, was the only provider with over 100 enrolments in 2004/05, though nine others had more than 50.

Learning programme characteristics

As the table below shows, from 2003/4 to 2004/5 there was a 15.7% increase in the overall volume of enrolments relevant to the lifelong learning sector.

Table 5.2.3.2a: Enrolments in FE provision, by LLUK area, in 2003/04 and 2004/05

LLUK constituency or area	2003/04	%	2004/05	%	% change
FE	27	2.7%	11	1.0%	-59.3%
Essential skills	407	41.3%	317	27.8%	-22.1%
Jobskills	15	1.5%	15	1.3%	0.0%
Other post-compulsory	291	29.5%	426	37.4%	46.4%
LAIS		0.0%		0.0%	--
CLD	245	24.9%	371	32.5%	51.4%
Total	985	100.0%	1,140	100.0%	15.7%

The key findings from the data on volume and level of enrolments, which are shown in the table above, are:

- the largest increases in enrolments over the two-year period were in the CLD and ‘other post-compulsory’ areas, growing by 51.4% and 46.4% respectively
- provision designed specifically for FE showed a decrease to an already small cohort, resulting in only 11 enrolments in 2004/05
- enrolments for Essential Skills decreased by just over 22%.

Table 5.2.3.2.b below shows the level at which the programmes relevant to the lifelong learning workforce in Northern Ireland were targeted.

Table 5.2.3.2.b: Enrolments in FE provision, by notional level, for 2003/04 and 2004/05

S/NVQ level	2003/04	%	2004/05	%	% change
Entry level	7	0.7%	1	0.1%	-85.7%
Level 1	307	31.2%	254	22.3%	-17.3%
Level 2	148	15.0%	238	20.9%	60.8%
Level 3	241	24.5%	248	21.8%	2.9%
Level 4 and over	282	28.6%	399	35.0%	41.5%
Total	985	100.0%	1140	100.0%	15.7%

In summary:

- By 2004/05 most of the LLUK-relevant provision delivered by FE providers in Northern Ireland was at S/NVQ level 4 and over (35% in 2004/05), with an increase of 41.5% in the take-up between 2003/04 and 2004/05.

- The fastest increase over the two years, however, was in level 2 provision, which grew by just over 60%.
- Provision at level 1, which represented the largest proportion of enrolments in 2003/04, declined over the two years, whilst take-up of level 3 remained at a similar level over the two-year period.

Delivery patterns

In Northern Ireland, all FE provision relevant to the lifelong learning workforce is delivered on a part-time basis.

Learner characteristics

This section looks at the demographic characteristics of learners undertaking provision relevant to the lifelong learning workforce. Data on the ethnicity of these learners was not available for Northern Ireland, and hence has not been included. The table below is a summary of all available information.

Table 5.2.3.4.a: Key demographics in FE provision, by LLUK area, in 2004/05

LLUK constituency or area	Female	Age	
		Under 25	25 and over
FE	45.5%	0.0%	100.0%
Essential skills	74.1%	12.9%	87.1%
Jobskills	26.7%	26.7%	73.3%
Other post-compulsory	78.9%	12.4%	87.6%
LAIS	--	--	--
CLD	78.4%	21.3%	78.7%
Total	76.4%	15.5%	84.5%

The main findings are:

- Participants on LLUK-relevant provision were predominantly female, comprising 76.4% of all enrolments in 2004/05.
- There is a noticeable lack of participation of men employed in the lifelong learning workforce in FE-relevant provision.
- Jobskills related provision had the smallest proportion of female participants with 26.7%, followed by FE related provision (45.5%). No other area deviated further than 2.5% from the average.
- Participants on lifelong learning related provision were predominantly aged 25 and over (84.5%).
- Jobskills related provision had the youngest cohort of learners with 26.7% of participants under 25 years of age.

Achievement

There were also data available on the achievement rates for those enrolled on programmes relevant to the LLUK workforce through the FE Leavers Survey, as shown in table 5.2.3.4.a. The categories used are different to those mapped onto the FESR, but broad comparisons can be made to illustrate achievement rates for LLUK-relevant provision.

Table 5.2.3.4.b: Enrolments achieved in relevant FE provision in 2004/05

Subject Area	No. of final year completers	No. of passes	Achievement rate
FE teacher training (others)	256	180	70.3%
Teachers - adult education	142	111	78.2%
Teaching modern languages to adults	9	9	100.0%
Information systems	91	74	81.3%
Community work	138	111	80.4%
Youth and community work	51	39	76.5%
Total	687	524	76.3%

In summary:

- Though the categories are not aligned precisely with identified LLUK provision, it can be seen that achievement rates average 76.3% across all relevant groupings of provision.
- FE teacher training had the lowest achievement rates, with 70.3%, 6% below the average for the sector.

Summary and issues for consideration

- Findings from the Skills Needs Assessment suggest that around 13% of the lifelong learning workforce hold qualifications at S/NVQ level 2 or 3 (excluding trade apprenticeships). This is additional to the 77%, who are educated to S/NVQ Level 4 or higher, reported in the section on supply by HE.
- The bulk of provision on offer from the 16 providers was generic, 'post-compulsory' provision or aimed at employees in CLD.
- The FE sector did not appear to offer any programmes, which are relevant to the HE or LAIS sectors.
- FE teacher training had the lowest achievement rates, with 70.3%, 6% below the average for the sector.
- Belfast Institute, which accounted for 30% of all enrolments, was the only provider with over 100 FPEs in 2004/05, although nine others had more than 50 FPE enrolments.
- By 2004/05 most of the LLUK-relevant provision delivered by FE providers in Northern Ireland was at S/NVQ level 4 and over.
- However, the fastest increase over the two years was in level 2 provision, which grew by just over 60%.

- Participants on LLUK-relevant provision were predominantly female, comprising 76.4% of all enrolments in 2004/05.

Issues for consideration:

- There is a corresponding lack of participation by men employed in the lifelong learning workforce in FE-relevant provision.
- The FE sector does not appear to offer many programmes for employees of its own sector (3 out of 16 institutions). However, this may have been covered by the recording of 'in-house' provision by employees earlier in this report.

5.2.4 Provision and training supplied through Jobskills

DELNI is currently undergoing a consultation for new technical and professional training provision, which will replace the Jobskills programme. Through consultation with the Training Programmes branch, it was established that no programmes relevant to LLUK were delivered in NI over the last three years.

5.3 Summary of the supply of provision

The data currently available gives an overview of the volume of enrolments on programmes relevant to the LLUK sector workforce in Northern Ireland:

- 16 FEIs offer programmes, which are relevant to one or more constituencies of the learning and skills workforce in Northern Ireland.
- 14 of the FE institutions supply opportunities for those in the generic post-compulsory sector, and 8 for the CLD constituency.
- Correspondingly, the largest growth in FPE enrolments between 2003/04 and 2004/05 was in post-compulsory and CLD-related programmes.
- 1 provider, Belfast Institute, provides 30% of all FE provision relevant to the LLUK sector.
- FE and LAIS appear to be less engaged than other constituencies, although FE may well be included in programmes relating to the post-compulsory sector.
- FE teacher training had the lowest achievement rates, with 70.3%, 6% below the average for the sector.
- Most of the current offering is on a part-time basis.
- As over 76% of the participants in relevant FE programmes were female in 2004/05, the engagement of men from the sector in learning opportunities provided by FE providers in Northern Ireland may need further exploration.

5.4 Quality of provision and training

This section examines the quality of the education and training provision available to the lifelong learning sector. The LLUK employer survey is used to gauge employer satisfaction with the provision, in terms of both the training received by new recruits and CPD undertaken by existing staff.

Alongside the survey data, information has been taken from the quality assurance and inspection arrangements for HE, FE and WBL provision in Northern Ireland. In addition, supplementary evidence and other sources have been used where appropriate, as detailed in the Bibliography – references.

5.4.1 Employer satisfaction with provision and training

The LLUK employer survey captured information about the levels of employer satisfaction with the provision undertaken by new entrants and existing staff.

The following analysis uses the result of the survey to look at the lifelong learning sector as a whole. More detailed data and constituency-specific breakdowns are available in Annex B.

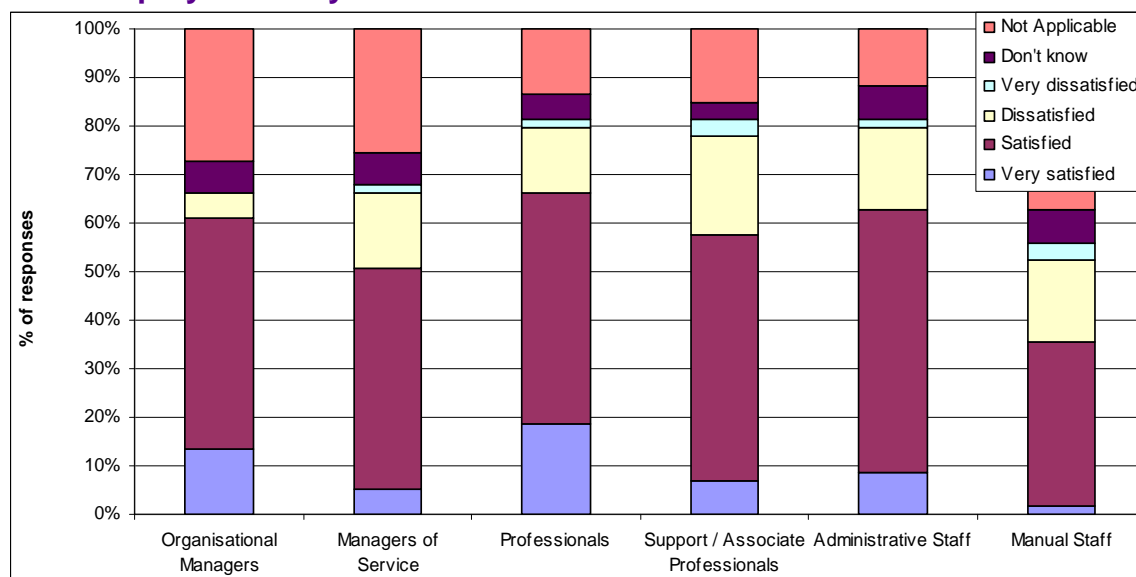
Employer satisfaction – new recruits

The LLUK employer survey asked employers in Northern Ireland to indicate their level of satisfaction with the skills and qualifications of new recruits.

As shown in the following figure:

- The highest proportion of responses indicate that employers are ‘satisfied’ or ‘very satisfied’ with the skills of newly recruited professionals (66.1%), administrative staff (62.7%) and organisational managers (61%).
- The highest levels of dissatisfaction are with the skills and qualifications of newly recruited support/associate professionals (23.7%), manual staff (20.3%), and administrative staff (18.6%).

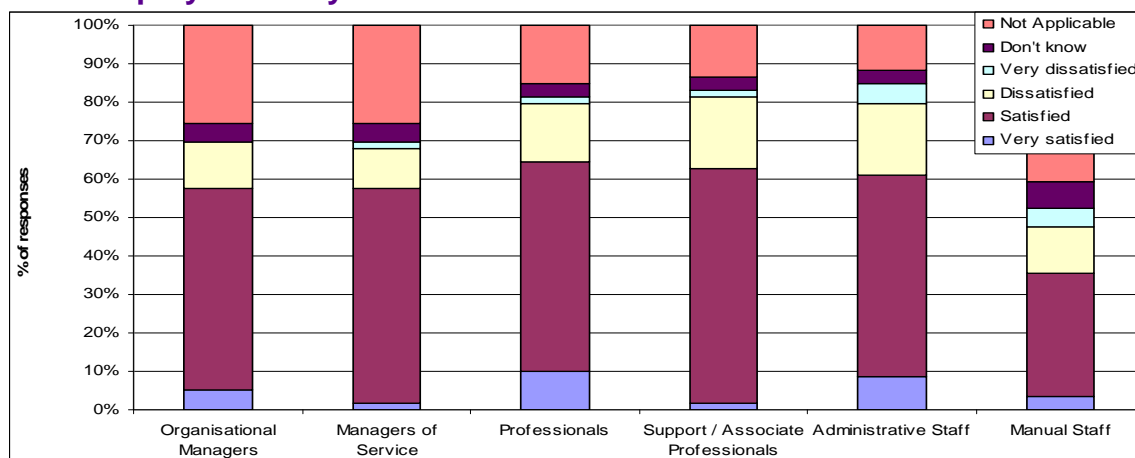
**Figure 5.4.1.1.a: How satisfied are you with the skills and qualifications of new recruits?
LLUK employer survey. No. = 59.**



However, it is also noticeable that the ‘not applicable’ responses are high, most particularly for organisational managers, managers of services and manual staff. This will be explored further, as it may provide evidence of skill gaps or be the cause of ‘hard to fill’ vacancies.

As can be seen from the graph below, the level of satisfaction (ranging from 55% to 63%) with the initial training delivered by employers to new recruits, was broadly similar across all occupational groups, with the exception of manual occupations.

Figure 5.4.1.1b How satisfied are you that the initial training of new recruits has prepared them to perform their job roles effectively? LLUK employer survey. No. = 59.



The relatively high number of ‘not applicable’ responses for manual occupations, for both the level of satisfaction with new skills and with initial training, also needs to be explored further, as it may reflect low expectations that new recruits will have the desired skills or qualifications, and the low levels of initial training delivered, or that employers are not as committed to initial and ongoing training for this occupational group, as for the other groups in their workforce.

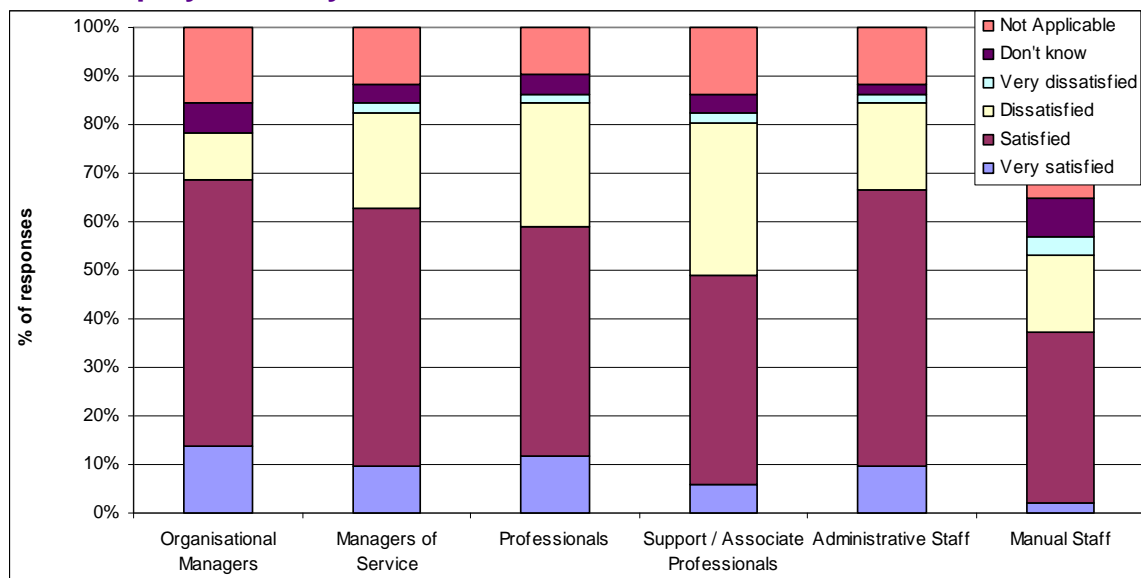
Employer satisfaction – CPD

Figure 5.4.1.2.a shows the level of satisfaction with the CPD undertaken by employees in the sector.

It illustrates that there are significant variations in the levels of satisfaction across the occupational groups, ranging from high levels for the CPD activities of organisational managers (69% being either ‘satisfied’ or ‘very satisfied’) and administrative staff (67%), to under 50% for the support/associate professional group and under 35% for manual staff.

It is interesting to note that both the lowest levels of satisfaction and the highest levels of dissatisfaction with the CPD for any occupational group in any country were expressed for support/associate professionals in Northern Ireland.

**Figure 5.4.1.2.a How satisfied are you with the CPD activities undertaken by existing staff at your organisation?
LLUK employer survey. No. = 51.**



Further investigation of the constituent groups, reveals that this dissatisfaction mainly derives from the responses of employers in the CLD and LAIS groups. This may, therefore, be a focus for future research.

5.4.2 Quality of HE provision and training

This section presents evidence on the quality of provision supplied by the HE sector to the lifelong learning workforce. The report uses a range of sources, including estimates of the uptake of endorsement body accredited provision and reports specifically reviewing the relevant areas of provision.

Quality assurance arrangements for HE

The QAA works with DELNI and the HE institutions to maintain the quality and academic standards of the HE sector in Northern Ireland. Hence the same method of institutional audit is used in Northern Ireland as is used in England.

QAA was jointly involved in the review of foundation degrees with the ETI and continues to be involved in all areas of HE in Northern Ireland. The QAA works to define clear and explicit standards for HE through the:

- framework for HE qualifications
- subject benchmark statements
- programme specifications
- the code of practice in HE.

Endorsement of HE provision and training

A key indicator of the quality of provision delivered through HE to the lifelong learning sector is the extent to which endorsement body accredited provision is offered by HE institutions. Through identifying these learning programmes on the HESA student record, estimates were made of the volume of learners participating in both endorsement body accredited and non-accredited provision. It should be noted that,

due to the nature of the identification process, the figures are likely to be underestimates.

FE

In Northern Ireland, a teaching qualification is not mandatory for appointment to posts in FE teaching. However, it is mandatory for all new entrants to full-time permanent teaching or associate lecturer posts in FE, who do not already possess a BEd degree or a Postgraduate Certificate in Education, to pass the Postgraduate Certificate in Further and Higher Education PGC (FHE) awarded by the University of Ulster.

There were no other learning programmes identified as relevant to either FE teaching or the teaching of Essential Skills in 2003/04 or 2004/05. This focused set-up ensures the quality of related provision, and the teaching, learning and assessment processes of the University (according the latest subject review report undertaken by the QAA in December 2006) was given the highest rating.

HE

The HEA endorses learning programmes, which prepare teachers for working in a HE setting. The Academy was formed in May 2004 from a merger of the Institute for Learning and Teaching in Higher Education (ILTHE), the Learning and Teaching Support Network (LTSN), and the TQEF National Co-ordination Team (NCT).

The HEA accredits teaching and learning programmes for HE staff, which allow those participating to become registered practitioners or associate practitioners within the Academy.

The table below shows estimates of all HEA-accredited teacher-training programmes. It was compiled by cross-referencing HESA data with a list of relevant programmes, as at August 2006.

Figure 5.4.2.2.3a: Estimate proportion of learners (FPE) participating in HEA accredited provision

Country	Area	Detailed area	2003/04		2004/05	
			HEA	Other	HEA	Other
Northern Ireland	HE	Teacher training	96%	4%	82%	18%
	Post-compulsory (relating to HE)	Teacher training	0%	100%	0%	100%

In summary:

- The proportion of learners on accredited HEA programmes, which relate directly to teacher training in a HE context, decreased by 14% to 82%, between 2003/4 and 2004/05.
- The HEA does not identify provision classified as ‘post-compulsory (and relates to HE)’; provision is comprised predominantly of postgraduate certificates and diplomas in Further and Higher Education in Northern Ireland.

5.4.3 Quality of FE provision and training

This section presents information gathered from the inspectorates in Northern Ireland on FE institutions, which were known to deliver LLUK-relevant provision.

Quality assurance arrangements for FE

The Education and Training Inspectorate (ETI) provides inspection services and information about the quality of education, youth and training provision to DEL, the Department of Culture, Arts and Leisure and DELNI, including organisations, which deliver initial teacher education.

Inspection grades for providers delivering LLUK-relevant provision

Inspections of a total of 13 FE colleges offering LLUK provision were undertaken in Northern Ireland during 2001-2006, 12 of which included information on the quality of teaching lessons.

As can be seen from the table below, of the three-quarters of the relevant institutions that were inspected, 70% or more of their inspected classes scored 'good' or better.

Table 5.4.3.2.a Quality of teaching and learning – proportion of classes inspected gaining 'good' or 'better' results

'Good' or 'better'	No. of institutions	%	No. of enrolments (2004/05)	%
60%–70%	3	25.0%	140	26.7%
70%–80%	3	25.0%	137	26.1%
70% and over	6	50.0%	247	47.1%
Total	12	100.0%	524	100.0%

During 2004/05, these same institutions delivered 73.2% of identified relevant enrolments.

However, the table below shows that half of the relevant institutions had more than 20% of their inspected classes judged at the level of 'weaknesses outweighed the strengths'. This must be a matter of concern, as these institutions delivered 58.8% of identified enrolments in 2004/05.

Table 5.4.3.2.b: Quality of teaching and learning – proportion of classes inspected gaining 'weaknesses outweigh strengths' results

'Weaknesses outweigh strengths'	No. of institutions	%	No. enrolments (2004/05)	%
Less than 5%	1	8.3%	11	2.1%
10%–20%	5	41.7%	236	45.0%
20%–30%	4	33.3%	192	36.6%
30% and over	2	16.7%	85	16.2%
Total	12	100.0%	524	100.0%

Essential skills teacher training in FE

The ETI published a report on The Provision for Tutor Education within Essential Skills in the Belfast Institute of Further and Higher Education (BIFHE), the North East Institute of Further and Higher Education (NEIFHE), the North West Institute of Further and Higher Education (NWIFHE) and the Workers' Educational Association (WEA) (ETI, 2005). This report looked specifically at the quality of provision related to the delivery of Essential Skills in the member institutions, highlighting strengths and areas for improvement.

The main strengths of this provision included:

- the management of the taught element of the course by the colleges
- the quality of teaching by the colleges.
- the level of commitment from tutors and students.

Some weaknesses were also identified, including:

- the use of differentiated teaching approaches and levels of support for the range of student experiences and backgrounds
- the use of ICT to enhance learning
- the selection, quality and management of teacher placements
- the development, monitoring and evaluation of the mentoring arrangements for participants.

The report also highlighted that there were significant benefits in deploying practising and experienced teachers of adult literacy or numeracy in the delivery of Essential Skills courses.

As a result of the interim report, funding was withdrawn from the Workers Educational Association (WEA).

5.4.4 Quality of WBL provision and training

Through consultation with the Training Programmes Branch at DELNI, it was established that there were no trainees on programmes, which could be identified as relevant to LLUK.

Quality assurance arrangements for WBL

ETI provides inspection services and information about the quality of youth education and training provision to the DEL, the Department of Culture, Arts and Leisure and the DELNI, including the quality of the work of organisations which deliver initial teacher education.

5.5 Summary of the quality of provision

- The highest proportion of responses indicates that employers are 'satisfied' or 'very satisfied' with the skills of newly recruited professionals (66.1%), administrative staff (62.7%) and organisational managers (61%). They were less satisfied with the training of newly recruited support/associate professionals and manual staff.
- While most employers were satisfied with the overall quality of CPD, they were noticeably less satisfied with the CPD for manual workers. In addition, as in other countries in the UK, many indicated that the question about CPD was 'not applicable' to manual workers.
- However, both the lowest levels of satisfaction and the highest levels of dissatisfaction with the CPD for any occupational group in any country were expressed for support/associate professionals in Northern Ireland.
- Of the colleges offering LLUK provision, which were inspected in Northern Ireland during 2001-2006, 70% or more of their inspected classes scored 'good' or better.
- Within the Essential Skills area, inspectors identified weaknesses in the selection, quality and management of teacher placements and the development, monitoring and evaluation of the mentoring arrangements for participants.

5.6 Overall summary

In terms of HE supply:

- Three HEIs (including the OU) and 2 University Colleges offer programmes, which are relevant to one or more constituencies of the learning and skills workforce in Northern Ireland.
- Most of the current offering is on a part-time basis, which is most likely to suit people already in employment.
- The supply and take-up is predominantly for managers and professionals in the workforce.
- Employees in the JobSkills constituency have become very actively engaged in programmes over the two-year period.
- LAIS appear to be less engaged than other constituencies.

- The engagement of men from the sector in learning opportunities provided by HE may need further exploration.

In terms of FE supply:

- 16 FEIs offer programmes, which are relevant to one or more constituencies of the learning and skills workforce in Northern Ireland.
- 14 of the FE institutions supply opportunities for those in the generic post-compulsory sector, and 8 for the CLD constituency.
- Correspondingly, the largest growth in FPE enrolments between 2003/04 and 2004/05 was in post-compulsory and CLD-related programmes.
- 1 provider, Belfast Institute, provides 30% of all FE provision relevant to the LLUK sector.
- The LAIS sector appears to be less engaged than other constituencies.
- FE teacher training had the lowest achievement rates with 70.3%, 6% below the average for the sector.
- Most of the current offering is on a part-time basis.
- As over 76% of the participants in relevant FE programmes were female in 2004/05, the engagement of men from the sector in learning opportunities provided by FE providers in Northern Ireland may need further exploration.

In terms of the quality of supply:

- The highest proportion of responses indicate that employers are 'satisfied' or 'very satisfied' with the skills of newly recruited professionals (66.1%), administrative staff (62.7%) and organisational managers (61%).
- It is interesting to note that both the lowest levels of satisfaction and the highest levels of dissatisfaction with the CPD for any occupational group in any country were expressed for support/associate professionals in Northern Ireland.
- Of the colleges offering LLUK provision, which were inspected in Northern Ireland during 2001-2006, 70% or more of their inspected classes scored 'good' or better.
- Within the Essential Skills area, inspectors identified weaknesses in the selection, quality and management of teacher placements and the development, monitoring and evaluation of the mentoring arrangements for participants.

Issues for consideration:

- Though it is reassuring that 77% of the lifelong learning workforce in Northern Ireland are reported to be qualified to level 4 or above, this does not necessarily mean that they are all qualified to that level for their current post, as some may have generic rather than post-16 teaching qualifications, for instance, or be graduates without professional qualifications. This may, therefore, need further exploration.

6. SUPPLY OF PROVISION AND TRAINING TO THE LIFELONG LEARNING WORKFORCE - SCOTLAND

6.1 Policy and operational context

6.1.1 Policy context

A large number of education and training policies have focused on system reform.

Key initiatives include:

- matching high quality learning opportunities and the skills, knowledge, attitudes and behaviours, which will strengthen the economy and society - 'Life through Learning; Learning through Life' (Scottish Executive, 2003)
- improving the operation of the labour market, narrowing the gap in unemployment and increasing the demand for high quality in-work training – 'A Smart Successful Scotland' (Scottish Executive, 2004a)
- ensuring a dynamic economy where enterprises and individuals can respond rapidly to continuous change – 'The Framework for Economic Development in Scotland' (Scottish Executive, 2004b).
- developing an integrated lifelong learning agenda and beginning to review the implications for the workforce - Life through learning; learning through life: the lifelong learning strategy for Scotland Scottish Executive (2003).
- merging the FE and HE funding councils - 'Further and Higher Education (Scotland) Bill' (Scottish Executive, 2005b).
- examining the professionalism of staff as part of a wider review of the FE system - 'Review of Scotland's Colleges: Accountability and Governance' (Scottish Executive Social Research, 2007)
- improving the quality of post-compulsory learning - 'Learning to improve' (Scottish Executive, 2005c)
- strengthening school and FE college collaboration - 'Lifelong partners' (Scottish Executive, 2005d)
- and improving the quality of CLD - 'Strengthening standards' (Scottish Executive Short Life Task Group, 2006).

Most recently, the publication of 'More Choices, More Chances' (Scottish Executive, 2006a) and 'Workforce Plus' (Scottish Executive, 2006b) has highlighted that the needs of the workforce, which supports the most excluded and vulnerable groups, must be addressed.

However, LLUK recognises that the policies of national governments and their departments are subject to change, and that some were under review at the time this research was being undertaken. The work of Stage 2 is thus based on what are known to be the current policies and these will, therefore, be updated, and their implications considered, in each further stage of the development of the SSA.

6.1.2 Government departments and funding bodies

There are a number of key bodies, which provide the policy and operational context for the development of the lifelong learning sector workforce in Scotland. These are briefly outlined below.

The Scottish Executive

With the advent of the Scottish Parliament in 1999, education, training and lifelong learning in Scotland were devolved to the new Scottish Executive, along with a whole range of other functions. Responsibility for education and training policy in Scotland lies with the Scottish Executive Education Department (SEED) and the Scottish Executive Enterprise, Transport and Lifelong Learning Department (SEETLLD). Issues relating to education in schools are the responsibility of SEED and issues relating to education and training in FE colleges, HE institutions and training providers are the responsibility of SEETLLD. Other departments of the Scottish Executive may also have an interest in education and training issues, relevant only to their own specific areas or sectors. In these cases, these departments will develop specialist learning and development policy initiatives for those individual sectors.

SEETLLD's task is to "work with ministers to increase prosperity for all the people of Scotland, by supporting business, encouraging enterprise, improving skills and employability, and developing an efficient and effective transport and communications infrastructure".

SEETLLD supports ministers in the delivery of a range of objectives for economic growth, industrial development, FE and HE skills, lifelong learning, energy, transport and digital connectivity. Their strategic priorities are to:

- raise the long-term growth rate of the Scottish economy
- promote economic growth by building, enhancing, managing and maintaining transport services, infrastructure and networks to maximise their efficiency
- influence Scotland's industry towards more sustainable patterns of development
- protect the environment and improve health by building and investing in public transport and other types of efficient and sustainable transport, which minimise emissions and consumption of resources and energy
- improve the skills base of Scotland, to be better prepared to meet the demands of the knowledge economy
- improve public transport integration by making journey planning and ticketing easier and working to ensure smooth connections between different forms of transport
- improve safety of journeys by reducing accidents and enhancing the personal safety of pedestrians, drivers, passengers and staff.

The Scottish Executive is currently refreshing the Lifelong Learning Strategy, which should be published around the time of the election in mid-2007.

The Scottish Funding Council (SFC)

The Scottish Funding Council (SFC) distributes about £1.5 billion in funding each year for teaching and learning, research and other activities in Scotland's colleges and universities. Established in 2005, the SFC provides a strategic overview of tertiary education in Scotland, to help secure a more coherent system of high-quality learning, teaching and research. In summary, the SFC:

- allocates public funding to colleges and universities for teaching and research, buildings and equipment, and for specific initiatives and strategic developments
- promotes high standards of governance and administration
- assesses and enhances the quality of learning programmes

- develops strategies for improving knowledge and skills, strengthening the Scottish research base and encouraging knowledge exchange with – and innovation in – the public and private sectors.

The Scottish Enterprise Network (SEn) and Highlands and Islands Enterprise (HIE)

Scottish Enterprise is the main economic development agency for Scotland. It operates as a network with Scottish Enterprise National, providing strategic leadership and 12 local enterprise companies (LECs), located across Southern Scotland and delivering the network's key priorities. It also has offices in Europe, the USA and Asia. The SEn:

- helps new businesses to get under way
- supports and develops existing businesses
- helps people to gain the knowledge and skills they will need in employment
- helps Scottish businesses to develop a strong presence in the global economy.

The SEn is also aligned with Careers Scotland, which delivers career guidance services for all ages through a network of centres across Scotland.

The area of the SEn extends from the Grampians in the north to the Borders in the south, and covers 93% of the population of Scotland. There are around 135,000 businesses employing approximately 1,586,720 individuals within this area, and most of the large cities of Scotland are also situated within the network's territory. The Scottish Executive's Cities Review of 2002 (Scottish Executive, 2002) highlighted the importance of cities and their surrounding areas (the city regions) to a country's economy. The SEn has undertaken a number of projects in relation to city regions, including the city region strategy for Metropolitan Glasgow.

Highlands and Islands Enterprise (HIE) is the economic and community development agency for the Scottish Highlands and Islands. It operates as a network consisting of the main body, which provides strategic leadership and support, and 10 local enterprise companies (LECs), which are located across the Highlands and Islands area and which deliver the network's programmes including:

- provision of business support services
- delivery of training and learning programmes
- assistance for community and cultural projects
- measures for environmental renewal.

The HIE network is also aligned with Careers Scotland, which delivers career guidance services for all ages through a network of centres across Scotland.

The HIE area covers half of Scotland and is largely rural, with much of it being remote from large population centres and markets. The population in the HIE area is more than 433,000 and there are around 19,000 businesses and more than 8,000 voluntary and community groups. A particular challenge for HIE is how it can deliver national economic priorities and, at the same time, pursue its unique community development role in the area it covers.

6.1.3 Regulatory bodies

The Scottish Qualifications Authority

The Scottish Qualifications Authority (SQA) is an executive NDPB sponsored by the SEED. It is the national body in Scotland responsible for the development, accreditation, assessment and certification of qualifications other than degrees.

HM Inspectorate of Education

Her Majesty's Inspectorate of Education (HMIE) in Scotland was established as an Executive Agency of the Scottish Ministers on 1 April 2001. It has responsibilities to inspect:

- pre-school education
- primary and secondary schools
- teacher education
- CLD
- FE
- the education functions of local authorities.

6.1.4 Qualifications frameworks

The Scottish Credit and Qualifications Framework

The Scottish Credit and Qualifications Framework (SCQF) was developed in partnership by the SQA, Universities Scotland, QAA Scotland and the Scottish Executive. The SCQF is an enabling, non-regulatory framework, which is designed to include all learning, which is described in terms of learning outcomes, provided there is quality-assured assessment of learner achievement.

The framework is now established in schools, colleges, universities and other places of learning throughout Scotland. The SCQF includes the Scottish Qualifications Authority (SQA's) National and Higher National Qualifications Frameworks for delivery in schools and colleges, the Scottish Vocational Qualifications Framework and the framework of qualifications awarded by HE institutions.

6.1.5 Endorsement bodies

The Chartered Institute of Library and Information Professionals Scotland and the Society of Archivists

The Chartered Institute of Library and Information Professionals in Scotland (CILIPS) is the professional body for librarians, information specialists and knowledge managers, and was formed in 2002 from an amalgamation of the Library Association and the Institute of Information Scientists. CILIPS also maintains close links with the Scottish Libraries and Information Council (SLIC) and is the independent advisory body to the Scottish Executive and Scottish Ministers on library and information matters.

The Society of Archivists (SoA) is the principal professional body for archivists, archive conservators and records managers in the UK and Ireland. These two

professional bodies accredit provision relevant to the LAIS constituency within LLUK's workforce.

Community Education, Validation and Endorsement

Community Education, Validation and Endorsement (CeVe) was established in 1992 by the Scottish Office, and granted delegated powers to endorse CLD provision. The endorsement is made through a quality assurance process, whereby a panel of peers considers the course against a set of guidelines. This process ensures that an individual has both the knowledge and skills to carry out the work. Most courses are endorsed for a period of five years with a mid-term review carried out during that time.

6.1.6 Other stakeholders

The Scottish FE Unit

The Scottish FE Unit (SFEU) is a development agency for Scotland's colleges. SFEU contributes to the work of a wide range of national committees and delivers a range of services, which promote and support changes in Scotland's colleges. Among the services which SFEU provides, are:

- advice, research and development, consultancy and problem solving
- professional and organisation development and training for colleges and staff
- conferences, workshops and seminars focusing on topical issues, which enable individuals and groups to explore common challenges and share ideas
- a central resource and reference base, providing extensive information services
- specialist publishing services producing written material devoted to the FE sector, including newsletters.

6.2 Supply of provision and training

The following section reviews what is known about: the supply of the training provision for the whole of the learning and skills workforce across Scotland; the focus of LLUK's activities, along with the provider base behind its delivery; and the learning programme characteristics, delivery patterns and demographics of those members of the workforce currently engaged in training or CPD or following initial or in-service programmes to lead to full teacher qualified status. The findings from the LLUK employer survey are used to set the context for this analysis.

Information on the supply of provision relevant to the lifelong learning workforce has been gathered with the assistance of the HESA Student Record (HESA SR), the SFC, the SQA, SEn and HIE.

Hence these sources have been used extensively to explore trends in delivery and to enable the identification of provision designed specifically for the lifelong learning workforce. Key properties, such as the functional area and the occupational level, for which this provision is designed, have also been examined through this exercise. For more details on how they were mapped and analysed, and for definitions of terms, see Annex A.

However, it is also important to understand the limitations of the analysis, as much of the in-house provision, other than that provided by HE and FE for their own HE and FE employees, and some privately purchased training, does not appear in the data. Hence LLUK has attempted to explore these aspects of training provision supply through the LLUK employer survey and analysis of the available awarding body data.

6.2.1 Headline analysis

In order to effectively analyse provision and training for the lifelong learning sector's workforce, the consideration of current patterns of initial training and CPD, and where this is happening for different occupational groups, is essential.

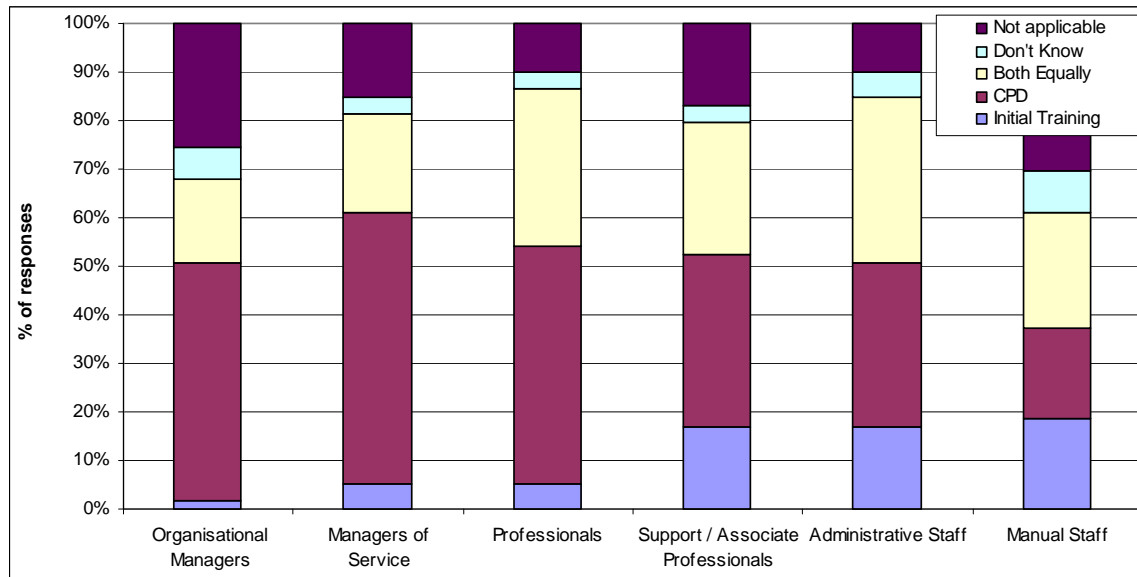
This section outlines what is known about the provision and the take-up of initial training and CPD across the sector's workforces. Wherever possible, an analysis by the main constituencies of the learning and skills workforce and by occupational group is also provided.

All graphs and tabulations in this section are based on the LLUK employer survey and observe the lifelong learning sector as a whole. Further breakdowns are presented in the sections on 'Learners' Characteristics' for each of the main constituencies of the learning and skills workforce, which follow in this report and in Annex B.

Patterns of initial training and CPD

As the graph overleaf highlights, the focus of employers on initial training and CPD varies according to the occupational group in question.

Figure 6.2.1.1.a: Does education and training provision for existing staff in your organisation focus on their initial training or CPD?
 LLUK employer survey. No. = 59.



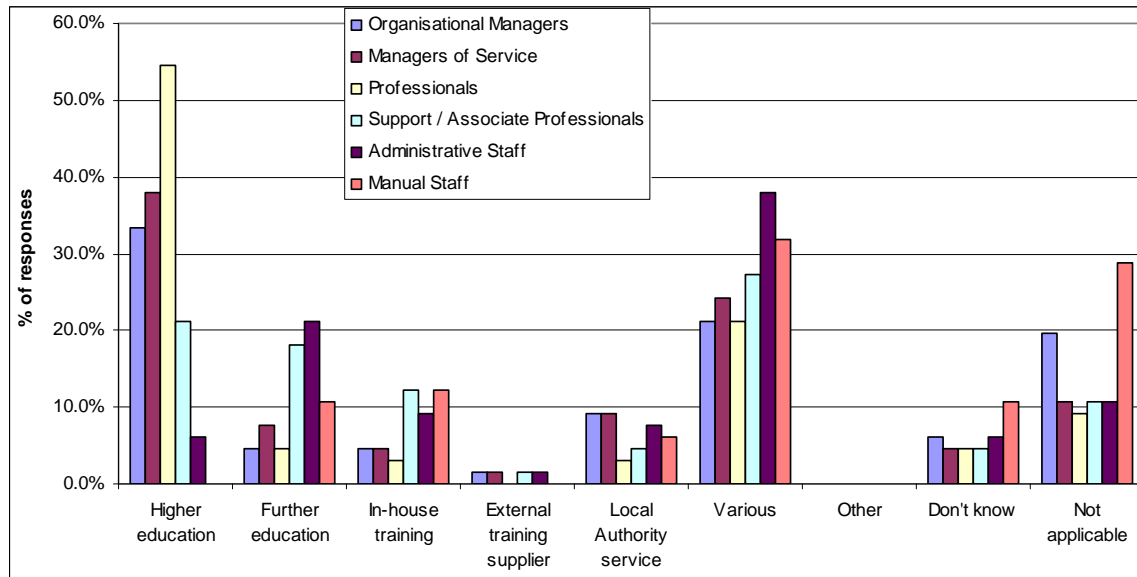
The survey results show that:

- instances of organisations focusing on just initial training are relatively rare, with most indicating that CPD or a combination of both is preferred
- it would appear that there is a greater amount of initial training aimed at, or taken up by, support/associate professionals, administrative and manual staff, than for the managerial and professional occupational groups
- overall, it is evident that an organisational focus on CPD was the most common response and that this was primarily targeted at managers and professionals.

It is noticeable that the survey responses for organisational managers and manual staff groups included significant numbers of ‘not applicable’ responses. This may be a subject for further investigation, in order to identify the reasons for this; for example, does it indicate that some organisations had not recently recruited to posts and were not able to comment or, instead, that there are numbers of staff, who are not receiving any form of training?

The chart below shows where new recruits receive their training prior to appointment at a lifelong learning sector organisation.

**Figure 6.2.1.1.b: Where do most new recruits to your organisation receive their training prior to appointment?
LLUK employer survey. No. = 66.**



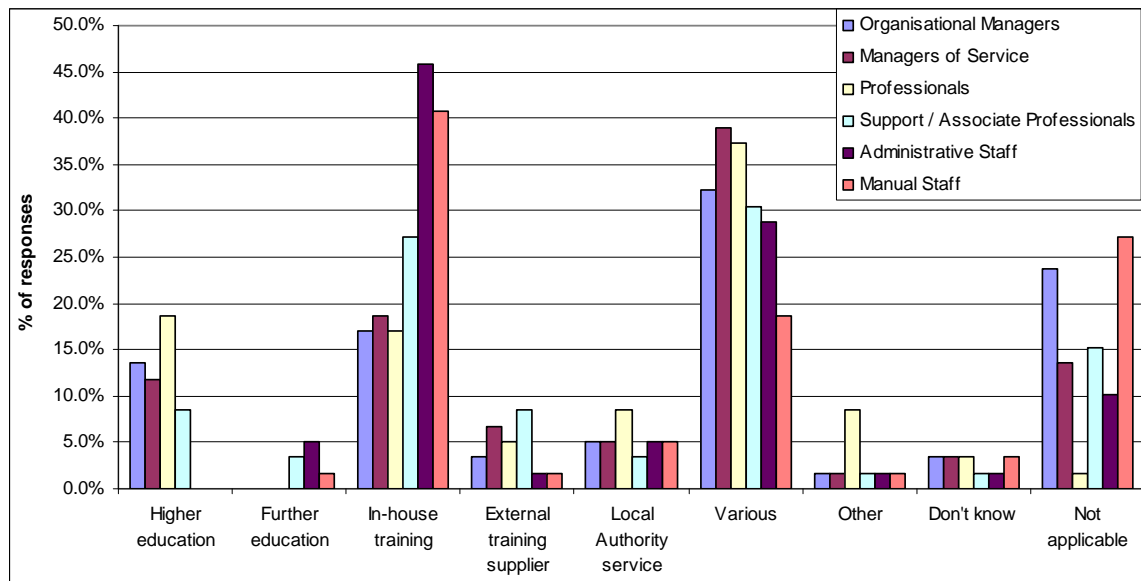
In summary:

- as may be expected, organisational managers, service managers and professionals tend to receive their training in HE, although clearly there are many, who will have experienced a mix of training (indicated as ‘various’) during their career prior to appointment
- the use of a combination of training deliverers for new entrants to the support/associate professionals, administrative staff and manual staff groups was the most common response from employers who participated in the survey.

It should be noted, though, that these responses may include information about new recruits to an employer, who have moved from within the LLUK sector, and are, therefore, indicating their experience of previous training within the sector. Similarly, although many employers will have details of qualifications held, they will not necessarily have comprehensive details of the training or previous CPD, which their employees have undertaken in previous employment.

The graph overleaf identifies the source of delivery of CPD within the sector. The high number of respondents who identified that they predominantly use ‘various’ sources of CPD delivery, suggests that CPD policy in most learning and skills sector institutions generally reflects a desire to find the most appropriate provision to meet the needs of individuals, rather than only using one mode of delivery, or provider.

Figure 6.2.1.1.c: Where do most existing staff in your organisation undertake their CPD activities?
LLUK employer survey. No. = 59.



The survey also highlighted the frequent use of the employer’s own in-house education and training, particularly for administrative and manual staff. However, given that many of the employers were in the FE sector, it is possible that this includes provision run by FE colleges for their own staff. This would explain the relatively low level identified through the survey, as FE providers may have interpreted this to mean only provision which is open to participants from external institutions or employers. The same explanation may also apply to the HE sector. Hence the categories for ‘FE Sector’ and ‘HE Sector’ may not fully reflect the amount of CPD delivery undertaken by and for employees in these sectors.

Once again, there is a high level of ‘not applicable’ responses. This indicates that there could potentially be large groups of staff not receiving any CPD, for example, 24% of organisational managers, so this will require further analysis. The constituency-level results are covered in Annex A.

In summary, the LLUK employer survey about initial training and CPD suggests:

- Instances of organisations focusing on just initial training are relatively rare, with most indicating that CPD or a combination of both is preferred.
- There appears to be a greater focus on CPD for managerial and professional occupational groups, than for the support, administrative and manual groups.
- CPD delivery is typically carried out using a variety of training providers, with significant use of in-house provision.
- FE provision is possibly severely under-represented, as employers in the FE sector, which provide for their own staff, may have recoded this as ‘in-house’ provision.
- The high level of responses, saying that employers use ‘various’ types of training, is likely to indicate that the training is focused on the needs of individuals or groups of staff, rather than constrained to one delivery type or delivery sector.

However:

- It is not always clear what represents 'initial' or 'in-service' training.
- Further exploration is recommended to identify why some employers are not reporting involvement of staff from all occupational groups in education and training.

6.2.2 Provision and training supplied through HE

The following section explores the provider base, learning programme characteristics, delivery patterns and learner characteristics associated with provision designed for the lifelong learning workforce and delivered within the HE setting.

The main source of information for this section is the HESA student record. The FPE measure is used to resolve the figures; a metric, which, in broad-brush terms, apportions the headcount between multiple programmes, which an individual learner may be undertaking at any one time. (As it does not have the same geographical characteristics as other HE providers in Scotland, the OU has been excluded from all analysis, and is explored individually in the following section, 6.2.2.5).

The available data suggests that nearly three quarters (70%) of staff in the lifelong learning workforce are qualified to the equivalent of SVQ level 4 and above, and are likely to have received their training in a HE setting, if they belong to a senior occupational group.

However, it should be noted that this will not necessarily mean that such a high proportion of the workforce are fully qualified for their current post. Many academic and vocational teachers in the post-16 sector, for example, are graduates in their own discipline, though fewer are likely to be fully qualified as a post-16 sector teacher.

Provider base

HE in Scotland provides a large volume of provision, which is suitable for the lifelong learning workforce. The table below shows the number of HE providers with relevant programmes on offer to the learning and skills workforce, by constituency. It should be noted that institutions can supply provision relevant to more than one area of the lifelong learning workforce.

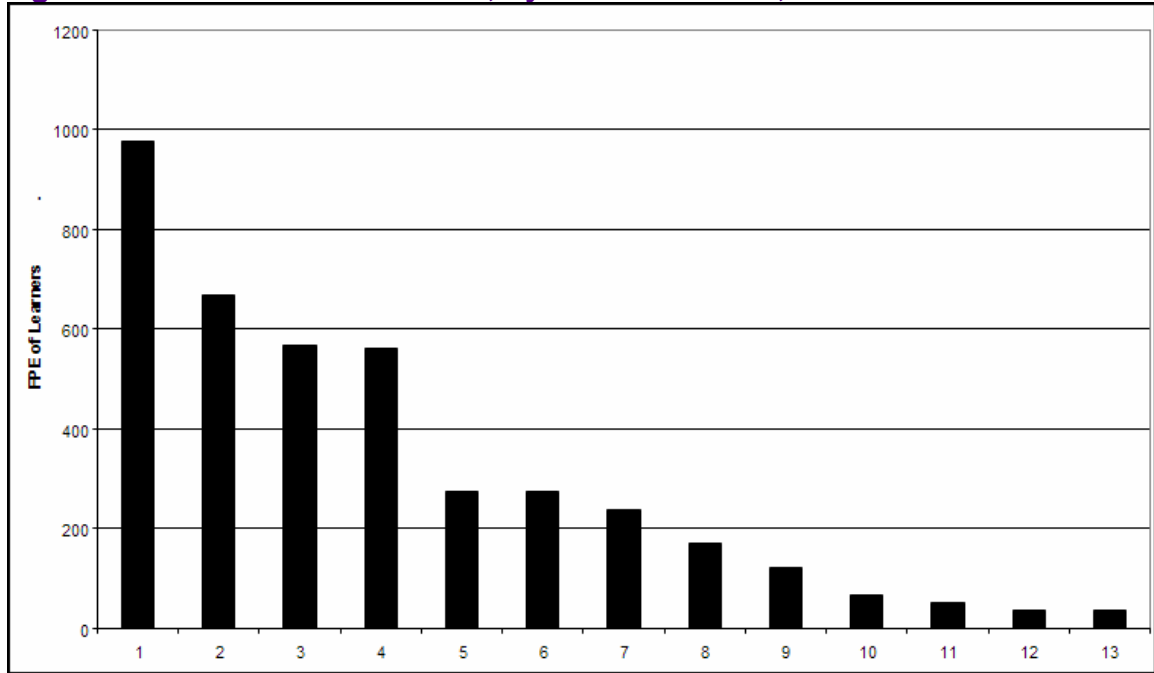
Table 6.2.2.1.a: HE institutions delivering LLUK-relevant learning programmes in 2004/05

HE	FE	WBL	Post-compulsory	CLD	LAIS	All LLUK-relevant provision
9	5	1	10	4	5	13

The table indicates that HEIs in Scotland, unlike in some other countries of the UK, are delivering provision which is relevant across all constituencies, some of which will be relevant to most of the occupational groups. However there is currently very little provision targeted specifically at the WBL workforce.

The chart below shows the distribution of the delivery by HE institutions in Scotland. It illustrates that the delivery of learning programmes by the HE sector is clustered, with the four largest suppliers of lifelong learning relevant provision delivering almost 84.5% of all provision of this type.

Figure 6.2.2.1.a: FPE of learners, by HE institutions, in 2004/05



Note: The x axis denotes HEIs delivering relevant learning to the lifelong learning workforce.

In summary:

- four HEIs provided more than 500 FPE-relevant learning opportunities in 2005, namely:
 - The University of Strathclyde – Column 1
 - The University of Dundee – Column 2
 - The University of Glasgow – Column 3
 - UHI Millennium Institute – Column 4.

- seven of the 13 provided more than 200 FPE opportunities in the same year.

Learning programme characteristics

As the table overleaf shows, the volume of learners on LLUK-relevant programmes increased only slightly from 2003/04 to 2004/05.

Table 6.2.2.2.a: FPE of learners in HE provision, by LLUK area, in 2003/04 and 2004/05

LLUK constituency or area	2003/04	%	2004/05	%	% change
HE	570	14.2%	655	16.2%	14.5%
FE	570	14.2%	620	15.4%	9.1%
Adult literacy, numeracy or ESOL	185	4.6%	145	3.6%	-21.8%
WBL	*	0.0%	10	0.3%	450.0%
Other post-compulsory	1,525	37.9%	1,370	33.8%	-10.2%
LAIS	285	7.1%	300	7.4%	5.2%
CLD	880	21.9%	950	23.4%	7.6%
Total	4,020	100.0%	4,050	100.0%	0.8%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

* Denotes figure suppressed due to small number.

The main changes over the two-year period were:

- increases in the numbers of learners in the HE, FE, LAIS and CLD groups
- the largest increase, which was in the HE group, which increased by 14.5%
- the reduction in the numbers of learners in the adult literacy, numeracy and ESOL and other post-compulsory groups.
- the largest reduction, which was in the learners in the adult literacy, numeracy and ESOL group, which fell by almost 22%.
- the reduction of almost 10% in the other post-compulsory sector over the two-year period in Scotland, although this group still accounted for 34% of the total FPE learners undertaking HE provision across the whole LLUK sector.

There were also discernable changes in the types of HE awards taken up by the lifelong learning workforce. The table below shows the changes during the period 2003/04 to 2004/05.

Table 6.2.2.b: FPE of learners in HE, by qualification aim, in 2003/04 and 2004/05

Qualification aim	2003/04	%	2004/05	%	% change
Postgraduate diploma or certificate (not PGCE), not mainly by research	1,350	33.6%	1,375	34.0%	2.1%
First degree	680	16.9%	700	17.3%	3.1%
Professional qualification at postgraduate level (not PGCE), with or without academic qualification	570	14.2%	570	14.0%	-0.4%
Master's degree, not mainly by research	450	11.2%	365	9.0%	-18.9%
Other formal HE qualification of less than degree standard	160	3.9%	210	5.2%	32.9%
No formal postgraduate qualification (advanced/HE)	200	5.0%	130	3.2%	-36.1%
Other undergraduate diplomas and certificates	130	3.3%	175	4.3%	31.8%
Certificate of HE	160	4.0%	115	2.8%	-30.2%
Professional qualification at undergraduate level, with or without academic qualification		0.0%	160	4.0%	--
Ordinary PGCE	110	2.7%	50	1.2%	-55.1%
Enhanced first degree	130	3.3%		0.0%	-100%
No formal undergraduate qualification (advanced/ HE)		0.0%	120	3.0%	--
All other awards	80	2.0%	85	2.1%	7.6%
Total	4,020	100.0%	4,050	100.0%	0.8%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

The major changes over the period were:

- increases of 33% in 'other formal HE qualifications of less than degree standard', of 32% in 'other undergraduate diplomas and certificates' and of 8% in 'all other qualification types'.
- reductions in 'no formal postgraduate qualification' (36%), 'ordinary PGCE' (55%) and no take-up at all of enhanced first degrees in 2004/05.

Delivery patterns

The currently available data for Scotland suggests that the bulk of the learning programmes relevant to the lifelong learning sector's workforce are delivered on a part-time basis by the HE sector, with around 84% of learners participating in this type of programme in 2004/05. The table below shows the full and part-time delivery patterns.

Table 6.2.2.3.a: FPE of learners in HE, by LLUK area and full or part-time

LLUK constituency or area	Full-time	Part-time	Sandwich	Other
HE	0.0%	98.8%	1.2%	0.0%
FE	0.3%	99.5%	0.2%	0.0%
Adult literacy, numeracy or ESOL	34.0%	60.4%	5.6%	0.0%
WBL	0.0%	100.0%	0.0%	0.0%
Other post-compulsory	5.6%	92.0%	2.3%	0.0%
LAIS	24.6%	63.5%	12.0%	0.0%
CLD	70.3%	29.4%	0.3%	0.0%
Total	21.5%	76.4%	2.2%	0.0%

Perhaps unsurprisingly, the most striking fact is that the vast majority of learners are engaged on part-time provision in the HE sector, as this more typically accommodates the working and personal commitments of people in full and part-time employment.

However it is noticeable that employees in the CLD constituency are the only group which take up more full-time than part-time provision. These are likely to be new entrants to their profession.

Learner characteristics

This section looks at the characteristics of learners from the sector, who have taken up learning in a HE institution. The table below shows this information in summary.

Table 6.2.2.4.a: FPE, by LLUK area in HE provision and summary demographic information, in 2004/05

LLUK constituency or area	Female	Ethnicity				Age		
		White	Non-white	Non-UK	Not known	Under 25	25 and over	Not known
HE	54.0%	78.8%	5.5%	7.2%	8.5%	1.4%	98.5%	0.2%
FE	55.0%	82.8%	1.8%	0.6%	14.8%	1.4%	98.2%	0.3%
Adult literacy, numeracy or ESOL	75.0%	44.4%	2.8%	52.8%	0.0%	11.1%	88.9%	0.0%
WBL	0.0%	81.8%	9.1%	9.1%	0.0%	9.1%	90.9%	0.0%
Other post-compulsory	76.0%	89.0%	1.0%	3.0%	7.0%	3.3%	96.3%	0.4%
LAIS	74.1%	76.7%	3.0%	19.3%	1.0%	17.3%	82.7%	0.0%
CLD	79.1%	89.6%	1.6%	1.1%	7.8%	32.0%	68.0%	0.0%
Total	69.6%	84.0%	2.2%	5.9%	7.9%	10.8%	89.0%	0.2%

In terms of the gender of the participants in learning:

- the learning programmes identified as being aimed at the HE and FE groups had the lowest proportion of female participants, with 54% and 55% respectively
- the highest percentage (79%) of female participants were to be found in CLD related provision
- most participants were white and aged over 25 years old, which probably reflects the workforce in Scotland.

An exploration of the ethnicity of learners revealed that, while over 80% of all learners were identified as 'white', learners participating in adult literacy, numeracy and ESOL-related programmes were predominantly in the 'non-UK' category. All other areas did not vary more than 7.3% from the average rates of white ethnicity participation. In this context, it should be noted that the ethnicity of almost 8% of all FPE learners in Scotland was recorded as 'not known'.

In terms of the age range of learners, most participants on lifelong learning provision were aged 25 and over, averaging 89% for the sector as a whole. CLD provision was a notable exception to this pattern with only 68% of participants in this category. This probably reflects the fact that youth workers within this constituency are typically younger than other members of the sector's workforce although, as data on the characteristics of the CLD constituency in Scotland was not made available for LLUK's stage 1 process, this cannot be confirmed at present.

The Open University

The Open University (OU) is the UK's only university specifically designed to deliver distance and blended learning.

As in all distance learning, the location of the institution itself is less of a determinant to take-up than in other forms of provision. Hence a different approach to measuring the level of contribution, in terms of FPE of learners, for each country and region has had to be adopted. In this case, the area of domicile of the learner has, therefore, been used to determine these volumes.

Table 6.2.2.5.a. below shows what is known about the profile of FPE of learners on OU courses. The information at programme level is only available for 2004/05, hence a trends analysis of take-up cannot be provided.

Table 6.2.2.5.a: FPE in OU provision, by LLUK area, in 2004/05

LLUK constituency or area	2004/05	%
HE	*	1.5%
FE		0.0%
Adult literacy, numeracy or ESOL		0.0%
WBL		0.0%
Other post-compulsory	*	0.5%
LAIS		0.0%
CLD	195	98.0%
Total	200	100.0%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

* Denotes figure suppressed due to small number.

The currently available data identifies that OU provision was taken up almost exclusively by members of the CLD constituency in Scotland. In fact, OU provision accounted for just over 17% of the total of FPE learning from CLD, which was delivered in 2004/05.

However, these figures may under-represent the true picture. The OU has been a very popular route for non-qualified teachers from all phases and sectors since its inception in the 1970s. Hence, the figures above do not include the number of individuals in Scotland, who undertake OU courses each year, as full-fee paying, self-financing students, in order to develop their own skills and knowledge, or progress to postgraduate level or professional status.

Summary of HE provision and issues to be addressed

The data currently available gives an overview of the volume of enrolments on HE-provided programmes relevant to the LLUK sector workforce in Scotland:

- Although lifelong learning related provision is delivered by 13 HEIs in Scotland, 85% of the total of provision was delivered by four of the institutions in 2004/05.
- There does not appear to be any HE provision targeted specifically at the WBL constituency.
- There was only a slight growth in the take-up of learners in relevant provision between 2003/04 and 2004/05.
- The areas of greatest increase were in the take-up of 'other formal HE qualifications of less than degree standard', which grew in the region of 30% over the period, perhaps reflecting demand amongst those members of the workforce without SVQ level 4 qualifications, for progression routes to full qualification or professional status.
- Most of the current offering is on a part-time basis, which is most likely to suit people already in employment.
- However, it is noticeable that employees in the CLD constituency are the only group, which take up more full-time than part-time provision. These are likely to be new entrants to their profession.

- Two-thirds of all take-up was by female learners, the highest percentage of which (79%) was to be found in CLD-related provision. In every case, female participants outnumbered male participants.
- Most participants were white and aged over 25 years old, which probably reflects the workforce in Scotland.

However:

- It is currently difficult to differentiate qualifications and initial training from CPD opportunities.
- The engagement of men in HE learning, which is appropriate to their posts, appears to be a challenge.
- There is a need for a more detailed analysis of the age, occupational group and constituency of learners, to ensure equality of opportunity and that the needs of all sectors are being addressed, where appropriate, by the HE sector in Scotland.

6.2.3 Provision and training supplied through FE

Many of the qualification and learning programmes which provide essential skills to the lifelong learning sector's workforce are delivered within the FE setting. The following section explores the provision and characteristics for the sector.

Information in this section is based on figures obtained through the 'Infact' online database, maintained by the SFC. The 'Superclass' coding system is the most detailed level of information available through this facility, and all tabulations use this classification as their basis.

While there is insufficient detail to clearly distinguish all areas relevant to LLUK, what is available is presented in the next section. It should be noted that there is no coverage of provision designed for the WBL constituency (i.e. training for those delivering Modern Apprenticeships, 'Skillseekers' and other work based vocational training), and that the 'teacher training' category contains information on provision for primary and secondary education, as well as post-compulsory teaching.

Learning programme characteristics

The table below shows the number of learners, categorised by the Superclass classification system, who achieved FE awards from 2001/02 to 2004/05.

In summary:

- It is noticeable that there was a significant overall decline in the total number of learners in lifelong learning relevant learning programmes, down from 8,756 in 2001/02 to 4,566 in 2004/05.
- The single largest percentage decrease was of learners in 'teaching/training: specific subjects'. This fell year-by-year, with only a quarter of the number of learners engaged in 2004/05, compared to 2001/02.

Table 6.2.3.1.a: Learners, by Superclass in FE provision, from 2001/02 to 2004/05

Superclass	Academic year				% change 2001/02 – 2004/05
	2001/02	2002/03	2003/04	2004/05	
Teaching/training	2,243	1,867	1,331	1,251	-44.2%
Teaching/training: specific subjects	640	405	229	154	-75.9%
Education theory/ learning issues	3,105	3,497	3,882	2,178	-29.9%
Education/school organisation	4,619	3,149	1,939	1,511	-67.3%
Libraries/librarianship	299	196	171	175	-41.5%
Family/community work	733	735	751	702	-4.2%
Total	8,756	7,577	6,743	4,566	-47.9%

- The overall reduction in the numbers of FPE learners taking up teacher training programmes, which, when taken together have reduced by almost a half between 2001/2 and 2004/5, may have important implications for succession planning in Scotland, where the teaching workforce has an aging profile. Some of this reduction, though, may be as a result of the effectiveness of initiatives in previous years to train the current teaching workforce through part-time, in-service programmes. This will be explored further with the relevant policy bodies for Scotland.
- Similarly, the numbers engaged in 'education/school organisation' have reduced by two-thirds and 'librarianship' by over a third over the same period.
- However, while participation in most of the categories gradually decreased over the four-year period, 'education theory/learning issues' grew over the first three years and only reduced in 2004/5. Similarly, 'family/community work' experienced a growth in learners from 2001/02 to 2003/04, with a fall in 2004/05.

Scotland's FE and HE systems are more integrated than in other countries in the UK as the SFC funds both HE and FE. Hence, the table below shows the volume of learners on FE and HE provision delivered through FE colleges. This can be used as a proxy to indicate the relative levels of further- and higher-level provision delivered through FE colleges.

The figures in table 6.2.3.1.b overleaf suggest that there was:

- a greater decrease in the take-up of FE level (35%) provision between 2003/04 and 2004/05 than for HE, for which there was less than a 7% reduction
- a shift from 'teaching/training' from FE to HE over the two years
- a slight increase in the number of FPE learners in HE-based 'education theory/learning' programmes, despite the overall trend towards less participation in theory-related programmes.

Table 6.2.3.1.b: Learners, by level of study and Superclass in FE provision, in 2003/04 and 2004/05

Level of study	HE			FE			Total		
	2003/04	2004/05	% change	2003/04	2004/05	% change	2003/04	2004/05	% change
Teaching/training	526	680	29.3%	805	571	-29.1%	1,331	1,251	-6.0%
Teaching/training: specific subjects	56	40	-28.6%	173	114	-34.1%	229	154	-32.8%
Education theory/ learning issues	394	409	3.8%	3,488	1,769	-49.3%	3,882	2,178	-43.9%
Education/school organisation	66	0	-100.0%	1,873	1,511	-19.3%	1,939	1,511	-22.1%
Libraries/ librarianship	142	155	9.2%	29	20	-31.0%	171	175	2.3%
Family/community work	57	52	-8.8%	694	650	-6.3%	751	702	-6.5%
Total	659	616	-6.5%	6,084	3,950	-35.1%	6,743	4,566	-32.3%

Delivery patterns

This section provides an outline of what is known about the patterns of delivery of FE provision for the lifelong learning sector during 2004/05. The table overleaf shows the spread of provision over the different modes of delivery.

Table 6.2.3.2.a: Learners, by full and part-time in FE provision, 2004/05

Superclass	Full-time	Part-time	Evenings/ weekends	Other
Teaching/training	9.8%	29.1%	18.5%	42.6%
Teaching/training: specific subjects	26.6%	16.3%	49.8%	7.3%
Education theory/ learning issues	12.2%	54.6%	11.8%	21.4%
Education/school organisation	1.0%	86.3%	9.9%	2.8%
Libraries/ librarianship	5.3%	12.9%	0.0%	81.9%
Family/community work	29.7%	22.5%	15.6%	32.2%
Total	11.0%	53.1%	13.6%	22.3%

In summary:

- The spread of programmes over a range of modes of delivery is noticeably more even for some areas of study in Scotland than in other countries within the UK, where very little of the offering is on a full-time basis.
- Aggregating the figures for learners engaged in part-time and evening/weekend study together shows that two-thirds of learners are involved in 'part-time' study. By adding the 'other' category to this, which may include, for instance, distance learning or residential courses, this would increase this figure to almost 90% of learners.
- The largest percentage of learners involved in full-time study is those in 'teaching/training: specific subjects' (30%) and family/community work (30%). These are likely to be initial training courses for new entrants. The profile of the take-up for 'family and community work' corresponds to the evidence of the take-up of full-time programmes by the employees of the CLD constituency across the rest of the UK.

Learner characteristics

This section presents the demographic information on learners, categorised by the relevant areas of Superclass coverage. The table below shows this information in summary.

Table 6.2.3.3.a: Demographic of learners in FE provision information, by Superclass, in 2004/05

Superclass	Female	Ethnicity			Age	
		White	Non-white	Not known	Under 25	25 and over
Teaching/training	64.6%	93.2%	2.5%	4.4%	9.9%	90.1%
Teaching/training: specific subjects	64.3%	87.6%	9.3%	3.1%	8.1%	91.9%
Education theory/ learning issues	71.8%	92.8%	4.9%	2.3%	24.6%	75.4%
Education/school organisation	67.9%	86.5%	2.1%	11.4%	78.4%	21.6%
Libraries/ librarianship	84.6%	82.6%	10.5%	6.8%	11.4%	88.6%
Family/community work	82.5%	94.0%	5.3%	0.7%	39.1%	60.9%
Total	70.7%	91.0%	4.0%	5.0%	36.0%	64.0%

In summary:

- most learners are female, with a figure of 70% across all groups
- the overwhelming majority are identified as 'white'
- almost two-thirds are aged 25 or over
- 9 out of 10 learners in the teaching and libraries subject areas are aged 25 or over
- the youngest age profile is for learners in the 'education/school organisation' subject area, where 78% of learners are under 25 years of age.

Summary and issues for consideration

The data currently available gives an overview of the volume of enrolments on FE-provided programmes relevant to the LLUK sector workforce in Scotland:

- Over the four years of data from 2001/02, there has been a decrease of almost 50% in the number of learners on lifelong learning related provision, down from 8,756 in 2001/02 to 4,566 in 2004/05.
- The single largest percentage decrease was of learners in 'teaching/training: specific subjects'. This fell year-by-year, with only a quarter of the number of learners engaged in 2004/05, compared to 2001/02.
- The spread of programmes over a range of modes of delivery is noticeably more even for some areas of study than in other countries within the UK, where very little of the offering is on a full-time basis.
- However, aggregating the figures for learners engaged in part-time and evening/weekend study together shows that two-thirds of learners are involved in 'part-time' study. By adding the 'other' category to this, which may include, for instance, distance learning or residential courses, this would increase this figure to almost 90% of learners.
- The largest percentage of learners involved in full-time study is those in 'teaching/training: specific subjects' (30%) and family/community work (30%). These are likely to be initial training courses for new entrants. The profile of the

take-up for 'family and community work' corresponds to the evidence of the take-up of full-time programmes by the employees of the CLD constituency across the rest of the UK.

- The majority of learners are engaged in part-time training, with the possibility of one fifth involved in some form of distance learning.
- Most learners are female, with a figure of 70% across all groups.
- The overwhelming majority are identified as 'white'.
- Almost two-thirds are aged 25 or over.

However, there are a number of issues, which need to be considered:

- FE supply and take-up may not fully be represented, as much of the supply, which FE delivers to its internal staff, both in terms of teaching qualifications and CPD across all sections of the workforce, may have been recorded as 'in-house', unless it is open to employees of other external FE institutions.
- It is not always clear what represents 'initial' or 'in-service' training
- Male employees are less active than their female counterparts in ongoing learning and development in Scotland.

6.2.4 Provision and training supplied through WBL

A number of sources have been used to develop an understanding of the type of learning programmes, which are delivered through vocational education and training.

The Scottish Qualifications Authority (SQA) Accreditation Unit collates information on all SVQs delivered across Scotland. These data give a headline view of the certifications made, regardless of the type of delivery (i.e. Modern Apprenticeships, Skills Seekers, through FE, etc.).

To supplement this information, Scottish Enterprise (SEn) and Highlands and Islands Enterprise (HIE) were approached to provide data on the volume of SVQs, which were delivered through Modern Apprenticeship and Skills Seekers programmes and which are relevant to the lifelong learning workforce.

The table below shows the uptake of SVQs relevant to the lifelong learning workforce from 2002 to 2005.

Figure 6.2.4.a: Certifications through WBL provision, by SVQ title, from 2002 to 2005

SVQ title	2002	2003	2004	2005
Management of learning and development provision			2	1
Co-ordination of learning and development provision			2	3
Learning and development			19	61
Training and development	52	53	27	8
Training and development strategy	5	3	2	1
Training and development: human resource development	16	16	6	4
Training and development: learning development	46	28	44	10
Direct training and support			5	27
Information and library services	6	1	2	
Community development work				23
Total	125	101	109	138

Source: SQA Accreditation Unit.

In summary:

- the overall total of accredited outcomes increased from 125 in 2002 to 138 certificates awarded in 2005; however, this is not due to a year-on-year increase in awards
- there has been considerable growth in 'learning and development' achievements, with 61 certification awards in 2005, since their introduction in 2004
- there has been a significant fall in 'training and development' awards, down from 52 in 2002 to 8 awarded in 2005, with corresponding falls in 'strategy;' and 'learning development'. This maybe a reflection of the change in NOS from 'training and development' to 'learning and development'
- notably, there were few SVQ certifications in 'information and library services' between 2002 and 2004, and none in 2005
- the first 'community development work' SVQ certificates were awarded in 2005, with 23 being achieved in that year.

The numbers of SVQs delivered through SEn and HIE funds are not large. Those which are, are entirely related to 'learning and development' and 'training and development'. The table below shows these trends, separating out the Modern Apprenticeship and Skillseeker delivery programmes.

Figure 6.2.4.b: Starts, by programme type in WBL provision and SVQ title, from 2001/02 to 2004/05

Org	Programme	SVQ title	2001/02	02/03	03/04	04/05
SEn	Modern Apprenticeship	Learning and development	0	0	26	86
	Skillseekers	Training and development	1	2		
HIE	Modern Apprenticeship	Learning and development	No Info	No Info	10	6

Source: Scottish Enterprise and Highlands and Islands Enterprise.

The most significant growth has occurred in the SEn Modern Apprenticeship in 'Learning and Development' award, with 86 certificates awarded in 2004/5. Unfortunately, the lack of information currently available about the other programmes makes it difficult to identify further trends.

Summary of supply of vocational education

- The overall total of the number of accredited outcomes increased from 125 in 2002 to 138 certificates awarded in 2005; however this has not been through a year-on-year increase in awards.
- There has been rapid growth in 'learning and development' achievements, with 61 certification awards in 2005, since their introduction in 2004.
- There has been a significant fall in the 'training and development' awards, down from 52 in 2002 to 8 awarded in 2005, with corresponding falls in 'strategy;' and 'learning development'.
- The numbers of SVQs delivered through SEn and HIE funds are not large and the lack of information currently available about programmes makes it difficult to identify further trends.

6.3 Summary of the supply of provision

In terms of **HE** supply:

- There appears to be a good geographical spread of HE providers. However, although some form of lifelong learning related provision is delivered by 13 HEIs in Scotland, 85% of this is delivered by four of the HEIs.
- There appears to be a greater focus on CPD for managerial and professional occupational groups, than for the support, administrative and manual groups.
- CPD delivery is typically carried out using a variety of training providers, with significant use of in-house provision.
- There does not appear to be any HE provision targeted specifically at the WBL constituency.

- There was only a slight growth in the take-up of learners in relevant provision between 2003/04 and 2004/05.
- The areas of greatest increase were in the take-up of 'other formal HE qualifications of less than degree standard', which grew in the region of 30% over the period, perhaps reflecting demand amongst those members of the workforce without SVQ level 4 qualifications, for progression routes to full qualification or professional status.
- Most of the current offering is on a part-time basis, which is most likely to suit people already in employment.
- However, it is noticeable that employees in the CLD constituency are the only group, which take up more full-time than part-time provision. These are likely to be new entrants to their profession.
- Two-thirds of all take-up was by female learners, the highest percentage of which (79%) was to be found in CLD related provision. In every case, female participants outnumbered male participants.
- Most participants were white, and aged over 25 years old, which probably reflects the workforce in Scotland.

However:

- It is currently difficult to differentiate qualifications from CPD opportunities.
- It is not always clear what represents 'initial' or 'in-service' training.
- Further exploration is required to identify why some employers are not reporting involvement of staff from all occupational groups in education and training.
- The engagement of men in HE learning, which is appropriate to their posts, appears to be a challenge.
- There is a need for a more detailed analysis of the age, occupational group and constituency of learners, to ensure equality of opportunity and that the needs of all sectors are being addressed, where appropriate, by the HE sector in Scotland.

FE:

The data currently available gives an overview of the volume of enrolments on FE-provided programmes relevant to the LLUK sector workforce in Scotland:

- Over the four years of data from 2001/02, there has been a decrease of almost 50% in the number of learners on lifelong learning related provision, down from 8,756 in 2001/02 to 4,566 in 2004/05.
- The single largest percentage decrease was of learners in 'teaching/training: specific subjects'. This fell year-by-year, with only a quarter of the number of learners engaged in 2004/05, compared to 2001/02.

- The spread of programmes over a range of modes of delivery is noticeably more even for some areas of study than in other countries within the UK, where very little of the offering is on a full-time basis.
- However, aggregating the figures for learners engaged in part-time and evening/weekend study together shows that two-thirds of learners are involved in 'part-time' study. Adding the 'other' category to this, which may include, for instance, distance learning or residential courses, would increase this figure to almost 90% of learners.
- The largest percentage of learners involved in full-time study is those in 'teaching/training: specific subjects' (30%) and family/community work (30%). These are likely to be initial training courses for new entrants. The profile of the take-up for 'family and community work' corresponds to the evidence of the take-up of full-time programmes by the employees of the CLD constituency across the rest of the UK.
- The majority of learners are engaged in part-time training, with the possibility of one fifth involved in some form of distance learning.
- The majority of learners are female, white and aged over 25.

However there are a number of issues, which need to be considered:

- FE supply and take-up may not fully be represented, as much of the supply, which FE delivers to its internal staff, both in terms of teaching qualifications and CPD across all sections of the workforce, may have been recorded as 'in-house', unless it is open to employees of other external FE institutions.
- Male employees are less active than their female counterparts in ongoing learning and development in Scotland.

Vocational education:

- The overall total of the number of accredited outcomes increased from 125 in 2002 to 138 certificates awarded in 2005; however, this has not been through a year-on-year increase in awards.
- There has been rapid growth in 'learning and development' achievements, with 61 certification awards in 2005, since their introduction in 2004.
- However, there has been significant falls in the 'training and development' awards, down from 52 in 2002 to 8 awarded in 2005, with corresponding falls in 'strategy;' and 'learning development'.
- The numbers of SVQs delivered through SEn and HIE funds are not large and the lack of information currently available about programmes makes it difficult to identify further trends.

6.4 Quality of provision and training

The quality of provision currently available to the lifelong learning sector is assessed in this section, using a range of methods. The LLUK employer survey has been used

to gauge employer satisfaction with current provision, in terms of both the training received by new recruits and the CPD undertaken by existing staff.

The report also sets out to explore the quality assurance and inspection arrangements for HE, FE and WBL provision for Scotland, the results of which are included below. Supplementary evidence and other sources were also used, where available, to inform the picture.

6.4.1 Employer satisfaction with provision and training

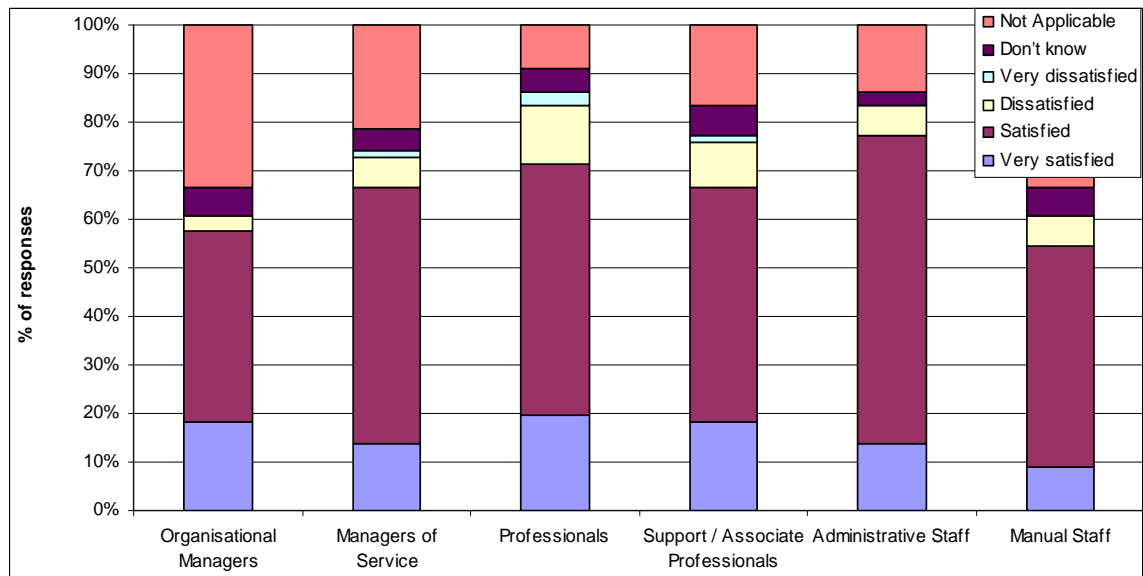
The LLUK employer survey set out to capture information on the levels of employer satisfaction with the provision currently undertaken by both new entrants and existing staff. The following analyses look at the lifelong learning sector as a whole, but more detail, and constituency specific breakdowns, are available in Annex B.

Employer satisfaction – new recruits

The LLUK employer survey asked employers to indicate their level of satisfaction with the skills and qualifications of new recruits.

As shown in the chart overleaf, the highest levels of satisfaction were with the skills of administrative staff (around 77%) and professionals (around 72%).

Figure 6.4.1.1.a: How satisfied are you with the skills and qualifications of new recruits? LLUK employer survey. No. = 66.

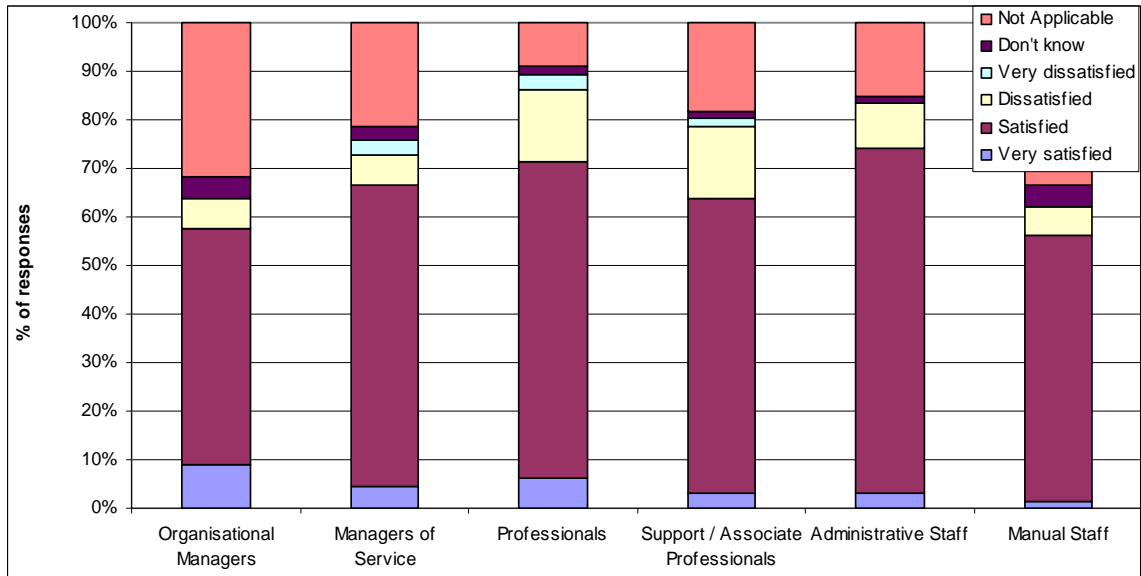


The lowest levels of satisfaction appear to be with the skills and qualifications of newly recruited organisational managers (under 60%) and manual occupations (under 55%). In both these categories there were high numbers of 'not applicable' responses, which may indicate that there had not been any recent recruitment, against which to make an assessment.

Employers were also asked how well the initial training of new recruits had prepared them for their jobs. This revealed a similar pattern of response as above, but with a

higher proportion of employers indicating that they were dissatisfied across all occupational groups, except manual staff.

Figure 6.4.1.1.b: How satisfied are you that the initial training of new recruits has prepared them to perform their job roles effectively? LLUK employer survey. No. = 66.

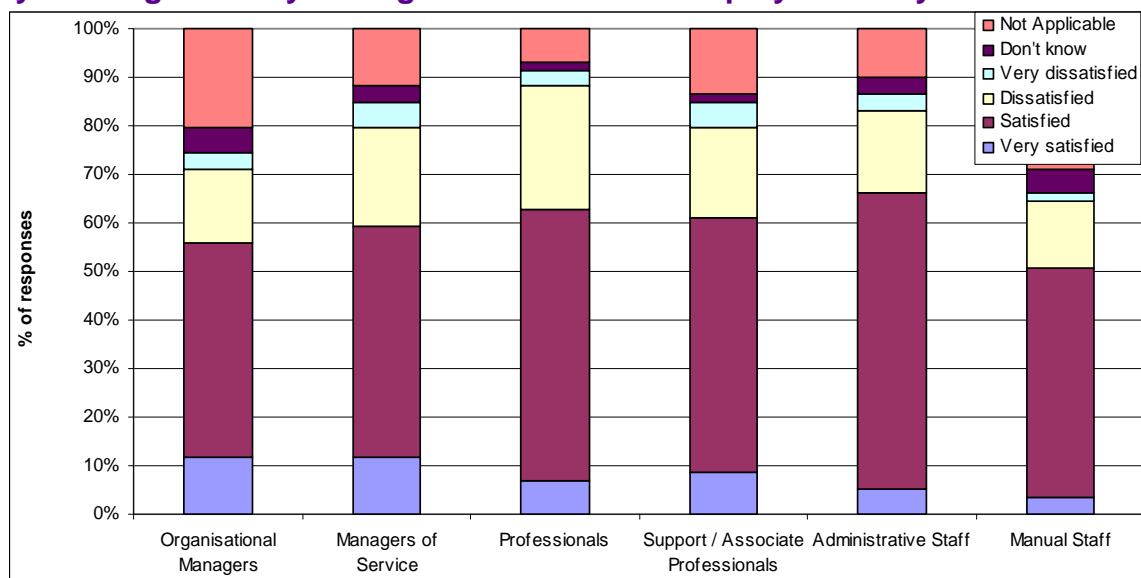


Once again there were higher proportions of employers responding to say that their satisfaction with the initial training of organisational managers and manual staff was 'not applicable'.

Employer satisfaction – CPD

As the graph below shows, the levels of satisfaction with the delivery of CPD for most occupational groups were around 60%. This was lower for manual staff at around 50%.

Figure 6.4.1.2.a. How satisfied are you with the CPD activities undertaken by existing staff at your organisation? LLUK employer survey. No. = 59.



There were relatively high levels of dissatisfaction with the CPD activities of both professionals (28.8%) and managers of services (25.4%). Closer analysis reveals that respondents within the LAIS constituencies are expressing most of the dissatisfaction, which together comprise just over 61% of the sample.

Scotland was the only country in the UK in which surveyed employers were significantly less satisfied, and more dissatisfied, with the CPD activities of existing staff, than with initial training of new recruits.

6.4.2 Quality of HE provision and training

This section presents evidence on the quality of provision supplied by the HE sector to the lifelong learning workforce. A range of sources have been employed in order to do this, including estimates of the uptake of endorsement body accredited provision as well as reports, which review specific areas of relevant provision.

Quality assurance arrangements for HE

The Quality Assurance Agency for Scotland (QAA Scotland) has a separate committee with delegated management responsibilities from the QAA Board.

QAA Scotland works closely with the Scottish Executive, the SFC and other organisations such as Universities Scotland and the National Union of Students in Scotland. The Scottish Credit and Qualifications Framework is managed in partnership by the SQA and Universities Scotland.

The quality assurance work of QAA Scotland is carried out through:

- reviews, which conform to the quality enhancement framework
- academic reviews (which are subject specific, but ad hoc since September 2003)
- enhancement-led institutional reviews.

QAA Scotland has also worked to produce its own set of subject benchmarking statements.

Endorsement of HE provision and training

A key indicator of the quality of provision delivered through HE to the lifelong learning sector is the extent to which endorsement body accredited provision is offered by HE institutions. Using the HESA student record to identify the relevant learning programmes, has made it possible to estimate the volume of learners participating in both endorsement body accredited and non-accredited provision. It should be noted though that, due to the nature of the identification process, the figures are likely to be underestimates.

CLD

In 1991, CeVe was established by the Scottish Office, and granted delegated powers to endorse CLD provision. The endorsement is made through a quality assurance process (similar to a validation event at a university), whereby a panel of peers considers the course against a set of guidelines. This process ensures that an individual has both the knowledge and skills to carry out the work. Most courses are endorsed for a period of five years, with a mid-term review carried out during that time.

The publication 'Strengthening Standards: Improving the Quality of Community Learning and Development Service Delivery (Scottish Executive Short Life Task Group, 2006) set out recommendations for the establishment of a professional body, which would be responsible for the endorsement, validation and accreditation of the CLD sector.

The table below shows the estimated proportion of learners participating in learning programmes validated by CeVe as a proportion of all HE CLD programmes in Scotland.

Table 6.4.2.2.1.a: Estimated proportion of learners (FPE) participating in CeVe endorsed provision

Country	Area	2003/04		2004/05	
		CeVe	Other	CeVe	Other
Scotland	Community development learning (excl. youth work, family and parenting-related learning)	76%	24%	76%	24%
	Youth work	0%	100%	0%	100%

The available figures suggest that this proportion has remained constant, at 76% for 2003/04 and 2004/05.

HE

The HEA was formed in May 2004 through a merger of the Institute for Learning and Teaching in Higher Education (ILTHE), the Learning and Teaching Support Network (LTSN), and the TQEF National Co-ordination Team (NCT). The HEA accredits teaching and learning programmes for HE staff, which allow those participating to become registered practitioners or associate practitioners within the Academy.

Table 6.4.2.2.a: Estimate proportion of learners (FPE) participating in HEA-accredited provision

Country	Area	Detailed area	2003/04		04/05	
			HEA	Other	HEA	Other
Scotland	HE	Teacher training	100%	0%	95%	5%

As the table shows, almost all provision related to teaching in a HE context in Scotland was found to be accredited by the HEA.

LAIS

CILIPS and the SoA are the professional bodies, which accredit provision relevant to the LAIS constituency within LLUK's workforce.

CILIPS is the professional body for librarians and information managers. CILIPS was formed in 2002 by the amalgamation of the Library Association and the Institute of Information Scientists and undertakes the representation of CILIP in the Scottish context. CILIPS represents personal members from all sectors, including public, school and academic libraries, and libraries from both the voluntary and commercial sectors. Similarly, the SoA is the principal professional body for archivists, archive conservators and records managers in the UK and Ireland.

As can be seen from the table below, in 2003/04 and 2004/05 CILIPS and SOA had exhaustive coverage of learners participating in their programmes.

Table 6.4.2.2.3.a: Estimate proportion of learners (FPE) participating in CILIP or SoA endorsed provision

Country	2003/04			2004/05		
	CILIP	SoA	Other	CILIP	SoA	Other
Scotland	100%	0%	0%	92%	8%	0%

6.4.3 Quality of FE provision and training

This section looks at inspection reports available for FE institutions, in order to assess the quality of LLUK-relevant provision delivered.

Quality assurance arrangements for FE

HMIE in Scotland became an executive agency in April 2001. It has responsibilities to evaluate:

- pre-school education
- primary and secondary schools
- teacher education
- CLD
- FE
- the education functions of local authorities.

Inspection grades for providers delivering LLUK-relevant provision

Prior to August 2005, HMIE employed a four-point scale to summarise judgements about the quality of learning processes. In August 2005, HMIE introduced a new six-

point scale, which built on the four-point scale, providing a high degree of continuity between the old and new scales. The continuity was achieved by sub-dividing levels 3 and 4 on the old scale to create the two new additional levels. The old levels are used in order for findings from both old and new inspections grades to be analysed.

Through work in identifying the LLUK-relevant provision volumes in each college, the inspection grades of relevant colleges were cross-referenced with the volumes of provision. This has allowed for an analysis of both the quality of institutions delivering LLUK-relevant provision, using key measures such as education leadership, direction and management and teaching grades, and the volumes of provision delivered within this quality framework. As not all of the institutions will have received inspection grades in this period, the figures may differ from those presented in section 6.2.

The table below shows the grades obtained by colleges known to deliver LLUK-relevant provision, and the proportion of learners (as identified by Superclass codes) undertaking provision within them.

Table 6.4.3.2.a : Number of FE colleges delivering LLUK-relevant provision, by the proportion of quality assurance grades awarded, from 2000 to 2004

Pre-2005 four-point inspection grade	Quality Assurance	%	No. of learners (2004/05)	%
Very good	5	12.5%	1,991	34.3%
Good	30	75.0%	3,244	55.8%
Fair	5	12.5%	576	9.9%
Total	40	100.0%	5,811	100.0%

Note: Learners are based on information from the Infact database and Superclass codes.

As the table shows:

- 87.5% of institutions received an inspection grade of ‘good’ or ‘very Good’, relating to their quality assurance processes
- these institutions accounted for 90.1% of LLUK-relevant learners in 2004/05
- just five institutions received a ‘fair’ grade, representing less than 10% of relevant learners.

The table below displays the proportion of ‘good’ or ‘very good’ grades awarded to inspected classes in colleges, which delivered LLUK-relevant provision.

Table 6.4.3.2.b: Number of colleges delivering LLUK-relevant provision, by the proportion of teaching grades ‘good’ or ‘very good’ awarded through classroom inspections

‘Good’ or ‘very good’	No. of institutions	%	No. of learners (2004/05)	%
80% and over	33	78.6%	5,069	86.6%
70%–80%	2	4.8%	173	3.0%
60%–70%	2	4.8%	238	4.1%
50%–60%	3	7.1%	246	4.2%
Less than 50%	2	4.8%	129	2.2%
Total	42	100.0%	5,855	100.0%

Note: Learners are based on information from the Infact database and Superclass codes.

In summary:

- 78.6% of institutions obtained these grades for over 80% of inspected classes, comprising 86.6% of the LLUK-relevant learners in 2004/05
- the remaining 9 institutions delivered 13.5% of learners on LLUK-relevant provision
- generally colleges which delivered LLUK-relevant provision were awarded favourable grades by HMIE, with those institutions, which delivered larger volumes of relevant learners being awarded higher grades against the criteria assessed.

6.4.4 Quality of WBL provision and training

Meeting the Scottish Quality Management System (SQMS) standards is a requirement for providers of vocational education and training funded by the Enterprise Networks. The SQMS is a structured self-assessment process, institutions become accredited in its practice, FE colleges were exempted from this process, as it was determined that these quality criteria were met through other inspection processes.

6.5 Summary of quality of provision

In summary:

- Scotland was the only country in the UK in which surveyed employers were significantly less satisfied, and more dissatisfied, with the CPD activities of existing staff than with initial training of new recruits.
- The highest levels of satisfaction were with the skills of newly recruited administrative staff (around 77%) and professionals (around 72%).
- Almost all provision related to teaching in a HE context in Scotland was found to be accredited by the HEA.
- Almost 80% of FE institutions obtained grades of ‘good’ or ‘very good’ for over 80% of inspected classes, comprising 86.6% of the LLUK-relevant learners in 2004/05.

- Colleges which delivered LLUK-relevant provision were generally awarded favourable grades by HMIE, with those institutions which delivered larger volumes of relevant learners being awarded higher grades against the criteria assessed.
- Information about the quality of vocational education for Scotland is not currently available.

6.6 Overall summary

In terms of **HE** supply:

- There appears to be a good geographical spread of HE providers. However, although some form of lifelong learning related provision is delivered by 13 HEIs in Scotland, 85% of this is delivered by four of the HEIs.
- There appears to be a greater focus on CPD for managerial and professional occupational groups, than for the support, administrative and manual groups.
- CPD delivery is typically carried out using a variety of training providers, with significant use of in-house provision.
- There does not appear to be any HE provision targeted specifically at the WBL constituency.
- There was only a slight growth in the take-up of learners in relevant provision between 2003/04 and 2004/05.
- The areas of greatest increase were in the take-up of 'other formal HE qualifications of less than degree standard', which grew in the region of 30% over the period, perhaps reflecting demand amongst those members of the workforce without SVQ level 4 qualifications, for progression routes to full qualification or professional status.
- Most of the current offering is on a part-time basis, which is most likely to suit people already in employment.
- However, it is noticeable that employees in the CLD constituency are the only group which takes up more full-time than part-time provision. These are likely to be new entrants to their profession.
- Two-thirds of all take-up was by female learners, the highest percentage of which (79%) was to be found in CLD-related provision. In every case, female participants outnumbered male participants.
- Most participants were white and aged over 25 years old, which probably reflects the workforce in Scotland.

However:

- It is currently difficult to differentiate qualifications from CPD opportunities.
- It is not always clear what represents 'initial' or 'in-service' training.

- There is a need for further exploration to identify why some employers are not reporting involvement of staff from all occupational groups in education and training.
- The engagement of men in HE learning, which is appropriate to their posts, appears to be a challenge.
- There is a need for a more detailed analysis of the age, occupational group and constituency of learners, to ensure equality of opportunity and that the needs of all sectors are being addressed, where appropriate, by the HE sector in Scotland.

In terms of **FE** supply:

- Over the four years of data from 2001/02, there has been a decrease of almost 50% in the number of learners on lifelong learning related provision, down from 8,756 in 2001/02 to 4,566 in 2004/05.
- The single largest percentage decrease was of learners in 'teaching/training: specific subjects'. This fell year-by-year, with only a quarter of the number of learners engaged in 2004/05 compared to 2001/02.
- The spread of programmes over a range of modes of delivery is noticeably more even for some areas of study than in other countries within the UK, where very little of the offering is on a full-time basis.
- However, aggregating the figures for learners engaged in part-time and evening/weekend study together shows that two-thirds of learners are involved in 'part-time' study. By adding the 'other' category to this, which may include, for instance, distance learning or residential courses would increase this figure to almost 90% of learners.
- The largest percentage of learners involved in full-time study is those in 'teaching/training: specific subjects' (30%) and family/community work (30%). These are likely to be initial training courses for new entrants. The profile of the take-up for 'family and community work' corresponds to the evidence of the take-up of full-time programmes by the employees of the CLD constituency across the rest of the UK.
- The majority of learners are engaged in part-time training, with the possibility of one fifth involved in some form of distance learning.
- The majority of learners are female, white and aged over 25.

However there are a number of issues, which need to be considered:

- FE supply and take-up may not fully be represented, as much of the supply, which FE delivers to its internal staff, both in terms of teaching qualifications and CPD across all sections of the workforce, may have been recorded as 'in-house', unless it is open to employees of other external FE institutions.
- It is not always clear what represents 'initial' or 'in-service' training.

- Male employees are less active than their female counterparts in ongoing learning and development in Scotland.

In terms of **vocational education**:

- The overall total of the number of accredited outcomes increased from 125 in 2002 to 138 certificates awarded in 2005; however this has not been through a year-on-year increase in awards.
- There has been rapid growth in 'learning and development' achievements, with 61 certification awards in 2005, since their introduction in 2004.
- However there has been significant falls in the 'training and development' awards, down from 52 in 2002 to 8 awarded in 2005, with corresponding falls in 'strategy;' and 'learning development'.
- The numbers of SVQs delivered through SEn and HIE funds are not large and the lack of information currently available about programmes makes it difficult to identify further trends.

In terms of **quality**:

- Scotland was the only country in the UK, in which surveyed employers were significantly less satisfied, and more dissatisfied, with the CPD activities of existing staff than with initial training of new recruits.
- The highest levels of satisfaction were with the skills of newly recruited administrative staff (around 77%) and professionals (around 72%).
- Almost all provision related to teaching in a HE context in Scotland was found to be accredited by the HEA
- Almost 80% of FE institutions obtained grades of 'good' or 'very good' for over 80% of inspected classes, comprising 86.6% of the LLUK-relevant learners in 2004/05.
- Colleges, which delivered LLUK-relevant provision were generally awarded favourable grades by HMIE, with those institutions, which delivered larger volumes of relevant learners being awarded higher grades against the criteria assessed.
- Information about the quality of vocational education for Scotland is not currently available.

7. SUPPLY OF PROVISION AND TRAINING TO THE LIFELONG LEARNING WORKFORCE – WALES

7.1 Policy and operational context

7.1.1 Policy context

Wales is striving for an integrated policy platform for lifelong learning, bringing together education, training and information services from cradle to grave. ‘Learning Country 2: Vision to Action’ (Wales Assembly Government (WAG), 2006) illustrates how this will be addressed.

A number of policies focus on system reform specifically, and affect several lifelong learning constituencies. These include:

- the reshaping of HEIs - ‘Reaching Higher’ (WAG, 2002)
- the promotion of a competitive and high-value added economy, with high quality skills and education - ‘Wales: A Better Country’ (WAG, 2003)
- the increase of employment and the quality of jobs – ‘Wales: A Vibrant Economy’ (WAG, 2005)
- strengthening the sector focus of WBL - ‘Developing the Workforce’ (Education and Learning Wales – National Council for Education and Training for Wales (ELWa), 2004)
- improving the local strengths within the six geographical areas in Wales, through improving skills ‘People, Places, Futures: The Wales Spatial Plan’ (WAG, 2004a)
- improving workforce development and skills of new employees through working with employers and learners - ‘Skills and Employment Action Plan for Wales’ (WAG, 2004b)
- building school and FE college partnerships for implementing learning pathways for 14-19 year olds - ‘Learning Country: learning pathways 14–19’ (WAG, 2001).

There are a number of key bodies, which provide the policy and operational context for the development of the lifelong learning sector workforce in Wales. These are briefly outlined below.

7.1.2 Government departments and funding bodies

The Welsh Assembly Government

The Welsh Assembly Government (WAG) is the overarching body for Wales, with a range of departments responsible for local government and culture, social justice and regeneration, enterprise, innovation and networks. The responsibility for education and skills in Wales sits with the Department for Education, Lifelong Learning and Skills.

The Department for Education Lifelong Learning and Skills

The Department for Education, Lifelong Learning and Skills (DELLS) was established on the 1st April 2006, combining the roles previously provided by ELWa, Qualifications, Curriculum & Assessment Authority, Wales (ACCAC) and the Welsh operation of the Learning and Skills Development Agency (Dysg). The department is

directly responsible to the Minister for Education, Lifelong Learning and Skills. DELLS is structured into four main groups:

- Children and schools
- Qualifications and curriculum
- Lifelong learning and skills
- Higher learning.

Hence, its responsibilities include funding and planning all post-16 education and training in Wales, with the exception of HE.

The Higher Education Funding Council for Wales (HEFCW)

The Higher Education Funding Council for Wales (HEFCW) is an Assembly-sponsored public body with responsibility for the funding of HE in Wales. It administers funds made available by WAG to support education, research and associate activities at twelve HE institutions.

7.1.3 Regulatory bodies

Estyn

The Office of Her Majesty's Chief Inspector of Education and Training in Wales (Estyn) is independent of, but funded by, the National Assembly for Wales under Section 104 of the Government of Wales Act 1998. Estyn is involved in a wide range of educational and training activity, including:

- FE
- teacher education and training
- WBL
- adult community based learning.

7.1.4 Qualifications frameworks

Credit and Qualifications Framework Wales

The Credit and Qualifications Framework for Wales (CQFW) embraces all post-16 education and HE in Wales and is being established jointly by WAG and HEFCW.

The rationale for adopting a CQFW is to assist all formal and non-accredited learning in Wales, by breaking down barriers for those wishing to return to learning, facilitating lifelong learning and enabling progression.

In essence, the award of credit will provide formal recognition for appropriately quality-assured learning outcomes, which are achieved in ten notional learning hours. Under the new system learners aged 16 and above will be awarded credits each time they successfully complete a unit of an accredited qualification within the NQF. It is planned to include qualifications outside the NQF at a later date.

7.1.5 Endorsement bodies

The Higher Education Academy

The Higher Education Academy (HEA) endorses learning programmes, which prepare teachers for working in a HE setting. The 'Academy' was formed in May 2004 through a merger of the Institute for Learning and Teaching in Higher Education (ILTHe), the Learning and Teaching Support Network (LTSN), and the TQEF National Co-ordination Team (NCT). The HEA accredits teaching and learning programmes for HE staff, which allow those participating to become registered practitioners or associate practitioners within the Academy.

Standards Verification UK

Standards Verification UK (SVUK), a wholly owned subsidiary of LLUK, is responsible for the endorsement of initial teacher training provided by HEI's in Wales. DELLS has commissioned work on students roles and requirements for teachers, tutors and trainers in Wales, for implementation from September 2008.

The Chartered Institute of Library and Information Professionals and the Society of Archivists

CILIP is the professional body for librarians, information specialists and knowledge managers.

The SoA is the principal professional body for archivists, archive conservators and records managers in the UK and Ireland. These two professional bodies accredit provision relevant to the LAIS constituency within LLUK's workforce.

7.2 Supply of provision and training

The following section reviews what is known about:

- the supply of training provision for the whole of the learning and skills workforce across Wales, which is the focus of LLUK's activities
- the provider base behind its delivery
- the learning programme characteristics
- delivery patterns
- the demographics of those members of the workforce currently engaged in training or CPD or following initial or in-service programmes leading to full qualified teacher status.

The findings from the LLUK employer survey have been an important tool in providing the context for this analysis.

Information on the supply of provision relevant to the learning and skills workforce has been gathered with the assistance of HESA through the HESA Student Record (HESA SR), and DELLS, which maintains the Lifelong Learning Wales Record (LLRW). Together, these organisations collect information on all publicly funded provision delivered through HE, FE, WBL and adult continuing education in Wales.

Hence these sources have been used extensively to identify provision designed specifically for the lifelong learning workforce, as well as to enable the exploration of emerging trends in delivery. Key properties, such as the functional area and the occupational level, for which this provision is designed, have also been examined

through this exercise. For more details on how they were mapped and analysed, and for definitions of terms, see Annex A.

However, it is also important to understand the limitations of the analysis, as much of the in-house provision, other than that provided by HE and FE for their own HE and FE employees, and some privately purchased training, does not appear in the data. Hence LLUK has attempted to explore these aspects of training provision supply through the LLUK employer survey and analysis of the available awarding body data.

7.2.1 Headline analysis

In order to effectively analyse provision and training for the lifelong learning sector's workforce, the consideration of current patterns of initial training, and CPD, and where this is happening for different occupational groups, is essential.

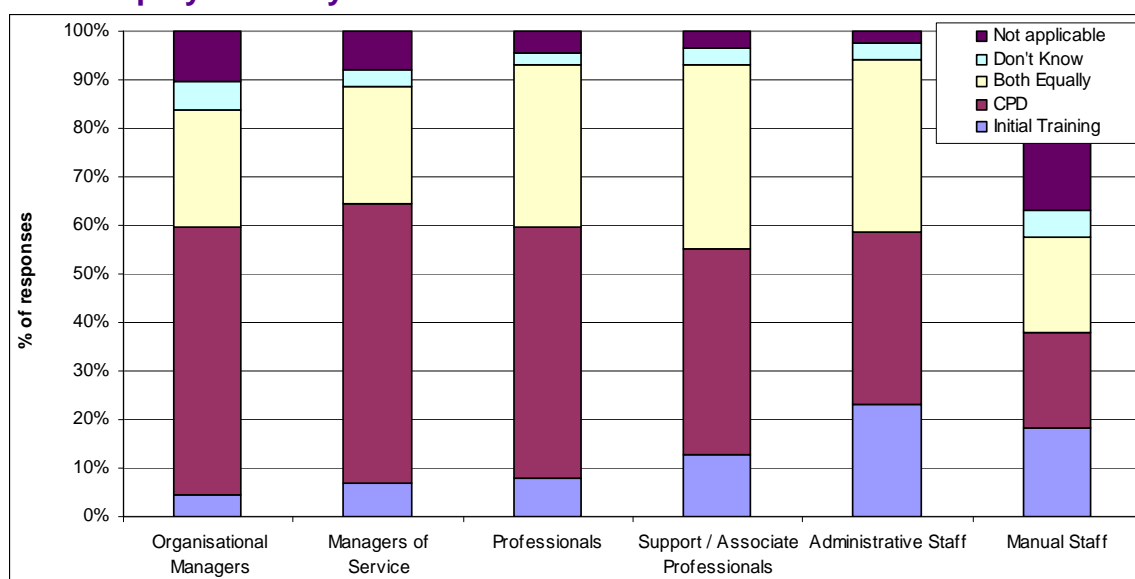
This section outlines what is known about the provision and take-up of initial training and CPD across the sector's workforces in Wales. Wherever possible, an analysis by the main constituencies of the learning and skills workforce and by occupational group is also provided.

All graphs and tabulations in this section are based on the LLUK employer survey and observe the lifelong learning sector as a whole' Further breakdowns are presented in the sections on 'Learners Characteristics' for each of the main constituencies of the learning and skills workforce, which follow in this report and in Annex B.

Patterns of initial training and CPD

As the graph below shows, the focus of employers on initial training and CPD varied according to the occupational group.

Figure 7.2.1.1.a: Does education and training provision for existing staff in your organisation focus on their initial training or CPD?
 LLUK employer survey. No. = 100.

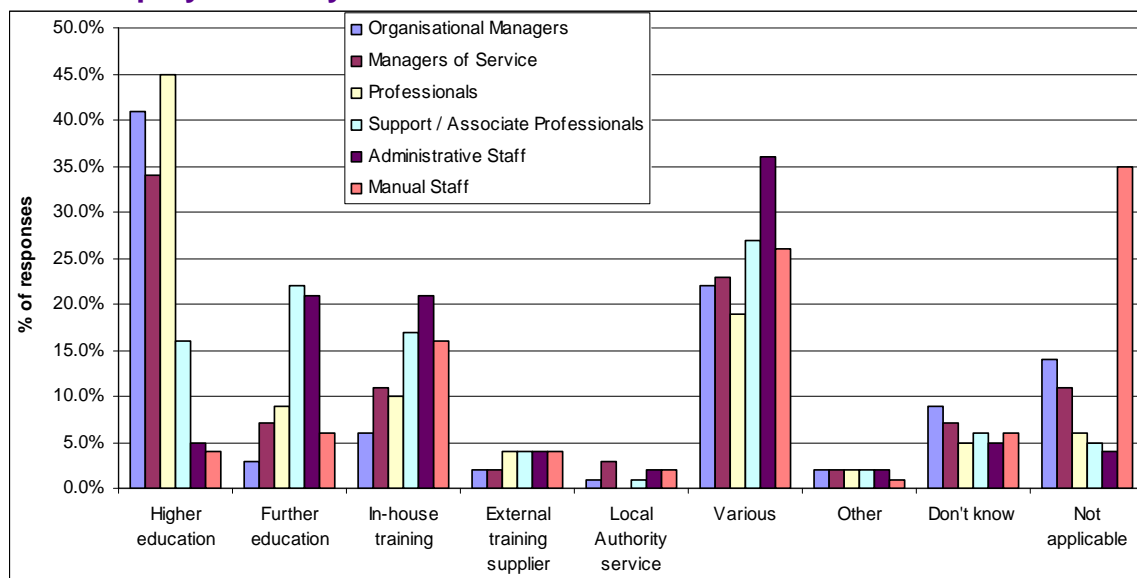


In summary:

- The survey suggests that most organisations engage in providing CPD for their employees, or a combination of CPD and initial training, where appropriate.
- Where initial training was mentioned, it was usually directed at support/associate professionals, administrative and manual staff, some of whom are likely to be recruited after full-time education or without previous experience in the learning and skills sector.
- Hence an overall organisational focus on CPD is the most common response, and it would appear that the CPD is targeted predominantly at managers and professionals.
- It is noticeable that the information about training of manual staff is markedly different to that for the other categories, as around 40% of respondents declared 'not applicable', which indicates that this category neither receive initial nor continuing education or training.
- However, the results suggest that there may be a need to develop the demand and take-up for ongoing CPD, along with progression routes to qualifications for support/associate professionals, administrative and manual staff in the sector.

The graph below shows where new recruits receive their training prior to appointment in a lifelong learning sector organisation.

**Figure 7.2.1.1.b. Where do most new recruits to your organisation receive their training prior to appointment?
LLUK employer survey. No. = 87.**



In terms of prior training:

- FE and in-house training were more common for new entrant support/associate professionals and administrative staff than for managers or professionals, who tended to receive their training through HE or through a

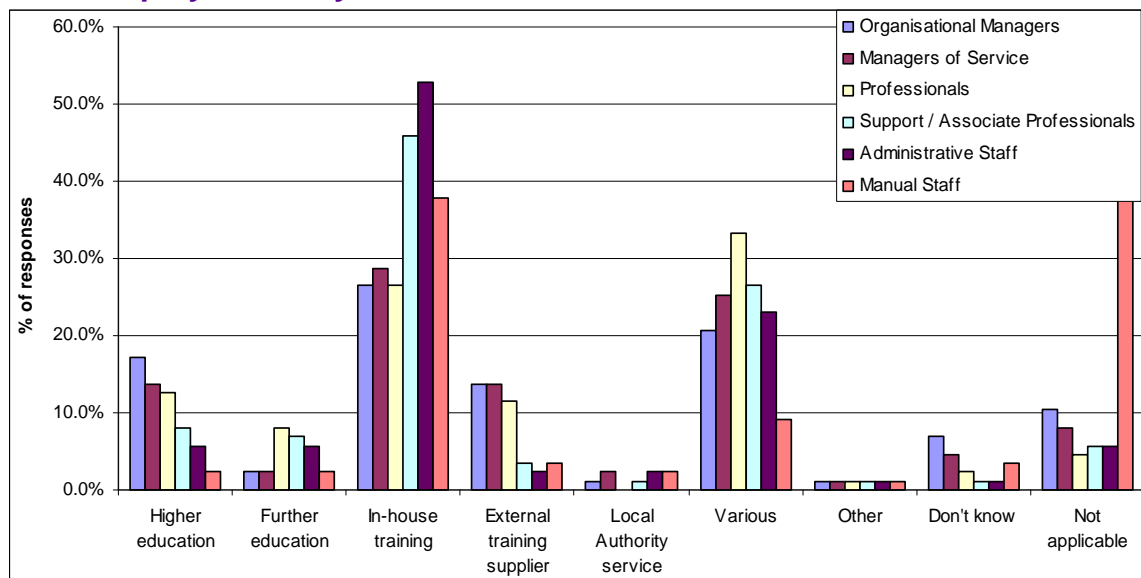
combination of routes. Of course, some new entrants to an organisation may have worked in another organisation within the same sector.

- A large number of employers reported that staff have received ‘various’ forms of training, which is to be expected if employers are addressing the specific needs of individuals and groups of staff.
- Once again, the response to the training of manual staff, as ‘not applicable’ is different to that for other groups of the workforce, which may imply that many manual staff neither have training before they join the learning and skills sector organisation, nor after they join the workforce.

It must be noted, however, that, although many employers will have details of qualifications held, they will not necessarily have comprehensive details of the training or previous CPD, which their employees have undertaken in previous employment. Hence this may not be the full picture.

Indeed the results displayed in the graph suggest that many of the respondents may have interpreted ‘training’ to mean ‘qualifications’, as the bulk of professionals and their managers will have had the experience of HE, whilst the training patterns for existing staff suggest in-house delivery to be the most common for support/ associate professional, administrative and manual staff.

Figure 7.2.1.1.c. Where do most existing staff in your organisation undertake their CPD activities? LLUK Employer Survey. No. = 87.



It is clear from the above graph that, for those members of the learning and skills workforce whose employers assisted in the LLUK survey, in-house training is the primary way to undertake their CPD.

However, given that many of the employers were in the FE sector, it is possible that this includes provision run by FE colleges for their own staff. The same explanation may also apply to the HE sector. Hence the categories for ‘FE sector’ and HE sector’ may not fully reflect the amount of CPD delivery undertaken by and for employees in these sectors.

A high number of respondents to the survey also indicated that they use a variety of CPD routes for new and existing staff. This suggests that CPD policy in most relevant institutions generally reflects a desire to find the most appropriate provision to meet organisational needs. This is likely to include a positive approach to embracing the provision offered by national agencies, including the Basic Skills Agency (BSA) Wales quality kitemark and related training, for example, as part of the strategy, rather than favouring only one type of delivery.

Given the comments on the initial and CPD training for manual staff in the preceding section, it is good to see that manual workers appear as a significant proportion of those receiving 'in-house' CPD training, although they are still the occupational group, which figures significantly amongst employers who responded with 'not applicable' to the survey question. Constituency level results are covered in Annex B.

7.2.2 Provision supplied through HE

The following section explores the provider base, learning programme characteristics, delivery patterns and learner characteristics associated with provision designed for the lifelong learning workforce, which is delivered within the HE setting.

The main source of information for this section is the HESA student record. The FPE measure is used, which apportions the headcount between multiple programmes a learner may be undertaking. The OU has been excluded from all analysis related to the geographical spread of HE-related provision across Wales, and is explored individually in the following section, 7.2.2.5.

In terms of the overall qualification levels of Wales' lifelong learning workforce, the available data suggests that over three-quarters (76%) of staff in the lifelong learning workforce are qualified to S/NVQ level 4 and above, and are likely to have received their training in a HE setting, if they belong to a senior occupational group.

However, it should be noted that this will not necessarily mean that such a high proportion of the workforce are fully qualified for their current post. Many academic and vocational teachers, for example, in the post-16 sector are graduates in their own discipline, though fewer are likely to be fully qualified as a post-16 sector teacher. It nevertheless suggests that the vast majority of the workforce have already experienced the demands of higher levels of learning and probably have the study skills to take part in HE-based CPD or to achieve the necessary professional qualifications relevant to their current post, should they not already hold them.

Provider base

HE provides a large volume of the provision suitable for the lifelong learning workforce in Wales. The table below shows the number of providers with relevant programmes on offer to the learning and skills workforce, by constituency. It should be noted that providers can supply provision relevant to more than one area of the lifelong learning workforce.

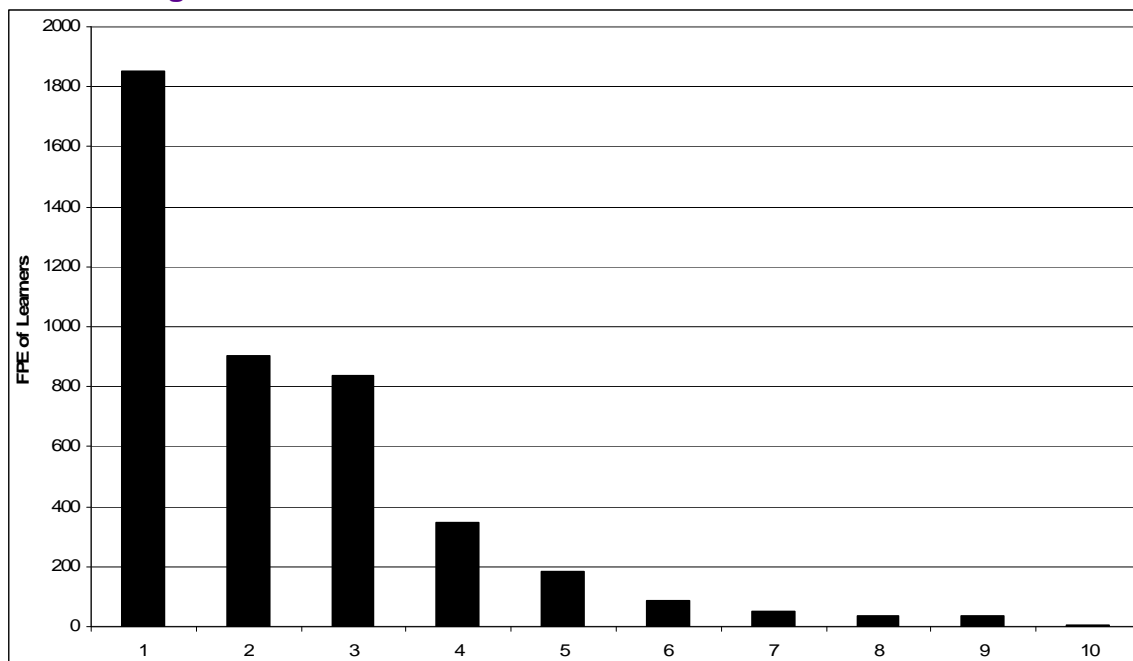
Table 7.2.2.1.a: HE institutions delivering LLUK-relevant learning programmes in 2004/05

HE	FE	WBL	Post-compulsory	CLD	LAIS	All LLUK-relevant provision
3	4	0	8	6	1	10

The data suggests that, whilst there are opportunities provided by the HE sector for members of the workforces in CLD, the FE and HE sectors, along with generic opportunities for the post-compulsory sector in Wales, there is a notable absence of learning programmes relevant to the workforce, which delivers WBL.

The graph below shows how the relevant programmes are distributed, in terms of the number of learners delivered by each institution.

Figure 7.2.2.1.a: FPE of learners on LLUK-relevant learning programmes in HE during 2004/05



Note: The x axis denotes the number of HEIs delivering relevant learning to the lifelong learning workforce.

As the graph illustrates, three institutions deliver nearly 58% of the all LLUK-relevant learning programmes within Wales, namely:

- The University of Wales, Newport – column 1
- University of Wales, Aberystwyth – column 2
- The North East Wales Institute of Higher Education – column 3.

They predominantly deliver PGCE and other initial teacher training, professional librarianship and youth and community work qualifications. It may, therefore, be that other institutions have some extra capacity, at least for some occupational groups and/or constituencies, should demand increase over time.

Learning programme characteristics

As the table below shows, the overall numbers of learners on LLUK-relevant learning programmes increased by 5% between 2003/04 and 2004/05.

In particular:

- The take-up of youth and community, and other CLD learning opportunities, increased by 7.9%.
- Even though the numbers were already very large, there was a 7.6% increase in those engaged in post-compulsory age training.
- The number of learners on LAIS-related provision showed a 7.5% increase (There were 850 learners on these programmes at the University of Wales, Aberystwyth in 2004/5. This is a very significant number, given the fact that there were only 1,100 learners on the equivalent courses across the whole of England).

Table 7.2.2.a: FPE, by LLUK area in HE provision, in 2003/04 and 2004/05

LLUK Area	2003/04	%	2004/05	%	% Change
HE	175	4.0%	170	3.6%	-3.4%
FE	345	7.9%	245	5.3%	-29.2%
Basic Skills	30	0.7%	60	1.3%	110.3%
WBL	0	0.0%	0	0.0%	--
Other post-compulsory	2,100	47.7%	2,255	48.9%	7.6%
LAIS	785	17.9%	845	18.3%	7.5%
CLD	965	22.0%	1,045	22.6%	7.9%
Total	4,400	100.0%	4,620	100.0%	5.0%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

- Although the numbers were small in comparison to other categories, there was a significant increase in those engaged on basic skills programmes, a reflection of WAG's strategy to increase the quality of basic skills delivery.
- The two areas for which the take-up of relevant provision decreased were HE and FE, by 3.4% and 29.2% respectively. These decreases represented a combined loss of just over 100 learners, and were due, predominantly, to a reduction in the number of learners undertaking PGCE (FE) programmes at Cardiff University and the discontinuation of City and Guilds (C&G) Teaching Certificate programmes at the University of Wales Institute, Cardiff.

There were also discernable changes in the type of award being offered between 2003/4 and 2004/05. The table below gives a summary of the programme types, in terms of programmes with the largest numbers of LLUK-relevant learners.

Table 7.2.2.2.b: Number of learners, by qualification aim in HE provision, in 2003/04 and 2004/05

Qualification aim	2003/04	%	2004/05	%	% change
Ordinary PGCE	1,040	23.7%	945	20.5%	-9.2%
Other undergraduate diplomas and certificates	960	21.8%	1,010	21.8%	5.2%
First degree	910	20.7%	965	20.9%	6.2%
Master's degree, not mainly by research	630	14.4%	660	14.3%	4.6%
Institutional undergraduate credit, which may be counted towards qualifications contained within codes 02 to 52 (includes CAT Schemes)	300	6.8%	380	8.3%	28.1%
Postgraduate diploma or certificate (not PGCE), not mainly by research	180	4.1%	170	3.6%	-7.2%
Certificate of HE	60	1.4%	110	2.3%	71.4%
Post-degree diploma/ certificate at undergraduate level		0.0%	110	2.4%	--
Diploma of HE	40	0.9%	55	1.2%	37.5%
All other awards	275	6.3%	215	4.6%	-22.7%
Total	4,400	100.0%	4,620	100.0%	5.0%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

Whilst there were decreases in both the take-up of the ordinary PGCE (9.2%) relevant to the lifelong learning sector, and of taught postgraduate diploma or certificate courses (7.2%), all other major areas saw increases in learner numbers between 2003/04 and 2004/05. The most notable of these, due to the fast rate of growth, are in the take-up of:

- the Certificate in HE (71.4% increase)
- the Diploma in HE (37.5% increase)
- credit-based undergraduate level courses, often popular with full and part-time teachers and other professionals in the learning and skills sector.

This may imply that many of the members of the learning and skills workforce in Wales are seeking part-time and other qualifications, like the Certificate and Diploma in HE, as progression routes to higher levels of qualification. This may indicate that, for some occupational groups and/or constituencies, there is a need for the development of new HE opportunities in Wales.

Delivery patterns

The currently available data for Wales suggests that the bulk of the learning programmes relevant to the lifelong learning sector's workforce are delivered on a part-time basis by the HE sector, with around 86% of learners participating in this type of programme in 2004/05. The table below shows the full and part-time delivery patterns.

Table 7.2.2.3.a: FPE of learners, by mode of delivery and LLUK area in HE provision, in 2004/05

LLUK constituency or area	Full-time	Part-time	Sandwich	Other
HE	0.6%	99.4%	0.0%	0.0%
FE	38.8%	61.2%	0.0%	0.0%
Basic skills	0.0%	100.0%	0.0%	0.0%
WBL	--	--	--	--
Other post-compulsory	6.7%	93.3%	0.0%	0.0%
LAIS	6.5%	85.1%	0.1%	8.3%
CLD	25.4%	74.4%	0.0%	0.2%
Total	12.3%	86.2%	0.0%	1.6%

Provision designed for workers in FE (38.3%) and CLD (25.4%) appear to have the largest volumes of learners on full-time programmes. These are likely to be new entrants to their profession.

However, and perhaps unsurprisingly, the most striking fact is that the vast majority of learners are engaged on part-time provision in the HE sector, as this more typically accommodates the working and personal commitments of people in full and part-time employment. It may though suggest that there may be opportunities for a wider range of delivery models, including distance or blended learning models to broaden participation, or extend it to groups and parts of the sector, which are not currently engaged in relevant and appropriate HE provision in Wales.

Learner characteristics

This section looks at the learner demographics of those undertaking learning programmes relevant to the lifelong learning workforce offered by the HE sector. The table below provides this information in summary.

Table 7.2.2.4.a: FPE learner demographics in HE provision in 2004/05

LLUK constituency or area	Female	Ethnicity				Age		
		White	Non-white	Non-UK	Not known	Under 25	25 and over	Not known
HE	49.4%	79.2%	7.1%	4.8%	8.9%	1.8%	98.2%	0.0%
FE	64.9%	91.0%	2.9%	2.9%	3.3%	21.6%	78.4%	0.0%
Basic Skills	78.7%	54.1%	0.0%	1.6%	44.3%	13.1%	83.6%	3.3%
WBL	--	--	--	--	--	--	--	--
Other post-compulsory	64.0%	96.9%	1.7%	0.5%	1.0%	8.1%	91.9%	0.0%
LAIS	82.7%	65.9%	2.2%	22.7%	9.2%	10.1%	89.9%	0.0%
CLD	70.3%	92.5%	5.8%	0.4%	1.3%	28.7%	71.3%	0.0%
Total	68.5%	88.7%	2.9%	4.8%	3.6%	13.7%	86.3%	0.0%

The data suggests some interesting differences amongst the participants from the different constituencies within the learning and skills sector in HE programmes:

- FE and CLD had the youngest cohort of learners, with 21.6% and 28.7% respectively being under the age of 25.
- Learning programmes designed for the HE sector appeared to have the lowest proportion of female participants (49.4%) in all observed areas.
- Females outnumbered males in every category of learning, with the exception of HE.
- LAIS and adult literacy, numeracy and ESOL-related provision had the largest proportion of female participants, with 82.7% and 78.7% respectively.
- The volume of learners, who did not declare their ethnicity on programmes relevant to delivering adult literacy, number or ESOL, was too high to provide a meaningful analysis of ethnicity.
- From the data available it appears that the 'other post-compulsory' category had the highest proportion of participants (98.6%) of a white ethnicity.
- LAIS had a high proportion of learners, who were not from the UK.

The Open University

The Open University (OU) is the UK's only university specifically designed to deliver distance and blended learning.

As in all distance learning, the location of the institution itself is less of a determinant to take-up than in other forms of provision. Hence a different approach to measuring the level of contribution, in terms of FPE of learners, for each country and region has had to be adopted. The area of domicile of the learner was, therefore, used to determine these volumes.

Information at programme level is only available from 2004/05, and, consequently, data on trends in take-up is not currently available. The table below shows what is known about the profile of FPE of learners on OU courses.

Table 7.2.2.5.a: FPE, by LLUK area in OU provision, during 2004/05

LLUK constituency or area	2004/05	%
HE	*	1.7%
FE		0.0%
Basic Skills		0.0%
WBL		0.0%
Other post-compulsory		0.0%
LAIS		0.0%
CLD	55	98.3%
Total	60	100.0%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

* Denotes figure suppressed due to small number.

Although the OU delivers large volumes of learning programmes to the lifelong learning sector, the available data suggests that take-up of learning programmes is predominantly by the CLD sector (98.3% of total delivery in 2004/5).

This may, however, hide the number of individuals, who undertake OU courses, as full-fee paying students, in order to develop their own skills and knowledge or to progress to postgraduate level or professional status, as the OU has been a very popular route for non-qualified teachers from all phases and sectors since its inception in the 1970s.

Summary and issues to be addressed

The data currently available gives an overview of the volume of enrolments on HE-provided programmes relevant to the LLUK sector workforce in Wales:

- Three institutions of the 10 engaged, deliver nearly 58% of the all LLUK-relevant learning programmes within Wales, which consists of predominantly PGCE and other initial teacher training, professional librarianship and youth and community work qualifications.
- The overall numbers of learners on LLUK-relevant learning programmes in HE increased by 5% between 2003/04 and 2004/05, from 4401 to 4619.
- The areas of fastest rate of growth were in the take-up of:
 - the Certificate in HE (71.4% increase)
 - the Diploma in HE (37.5% increase)
 - credit-based undergraduate level courses, often popular with full and part-time teachers and other professionals in the learning and skills sector. This may imply that these are being used as progression routes for large numbers of the lifelong learning workforce in Wales.
- Provision designed for workers in FE (38.3%) and CLD (25.4%) appear to have the largest volumes of learners on full-time programmes.
- FE and CLD had the youngest cohort of learners, with 21.6% and 28.7% respectively being under the age of 25.
- Learning programmes designed for the HE sector appeared to have the lowest proportion of female participants (49.4%) in all observed areas.
- Females outnumbered males in every category of learning, with the exception of HE.
- LAIS and adult, literacy, numeracy and ESOL-related provision had the largest proportion of female participants, with 82.7% and 78.7% respectively.
- The volume of learners, who did not declare their ethnicity on programmes relevant to delivering adult, literacy, numeracy or ESOL, was too high to provide a meaningful analysis of ethnicity.
- From the data available, it appears that the 'other post-compulsory category' had the highest proportion of participants (98.6%) of a white ethnicity.

However:

- The increase in certificates and diplomas in HE may suggest that there is a need for better progression routes to postgraduate and/or professional status.
- It is not clear whether the geographical spread of related programmes gives geographical access to all those who need it.
- The engagement of male participants in relevant HE provision appears to be a challenge.

7.2.3 Provision and training supplied through FE

Many of the qualification and learning programmes, which assist in the development of essential skills for the lifelong learning sector’s workforce, are delivered within the FE setting in Wales.

Findings from the Skills Needs Assessment suggest that around 12% of the lifelong learning workforce has qualifications at S/NVQ level 2 or 3 (excluding trade apprenticeships) as their highest level of attainment, and they are likely to have received them within a FE setting.

Information in this section is based on the Lifelong Learning Record for Wales, which captures information on publicly-funded FE institutions. The number of learners in learning during a given academic year is presented for all tabulations.

Provider base

The FE sector provides large volumes of qualifications to the lifelong learning sector. The table below show the number of providers, which have relevant learning programmes, by constituency. It should be noted that providers can supply provision relevant to more than one area of the lifelong learning workforce.

Table 7.2.3.1.a: FE Providers delivering LLUK-relevant provision recorded on the LLRW in 2004/05

HE	FE	WBL	Post-compulsory	CLD	LAIS	All LLUK-relevant provision
0	6	9	21	11	1	22

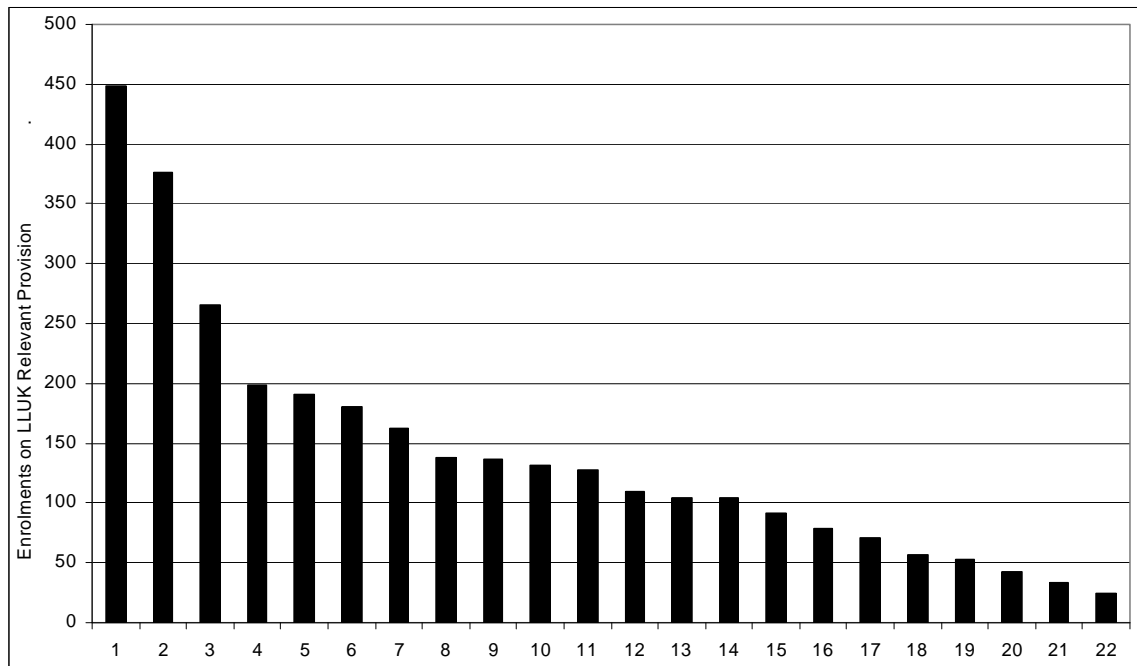
In summary:

- Of the 22 FE sector providers, the five largest providers deliver over 53% of all learning programmes relevant to the learning and skills workforce (as shown overleaf in Figure 7.2.3.1b).
- In total though, 48 programmes are delivered by the sector in Wales, which are relevant to one or more section of the workforce.
- There is only one FE provider (Coleg Llandrillo), which delivers provision which is focused on the needs of the LAIS workforce, as much of the provision for this constituency is delivered by the HE sector.
- Programmes aimed at ‘other post-compulsory’ forms the bulk of provision.

- The figure for ‘FE’ may be misleading, as many FE providers deliver both teaching qualifications and CPD programmes, which are exclusively for their own employees. These may be recorded as ‘in-house’, if they are not open to staff from other external FE institutions.

The graph overleaf suggests that there is a good geographical spread within Wales, which greatly helps to ensure that there is sufficient and equal access by the learning and skills workforce to appropriate qualifications and CPD opportunities.

Figure 7.2.3.1.b: In learning on LLUK-relevant provision, by FE provider



Note: The x axis denotes the number of FE institutions delivering relevant learning to the lifelong learning workforce.

Learning programme characteristics

This section explores the learning programmes characteristics of FE provision in Wales for 2003/04 and 2004/05. Table 7.2.3.2.a shows the volume of learners in learning, by LLUK Area.

Table 7.2.3.2.a: In learning, by LLUK area of FE provision, in 2003/4 and 2004/05

LLUK constituency or area	2003/04	%	2004/05	%	% change
FE	137	3.8%	147	4.7%	7.3%
Basic Skills	591	16.5%	408	13.0%	-31.0%
WBL	44	1.2%	52	1.7%	18.2%
Other post-compulsory	2,509	70.0%	2,146	68.6%	-14.5%
LAIS	27	0.8%	19	0.6%	-29.6%
CLD	277	7.7%	355	11.4%	28.2%
Total	3,585	100.0%	3,127	100.0%	-12.8%

The available data suggests that there was:

- A 12.8% decline in the number of learners engaged in FE-provided LLUK-relevant provision in Wales between 2003/4 and 2004/05.
- The most noticeable decreases in take-up were in basic skills and ESOL, and LAIS-related provision; both decreased in the region of 30%, due largely to the decreases in the number in learning on 'C&G 9281-02 Initial Certificate in Teaching Basic Skills' courses.
- There were modest increases in take-up of learners of FE, WBL and CLD-relevant provision, with a combined gain of just under 100 learners.

There were also changes in the take-up, by credit level, of learning programmes, which are relevant to the lifelong learning sector, between 2003/4 and 2004/05. Table 7.2.3.2.b below shows these variations.

Table 7.2.3.2.b: In learning, by programme credit level in FE provision, in 2003/4 and 2004/05

Credit level	2003/04	2004/05	% change
Entry	49	96	95.9%
Level 1	64	55	-14.1%
Level 2	539	481	-10.8%
Level 3	2,364	1,846	-21.9%
Level 4	395	379	-4.1%
Higher	26	23	-11.5%
Mixed	1	7	600.0%
Not known/ N/A	147	240	63.3%
Total	3,585	3,127	-12.8%

In terms of those in learning:

- The largest area of decline was in the take-up of level 3 provision, which decreased by over 500 from 2003/4 to 2004/05, which is perhaps surprising as most of the provision relevant to the lifelong learning sector is at this level. There were also decreases in levels 2, 4 and in the higher level.
- Take-up of entry level courses, whilst still small, almost doubled.

Information on whether a qualification appears on section 96 and/or 97, and is, therefore, approved by the Secretary of State as eligible for funding, was also made available through the Lifelong Learning Wales Record. This is included in the table below.

Table 7.2.3.2.c: Enrolments, by funding status in FE provision, in 2003/4 and 2004/05

Funding status	2003/04	%	2004/05	%	% change
Section 96 and/or section 97	1,745	48.7%	2,003	64.1%	14.8%
Other	1,840	51.3%	1,110	35.5%	-39.7%
Not eligible		0.0%	14	0.4%	--
Total	3,585	100.0%	3,127	100.0%	-12.8%

The table shows that there was an increase of nearly 15%, between 2003/04 to 2004/05, in the number of enrolments for approved qualifications, which are relevant to the lifelong learning sector, with a corresponding decline of almost 40% in the number of enrolments for non-approved qualifications. This mirrors a pattern found in England, probably reflecting the drive by the public funding bodies toward approved qualifications for employees in the learning and skills sector.

Delivery patterns

This section provides an outline of what is known about the patterns of delivery of FE provision for the lifelong learning sector.

Table 7.2.3.3.a: Method of delivery in FE provision in 2003/04 and 2004/05

Method of delivery	2003/04	%	2004/05	%	% change
Classroom/ workshop/ workplace	2,456	68.5%	1,946	62.2%	-20.8%
Distance learning incl. e-learning	542	15.1%	717	22.9%	32.3%
Other	587	16.4%	464	14.8%	-21.0%
Total	3,585	100.0%	3,127	100.0%	-12.8%

In summary:

- The table suggests that the majority (around 62% in 2004/05) of learning programmes are delivered through direct contact in the classroom, workshop or workplace, but that this proportion is decreasing.
- There appears to be a significant shift towards distance learning, with the proportion of learners in learning on all FE provision delivered for the lifelong learning sector shifting from 15.1% to 22.9% from 2003/4 to 2004/05.

The modes of delivery, shown in the table below, suggest that the proportion of learners in learning on daytime and evening classes is decreasing.

Table 7.2.3.3.b: Mode of delivery in FE provision in 2003/04 and 2004/05

Mode of delivery	2003/04	%	2004/05	%	% change
Daytime	2,140	59.7%	1,610	51.5%	-24.8%
Evening	358	10.0%	273	8.7%	-23.7%
Other	1,087	30.3%	1,244	39.8%	14.4%
Total	3,585	100.0%	3,127	100.0%	-12.8%

This perhaps reflects shifts toward distance and WBL delivery, which are classified below as 'other'.

Learner characteristics

Some of the demographic characteristics of learners enrolled in FE provision relevant to the lifelong learning sector are provided in this section. The table below provides a summary.

Table 7.2.3.4.a: Key demographics, by area, in FE provision in 2004/05

LLUK constituency or area	Female	Ethnicity			Age		
		White	Non-white	Not known	Under 25	25 and over	Not known
FE	56.5%	97.3%	1.4%	1.4%	4.1%	95.9%	0.0%
Basic Skills	77.7%	90.4%	1.2%	8.3%	6.6%	93.1%	0.2%
WBL	55.8%	94.2%	0.0%	5.8%	1.9%	98.1%	0.0%
Other post-compulsory	61.8%	93.1%	1.4%	5.5%	8.9%	90.4%	0.7%
LAIS	63.2%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%
CLD	76.9%	93.8%	2.3%	3.9%	55.2%	44.2%	0.6%
Total	65.2%	93.1%	1.5%	5.4%	13.5%	86.0%	0.5%

In summary:

- With the exception of those undertaking CLD provision, the majority of those in learning on LLUK-relevant provision were 25 or over. Further investigation reveals that many of the CLD learning programmes are 'Helping your Child' awards, delivered to younger learners.
- Adult literacy, numeracy and ESOL, and CLD-related provision had the highest proportion of female participation, with 77.7% and 76.9% respectively. This probably reflects the overall make-up of the workforces in these constituencies.
- Provision designed for the delivery of WBL had the lowest proportion of female participants of any LLUK area.
- Learners of white ethnicity were by far the highest proportion in all of the constituencies. The overall average was 93.1% (with over 5% not known) and no group deviated below 90%. These figures probably closely reflect the ethnic profile of Wales.

Completion

There were also data available on the volumes of completion of provision relevant to the LLUK workforce. Table 7.2.3.5.a shows the number of learners in learning and their completion status in 2004/05. In 2002/03 the retention rate (broadly comparable to the completion rates below) for all provision delivered through FE in Wales was 88%, which should be noted for benchmarking purposes.

Table 7.2.3.5.a: In learning and completed in FE provision in 2004/05

LLUK constituency or area	Completed	Continued	Transferred	Withdrawn	Completion Rate (excl. continued and transferred)
FE	14,177	1,818	240	1,727	89.1%
Skills for Life	10,812	1,666	149	933	92.1%
WBL	657	498	25	153	81.1%
Other post-compulsory	31,072	11,807	478	4,163	88.2%
LAIS	239	157	1	23	91.2%
CLD	3,812	1,003	91	424	90.0%
Total	60,769	16,949	984	7,423	89.1%

In summary:

- The sector as a whole has good rates of completion, achieving just over the 2002/03 benchmarks for all FE provision as a whole.
- The area with the lowest completion rate was WBL (81.1%), mirroring findings in England.

Summary and issues to be addressed

The data currently available gives an overview of the amount of supply and/or enrolments on FE-provided programmes relevant to the LLUK sector workforce in Wales.

In summary:

- There appears to be a good geographical spread of relevant FE programmes across Wales.
- However, of the 22 FE sector providers, the five largest providers deliver over 53% of all learning programmes relevant to the learning and skills workforce.
- There is only one FE provider which delivers provision which is focused on the needs of the LAIS workforce, as much of the provision for this constituency is delivered by the HE sector.
- Programmes aimed at the 'other post-compulsory' constituency form the bulk of provision.

- As most of the supply and take-up is at level 3 or below, it is likely that the majority of learners are in learner-support, administrative or manual roles in the learning and skills workforce.
- The WBL and LAIS constituencies appear to be less well-catered for than other constituencies.
- The figure for 'FE' may be misleading, as many FE providers deliver both teaching qualification and CPD programmes, which are exclusively for their own employees. These may be recorded as 'in-house', if they are not open to staff from other external FE institutions.
- Overall, there was 12.8% decline in the number of learners engaged in FE-provided LLUK-relevant provision in Wales between 2003/4 and 2004/05.
- The most noticeable decreases in take-up were in adult literacy, numeracy and ESOL, and LAIS-related provision; both decreased in the region of 30%.
- There were modest increases in take-up of learners of FE, WBL and CLD-relevant provision, with a combined gain of just under 100 learners.
- The majority (around 62% in 2004/05) of learning programmes are delivered through direct contact in the classroom, workshop or workplace, although this proportion is decreasing.
- There appears to be a significant shift towards distance learning, with the proportion of learners in learning in all FE provision delivered for the lifelong learning sector shifting from 15.1% to 22.9% from 2003/4 to 2004/05.
- The proportion of learners in learning on daytime and evening classes decreased. This perhaps reflects shifts toward distance and WBL delivery, which are classified below as 'other'.
- With the exception of those undertaking CLD provision, the majority of those in learning in LLUK-relevant provision were 25 or over. Further investigation reveals that many of the CLD learning programmes are 'Helping your Child' awards, delivered to younger learners;
- Adult literacy, numeracy and ESOL, and CLD-related provision had the highest proportion of female participation, with 77.7% and 76.9% respectively. This probably reflects the overall make-up of the workforces in these constituencies.
- Provision designed for the delivery of WBL had the lowest proportion of female participants of any LLUK area in Wales.
- The sector as a whole has good rates of completion, just over the 2002/03 benchmarks for all FE provision as a whole. The area with the lowest completion rate was WBL (81.1%), mirroring findings in England.
- Learners of white ethnicity were by far the highest proportion in all of the constituencies. The overall average was 93.1%. and this figure probably closely reflects the ethnic profile.

7.2.4 Provision and training supplied through WBL

This section presents information captured by DELLS on their Lifelong Learning Record Wales (LLRW) in funding WBL. These programmes are delivered as a framework typically comprising of a S/NVQ (usually at levels 2 or 3) in a given vocational area, key skills certificates, and other awards appropriate to the vocational area of study. Due to the way the information is captured, only enrolments onto the S/NVQ elements and other awards have been presented, out of context of the whole programme.

Provider base

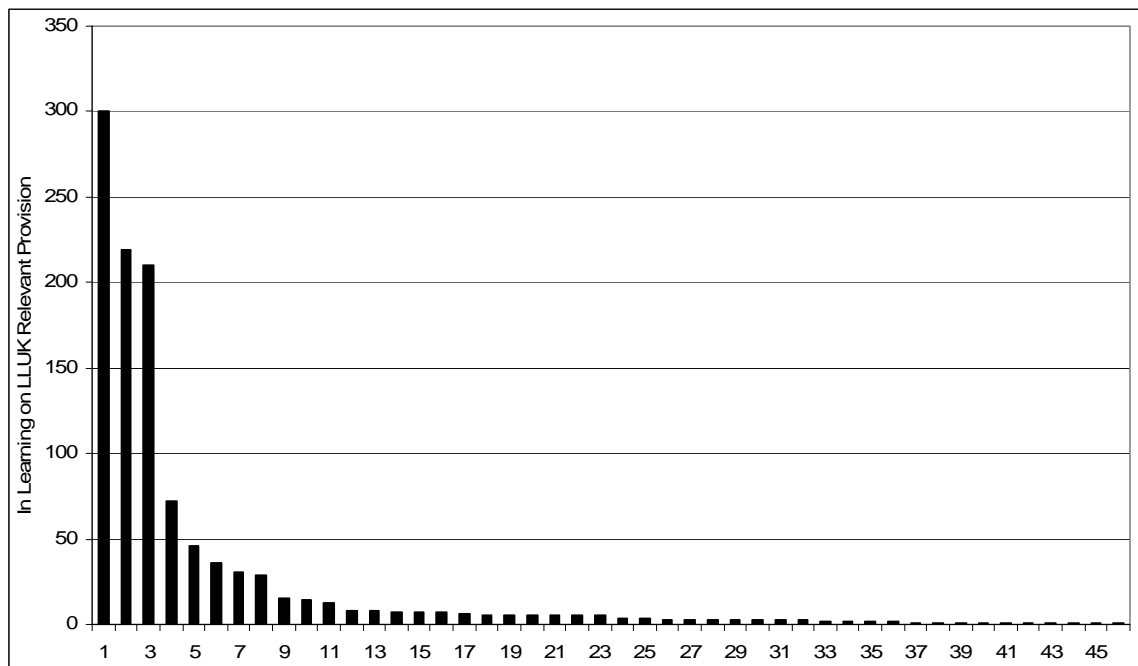
There are a number of WBL providers who supply learning provision relevant to the lifelong learning sector in Wales, with a noticeable absence of provision, which would appear to directly support the delivery of FE. However many of the qualifications, which are also delivered and captured in the ‘post-compulsory’ field, including, most particularly, the assessment and verification-related provision, provide opportunities for employees in the WBL and FE constituencies of the learning and skills sector. It should also be noted that providers can supply provision relevant to more than one area of the lifelong learning workforce.

Table 7.2.4.1.a: Number of WBL providers, by constituency

FE	WBL	Post-compulsory	CLD	LAIS	All LLUK-relevant provision
0	21	26	10	1	46

As illustrated in the chart below, there are a few providers who deliver large volumes of LLUK-relevant provision in Wales, with the three largest delivering provision to nearly 66% (which can be viewed along the x-axis) of those in learning in 2004/05.

Figure 7.2.4.1.a: In learning on LLUK-relevant provision in WBL during 2004/05



Learning programme characteristics

It would appear from the data currently available that the bulk of provision relevant to the lifelong learning sector provided by WBL providers is predominantly taken up by employees in the CLD constituency. The table below shows a breakdown of the numbers of learners enrolled in learning for the 2004/05 academic year.

Table 7.2.4.2.a: In learning, by LLUK area in WBL, during 2004/05

LLUK constituency or area	2004/05	%
FE	0	0.0%
Basic Skills	4	0.4%
WBL	134	12.1%
Other post-compulsory	91	8.2%
LAIS	5	0.5%
CLD	871	78.8%
Total	1,105	100.0%

Further analysis revealed that:

- the take-up of CLD-related provision largely comprised of 'Youth Awards'
- the WBL-related learning programmes were predominantly S/NVQs in 'Learning and Development' and 'Training and Development'
- provision aimed at practitioners of WBL had the second largest proportion of learners in learning of all provision relevant to LLUK. Again, this is likely to be 'Trainer and Assessor' awards.

In terms of level, the data in the table below suggests that the bulk of the learning programmes taken up, which are relevant to the lifelong learning workforce, appear to be at entry level and level one; these account for almost 80% of take-up. (This may be due, predominantly, to the large volume of 'Youth Awards' delivered).

Table 7.2.4.2.b: In learning, by credit level in WBL, during 2004/05

Credit level	No.	%
Entry	797	72.1%
Level 1	75	6.8%
Level 2	19	1.7%
Level 3	134	12.1%
Level 4	77	7.0%
Higher	2	0.2%
Not known or N/A	1	0.1%
Total	1,105	100.0%

The level 3 provision is likely to be in terms of 'Learning and Development' awards.

The LLRW captures details of the funding status of the take-up of provision, which is relevant to the learning and skills workforce by WBL providers in Wales.

The table below shows that 64% of the provision undertaken during 2004/05, and relevant to the lifelong learning sector, was classified as being within section 96 and/or section 97, and is, therefore, approved by the Secretary of State as eligible for funding.

Table 7.2.4.2.c: In learning, by funding status in WBL, during 2004/05

Funding status	No.	%
Section 96 and/or section 97	202	64.1%
Other funded	903	35.9%
Total	1,105	100.0%

The remainder of this provision was not approved.

Delivery patterns

Most learning programmes delivered by the WBL providers in Wales, which are relevant to the lifelong learning workforce, were delivered in a classroom, workshop or workplace setting (57.5%). The table below shows these patterns.

Table 7.2.4.3.a: In learning, by mode of delivery in WBL, during 2004/05

Mode of delivery	No.	%
Classroom/workshop/workplace	635	57.5%
Distance learning incl. e-learning	5	0.5%
Other	465	42.1%
Total	1,105	100.0%

Many of these learning programmes were also delivered in a daytime setting (43.7%), as shown below. These delivery patterns are probably typical of WBL programmes.

Table 7.2.4.3.b: In learning, by time of delivery in WBL, during 2004/05

Time of delivery	No.	%
Daytime	483	43.7%
Evening	0	0.0%
Other	622	56.3%
Total	1,105	100.0%

Note: The 'other' category in the table includes work based or workplace learning delivery as well, which explains the high percentage for this category.

Characteristics of learners taking up WBL provider programmes

This section presents what information is available on the demographics of learners undertaking programmes, which are relevant to the lifelong learning sector, through WBL providers in Wales. The table below summarises the current profile.

Table 7.2.4.4.a: In learning summary demographic trends in WBL in 2004/05

LLUK constituency or area	Female	Ethnicity			Age		
		White	Non-white	Not known	Under 25	25 and over	Not known
FE	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Basic Skills	100.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%
WBL	74.6%	95.5%	0.0%	4.5%	22.4%	77.6%	0.0%
Other post-compulsory	47.3%	94.5%	3.3%	2.2%	34.1%	65.9%	0.0%
LAIS	80.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%
CLD	29.0%	97.9%	1.7%	0.3%	98.0%	1.7%	0.2%
Total	36.6%	97.4%	1.6%	1.0%	82.8%	17.0%	0.2%

In summary:

- CLD was the LLUK area, which had the highest proportion of learners under the age of 25, with 98% of the total. This, as discussed earlier in the report, is probably explained by the large number of enrolments for 'Youth Awards'.
- Of the data available, CLD-relevant provision had the lowest level of female participation (29%). Hence 71% of participants were male.
- Provision classed as 'other post-compulsory' had the second lowest level of female participation, representing 47.3% of the total.
- WBL-relevant provision had a high proportion of female participation, with 74.6%.
- Participants from the basic skills constituency during 2004/05 were all female, white and over 25-years' old.
- The proportion of people of white ethnicity on all lifelong learning workforce relevant learning programmes was 97.4%, and no category deviated from this figure significantly.

Summary and issues

In summary:

- 46 WBL providers in Wales are active in supplying provision relevant to employees in some of the occupational groups of the learning and skills workforce. This currently represents around 10% of all relevant provision in Wales.
- The bulk of provision is at entry level, suggesting that it is focused on new entrants to the learning and skills workforce, rather than on in-service training for existing employees.
- Much of the provision is of 'Youth Awards'.
- 'Trainer and Assessor' awards are also a key element of supply.

7.2.5 Provision and training supplied through adult continuing education

The LLRW captures information on some courses provided by adult continuing education in Wales, delivered primarily through local authorities. It gives insight into the types of programmes being delivered through this method of informal learning. Table 7.2.5.a. below displays the only information currently available.

Table 7.2.5.a: In learning in ACL provision in 2003/4 and 2004/05

LLUK constituency or area	2003/04	2004/05	% change
Family learning	908	785	-13.5%

The only available detail about the provision delivered, which is relevant to the lifelong learning workforce is family learning related learning, which has decreased from 2003/4 to 2004/05 by 13.5%.

Clearly though, some individuals in the lifelong learning workforce in Wales are likely to take advantage of CLD provision as individuals too, whether it be improving their literacy or numeracy skills, competence in foreign languages or other learning related to their personal development, though this data is not available for members of the workforce.

7.3 Summary of the supply of provision

- The HE sector provides almost half of the learning opportunities, which are relevant to the lifelong learning workforce in Wales. These appear to be primarily initial training and qualifications, in-service and CPD opportunities for managers and professionals and are primarily at Level 4.
- FE provides a further third of all programmes, which are relevant the workforce, mostly at Level 3.
- Managers and professionals appear to be the main beneficiaries.
- The needs of administration and support staff appear to be addressed.
- The occupational group, which would appear to be less involved in training, are manual staff. From the responses in the employers survey, manual workers appear to be the least likely to engage in initial and ongoing training, as many employers reported that the questions about their training were 'not applicable' to this occupational group.
- In terms of constituencies, employees in the WBL sector appear to have fewer opportunities targeted to their needs and consequently have lower levels of participation in initial and ongoing development (CPD) than employees of other constituent parts of the lifelong learning sector.
- Provision from the WBL sector is predominantly at entry level and Level 1, suggesting that this is largely made up of new entrants who are undertaking 'Youth Awards'. More information may therefore be necessary about the supply and participation in development by WBL trainers and assessors within the sector in order to inform LLUK's stage 3 report.

7.4 Quality of provision and training

The quality of provision currently available to the lifelong learning sector is assessed in this section using a range of methods. The LLUK employer survey has been used to gauge employer satisfaction with current provision, in terms of both the training received by new recruits and the CPD undertaken by existing staff.

The report also sets out to explore the quality assurance and inspection arrangements for HE, FE and WBL provision for Wales, and, consequently, presents any existing evidence resulting from these processes in the following section. Supplementary evidence and other sources were used, where available.

7.4.1 Employer satisfaction with provision and training

The LLUK employer survey set out to capture information on the levels of employer satisfaction with the provision currently undertaken by both new entrants and existing staff. The following analyses looks at the lifelong learning sector as a whole, but more detail, and constituency-specific breakdowns, are available in Annex B.

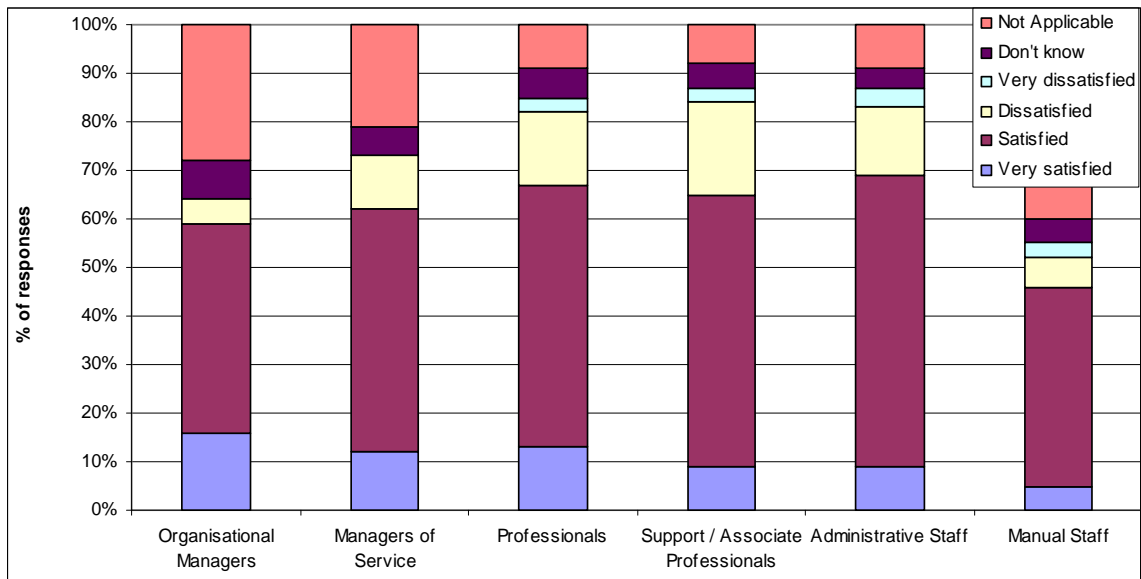
Employer satisfaction – new recruits

As shown below, the majority of employers in Wales (over 60%), which formed part of the LLUK sample, were 'satisfied' or 'very satisfied' with the skills and qualifications of newly recruited professionals, support/associate professionals and, most particularly, their administrative staff.

There were noticeably lower levels of satisfaction, however, with the skills of manual workers, and in a large number of cases, employers suggested that the question was not applicable to this group. This reflects the responses in the other countries of the UK.

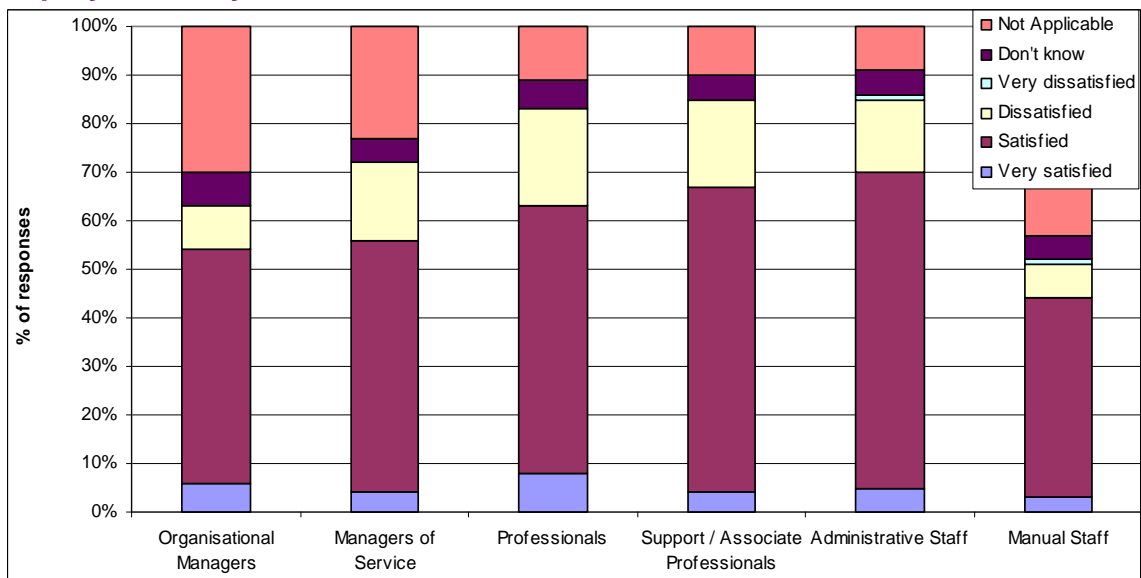
Perhaps even more oddly though, employers appeared to be less satisfied with the skills of newly recruited managers, both organisational and services managers, and, once again, high proportions suggested that the question was not applicable to these groups.

Figure 7.4.1.1.a: How satisfied are you with the skills and qualifications of new recruits? LLUK employer survey. No. = 100.



Employers were also asked how satisfied they were that the initial training of new recruits prepared them to perform their job roles effectively. The patterns of responses were broadly similar for both questions, as shown in the table below.

Figure 7.4.1.1.b: How satisfied are you that the initial training of new recruits has prepared them to perform their job roles effectively? LLUK employer survey. No. = 100

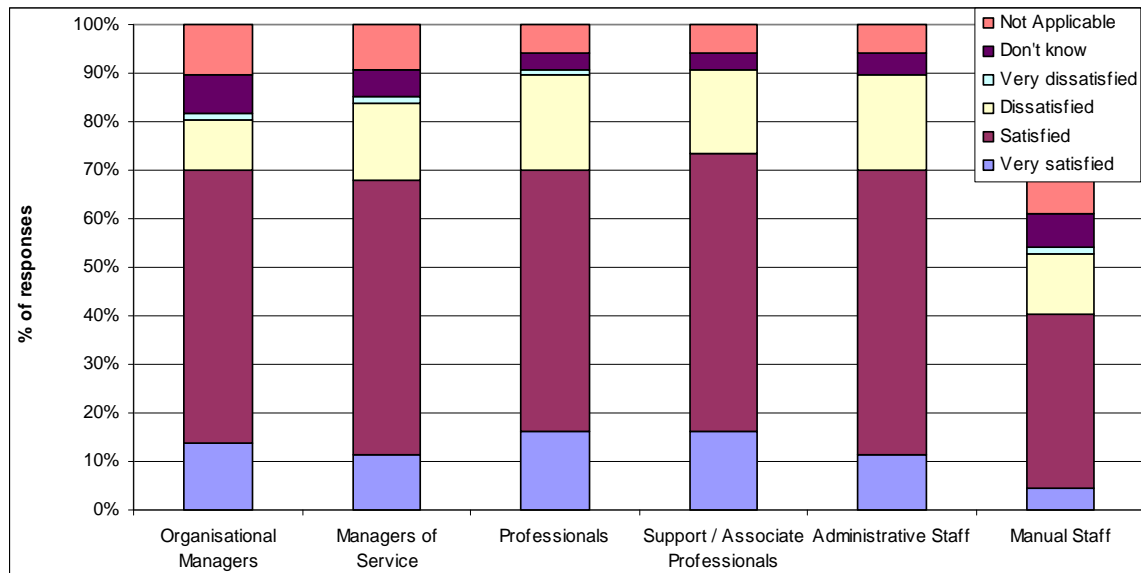


Overall, most employers reported that they were ‘satisfied’ or ‘very satisfied’ with the initial training, although the exception appears to be in relation to manual staff. However, once again, as found in the responses described earlier in the report, ‘not applicable’ was the most frequent answer regarding the training of manual staff.

Employer satisfaction – CPD

As the graph below shows, over two-thirds of employers indicated that they were more ‘satisfied’ or ‘very satisfied’ with the CPD activities undertaken by existing staff, than with the initial training of new recruits; the exception, once again, being in relation to manual staff.

Figure 7.4.1.2.a: How satisfied are you with the CPD activities undertaken by existing staff at your organisation? LLUK employer survey. No. = 87.



However, a fifth of all employers expressed dissatisfaction with the quality of the CPD activities of professionals and administrative staff.

7.4.2 Quality of HE provision and training

This section presents evidence on the quality of provision supplied by the HE sector to the lifelong learning workforce. In order to prepare this, a range of sources have been employed, including estimates of the uptake of endorsement body accredited provision, as well as reports reviewing specific areas of relevant provision.

Quality assurance arrangements for HE

The QAA has been working closely with organisations in Wales for many years and in 2001 took over the reviewing of institutions in Wales from HEFCW. Since then, QAA has been working with HEFCW, the National Union of Students Wales, and the heads of HE institutions in Wales, to ensure that quality and academic standards are maintained throughout HE in Wales.

The QAA works to define clear and explicit standards for HE through the:

- framework for HE qualifications
- subject benchmark statements
- programme specifications
- the code of practice in HE.

Learner satisfaction with HE provision and training

The NSS asks final year students to provide feedback on their courses. The research was undertaken for the first time in 2005, across all publicly funded HE institutions in England, Wales and Northern Ireland.

There were 41 main categories defined in the survey of which only 'education studies' and 'teacher training' were identified as relevant to the lifelong learning workforce. Correlating information on the volumes of relevant learners and the NSS survey results, a narrowed sample of HE institutions was selected for analysis. Only two providers were known to deliver LLUK-relevant provision, which also had NSS coverage through the 'teacher training' category.

The survey uses a grading system from 1 (lowest) to 5 (highest). It should be noted that, for the two relevant categories, many students are likely to be responding about their experiences of participating in learning programmes relevant to primary and secondary education.

The information gathered shows that, on average, learners were satisfied with both the teaching quality and the overall learning programme delivery for both teacher training and education studies, with no areas of particular weakness revealed.

Table 7.4.2.2.a: Satisfaction levels of trainee teachers in Wales from the NSS

Aspect of quality	Teacher training	
	Number	Average
Teaching	2	4.1
Overall satisfaction	2	4.2

Endorsement of HE provision and training

One of the key indicators of the quality of provision delivered through HE to the lifelong learning sector is the extent to which endorsement body accredited provision is offered by HE institutions. Through identifying these learning programmes on the HESA student record, estimates of the volume of learners participating in both endorsed and non-endorsed provision have been made.

It should be noted that, due to the nature of the identification process, the figures are likely to be underestimates.

FE

At the invitation of the Welsh Assembly Government, SVUK, a wholly owned subsidiary of LLUK, carries out its role of endorsement of initial teacher training in HEIs in Wales that offer FE initial teacher training.

The table below shows estimates of the volume of learners participating in SVUK-endorsed teacher training learning programmes as a proportion of all identified relevant programmes. It was created by cross-referencing the HESA dataset with information on endorsed learning programmes, as they were in May 2006.

Table 7.4.2.3.2.a: Estimate proportion of learners (FPE) participating in SVUK-endorsed provision

Country	Area	Detailed area	2003/04		2004/05	
			SVUK	Other	SVUK	Other
Wales	FE	Teacher training	54%	46%	60%	40%
	Basic Skills	Teacher training	0%	100%	0%	100%
	Post-compulsory (excl. direct HE application)	Teacher training	79%	21%	81%	19%

The data shows that the majority of learners participating in HE provision in Wales to equip them to enter the FE teaching workforce are undertaking SVUK-endorsed provision. This proportion increased by 6% from 2003/4 to 2004/05. Teacher training with wider application (e.g. Cert Eds or PGCEs in Post-Compulsory Education), classified as 'post-compulsory (excluding HE application)', also had a high and increasing proportion of SVUK-endorsement, with 79% in 2003/4, increasing to 81% in 2004/05.

HE

The HEA endorses learning programmes, which prepare teachers for working in a HE setting. The Academy was formed in May 2004 through a merger of the Institute for Learning and Teaching in Higher Education (ILTHe), the Learning and Teaching Support Network (LTSN), and the TQEF National Co-ordination Team (NCT). The HEA accredits teaching and learning programmes for HIM staff, which allow those participating to become registered practitioners or associate practitioners within the Academy.

Illustrated below is an estimate of the percentage of trainee teachers participating in HEA-accredited teacher training programmes. It was compiled by cross-referencing the HESA data with a list of relevant programmes, as at August 2006.

Table 7.4.2.3.3.a: Estimate proportion of learners (FPE) participating in HEA-accredited provision

Country	Area	Detailed area	2003/04		2004/05	
			HEA	Other	HEA	Other
Wales	HE	Teacher training	100%	0%	79%	21%

The estimate indicates that there was a marked decrease from 2003/4 to 2004/05, from exhaustive coverage (100%) to 79% of learners. This appears to have been largely due to the introduction of CPD modules, counting as postgraduate credits, which were introduced by the North East Wales Institute of HE, which were not identified as being endorsed by the HEA in 2004/05.

LAIS

CILIP is the professional body for librarians, information specialists and knowledge managers. The SoA is the principal professional body for archivists, archive conservators and records managers in the UK and Ireland. These professional bodies

accredit provision relevant to the LAIS constituency within the lifelong learning workforce.

The table below shows estimates of the volume of learners on CILIP or SoA-accredited provision, as a proportion of those on all identified learning programmes for the LAIS constituency. It was compiled using a list of accredited programmes from both professional bodies, as at August 2006.

Table 7.4.2.3.4.a: Estimate proportion of learners (FPE) participating in CILIP and SoA-accredited provision

Country	2003/04			2004/05		
	CILIP	SoA	Other	CILIP	SoA	Other
Wales	84%	13%	2%	84%	14%	2%

The estimated volume of learners on CILIP and SoA-accredited provision, as a proportion of all provision relevant to LAIS, remained level at around 97% through the 2003/04 and 2004/05 period. All of these courses were delivered through the University of Wales, Aberystwyth.

7.4.3 Quality of FE provision and training

This section presents information gathered from Estyn on FE institutions, which are known to deliver LLUK-relevant provision.

Quality assurance arrangements for FE

Estyn is the Office of Her Majesty's Inspectorate for Education and Training in Wales. It is independent of, but funded by, the National Assembly for Wales under Section 104 of the Government of Wales Act 1998. Estyn is involved in a wide range of educational and training activity, including:

- FE
- teacher education and training
- WBL
- adult community based learning.
- youth work.

Estyn's powers of inspection have also been extended to HE institutions, in relation to youth and community work.

Since the incorporation of FE institutions in 1992, there have been two inspection cycles, the second of which ended in July 2002. A new national inspection framework cycle was introduced in 2004 for the period 2004-2010. All inspection conducted under the new arrangements apply the following principles:

- the use of a common framework for all sectors of education and training in Wales
- an emphasis on the college's evaluation of its work
- the involvement of a provider nominee, who worked with the inspection team
- the inspection of sample provision.

Inspection grades for providers delivering LLUK-relevant provision

Estyn’s inspections gather information on key measures of quality for all the education delivery institutions it inspects. A grading system is used for both learning provision and learning outcomes, which is comparable with the five-point Common Inspection Framework (CIF) used in England.

The table below, showing the inspection grades of FE providers delivering LLUK-relevant training, was compiled by gathering statistics relating to the inspection judgements made between 2002 and 2006 and cross-referencing these with the volumes of provision known to be delivered by those institutions in 2004/05. Inspection reports were not available for all known institutions, so the table only represents a sample of the totality of provision.

The effectiveness of the leaders and managers in improving quality and standards is measured during inspections, and gives insight into the institutional implementation of systems to ensure the quality of provision.

Table 7.4.3.2.a: Inspection grades for FE providers delivering LLUK-relevant provision between 2002 and 2006

How well do leaders and managers evaluate and improve quality and standards?	No. of institutions	%	No. in learning (2004/05)	%
Good features, with some outstanding features	2	12.5%	195	8.4%
Good features and no important shortcomings	3	18.8%	452	19.4%
Good features outweigh shortcomings	8	50.0%	1,453	62.2%
Some good features but many important shortcomings	2	12.5%	157	6.7%
Many important shortcomings	1	6.3%	78	3.3%
Total	16	100.0%	2,335	100.0%

In summary:

- Five out of the 16 institutions (31.3%), for which there was information available, were rated as having ‘good features and no important shortcomings’ or ‘good features, with some outstanding features’. They were known to deliver 27.8% of those in learning on LLUK-relevant programmes sampled.
- The majority of institutions (81.2%) were assessed as having ‘good features outweigh shortcomings’ or better on the grading scale, and delivered 89.9% of relevant learners.
- Only 10.6% of learners received their training from institutions rated as having either ‘some good features but many important shortcomings’ or ‘many important shortcomings’.

Information was also made available about the effectiveness of an institution’s teaching, training and assessment processes for a smaller sample of institutions. It is reassuring to see that none of the institutions, which had this measure assessed and

delivered LLUK-relevant provision, received a grade indicating that the weaknesses outweighed the strengths.

Table 7.4.3.2.b: Inspection grades for FE providers delivering LLUK-relevant provision between 2002 and 2006

How effective are teaching, training and assessment?	No. of institutions	%	No. in learning (2004/05)	%
Good features, with some outstanding features	1	20.0%	104	13.2%
Good features and no important shortcomings	1	20.0%	91	11.6%
Good features outweigh shortcomings	3	60.0%	591	75.2%
Total	5	100.0%	786	100.0%

Quality of provision for youth workers

In their report 'An evaluation of the quality and standards of initial training for part-time youth workers in Wales' (Estyn, 2006), Estyn explored aspects of the quality of this provision across Wales. There were some strengths cited, and many areas for improvement including the fact that:

- there are too few suitably trained and qualified staff to act as work based supervisors, and, consequently, there were not enough good quality placements available for field practice
- course managers make poor use of the course evaluations they prepare. Only a few providers keep detailed minutes of course evaluation sessions and recommendations to improve the courses
- many trainees find it difficult to progress from foundation and OCN level 4 courses onto certificate and diploma courses
- the curriculum is responding slowly to emerging government policy.

Addressing these findings will be essential to improve the quality of provision for the CLD sector.

7.4.4 Quality of WBL provision and training

Quality assurance arrangements for WBL

Estyn carries out inspections of the vocational training providers funded by the WAG through the National Council for Education and Training in Wales, under section 75 of the Learning and Skills Act 2000. There are in the region of 200 providers in Wales. Where work based training takes place in England and Wales, inspections are carried out in partnership with ALI and inspection reports, where available, have been used to inform this report.

7.5 Summary of the quality of provision

In summary, the information from QAA, Estyn, HESA and the other sources cited in this report suggest that there are few major issues about the quality of the provision aimed at members of the lifelong learning sector workforce.

7.6 Overall summary of supply in Wales

In terms of supply from the **HE** sector:

- Three institutions, of the 10 engaged, deliver nearly 58% of the all LLUK-relevant learning programmes within Wales, which consist of predominantly PGCE and other initial teacher training, professional librarianship, and youth and community work qualifications.
- The overall numbers of learners on LLUK-relevant learning programmes in HE increased by 5% between 2003/04 and 2004/05, from 4400 to 4620.
- The areas of fastest rate of growth were in the take-up of:
 - the Certificate in HE (71.4% increase)
 - the Diploma in HE (37.5% increase)
 - credit-based undergraduate level courses, often popular with full and part-time teachers and other professionals in the learning and skills sector. This may imply that these are being used as progression routes for large numbers of the lifelong learning workforce in Wales.
- Provision designed for workers in FE (38.3%) and CLD (25.4%) appear to have the largest volumes of learners on full-time programmes.
- FE and CLD had the youngest cohort of learners, with 21.6% and 28.7% respectively being under the age of 25.
- Learning programmes designed for the HE sector appeared to have the lowest proportion of female participants (49.4%) in all observed areas.
- Females outnumbered males in every category of learning, with the exception of HE.
- LAIS and adult literacy, numeracy and ESOL-related provision had the largest proportion of female participants, with 82.7% and 78.7% respectively.
- The volume of learners who did not declare their ethnicity on programmes relevant to delivering adult literacy, numeracy or ESOL was too high to provide a meaningful analysis of ethnicity.
- From the data available, it appears that the 'other post-compulsory category' had the highest proportion of participants (98.6%) of white ethnicity.

However:

- The increase in certificates and diplomas in HE may suggest that there is a need for better progression routes to postgraduate and/or professional status.
- It is not clear whether the geographical spread of related programmes gives geographical access to all those who need it.
- The engagement of male participants in relevant HE provision appears to be a challenge.

In terms of the supply of relevant learning by the **FE** sector in Wales:

- There appears to be a good geographical spread of relevant FE programmes across Wales.
- However, of the 22 FE sector providers, the five largest providers deliver over 53% of all learning programmes relevant to the learning and skills workforce.
- There is only one FE provider, which delivers provision, which is focused on the needs of the LAIS workforce, as much of the provision for this constituency is delivered by the HE sector.
- Programmes aimed at the 'other post-compulsory' constituency form the bulk of provision.
- The WBL and LAIS constituencies appear to be less well-catered for than other constituencies.
- The figure for 'FE' may be misleading, as many FE providers deliver both teaching qualifications and CPD programmes, which are exclusively for their own employees. These may be recorded as 'in-house', if they are not open to staff from other external FE institutions.
- There appears to be a good geographical spread of relevant FE programmes across Wales.
- Overall, there was 12.8% decline in the number of learners engaged in FE-provided LLUK-relevant provision in Wales between 2003/4 and 2004/05.
- The most noticeable decreases in take-up were in adult literacy, numeracy and ESOL, and LAIS-related provision; both decreased in the region of 30%.
- There were modest increases in take-up of learners of FE, WBL and CLD-relevant provision, with a combined gain of just under 100 learners.
- The majority of learning programmes (around 62% in 2004/05) are delivered through direct contact in the classroom, workshop or workplace, although this proportion is decreasing.
- There appears to be a significant shift towards distance learning, with the proportion in learning on all FE provision delivered for the lifelong learning sector shifting from 15.1% to 22.9% from 2003/4 to 2004/05.
- The proportion of learners in learning on daytime and evening classes decreased. This perhaps reflects shifts toward distance and WBL delivery, which are classified below as 'other'.
- With the exception of those undertaking CLD provision, the majority of those in learning on LLUK-relevant provision were 25 or over. Further investigation reveals that many of the CLD learning programmes are 'Helping your Child' awards, delivered to younger learners;
- Adult literacy, numeracy and ESOL, and CLD-related provision had the highest proportion of female participation, with 77.7% and 76.9% respectively. This probably reflects the overall make-up of the workforces in these constituencies.

- Provision designed for the delivery of WBL had the lowest proportion of female participants of any LLUK area in Wales.
- Learners of white ethnicity were by far the highest proportion in all of the constituencies. The overall average was 93.1% and this figure probably closely reflects the ethnic profile.

In terms of the supply of relevant learning by **WBL** providers in Wales:

- Of the 46 providers, which deliver relevant LLUK provision in Wales, the top three delivered nearly 66% of FPE programmes in 2004/05.
- The bulk of provision relevant to the lifelong learning sector was taken up by employees in the CLD constituency and largely comprised of 'Youth Awards'.
- The WBL-related learning programmes were predominantly S/NVQs in 'Learning and Development' and 'Training and Development'.
- Delivery is largely in the daytime, in classroom or workshop settings.

In terms of the **quality of supply**:

- Whilst the majority of employers in Wales (over 60%), which formed part of the LLUK sample, were 'satisfied' or 'very satisfied' with the skills and qualifications of newly recruited professionals, support/associate professionals and, most particularly, their administrative staff, they were less satisfied with those of managers, both organisational and services managers, and manual staff.
- The available information from QAA, Estyn, HESA and the other sources cited in this report suggest that there are few major issues about the quality of the provision aimed at members of the lifelong learning sector workforce, and that the quality of provision for part-time youth workers in Wales is known to be of variable quality.

8. SUPPLY OF PROVISION AND TRAINING FOR SKILLS PRIORITIES ACROSS THE UK

Thus far the current volumes and character of provision have been explored as an overview. This section addresses what is available for the areas of skills needs identified as a priority by the Skills Needs Assessment for each constituency of the lifelong learning workforce. Where relevant, the provision delivered through HE, FE and WBL is presented separately.

8.1 HE constituency

Initial findings from the Skills Needs Assessment were used to contextualise this analysis, and indicated that the HE constituency workforce has the following skills priorities to address:

- skills related to management and leadership
- technician qualifications at S/NVQ level 4
- future demand for skilled teachers for specific subject areas: business management; IT; economics; electronics; law and medicine
- skills related to the widening participation agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.

These priorities are addressed in the following section. There were no instances of provision suitable for a HE setting being delivered through FE or WBL.

8.1.1 HE provision delivered through HE

The way in which the HESA student record data was collated and analysed allows for a more detailed breakdown of the learning programmes identified as relevant to the HE sector.

Provision available for skills related to management and leadership

There was relatively little provision identified as having been designed for management and leadership within the context of HE. The few programmes that met this criterion were mainly the:

- Postgraduate Certificate in HE Management
- Masters of Business Administration in HE Management
- Doctor of Business Administration in HE Management.

Programmes of this nature were only identified in **England** and in only seven HE institutions in 2004/05. The volume of provision, in terms of the number of learners, was small, but increased in region of 10.7% between 2003/04 and 2004/05 to 200.

Technician qualifications at S/NVQ Level 4

There were no specialist qualifications identified for technicians at level 4 delivered through HE in either 2003/04 or 2004/05.

Provision for teachers of specific subject areas

There are complex progression routes to becoming a lecturer in a particular subject area within a HE setting. For academic subjects, a strong record of research and publications and, for more vocational subjects, experience of relevant work is valued.

Generic provision is available for teaching and academic practice, and predominantly endorsed by the HEA, but little was identified, which had a specific focus on teaching within a specific subject area in a HE setting (with the exception of health and social care).

Skills shortages were identified for:

- business and management
- IT
- economics
- electronics
- law
- medicine.

8.1.2 Summary

The investigation into provision available for the HE workforce, contextualised by findings from the Skills Needs Assessment, reveals that for:

Skills related to management and leadership:

- There were few programmes, which related to management and leadership within the HE setting, and all were found in **England**.

Technician qualifications at S/NVQ Level 4:

- There were no specialist qualifications identified for technicians at level 4, delivered through HE in either 2003/04 or 2004/05.

Provision for teachers of specific subject areas:

- Efforts are perhaps best directed at attracting suitably qualified individuals from these professions, or from advanced studies, and ensuring that they have the necessary skills for entry into academia.

8.2 FE constituency

Initial findings from the Skills Needs Assessment were used to contextualise this analysis, and indicated that the FE constituency workforce has the following skills priorities to address:

- skills related to management and leadership
- specific shortage subjects: construction; engineering; ICT; science; management; health and social care
- future demand for support professionals and technical support staff
- basic skills
- other constituency-specific skills, including gaining current industry experience, updating vocational courses and developing a wider range of teaching and learning support skills.

These priorities are addressed in the following section.

8.1.1 FE provision delivered through HE

The way in which the HESA student record data was collated and analysed allows for a more detailed breakdown of the learning programmes identified as relevant to the FE sector.

Provision for skills related to management and leadership

Table 8.2.1.1.a shows the volumes of learners undertaking provision identified as relevant to management and leadership within the FE (and basic skills) context in 2003/04 and 2004/05.

In summary:

- There was little provision identified as specifically relating to the management and leadership within an FE context, with a total of 55 learners in **Wales** in 2004/05 (a 26.7% increase from the previous academic year).
- A small number of learners on such provision in **England** had to be suppressed due to the HESA rounding strategy.
- There were also small volumes of provision designed for management within a HE and FE setting, but only in **England** in 2004/05.
- Programmes designed for the teaching and management of basic skills were found, almost exclusively, in **Northern Ireland**, with volumes increasing 66.9% from 2003/04 to 2004/05 and consisting of Postgraduate Certificates and Diplomas.
- Management programmes for the wider post-compulsory sector were identified as occurring mainly in **England** and **Scotland**, and emerging in **Northern Ireland**.

Total volumes of management provision applicable within a FE context were increasing in all countries, apart from **Scotland**, where an 11% decline was observed from 2003/04 to 2004/05.

Table 8.2.1.1.a: HE: FPE of learners undertaking management and leadership-related provision in 2003/04 and 2004/05

LLUK detailed area	England			Northern Ireland			Scotland			Wales		
	2003/04	2004/05	% change	2003/04	2004/05	% change	2003/04	2004/05	% change	2003/04	2004/05	% change
Management of HE and FE		15	--			--			--			--
Management of FE		*	--			--			--	45	55	26.7%
Management of Basic Skills	*	5	500.0%	135	225	66.9%			--			--
Management of Post-compulsory Education	145	160	8.6%	10	25	200.0%	70	65	-11.0%			--
Grand Total	150	180	21.5%	145	255	75.2%	70	65	-11.0%	45	55	26.7%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

* Denotes figure suppressed due to small number.

Provision for teachers of specific shortage subjects

The skills priority identified in the Skills Needs Assessment for FE teachers refers to skills shortages in the specific subject areas of:

- construction
- engineering
- ICT
- science
- management
- health and social care.

Unlike the compulsory sector, instances of teacher training, which relates to specific subject areas by design, with the exception of adult literacy, numeracy and ESOL, are very rare. Efforts to train teachers within these areas are likely to be better directed at attracting professionals from these industries, and having them undertake subsequent qualifications to meet the standards and/or regulatory requirements appropriate to the country, in which they will be practising.

Provision for teaching support professionals

It should be noted that there were issues with the process of identifying these programmes, and that the vast majority of learning support provision delivered through both FE and HE is aimed at classroom support within a compulsory sector setting. This being said, many of the higher level programmes include options to study learning support within the context of the post-compulsory sector and efforts have been made to bring these into the following analysis.

Table 8.2.1.2.a shows the volumes of provision identified as relevant to support professionals in the lifelong learning workforce.

In summary:

- The largest volume of learning support provision was found in **England**, with 1,640 in 2004/05, representing a 9% increase from 2003/04. In England, just over 56% of learning programmes identified as complementary to the post-compulsory sector were foundation degrees, delivered by a network of 13 HE institutions. Learning support programmes with a basic skills focus were available in England only, and increased by 7.1% from 2003/04 to 2004/05.
- Small volumes of provision were identified in **Northern Ireland**, with 60 in 2004/05, representing a 4.7% decline in volumes from 2003/04, and delivered entirely by Queen's University Belfast.
- In **Scotland** there were relatively large and diminishing volumes of provision for teaching support professionals, with 660 in 2004/05, representing a 13.3% decline from 2003/04 volumes.
- In **Wales** there were very few relevant learning programmes offered for teaching support professionals, but the volume nearly doubled from 2003/04 to 2004/05. Roughly 70% were foundation degrees.

There was no provision designed for technical support staff working within a FE setting identified in any country delivered through HE.

Table 8.2.1.2.a: HE: FPE of learners undertaking teaching support-related provision in 2003/04 and 2004/05

LLUK detailed area		England			Northern Ireland			Scotland			Wales		
		2003/ 04	2004/ 05	% change	2003/ 04	2004/ 05	% change	2003/ 04	2004/ 05	% change	2003/ 04	2004/ 05	% change
Teaching support training	HE	35	50	52.9%			--			--			--
	Adult literacy, numeracy or ESOL	335	360	7.1%			--			--			--
	Post-compulsory	1,135	1,230	8.2%	65	60	-4.7%	760	660	-13.3%	15	35	94.1%
Total		1,505	1,640	9.0%	65	60	-4.7%	760	660	-13.3%	15	35	94.1%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

* Denotes figure suppressed due to small number.

Provision for basic skills

HE programmes designed for teachers or teaching support staff, who work to deliver adult literacy, numeracy or ESOL-related learning were identified as part of the Stage 2 research.

In classifying and tabulating the findings (shown in table 8.3.1.4.a), four main distinctions were made. Learning programmes designed for FE, HE and adult education, and those designed for FE and adult education were separated out for analysis. They are generally undertaken for generic application in the identified constituencies, but some programmes include 'pathways', which may lead to the learner specialising in basic skills delivery, and were predominantly PGCEs and Cert Eds.

Teacher training programmes, which do not fall into the above categories, yet have a focus on basic skills are also included. This category includes mostly diplomas, certificates and master's degrees (together comprising 55.4%). Teacher support training programmes with a focus on basic skills are also included, and are dealt with in more detail in section 8.3.1.3.

In summary:

- **England** had the largest volumes of adult literacy, numeracy and ESOL-provision, which increased by 13.9% from 2003/04 to 2004/05.
 - In total only 26.2% of learners in 2004/05 were undertaking SVUK-approved provision in **England**.
 - However, programmes with a focus on FE, HE and adult education (and FE and adult education) existed only in **England** and the vast majority were SVUK-approved. Volumes declined from 2003/04 to 2004/05.
- Small volumes of adult literacy, numeracy and ESOL-related provision exists in Northern Ireland, Scotland and Wales.
 - Volumes declined in **Northern Ireland** (by 24.8%) and **Scotland** (by 21.8%) from 2003/04 to 2004/05.
 - In **Wales**, the (small) volumes of adult literacy, numeracy and ESOL-related provision more than doubled.

Teaching English as a Foreign Language (TEFL) learning programmes form the majority included in the 'teacher training - adult literacy, numeracy and ESOL' category. Table 8.2.1.3.a below shows the proportion of learners, who are of a non-UK origin undertaking this sort of provision in the four countries.

Table 8.2.1.3.a: HE: proportion of learners (FPE) of a 'non-UK' background undertaking teacher training – adult literacy, numeracy or ESOL-related provision

Detailed LLUK area	England	Northern Ireland	Scotland	Wales
Teacher training – adult literacy, numeracy and ESOL	28.6%	62.2%	52.8%	2.9%

Anecdotal evidence suggests that much of this was undertaken by non-UK residents, who then apply the skills they learn in their country of origin. If this is true, it should be

noted that this may have implications for planning, as the quantities of relevant provision supplied will be significantly less than the quantities supplied within the UK for this purpose, and is more likely to affect Northern Ireland and Scotland.

Table 8.2.1.4.a: HE: FPE of learners undertaking basic skills*-related provision in 2003/04 and 2004/05

LLUK detailed area	England						Northern Ireland			Scotland			Wales		
	SVUK	Non-SVUK	SVUK	Non-SVUK	SVUK	Non-SVUK	2003/04	2004/05	% change	2003/04	2004/05	% change	2003/04	2004/05	% change
	2003/04		2004/05		% change										
FE, HE and adult Education	920	30	830	15	-10%	-51.7%			--			--			--
FE and adult Education	20	10	35		57.1%	-100%			--			--			--
Teacher training - adult literacy, numeracy and ESOL related	915	3,125	740	4,130	-19.1%	32.1%	100	75	-24.8%	185	145	-21.8%	30	60	110.3%
Teacher support - adult literacy, numeracy and ESOL		335		360	--	7.1%			--			--			--
Grand total	1,855	3,500	1,600	4,505	-13.7%	28.6%	100	75	-24.8%	185	145	-21.8%	30	60	110.3%

Note: Figures may not sum, due to the application of the HESA rounding strategy.
* Basic skills here refer to any adult literacy, numeracy or ESOL-related provision.

Provision for other skills priorities

There was little evidence to suggest that there were already programmes supplied through HE, which addressed the skills priorities of:

- skills to gain current industry experience
- updating vocational courses
- developing a wider range of teaching and learning support skills (except for those mentioned in section 8.3.1.3).

8.1.2 FE provision delivered through FE

The way in which data on FE participation were collated and analysed allows for a more detailed breakdown of the learning programmes identified as relevant to the FE constituency in England, Northern Ireland and Wales. There was not sufficient information available for a detailed analysis of Scotland in the same way.

It should be noted that the three countries have divergent methodologies for collecting and presenting information, which have been brought together for this analysis (e.g. 'enrolments' in England and 'in learning' in Wales). Also, the data for Northern Ireland is less robust than that for England and Wales, due to the way individual programmes are identified.

Provision for skills related to management and leadership

There was very little evidence of provision delivered through FE, which specifically related to the management and leadership activities within a FE context. Table 8.2.2.1.a below shows the enrolments, which were identified.

Table 8.2.2.1.a: FE: enrolments on management of post-compulsory-education-related provision delivered in 2003/04 and 2004/05

Detailed LLUK area	England			Northern Ireland			Wales		
	20-03/04	20-04/05	% change	20-03/04	20-04/05	% change	20-03/04	20-04/05	% change
Management of post-compulsory learning	37	99	167.6%		10	--	161	17	-89.4%

In summary:

- In **England** there were few, but a rapidly increasing number of enrolments between 2003/04 and 2004/05. A large proportion of these were 'Management of Learning and Development' S/NVQs.
- In **Northern Ireland** just 10 enrolments were identified, and delivered in partnership with the Queen's University Belfast.

- In **Wales** the number of enrolments decreased by nearly 90% from 2003/04 to 2004/05 to just 17.

Although there was very little management and leadership provision contextualised to a FE setting, it is acknowledged that generic management provision exists in abundance, and may be suitable for the purposes of FE.

Provision for teachers of specific shortage subjects

The skills priority identified in the Skills Needs Assessment for FE teachers refers to skills shortages in the specific subject areas of:

- construction
- engineering
- ICT
- science
- management
- health and social care.

Unlike the pre-16 sector, instances of teacher training, which relate to specific subject areas by design, with the exception of adult literacy, numeracy and ESOL, are very rare. Efforts to address these staff shortages are likely to be better directed at attracting professionals from these industries, and having them undertake subsequent qualifications to meet the standards and/or regulatory requirements within each country.

Provision for support professionals

There was much provision identified as appropriate for learning support professionals, which was delivered through FE. Provision of this nature, which was suitable for application to a FE, adult literacy, numeracy or ESOL, or general post-compulsory setting, was identified and separated for analysis in table 8.3.2.3.a below.

In summary:

- There were very few instances identified of teaching support designed specifically for application in the FE setting, and these were found only in **England**.
- Learner support provision within an adult literacy, numeracy and ESOL context was the most abundant.
 - **England** saw the vast majority of this provision, with over 7400 enrolments in 2004/05 identified, and a small (2.4%) growth in volume from 2003/04.
 - **Northern Ireland** saw a 41.7% decline in this type of provision, to 165 enrolments in 2004/05.
 - **Wales** saw growth of 32.5% from 2003/04 to 2004/05.

There was no provision designed for technical support staff working within a FE setting identified in any country, which was delivered through FE.

Table 8.2.2.a FE: teaching support training-related provision delivered through FE in 2003/04 and 2004/05

LLUK detailed area		England			Northern Ireland			Wales		
		Enrolments			Enrolments			In learning		
		2003/ 04	2004/ 05	% change	2003/ 04	2004/ 05	% change	2003/ 04	2004/ 05	% change
Teaching support training	FE	13	31	138.5%						--
	Adult literacy, numeracy or ESOL	7,214	7,424	2.9%	283	165	-41.7%	268	355	32.5%
	Post-compulsory	6,434	5,002	-22.3%		19	--	62	54	-12.9%
Total		13,661	12,457	-8.8%	283	184	-35.0%	330	409	23.9%

Table 8.2.2.2.a does not show the volumes of increase at a learning programme level, from which insight into the demand for certain qualifications can be gained. Table 8.3.2.2.b below shows, at a detailed level, each learning aim in the ‘teaching support – adult literacy, numeracy or ESOL category’ in England and Wales (where this level of detail is available).

Table 8.2.2.2.b: FE: detailed analysis of basic skills-related teaching support provision in 2003/04 and 2004/05

Country	Learning programme	S/NV Q level	2003/04	2004/05	% change
England	Certificate for Adult Learner Support	2	5,682	5,223	-8.1%
	Certificate for Adult Literacy Subject Support	3	588	1,102	87.4%
	Certificate for Adult Numeracy Subject Support	3	174	316	81.6%
	Certificate in Adult Learner Support	2	135	177	31.1%
	Certificate in Adult Literacy Subject Support	3	44	217	393.2%
	Certificate in Adult Numeracy Subject Support	3	9	82	811.1%
	Certificate in ESOL Subject Support	3	6	59	883.3%
	C&G 7324 Certificate in Basic Skills Support	3	40	0	-100.0%
	Literacy and Numeracy Support Assistant Certificate	Other	536	248	-53.7%
	Total			7,214	7,424
Wales	C&G 7324 Certificate in Basic Skills Support	3	43	5	-88.4%
	Certificate for Adult Learner Support	2	142	255	79.6%
	Certificate in Adult Learner Support (Literacy Numeracy ESOL)	2	36	21	-41.7%
	Literacy and Numeracy Support Assistant Certificate	Other	47	74	57.4%
	Total			268	355

In summary:

- In **England** there appears to be a great deal of demand for subject support for specific areas of literacy, numeracy or ESOL. For the more generic ‘Certificate for Adult Learner Support’, there were declines in the number of enrolments from 2003/04 to 2004/05 (8.1%), but, for all other more specific provisions, there were large increases. That these qualifications come at S/NVQ level 3 may also be a factor.
 - Further analysis shows that these increases were also seen, in non-LSC-funded provision supporting the notion that funding incentives may not have been the primary reason for the demand.
- In **Wales** the level 2 Adult Learner Support qualification increased by the largest proportion (79.6%) from 2003/04 to 2004/05.

Provision for basic skills

Table 8.3.2.3.a below shows the broad patterns of provision, identified as relevant to those who deliver adult literacy, numeracy or ESOL across England, Northern Ireland and Wales.

Table 8.2.2.3.a: FE: Adult literacy, numeracy and ESOL-related provision delivered in 2003/04 and 2004/05

LLUK detailed area	Detail	S/NVQ level	England			Northern Ireland			Wales		
			2003/04	2004/05	% change	2003/04	2004/05	% change	2003/04	2004/05	% change
Teacher training	FE and adult literacy, numeracy and ESOL	Level 2	44	26	-40.9%			--			--
		Level 3	7,052	1,970	-72.1%			--	118	91	-22.9%
		Level 4+	12		-100.0%		13	--			--
		Total	7,108	1,996	-71.9%		13	--	118	91	-22.9%
	Adult literacy, numeracy and ESOL	Level 1	31	20	-35.5%	55	61	10.9%			--
		Level 2	211	81	-61.6%	13		-100.0%	147	22	-85.0%
		Level 3	472	255	-46.0%	14	15	7.1%	175	12	-93.1%
		Level 4+	3,551	4,699	32.3%	42	76	81.0%		12	--
		Other	44	74	68.2%			--	1	7	600.0%
	Total	4,309	5,129	19.0%	124	152	22.6%	323	53	-83.6%	
Teaching support	Adult literacy, numeracy and ESOL	Level 1				98		--			
		Level 2	5,817	5,400	-7.2%	126	129	2.4%	178	276	55.1%
		Level 3	861	1,776	106.3%	59	36	-39.0%	43	5	-88.4%
		Other	536	248	-53.7%			--	47	74	57.4%
	Total	7,214	7,424	2.9%	283	165	-41.7%	268	355	32.5%	
Assessment/ verification	Adult literacy, numeracy and ESOL	Level 3	25	9	-64.0%			--			--
		Other	820	998	21.7%			--			--
		Total	18,631	14,549	-21.9%	407	330	-18.9%	709	499	-29.6%

Provision relevant to teacher training, teacher support training, and the assessment/verification of adult literacy, numeracy or ESOL activities is identified and tabulated above (table 8.3.2.4.a).

The volumes of provision, which relate to both teaching in FE and teaching in an adult context, is also identified, and has seen dramatic decreases. This provision is only indirectly supportive of basic skills activities, but the volume of the decline in enrolments between 2003/04 and 2004/05 at S/NVQ level 3 (over 5,000) is worth noting.

Also in table 8.2.2.3.a:

- In **England** and **Wales**, there was a rapid decline in enrolments on adult literacy, numeracy or ESOL teacher training provision at levels 2 and 3. In **Northern Ireland** the volumes of this type of provision were small, but on the increase (and delivered primarily in partnership with Queen's University Belfast).
- There was dramatic growth seen in the enrolments of level 3 teaching support provision with a basic skills focus (106.3% growth from 2003/04 to 2004/05, totalling over 900 enrolments in **England**). There were declines in this provision in both **Northern Ireland** and **Wales**. Further details can be found in section 8.3.2.3.
- In **England** there were large volumes of provision relating to the assessment/verification of Skills for Life provision, the majority of which were 'Initial Assessment of Basic Skills Need' in 2004/05.

Provision for other skills priorities

No provision designed specifically to gain current industry experience, update vocation courses or develop a wider range of teaching and learning support skills (except those mentioned in section 8.3.2.3) was identified as being delivered through FE.

8.1.3 FE provision delivered through WBL

There was very little provision designed specifically for use in the FE sector, which was delivered through WBL. The main areas of overlap would be the high volumes of 'Learning and Development' (or the like) provision and assessment/verification related provision. These are dealt with in more detail in section 8.5.

8.1.4 Summary

Evidence gathered on patterns of delivery of provision for the FE workforce, contextualised by findings from the Skills Needs Assessment, reveals that for:

Skills related to management and leadership:

- there was little provision available for leadership and management within a FE context, which was delivered through FE or HE, but more that was related to the wider post-compulsory sector.

Specific shortage subjects: construction; engineering; ICT; science; management; health and social care:

- no provision, which relates directly to the teaching of construction, engineering, ICT, science, management or health and social care in a FE setting, was identified in FE or HE.

Future demand for support professionals and technical support staff:

- there was provision relevant to teaching support professionals delivered through HE in all countries; **England** and **Scotland** had the highest volumes in 2004/05
- there was significantly more provision for teaching support professionals through FE in **England**. More teaching support with a focus on adult literacy, numeracy or ESOL was delivered through FE in all countries, for which there was information, and there is evidence high levels of demand for this provision.
- no provision relevant to technical support staff within a FE setting was identified in any country, through FE, HE or WBL.

Basic skills (adult literacy, numeracy or ESOL):

- the volumes of provision for basic skills teaching delivered through HE declined by over 20% in **Northern Ireland** and **Scotland**, but in **Wales** the volumes more than doubled
- in **England**, the proportion of SVUK-approved basic skills teaching and teaching support provision delivered through HE was low
- teacher training with a focus on basic skills delivered through FE increased at level 4 in all countries, for which there was information.

Other constituency-specific skills including gaining current industry experience, updating vocational courses and developing a wider range of teaching and learning support skills:

- there was little evidence of contextualised provision relevant to these skills priorities found in this investigation of provision.

8.3 WBL constituency

Initial findings from the Skills Needs Assessment were used to contextualise this analysis and indicated that the WBL workforce has the following skills priorities to address:

- skills related to management and leadership
- assessment skills
- basic and key skills
- updating of industrial practices.

Where possible, these priorities are addressed in the following sections.

8.3.1 WBL provision delivered through HE

The way in which the HESA student record data was collated and analysed allows for a more detailed breakdown of the learning programmes identified as relevant to WBL sector.

Provision for skills related to management and leadership

Although there are a variety of learning programmes, which related WBL delivered through a HE setting, none could be identified as having a specific focus on the management of these activities. Table 8.3.1.a shows that these programmes were

primarily bachelor's degrees, diplomas of HE and master's degrees (not mainly by research), and may therefore be suitable for management practitioners within the sector. Further analysis indicates that the vast majority of HE programmes were concentrated in either Middlesex University or Queen's University Belfast. There was an overall decline in FPE of learners in England (4.3%).

There was little provision of WBL-related provision in HE in **Scotland** and what little there was appeared to be instances of HE institutions delivering SVQs in 'Learning and Development', most likely through partnership with an FE college. There was no WBL-related provision found to be delivered through HE in **Wales**.

Also, it is recognised that generic management provision delivered through HE exists in abundance and would provide essential knowledge and skills needed for associated activities within the constituency.

Other skills priorities

There were very few specific instances of programmes relating to assessment or verification, or to basic skills within a WBL setting, or of instances of provision, which may inform practitioners of updated industrial practices delivered in a HE setting.

Table 8.3.1.a: HE: FPE of learners undertaking WBL-related provision in 2003/04 and 2004/05

Qualification aim	England			Northern Ireland			Scotland		
	2003/ 04	2004/ 05	% change	2003/ 04	2004/ 05	% change	2003/ 04	2004/ 05	% change
First degree	245	265	8.8%			--			--
Institutional postgraduate credit, which may be counted towards qualifications, contained within codes 02 to 52.	195	300	53.6%			--			--
Diploma of HE.		*	--		345	--			--
Master's degree, not mainly by research.	245	195	-19.3%	70	75	10.1%			--
Institutional undergraduate credit, which may be counted towards qualifications, contained within codes 02 to 52 (includes CAT Schemes).	215	150	-29.6%			--			--
No formal undergraduate qualification (advanced/HE).			--			--		5	--
Postgraduate diploma or certificate (not PGCE), not mainly by research.	155	135	-12.8%	*	*	0.0%			--
Other undergraduate diplomas and certificates.	45	30	-31.8%		*	--			--
S/NVQ/SVQ	55	20	-64.8%			--	*	5	500.0%

All other award types		5	--			--	*		--
Total	1,150	1,100	-4.2%	70	425	504.3%	*	10	450.0%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

* Denotes figure suppressed due to small number.

8.3.2 WBL provision delivered through FE

The way in which data on FE participation was collated and analysed allows for a more detailed breakdown of the learning programmes identified as relevant to WBL sector in England, Northern Ireland and Wales. There was not sufficient information available for a detailed analysis Scotland in the same way.

It should be noted that the three countries have divergent methodologies for collecting and presenting information, which have been brought together for this analysis (e.g. 'enrolments' in England and 'in learning' in Wales). Also, the data for Northern Ireland is less robust than that for England and Wales, due to the way individual programmes are identified.

This section should also be contextualised by the finding that WBL-related provision delivered through FE had low completion and achievement rates in all countries, for which this information was available.

Provision for skills related to management and leadership

Table 8.3.2.a shows the variety of WBL programmes offered throughout the UK, including those specifically designed for management.

In summary:

- There was far higher uptake of this type of provision in **England**, with over 1,300 enrolments in 2004/05, compared with just over 50 in Wales which had the second highest volume. Within an overall context of decline, especially in 'Learning and Development' level 3 (nearly 19% or around 200 enrolments), provision at levels 4 and over increased.
- There was very little WBL (Jobskills) related provision identified in **Northern Ireland**, with just 15 enrolments in both 2003/04 and 2004/05.
- Provision relevant to **Wales** increased by over 57.6%, from 2003/04 to 2004/05.

Provision for skills related to assessment

Provision for practitioners of assessment or verification activities exists in abundance and is primarily delivered through a FE setting.

Table 8.3.2.a shows the volumes for England, Northern Ireland and Wales, and the variety of programmes offered:

- enrolments declined by 7.6% to 20,820 in **England** between 2003/04 and 2004/05
- few enrolments were found in **Northern Ireland**, but the number increased by 77.8% over a year to 32 in 2004/05
- in **Wales** the number of learners in learning decreased to 1,549, a decline of 12.4% from the previous year
- in **England** there was an increase in uptake of awards in assessment provision by 23%, to over 3000 enrolments.

Some of the most dramatic decreases were seen in the uptake of the old 'D' Units (D32 'Assess Candidate Performance' and D33 'Assess the Candidate Using Differing Sources of Evidence'). Table 8.5.2a shows that, over the 2003/04 and 2004/05 period:

- in **England** the volumes decreased by 90.2%
- in **Wales** they decreased by 57.4%
- there were none identified in **Northern Ireland**.

The standards, on which these courses were based, were revised in 2002, and the courses replaced by the 'Assessor and Verifier' awards ('A' and 'V' units). Thus it is perhaps more surprising that there were still any enrolments in 2004/05.

Other skills priorities

There was no provision explicitly designed to supply basic skills within a WBL setting (although this may be embedded within other programmes), or to update industrial practice, identified as being delivered within a FE setting.

Table 8.3.2.a: FE: Volumes of uptake for WBL and assessment/verification-related provision in 2003/04 and 2004/05

LLUK detailed area	S/NVQ level	Description	England			Northern Ireland			Wales		
			03/04	04/05	% change	03/04	04/05	% change	03/04	04/05	% change
WBL (excl. WBL assessment)	Level 3	'Learning and Development' ('L&D') Level 3	1,053	855	-18.8%	11	14	27.3%	9	12	33.3%
		Variety of workplace training awards	45	19	-57.8%			--	5	3	-40.0%
	Level 4+	'Management of L&D' Level 4	37	39	5.4%			--		3	--
		'Co-ordination of L&D' Level 4	47	83	76.6%			--	4	4	0.0%
		'Learning & Development' Level 5	3	9	200.0%			--			--
		'Learning & Development' Level 4	255	297	16.5%	4	1	-75.0%	12	13	8.3%
	Unknown, mixed and N/A	'Training & Development (L&D)' Level 4	86	21	-75.6%			--			--
		Workplace Mentoring Awards		10	--			--	3	17	466.7%
Total			1,526	1,333	-12.6%	15	15	0.0%	33	52	57.6%
Assessment/verification-related	Level 1 and entry	Mostly CG 1105 'International Assessor' Award	17	23	35.3%			--	30	12	-60.0%
	Level 2	Variety of assessor/verifier Awards		1	--	9	3	-66.7%			--
	Level 3	D Units	3,998	393	-90.2%			--	383	163	-57.4%
		Variety of assessor/verifier Awards	15,019	16,324	8.7%	9	7	-22.2%	1,114	1,155	3.7%
	Level 4 and over	Awards in 'Conducting Internal Quality Assurance of the Assessment Process'	2,480	3,050	23.0%		22	--	217	185	-14.7%

	Unknown, mixed and N/A	Internal verifier and basic skills assessment awards	1,019	1,029	1.0%			--	24	34	41.7%
Total			22,533	20,820	-7.6%	18	32	77.8%	1,768	1,549	-12.4%

8.3.3 WBL provision delivered through WBL

Some provision is delivered through WBL, which is relevant to the WBL workforce. These are predominantly ‘Learning and Development’ awards, and have been covered in the preceding country sections. They may be relevant to the skills priorities identified in the Skills Needs Assessment in a manner similar to provision delivered through FE, which is covered above. Anecdotal evidence suggests that the volumes of assessment and verification provision are much higher than those that were captured through the information available, suggesting that this activity takes place in-house, or is delivered without public funding.

8.3.4 Summary

From evidence gathered on WBL-related provision, it can be seen that for:

Skills related to management and leadership:

- There were HE programmes relevant to WBL which may be suitable for management and leadership activities. The majority were delivered in **England** through Middlesex University and in **Northern Ireland** through the Queen’s University Belfast.
- Significant volumes of ‘Management/Co-ordination of Learning and Development’ provision delivered through FE were only identified in England; the number of enrolments increased from 2003/04 to 2004/05.
- WBL also supplied ‘Learning and Development’ awards.

Assessment skills:

- There were large volumes of assessment/verification provision identified as delivered through FE in **England** and **Wales**, although enrolments declined from 2003/04 to 2004/05.
- Although the number of enrolments decreased dramatically, there were still large volumes of ‘D Units’ being delivered in 2004/05 – the standards for which were superseded in 2002.
- Some assessment/verification activity was identified as being delivered through WBL, but the low volumes suggest that this type of activity occurs in-house and without public support for its delivery.

For WBL trainers and assessors, ensure the delivery is by someone from WBL not a college-based provider who does not have recent and relevant employer engagement experience
(Employer survey, 2006)

Basic and key skills, and updating of industrial practices:

- There was little evidence of provision designed to support the delivery of basic skills within the context of the WBL setting, or the updating of industrial practices.
- Evidence suggests that completion and achievement rates for WBL provision delivered through FE are low.

8.4 CLD Constituency

Initial findings from the Skills Needs Assessment were used to contextualise this analysis and indicated that the CLD constituency workforce has the following skills priorities to address:

- skills related to management and leadership
- demand for youth workers and parent training practitioners
- ICT skills.

Where possible, these priorities are addressed in the following section.

8.4.1 CLD provision delivered through HE

The way in which the HESA student record data was collated and analysed allows for a more detailed breakdown of the learning programmes identified as relevant to the CLD sector.

There were difficulties classifying the records to provide tailored insight into the supply of provision for the seven sub-sectors of the CLD constituency. Learning programmes such as 'BA (Hons) Community Education', 'BA/Dip(HE) Youth and Community Education' and 'BA/Dip(HE) Families - Parenting and Communities' were readily identified as relevant to the constituency, but could not be meaningfully assigned to just one of the seven strands. Where possible, programmes, which could be separated from the broad CLD category, have been, as presented in table 8.4.1.a below.

Provision for skills related to management and leadership

Within HE, there was very little provision delivered in 2003/04 or 2004/05, which could be identified as specifically designed for the development of management and leadership within the CLD sector and volumes of learners declined from 2003/04 and 2004/05. It is worthy of note that other diplomas, bachelor's, master's and PhD programmes could provide a suitable foundation of knowledge and skills for managerial practitioners within the sector, but this could not be assessed without an in-depth analysis of the course content of all identified programmes, an activity out of the scope of this project.

Also, it is recognised that generic management provision delivered through HE exists in abundance and would provide essential knowledge and skills needed for associated activities within the constituency.

Provision for skills related to youth work practitioners

It was observed that the volumes of learners undertaking youth work-related learning programmes, which could not be identified as having elements relevant to other areas within CLD, are increasing in all countries (except Northern Ireland, where there were no programmes were identified in this category). These were predominantly first degrees, but include a notable surge in the uptake of foundation degrees in England in 2004/05, especially at Canterbury Christ Church University where uptake increased by more than 400 learners from 2003/04 to 2004/05.

Findings from work on the quality of provision indicate that these programmes are often not endorsed by the relevant bodies (e.g. the NYA in England). The volumes of

'stand alone' programmes for youth work have certainly increased, but perhaps not with the co-ordination required to ensure quality.

Learning programmes identified as having an exclusive focus on CLD (excluding programmes with a family, parenting or youth work element) or an additional youth work element, increased in all countries where they were available. No programmes relating to both the community and youth work were identified as being delivered in Scotland as at 2004/05.

Provision for skills related to parent and family training practitioners

There were no programmes designed for family or parenting-related activities identified as being delivered through HE in any country apart from England. The volumes were low, but showed growth from 2003/04 to 2004/05, in the region of 36%.

Provision for skills related to ICT

Only two programmes were identified across the UK as relating to ICT within a CLD context and being delivered through HE – both of which had a family learning element. They were:

- Information Technology and Child, Young Person and Family Studies
- Family Learning and Information and Communication Technology (ICT).

Although there was minimal uptake of these programmes, their existence indicates that contextualised programmes designed to tackle priorities identified in the Skills Needs Assessment were already being delivered in 2004/05 in the HE setting.

It is also acknowledged that ICT-related provision exists in abundance in the HE sector, which is likely to be suitable for a CLD context.

Table 8.4.1.a: HE: FPE of learners undertaking CLD-related provision in 2003/04 and 2004/05

LLUK detailed area	England			Northern Ireland			Scotland			Wales		
	2003/04	2004/05	% change	2003/04	2004/05	% change	2003/04	2004/05	% change	2003/04	2004/05	% change
CLD learning programmes – excl.:												
Community <u>and</u> youth work	1,265	1,270	0.6%	105	140	34.0%	660	700	6.1%	260	310	20.2%
Youth work												
Family Parenting												
of which <u>management</u>	49	65	36.1%	0	0	--	0	0	--	0	0	--
Community <u>and</u> youth work-related learning programmes	2,190	2,395	9.3%	235	270	13.6%	0	0	--	655	680	4.0%
of which <u>management</u>	25	0	-100.0%	0	0	--	0	0	--	55	0	-100.0%
Youth work-related learning programmes – excl.:												
Community <u>and</u> youth	745	1,280	71.4%	0	0	--	222	250	12.2%	0	50	--
Family and parenting-related learning programmes	165	225	35.9%	0	0	--	0	0	--	0	0	--
Total	4,445	5,240	17.8%	340	405	19.8%	880	950	7.6%	965	1,045	7.9%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

* – Denotes figure suppressed due to small number.

8.4.2 CLD provision delivered through FE

The way in which data on FE participation were collated and analysed allows for a more detailed breakdown of the learning programmes identified as relevant to the CLD constituencies in England, Northern Ireland and Wales. There was not sufficient information available for a detailed analysis of Scotland in the same way, but general volumes of community and family-related provision were available.

It should be noted that the three countries have divergent methodologies for collecting and presenting information, which have been brought together for this analysis (e.g. 'enrolments; in England and 'in learning' in Wales). Also, the data for Northern Ireland is less robust than that for England and Wales, due to the way individual programmes are identified.

Provision for skills related to management and leadership

There was very little provision identified as specifically relevant to managing CLD-related activities delivered through FE, with just 18 enrolments in England, and 8 in Northern Ireland in 2004/05.

It is recognised that generic management provision is much more abundant and may be appropriate for CLD activities.

Provision for skills related to youth work practitioners

Provision delivered through FE, which related to both community and youth work, was identified in England only, but enrolments declined by nearly 43% from 2003/04 to 2004/05. The volumes of provision, which relate exclusively to youth work and were delivered through FE:

- decreased by nearly 3% in **England** to 1,558 enrolments in 2004/05
- increased to 53 enrolments in **Northern Ireland** in 2004/05
- increased to 124 in learning in **Wales** in 2004/05.

Provision for skills related to parent and family training practitioners

Table 8.4.2.2.a below gives a breakdown of all identified courses in England to demonstrate the impact of recent declines.

Table 8.4.2.2.a FE: enrolments onto parenting and family-related provision in England in 2003/04 and 2004/05

Learning programme	2003/04	2004/05
Award in 'Parenting and Lifestyles'	1	
BTEC Higher National Certificate in 'Advanced Practice in Work with Children and Families'		10
Certificate in 'Effective Parenting'	401	205
Certificate in 'Human Development; Child Care and Family Life' (Stage 1)	24	29
Certificate in 'Parental Workshops - You and Your Child' (Entry Level)	9	29
Certificate in 'Parents as Educators' (Entry Level)	79	66
Certificate in 'Practical Infant and Child Care Skills'	15	24
'Developing Childminding Practice (Family Day Care)' Stage 1 (NCMA)	22	
'Developing Childminding Practice (Family Day Care)' Stage 2 (NCMA)	19	
Family Learning Foundation	1,582	19
'Help Yourself and Help Your Child With Numbers'	38	
'Helping Your Child'	5	
'Parenting Skills'	26	47
'Practical Parenting Skills'		15
'Schools Plus - Parents and Children Working Together'		9
Grand Total	2,221	453

The low volumes of this type of provision UK-wide and dramatically decreasing volumes in England, coupled with the high societal and political demand for this provision, suggests that this may be an area for concern.

Table 8.4.2.2 b, covering the UK, shows that:

- There were few identified instances of enrolments onto family and parenting-related learning programmes in **Northern Ireland**, but the volume grew from 2003/04 to 2004/05.
- Figures from **Scotland** suggest that there is family or parenting-related learning taking place in **Scotland**, but they are not conclusive.
- There were dramatic reductions in volumes of provision in **England** in the region of -79.6% and totaling -1,768 enrolments from 2003/04 to 2004/05. Further analysis suggests that this is predominantly due to a dramatic reduction in provision by Bournemouth and Poole College, which delivered over 1,600 enrolments in 2003/04. In addition to vast reductions in the concentrated centre, the number of providers offering family or parenting-related learning reduced from 25 to 18 in England over the 2003/04 to 2004/05 period.

Table 8.4.2.2.b: FE: CLD-related provision in 2003/04 and 2004/05

LLUK detailed area	England			Northern Ireland			Scotland			Wales		
	Enrolments			Enrolments			Learners			In learning		
	2003/ 04	2004/ 05	% change	2003/ 04	2004/ 05	% change	2003/ 04	2004/ 05	% change	2003/ 04	2004/ 05	% change
CLD learning programmes – excl.:												
Community <u>and</u> youth work	2,834	3,065	8.2%	147	228	55.1%				74	77	4.1%
Youth work												
Family												
Parenting												
of which <u>management</u>	21	18	-14.3%	16	8	-50.0%						--
Community <u>and</u> youth work- related learning programmes	415	236	-43.1%	0	0	--				11	0	-100.0%
of which <u>management</u>	0	0	--	0	0	--						--
Youth work-related learning programmes – excl.:	1,604	1,558	-2.9%	19	53	178.9%				99	124	25.3%
Community <u>and</u> youth												
Family and parenting-related learning programmes	2,221	453	-79.6%	63	82	30.2%				20	23	15.0%
Total	7,095	5,330	-24.9%	245	371	51.4%				204	224	9.8%

 Learners on community/
family-based provision:

 03/04 751
 04/05 702
 Change 6.5%

Provision for skills related to ICT

There were no instances identified of provision available for ICT specifically within CLD context. Elements of this training may be already present in some provision, but this was not uncovered.

Generic ICT provision exists in abundance and may be appropriate for training those in need, who are working in the CLD constituency.

8.4.3 CLD provision delivered through WBL

The only programmes relevant to the CLD sector and delivered through WBL were youth work-related programmes in England (656 enrolments in 2004/05) and Wales (870 enrolments in 2004/05). These were most likely delivered as part of an Advanced Apprenticeship framework.

No contribution towards the skills priorities identified in LLUK's SSA was identified as being delivered through WBL.

8.4.4 Summary

It is difficult to classify the provision delivered, which is relevant to the CLD constituency, in the same way that its workforce is classified. From what can be differentiated, in terms of the training provision identified using the skills priorities from the Skills Needs Assessment, it can be seen that for:

Skills related to management and leadership:

- There is very little contextualised provision for the management of CLD activities available through FE and HE providers.

Demand for youth practitioners:

- There are a number of programmes available for youth workers through HE, the majority of which also focus on community work and were at degree level. In **England** the number of learners undertaking foundation degrees relating to youth work is increasing rapidly.
- FE programmes focusing on youth work exclusively were much more common, and represent the majority of enrolments.

“The [CLD] sector is good at offering Dip HE/BA courses at local universities, but no good at offering S/NVQ awards, other than in-service”
(LLUK employer survey, 2006)

Demand for family and parent training practitioners:

- There was very little evidence of provision for family and parenting-related activities in HE. **England** saw large decreases in the levels of family and parenting-related provision delivered through FE (especially family related), in 2004/05.

Provision for skills related to ICT:

- There was almost no provision identified as relating to ICT within a CLD context. What was identified was delivered through HE in **England** only.

Employers voiced concerns over the provision delivered through FE, generally indicating that greater local coverage through established networks was necessary. There were also calls for higher level provision to be delivered through FE, including suggestions for the introduction of a level 4 S/NVQ. Other key issues expressed included: sustainable funding; flexible delivery; and that experience in the sector should be valued as highly, if not more so, than training experience itself.

Other skills priorities

There were very few specific instances of programmes relating to assessment or verification, or to basic skills, being delivered within a WBL setting. Likewise, there were very few specific instances of provision, which may inform practitioners of updated industrial practices, being delivered in a HE setting.

8.5 LAIS constituency

Initial findings from the Skills Needs Assessment were used to contextualise this analysis, and indicated that the LAIS constituency workforce has the following skills priorities to address:

- skills related to management and leadership
- ICT skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development
- LAIS specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS
- customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with basic skills needs.

These priorities are addressed, as far as possible, in the following section. No vocationally-relevant education and training provision was identified in Northern Ireland from the available statistical data (up to 2004/05). However, it is known that a Postgraduate Certificate in School Library Management commenced in January 2006 at the University of Ulster's School of Education, with 15 students registered on the part-time programme and due to complete over two years. The exclusion of Northern Ireland from the following tabulations is due to a lack of provision within the observed period, not a lack of information.

8.5.1 LAIS provision delivered through HE

HE programmes for the LAIS sector are broadly aimed at new entrants to professional roles in the workforce and cater to the three career pathways: librarianship, archives and information/records management.

There are currently no undergraduate programmes in archives, except for the DipHE in Archives at Liverpool University. There is an increasing diversity of undergraduate courses, which include elements of information management, together with computing and business management, which may not be reflected in the figures above, because of the difficulties of categorising these hybrid courses. In the main, these courses are not accredited by CILIP.

A small number of universities in England (five are currently known about) are offering or developing foundation degrees in library and information studies.

Table 8.5.1.a shows the volumes of learners identified as undertaking LAIS- related provision delivered through HE. In summary:

- The higher volumes were found in **England**, where 1080 learners undertook relevant provision in 2004/05. This was a 2.3% decline on the previous year's volumes and the provision offered was predominantly taught Master's degrees (64.8% of total learners in 2004/05).
- In **Scotland** the provision offered consisted mostly (58.3%) postgraduate diplomas, and the total volume increased by 5.2% from 2003/04 to 2004/05.
- Proportional to the population, **Wales** had very high volumes of relevant provision, all delivered through the University of Wales, Aberystwyth. The number of learners on this provision increased by 7.5% from 2003/04 to

2004/05. The provision offered was predominantly taught Master's Degrees (62.1% of total learners in 2004/05). There was marked growth in the number of first degrees delivered, by 32% on last year's volumes.

It is difficult to assess whether these programmes are designed with the management of LAIS in mind, but the concentration of provision at a postgraduate level would tend to suggest this.

Table 8.5.1.a: HE: FPE of learners undertaking LAIS-related provision in 2003/04 and 2004/05

LLUK detailed area	Qualification aim	England			Northern Ireland			Wales		
		2003/04	2004/05	% change	2003/04	2004/05	% change	2003/04	2004/05	% change
LAIS	Certificate of HE.	5		-100.0%			--			--
	Diploma of HE.	*		-100.0%			--			--
	First degree.	120	110	-9.9%			--	230	305	32.0%
	All other awards	65	50	-25.4%		*	--	20	15	-16.7%
	Master's degree, not mainly by research.	775	700	-10.0%	95	125	29.9%	535	525	-1.7%
	Other undergraduate diplomas and certificates.	110	105	-4.5%			--			--
	Postgraduate diploma or certificate (not PGCE), not mainly by research.	25	115	368.0%	190	175	-7.9%	5	*	-75.0%
Total		1,105	1,080	-2.3%	285	300	5.2%	785	845	7.5%

Note: Figures may not sum, due to the application of the HESA rounding strategy.

* Denotes figure suppressed due to small number.

8.5.2 LAIS provision delivered through FE

The way in which data on FE participation were collated and analysed allows for a more detailed breakdown of the learning programmes identified as relevant to LAIS constituency in England, Northern Ireland and Wales. There was not sufficient information available for a detailed analysis of Scotland in the same way.

It should be noted that the three countries have divergent methodologies for collecting and presenting information, which have been brought together for this analysis (e.g. 'enrolments' in England and 'in learning' in Wales). Also, the data for Northern Ireland is less robust than that for England and Wales, due to the way individual programmes are identified.

Provision supplied through FE to the LAIS sector is predominantly at S/NVQ levels 2 and 3 and aimed at staff already in post, typically in support roles.

Vocational qualifications at levels 2 and 3 in library and information services, awarded by City & Guilds (C&G) are available through a network of some 50 approved centres. In the main these are FE colleges; however two commercial training organisations are included in this overall number, together with an estimated 10 employers who have "in-house" centres. There is no provision for archives or information/records management. In late 2006, SQA launched the Diploma/Advanced Diploma in ICT Applications in Libraries (professional development awards at levels 7 and 8 of the SCQF), which are aimed at accrediting the skills and knowledge of those staff in public libraries, who completed the New Opportunities Fund (NOF) -funded Peoples' Network training.

There were relatively few learning programmes identified as both relevant to LAIS and delivered through FE. Where they were identified in public datasets, they were in decline (with the exception of Scotland). Table 8.4.2.a shows the volumes of enrolment for relevant learning:

- **England** had the largest volumes of enrolments, which declined dramatically between 2003/04 and 2004/05 (by 32.7%). This decline occurred predominantly at S/NVQ level 3
- in **Scotland** the number of learners increased from 2003/04 to 2004/05 and it was the only country where this happened during this period
- there were small volumes identified in **Wales**, most likely due to the abundance of this type of provision delivered through HE.

8.5.2.a: FE: volumes of enrolments delivered relevant to the LAIS constituency in 2003/04 and 2004/05

LLUK detailed area	S/NVQ level	England			Scotland			Wales		
		20-03/04	20-04/05	% change	20-03/04	20-04/05	% change	20-03/04	20-04/05	% change
LAIS	Level 1	30	0	-100.0%	Learners on LAIS-based provision: 2003/04: 171 2004/05: 175					--
	Level 2	94	127	35.1%				17	10	-41.2%
	Level 3	499	286	-42.7%				10	9	-10.0%
	Level 4	1	7	600.0%						--
Total		624	420	-32.7%				27	19	-29.6%

8.5.3 LAIS provision delivered through WBL

There were very small volumes of LAIS-related provision delivered within a WBL context. In 2004/05, only 9 courses in England and five in Wales were identified.

8.5.4 Summary

Evidence has been gathered on the provision available for LAIS, which demonstrates that for:

Skills related to management and leadership:

- There were many programmes available at a master's level and above in 2004/05 in **England, Scotland** and **Wales**, which would perhaps be suitable for this purpose. In this period, there were no programmes identified in **Northern Ireland**.

ICT skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development:

- Beyond what is embedded in the course design for associated programmes available through FE and HE, there was little evidence of these skills needs being specifically addressed with customised provision, with the notable exception of **Scotland**. The launch of the Diploma/Advanced Diploma in ICT Applications in Libraries shows a co-ordinated effort to address this issue.

LAIS-specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS; and customer engagement skills: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with basic skills needs:

- There was little evidence of provision, which directly addressed these constituency-specific skills needs with the LAIS context.

8.6 Employer views on the future supply of provision and training – overview

The following section illustrates issues related to the current training provision, as identified by employers in the lifelong learning sector. With the objective of ascertaining how the training provision may be changed, in order to improve the skills of the lifelong learning workforce, LLUK employers were asked a series of questions relating to how the supply of education and training should change in the future. A brief analysis of the responses follows, so that the unambiguous messages, which can be seen across all constituencies and countries, can inform the direction of change, if it is to be truly demand-led.

Employers were asked whether they ‘agreed’, ‘disagreed’, ‘did not know’, or found the question ‘not applicable’. The five lines of enquiry asked whether the future supply of provision should:

- offer more places on existing courses
- offer more suitable courses for particular skill areas
- introduce policies, which increase take-up of existing courses
- involve employers more in the design as well as delivery of provision
- offer more flexible delivery options, e.g. more part-time, distance or e-learning.

The survey also solicited employers’ views through asking ‘any other ideas on how the supply of education and training for your staff should change in the future?’ These were formally captured and analysed, to help shape the recommendations, which follow.

The levels of agreement for some of these lines of enquiry were stark. The question, for which there was most universal agreement, related to the flexible delivery of provision. Tables 8.6.1.a and 8.6.1.b show the responses to the survey, by country and constituency. The proportion of respondents agreeing with this line of enquiry demonstrated strong agreement across the sector.

Another area of unambiguous agreement was seen in responses indicating that the future provision should be more suitable for particular skill areas. Over 83% of all respondents in all countries agreed with this question. Perhaps in support of this, over 80% of all respondents agreed that employers should be more involved in the design of provision in the future. Over 70% of respondents in each country also agreed that employers should be involved in the delivery of future provision.

The two lines of enquiry, which related to an increase in current provision, either by offering more places on existing courses, or by introducing policies in increase uptake, were more ambiguous. Respondents generally agreed, but the levels of agreement were closer to the levels of disagreement, and the proportion that did not know was higher (see figures 8.6.1.a and 8.6.1.b).

These factors, taken together, indicate that there is wide agreement that taking active steps to transform the provision offer, in collaboration with employers, through designing more specifically targeted programmes in response to identified skills needs, is the option preferred by the lifelong learning sector, rather than strategically increasing the amount of provision in its current form. This finding is of primary significance for both the SSA and the sector qualifications strategy processes.

Figure 8.6.1.a: How should the supply of education and training for your staff change in the future? – Countries
LLUK employer survey. Nos. = 433 (England), 48 (Northern Ireland), 66 (Scotland), 82 (Wales)

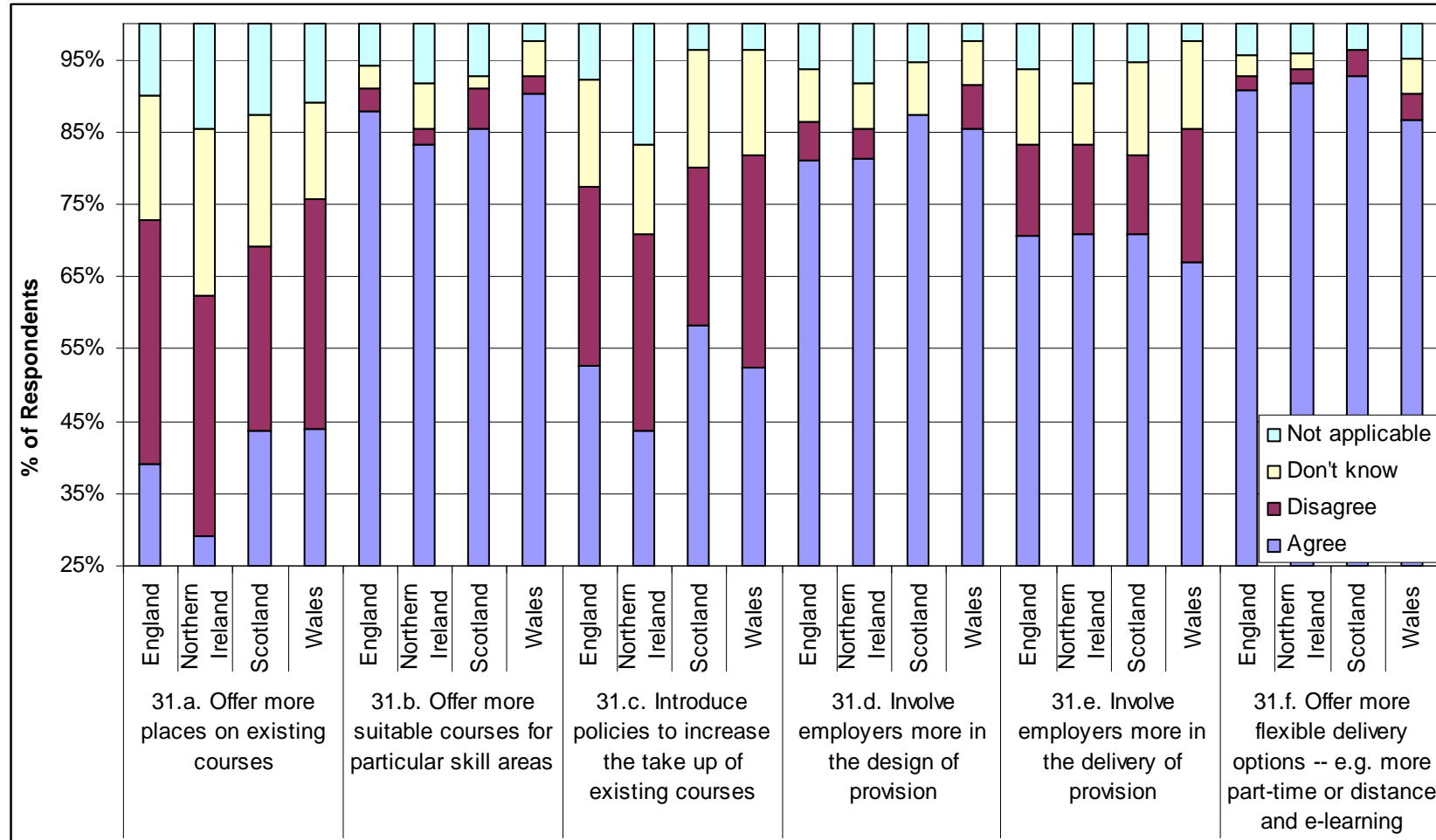
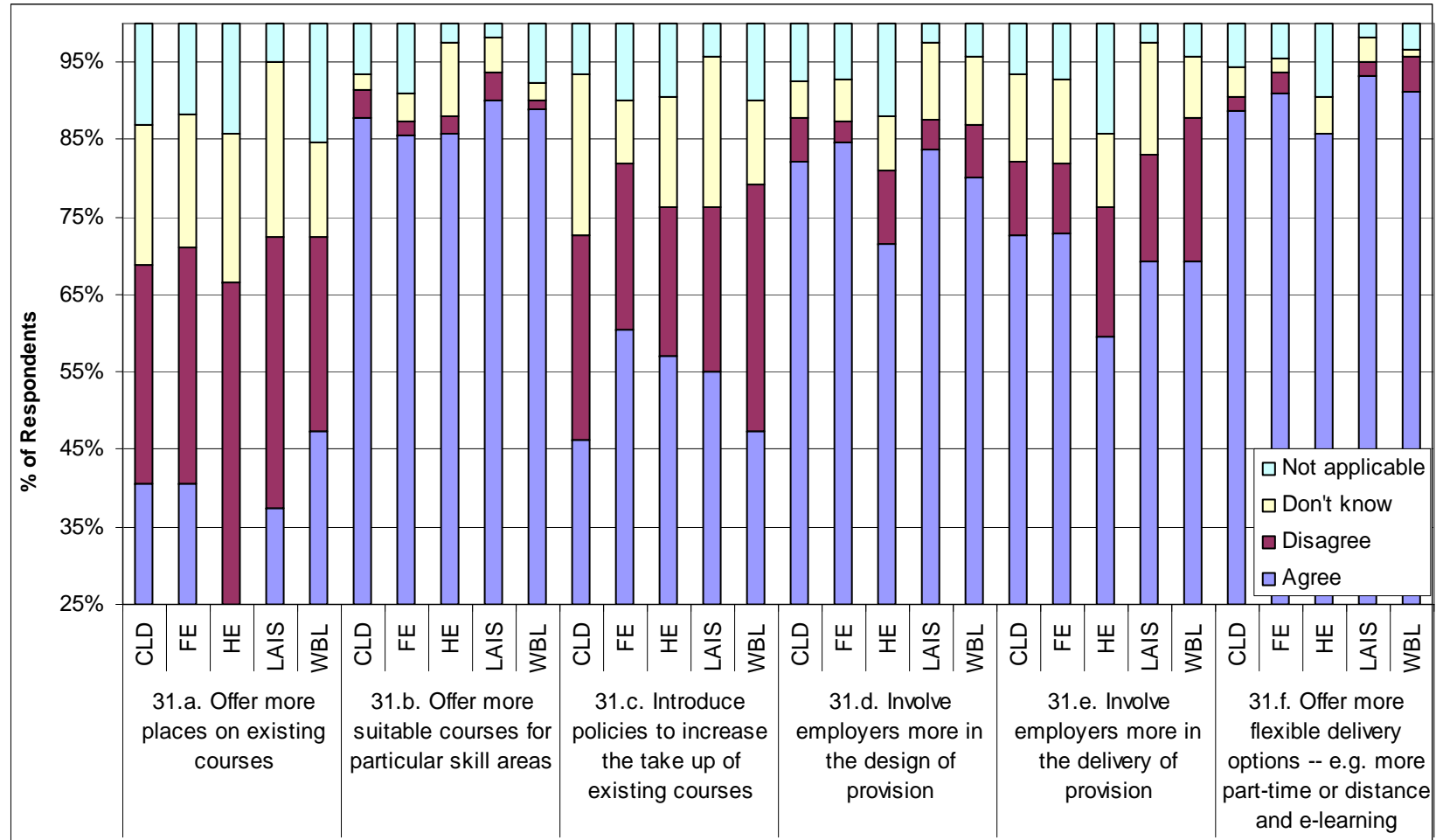


Figure 8.6.1.b: How should the supply of education and training for your staff change in the future? – Constituencies

LLUK employer survey. Nos. = 106 (CLD), 111 (FE), 42 (HE), 160 (LAIS), 91 (WBL)



8.7 Recommendations

Based on the evidence gathered, this section identifies proposals for change in the development, co-ordination and delivery of training provision available for the lifelong learning sector, in order to address skills priorities identified in stage 1. These will form the basis for further consultation with the sector through the remaining stages of the SSA process.

However, LLUK's workforce is the main supplier of provision and training to the workforces of all of the SSCs, including that which forms the focus of the work of LLUK. For this reason, LLUK will undertake a unique, additional, piece of work as part of the SSA called the Impact Review. The Impact Review will concentrate on the reviewing of the other 24 Sector Skills Councils' SSAs to understand their potential impact on future workforce planning and implications for the lifelong learning sector workforce across the UK. The findings of the Impact Review will be incorporated into LLUK's SSA.

Recommendations for the lifelong learning sector

Some overarching themes became apparent during the course of this research, which indicate that significant progress in the effectiveness of the workforce will be achieved through:

The development of flexible provision relevant to specific skills needs across the lifelong learning sector. Although evidence suggests that the majority of provision for the lifelong learning sector is presently delivered on a part-time basis, employers across all constituencies express a desire for more provision, which is:

- **accessible** – both in terms of local delivery and distance learning (e.g. e-learning)
- **modular** – so that it may address relevant skills needs with minimum disruption to business, in terms of both time away from work and affordability, while granting the recognition enjoyed by formal qualifications
- **targeted and current** – in that it addresses skills relevant to current practice. There were notable gaps in some areas, as identified in the previous sections of this chapter, which are dealt with in detail later in the section.

The promotion of sector-wide recognition of the importance of CPD activity, whether in-house or externally delivered, for all occupational groups. There were many views expressed by employers on how this should be addressed, the emerging themes of which were to:

- **co-ordinate and stabilise funding systems to support CPD activity in recognition of its value** – employers from all constituencies found fault with current funding systems, but it was more often cited by those working in the CLD and WBL constituencies. Relevant funding bodies in each country should be approached to assess how best to achieve this.
- **formalise CPD activity** – views on how to achieve this varied, and included:
 - **regulation** – requiring professionals in the sector to undertake prescribed amounts of CPD as part of their licence to practice, or protecting time for CPD activity within the workplace
 - **mentoring** – increasing the amount of in-house training undertaken within and between organisations in the lifelong learning sector, and co-ordinating this informal learning delivery across organisations

- **recognition** – many put forward the idea that in-house training should be accredited.

More specific recommendations for addressing identified skills priorities within each constituency were formed and are presented in the tables below.

Skill Priority	Research Findings	Recommendation
CLD constituency		
Skills related to management and leadership	<p>There is very little contextualised provision for the management of CLD activities available through FE and HE providers.</p>	<p>The sector, including key stakeholders, should be approached to ascertain:</p> <ul style="list-style-type: none"> • whether there is a sufficient demand to merit a co-ordinated development of contextualised management provision for the CLD workforce and its sub-sectors • what form this provision should take (i.e. HE diploma, S/NVQ level 4+, etc.) • how this provision would best be delivered. <p>Appropriate provision for delivery through both HE, FE and perhaps WBL should be developed.</p>
Demand for youth practitioners	<p>There are a number of programmes available for youth workers though HE, the majority of which also focus on community work and were at degree level. In England the number of learners undertaking foundation degrees relating to youth work is increasing rapidly. The proportion of programmes identified as endorsed by appropriate bodies was generally low, and varied in each country.</p>	<p>Efforts should be made to drive up demand for accredited and endorsed provision relating to youth work in each country, and to assess the appropriateness of youth work provision, which does not currently comply with these requirements. These processes should be able to keep pace with the development and proliferation of new qualifications, such as foundation degrees.</p> <p>The formation of a UK-wide professional body for youth workers (and possibly community workers) should be established, the professional standards of which should comply with professional requirements in each country.</p>
Demand for family and parent training practitioners	<p>There was very little evidence of provision for family and parenting-related activities in HE. England saw large decreases in the levels of family and parenting-related provision delivered through FE (especially family related), in 2004/05.</p>	<p>The sector, including key stakeholders, should be approached to ascertain how:</p> <ul style="list-style-type: none"> • to co-ordinate the development of family and parenting-related provision and to ensure the quality of its delivery • to communicate the importance of this provision to key government agencies and to seek sustainable funding.
Provision for skills related to ICT	<p>There was almost no provision identified as relating to ICT within a CLD context. What was identified was delivered through HE in England only.</p>	<p>The sector, including key stakeholders, should be approached to ascertain whether the development of contextualised provision for ICT in a CLD context is appropriate, or whether the co-ordination of the existing (and abundant) supply of this provision should be employed to address this skills priority.</p>

Skill Priority	Research Findings	Recommendation
FE constituency		
Skills related to management and leadership	<p>There was little provision available for leadership and management within a FE context delivered through FE or HE, but more, which was related to the wider post-compulsory sector.</p>	<p>Building on work done and provision available, and proceeding through consultation with the sector, including key stakeholders:</p> <ul style="list-style-type: none"> the awareness of current and developing availability of contextualised management and leadership provision for the sector should be increased by creating a UK-wide reference point for such activity, to decrease duplication of effort and drive up recognition efforts should be made to co-ordinate the quality control mechanisms for such provision.
Specific shortage subjects	<p>No provision, which relates directly to the teaching of construction, engineering, ICT, science, management or health and social care in a FE setting was identified in FE or HE.</p>	<p>The sector, including key stakeholders, should be approached to ascertain how best to attract teachers from industry to areas in which they are lacking. This may be done by:</p> <ul style="list-style-type: none"> developing incentives, financial or otherwise, to encourage suitable professionals. developing routes for teachers, without a specialist knowledge of these areas, to deliver such adequate provision.
Demand for support professionals and technical support staff	<p>There was provision relevant to teaching support professionals delivered through HE in all countries, and significantly more through FE. Much teaching support with a focus on adult literacy, numeracy or ESOL was delivered through FE in all countries and there is evidence of high levels of demand for this provision.</p>	<p>Building on provision already available or recently developed, efforts should be made to ensure the quality and increase awareness of provision relevant to teaching support professionals by:</p> <ul style="list-style-type: none"> rationalising endorsement processes for this type of provision, and co-ordinating this activity from a UK-wide perspective signposting development and progression routes for teaching support professionals having these processes informed by the Sector Qualifications Strategy.
	<p>No provision relevant to technical support staff within a FE setting was identified in any country, through FE, HE or WBL.</p>	<p>The sector, including key stakeholders, should be approached to establish whether there is sufficient demand for the development of provision for technical support staff working in a FE context.</p>

<p>Basic skills (adult literacy, numeracy or ESOL)</p>	<p>The proportion of SVUK-approved basic skills teaching and teaching support provision delivered through HE was low. Teacher training with a focus on basic skills delivered through FE increased at level 4 in all countries, for which there was information.</p>	<p>Co-ordination and endorsement processes for the teaching of adult literacy, numeracy or ESOL-related provision should be aligned in all countries to:</p> <ul style="list-style-type: none"> • establish and exploit synergies and drive up quality • plan delivery, so that teaching expertise are available where demand for the delivery of these skills is most prominent
<p>Other constituency-specific skills</p>	<p>There was little evidence of contextualised provision relevant to these skills priorities found in this investigation of provision.</p>	<p>The sector, including key stakeholders, should be approached to establish how best to address issue such as:</p> <ul style="list-style-type: none"> • gaining current industry experience • updating vocational courses • developing wider teaching support skills.

Skill Priority	Research Findings	Recommendation
HE constituency		
Skills related to management and leadership	There were few programmes, which related to management and leadership within the HE setting, and all were found in England.	The sector, including key stakeholders, should be approached to establish how best to strengthen leadership and management in the HE sector.
Technician qualifications at S/NVQ Level 4	There were no specialist qualifications identified for technicians at level 4 delivered through HE in either 2003/04 or 2004/05.	The development of a tailored award for technicians working in a HE setting should be co-ordinated to establish: <ul style="list-style-type: none"> • whether an over-arching award would be suitable to the varied disciplines, to which this qualification would cater • how best this provision should be delivered (i.e. through HE or FE and HE partnerships).
Provision for teachers of specific subject areas	Generic provision is available for teaching and academic practice, and predominantly endorsed by the HEA, but little was identified, which had a specific focus on teaching within a specific subject area in a HE setting (with the exception of health and social care).	The sector, including key stakeholders, should be approached to establish how people qualified and able to deliver learning in the identified areas can be attracted to teaching.

Skill Priority	Research Findings	Recommendation
LAIS constituency		
Skills related to management and leadership	<p>There were many programmes available at master's level and above in 2004/05 in England, Scotland and Wales, which would perhaps be suitable for this purpose. In this period there were no programmes identified in Northern Ireland.</p>	<p>Further investigation is required to identify whether existing provision adequately caters for the sector's leadership and management requirements. The sector, including key stakeholders, should be approached to establish how best to co-ordinate the delivery of this provision.</p>
ICT skills	<p>Beyond what is embedded in the course design for associated programmes available through FE and HE, there was little evidence of these skills needs being specifically addressed with customised provision, with the notable exception of Scotland. The launch of the Diploma/Advanced Diploma in ICT Applications in Libraries (PDA) shows a co-ordinated effort to address this issue.</p>	<p>Building on work done to address ICT skill priority in the LAIS sector, employers should be approached to:</p> <ul style="list-style-type: none"> • assess demand for the development of provision, as has been seen in Scotland • see how existing ICT provision can be better co-ordinated to reduce skills needs in this area.
Technical skills	<p>There was little evidence of provision, which directly addressed the constituency-specific skills needs with the LAIS context.</p>	<p>The sector, including key stakeholders, should be approached to establish whether demand is high enough to merit development provision suitable for addressing these LAIS specific technical skills.</p>

Skill Priority	Research Findings	Recommendation
WBL constituency		
Skills related to management and leadership	<p>There were HE programmes relevant to WBL which may be suitable for management and leadership activities. The majority were delivered in England, through Middlesex University, and in Northern Ireland, through the Queen's University Belfast.</p> <p>Significant volumes of Management/Co-ordination of 'Learning and Development' provision delivered through FE and WBL were only identified in England; the number of enrolments increased from 2003/04 to 2004/05.</p>	<p>Further investigation is required to establish the suitability and value of identified HE provision for WBL sector practices. The uptake of the higher level 'Learning and Development' (and 'Teaching and Development') awards in countries other than England could be increased to address this need.</p>
	Assessment skills	<p>There were still large volumes of 'D-units' being delivered in 2004/05, the standards for which were superseded in 2002.</p>
<p>There were large volumes of assessment / verification provision identified as being delivered through FE.</p> <p>Some assessment/ verification activity was identified as being delivered through WBL, but the low volumes suggest that this type of activity occurs in-house and without public support for its delivery.</p>		<p>The sector, including key stakeholders, and, in particular, funding bodies in each country should be approached to establish how to provide parity of funding for this provision, in recognition of its importance in relation to the quality of all WBL delivery.</p>
Basic/key skills and updating of industrial practices	<p>There was little evidence of provision designed to support the delivery of basic skills within the context of the WBL setting, or the updating of industrial practices.</p>	<p>The sector, including key stakeholders, should be approached to establish ways in which the delivery of basic skills can be addressed by tailored provision for the WBL sector. They should likewise be approached to establish methods for updating industrial practice.</p>
	<p>Evidence suggests that completion and achievement rates for WBL-provision delivered through FE are low.</p>	<p>Further investigation is required to establish the reasons for low completion and achievement rates on WBL-related provision in FE.</p>

Skill Priority	Research Findings	Recommendation
Other recommendations		
Manual workers and CPD	A high proportion of the respondents to the LLUK employer survey, in every country, indicated that CPD for manual workers was 'not applicable'.	The question, as to whether this occupation group should be entitled to the same CPD as other occupation groups in the lifelong learning sector, should be addressed through the sector qualifications strategy.
Further analysis of training information	High level categories have been used throughout this report to summarise the learner and delivery characteristics, and volumes of those undertaking lifelong learning-relevant provision and training. More detail may be needed in terms of the analysis of: <ul style="list-style-type: none"> • age • ethnicity • gender • CPD/in-service training 	Additional analysis of information already held should be undertaken by LLUK, where there is an identified demand from the additional stages of the SSA.
Further information required for FE in Scotland	For all other countries analysed in this report, information available in public records was given at programme level, which allows for detailed classification and interrogation. This was not available in Scotland for FE.	LLUK should approach the SFC to acquire this information, and to arrange a knowledge transfer so that subsequent interrogation is of a high quality and in line with SFC/LLUK expectations.

Note: 'S' denotes 'short'; 'M' denotes 'medium'; 'L' denotes 'long'.

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ANNEX A

Mapping LLUK-relevant, recorded learning programmes across the UK

Stage 2 of the SSA required the identification of provision relevant to the LLUK workforce, for subsequent quantification and analysis. In stage 3, research on the demand (stage 1 findings) and supply of skills (stage 2 findings) will be viewed together, with the objective of assessing shortfalls, over-supply and gaps in current provision etc. This necessitated the development of an analytical framework, as recommended in the SSDA's guidance, to ensure that:

- provision was mapped consistently to a clear set of established criteria
- provision was grouped in such a way as to allow for comparison to findings in other areas, by ensuring consistency in classification (e.g. using SOC codes – see section 1.3)
- provision was grouped consistently across all streams of delivery (FE, HE, WBL and CLD where available)
- provision endorsed by professional bodies, or otherwise verified as being in line with NOS, was flagged for HE
- any supplemental information was available and applied consistently (e.g. adult literacy, numeracy and ESOL, old 'D units' etc.)

The mapping of provision took place in different ways for each country, according to the systems used to classify provision within the organisation where data was held, and the level of detail eventually released. The mappings were ratified through a series of working group meetings with LLUK staff with expertise in standards and qualifications as participants. The following table 1.a outlines the main sources used.

Table 1.a: Main sources of information for the mapping of provisions

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

	Scottish Enterprise (SE)		Modern Apprenticeships	All learning programmes delivered by providers in receipt of SE funding.
	Highlands and Islands Enterprise (HIE)		Modern Apprenticeships	All learning programmes delivered by providers in receipt of HIE funding.

Only provision, which was specifically designed to equip workers within the LLUK footprint with skills relevant to their vocation has been identified and evaluated. It is acknowledged that the current workforce is in receipt of a wide variety of generally applicable qualifications, and is using them with success in the lifelong learning sector (e.g. management and leadership, health and safety, administrative awards etc.). However, a well catered for sector, in terms of the supply of provision, would have specialist training available for all its major functional areas. The Assessment of Current Training Provision aims to measure the supply of provision against this benchmark, and thus generally applicable provision, and its use in the lifelong learning sector, has not been explored as rigorously.

A series of flags were assigned to identifiable properties of learning programmes relevant to the lifelong learning sector's workforce. Criteria for each of these properties were developed and used to classify all learning programmes. This method sidesteps the problem of a learning programme being relevant to more than one category (i.e. a BA in Community and Youth Work does not have to be arbitrarily put into either the 'community' or the 'youth work' classification) and allows for more comprehensive analysis. The way in which the resulting information is presented throughout the report groups all those programmes, which belong to more than one constituency, as 'post-compulsory', as overlap only occurs between FE, HE and WBL.

It was important that findings from the analysis of learning uptake were compared to findings in other areas. This comparability was ensured by mapping the learning programmes identified to the broad SOC codes used in other analyses (e.g. LFS, LLUK employer survey, etc.) This was done by going through the list of identified learning programmes and assessing them on an individual basis. Where a learning programme could be classified as more than one broad SOC group, the highest was assigned (e.g. S/NVQ in Direct Training and Support was assigned 'professional', which would apply to direct training, rather than 'associate professional/technical', which would apply to the support of training).

Any analysis, which looks across the different streams of delivery, will not be comparing like with like. However, the classification of all learning programmes was made from the same set of criteria, based on the programme's intended use, to allow comparisons to be made on this limited basis. Details of these criteria can be found in later sections of this annex.

The quality of provision, as it relates to increasing the proficiency in a particular vocational area, is difficult to assess, especially at higher levels; (QAA does not issue inspection grades, as FE inspectorates do in acknowledgement of this). By identifying which learning programmes have been endorsed by professional bodies, or other organisations with remits to make similar judgements, inferences can be made on the suitability of the provision on offer, by quantifying the volumes of programmes delivered, which received endorsement. This was a laborious process, which required matching learning programme titles in both the HESA SR dataset and lists provided by professional and endorsement bodies - the records often bear little resemblance. As the decision to focus on HE was made early on, a programme of verifying this mapping was initiated. HE institutions were approached and shown the programmes identified, which were flagged as professional body and endorsement body-accredited, and the volumes of learners on them, and asked to comment on the accuracy and completeness of the information. The feedback increased the integrity of the data and provided further information on the delivery of provision relevant to the lifelong learning sector.

More detailed analyses of public datasets were carried out in key areas of need, identified by LLUK's Skills Needs Assessment and areas of interest within the organisation. This included identifying verification and assessment-related provision (for which LLUK holds the NOS), training to teach Skills for Life, and others.

Criteria for mapping LLUK-relevant provision

A series of categories have been developed for the analysis of delivery patterns of LLUK-relevant provision across the UK. Descriptions of the criteria used in the classification of relevant provision can be found in the table below.

Primary properties – all mapped programmes must have at least one primary property				
Code	LLUK provision category	FE	HE	Vocational education and training
As	Assessment/ verification-related	This category contains all relevant D, V and A units, and all assessment/ Verification-related learning programmes.	This category contains all relevant D, V and A units, and all assessment/ verification-related learning programmes.	This category contains all relevant D, V and A units, and all assessment/ verification-related learning programmes.
Ad	Administrative	Provision designed for administrative occupations within the LLUK sector. Exclusions: Generic administrative learning programmes have been excluded from this category.	Provision designed for administrative occupations within the LLUK sector. Exclusions: Generic administrative learning programmes have been excluded from this category.	Provision designed for administrative occupations within the LLUK sector. Exclusions: Generic administrative learning programmes have been excluded from this category.
CM	Community learning and development	CLD-related provision: Certificates/ S/NVQs in: community work; community development work; community volunteering; community enterprise etc. GCSEs in Community Studies, only where this is the main focus of the programme. Exclusions: Community justice; community arts; community sports leadership.	The focus of the programme must be on community education or development, or community and youth work. This includes youth and community studies. Joint programmes are included only when additional subjects relate to the lifelong learning sector also. Exclusions: Community justice; community arts; community sports leadership.	CLD-related provision: Certificates/ S/NVQs in: community work; community development work; community volunteering; community enterprise. Exclusions: Community justice; community arts; community sports leadership.

FP	Parenting and Family Learning	Parenting and family learning programmes are included. This encompasses nurture groups, parents as teachers, family learning and others.	Parenting and family learning programmes are included. This encompasses nurture groups, parents as teachers, family learning and others.	Parenting and family learning programmes are included. This encompasses nurture groups, parents as teachers, family learning and others.
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Table continued

Primary properties – all mapped programmes must have at least one primary property

Code	LLUK provision category	FE	HE	Vocational education and training
Mg	Management Leadership	Includes all programmes designed specifically for management or leadership within the lifelong learning sector. Exclusions: Generic management and leadership programmes, or educational leadership programmes not designed for the lifelong learning sector.	Includes all programmes designed specifically for management or leadership within the lifelong learning sector. Also includes MBAs, DBAs with a focus on education. Exclusions: Generic management and leadership programmes, or educational leadership programmes not designed for the lifelong learning sector.	Includes all programmes designed specifically for management or leadership within the lifelong learning sector. Exclusions: Generic management and leadership programmes, or educational leadership programmes not designed for the lifelong learning sector.
LS	LAIS	Includes programmes in librarianship, library studies, archive administration and studies, and information services. Exclusions: Information management without a LAIS focus.	Includes programmes in librarianship, library studies, archive administration and studies, and information services. Exclusions: Information management without a LAIS focus.	Includes programmes in librarianship, library studies, archive administration and studies, and information services. Exclusions: Information management without a LAIS focus.

TT	Teacher training	<p>City and Guilds (C&G) 730X, S/NVQs in 'Learning and Development', Training the Trainer, and all provision, accredited and non-accredited, which is designed to impart pedagogical skills for the post-compulsory sector.</p> <p>Exclusions: Provision designed for teachers of compulsory education. Outdoor, sport and fitness related teaching.</p>	<p>All teacher training or CPD specifically designed for FE, HE, post-16, vocational learning or the post-compulsory sector in general.</p> <p>Exclusions: Programmes designed for teachers of compulsory education (e.g. leading to QTS, INSET etc.). Any education-related study or research, which does not specifically focus on the post-compulsory sector.</p>	<p>C&G 730X, S/NVQs in 'Learning and Development', Training the Trainer, and all provision, accredited and non-accredited,, which is designed to teach pedagogical skills for the post-compulsory sector.</p> <p>Exclusions: Provision designed for teachers of compulsory education. Outdoor, sport and fitness related teaching.</p>
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Table continues overleaf

Table continued

Primary properties – all mapped programmes must have at least one primary property

Code	LLUK provision category	FE	HE	Vocational education and training
TT	Teacher support training	C&G 7321 Certificate in Learning Support, BTEC Professional Development Certificate in ICT for Teachers, Supporting Community Learning. Exclusions: Provision designed for teaching support in compulsory education.	Learning support programmes, which are not specifically designed for the compulsory sector. Includes learning support for adults, use of ICT, and others. Exclusion: Any programmes designed for the compulsory sector.	C&G 7321 Certificate in Learning Support, BTEC Professional Development Certificate in ICT for Teachers, Supporting Community Learning. Exclusions: Provision designed for teaching support in compulsory education.
Y	Youth work	Programmes, which primarily focus on youth work or youth studies.	Programmes, which primarily focus on youth work or youth studies. Joint programmes, where this is the case, are also included.	Programmes, which primarily focus on youth work or youth studies.
GN	Generic	Some learning aims are classified as generic, but relevant to education (e.g. as Sector Subject Area 13). They have been included for analysis, but little more can be known about the nature of this provision.	N/A	N/A

Secondary properties – providing additional information to supplement a mapped learning programme’s primary property/ies				
Code	LLUK provision category	FE	HE	Vocational education and training
DIS	Designed to accommodate learners with learning difficulties or disabilities	Any additional mention of a focus on learners with learning difficulties or disabilities, within the post-compulsory sector.	Any additional mention of a focus on learners with learning difficulties or disabilities, within the post-compulsory sector.	Any additional mention of a focus on learners with learning difficulties or disabilities, within the post-compulsory sector.
S4L	Adult literacy, numeracy and ESOL-related provision	Where either TEFL, Skills for Life, adult education, literacy or numeracy were specifically cited as the focus of the programme, and it was not a joint programme (except where the joint programme supported the above, e.g. English studies and TEFL). Also teaching qualifications with a key skills specialism. Exclusions: Teaching foreign languages to adults.	Where either TEFL, Skills for Life, adult education, literacy or numeracy were specifically cited as the focus of the programme, and it was not a joint programme (except where the joint programme supported the above, e.g. English studies and TEFL). Also teaching qualifications with a key skills specialism. Exclusions: Teaching foreign languages to adults.	Where either TEFL, Skills for Life, adult education, literacy or numeracy were specifically cited as the focus of the programme, and it was not a joint programme (except where the joint programme supported the above, e.g. English studies and TEFL). Also teaching qualifications with a key skills specialism. Exclusions: Teaching foreign languages to adults.
CPD	Continuing Professional Development	Any mention of professional development.		
D-unit	D-units	D-units based on the old standards.	D-units based on the old standards.	D-units based on the old standards.
FE	Further Education	Relating to the FE sector.		

HE	Higher Education	Relating to the HE sector, specifically for teaching or management. Exclusions: Qualifications, which precede research or higher academic posts (e.g. PhDs).
WBL	Work based learning	Relating to work based learning or equivalents (JobSkills etc.) and the delivery of apprenticeships, including S/NVQs in 'Learning and Development' and 'Direct Training and Support' etc.

ANNEX B

Occupational groups and constituencies

Below are examples of job titles for the different occupational groups defined in each constituency. These were used both in the LLUK employer survey and to inform the mapping of provision.

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

Table continues overleaf ...

Table continued

Occupational category	CLD	FE	HE	LAIS	WBL
Professionals	Community Trainer/ Tutor Professional Youth Worker Senior/Principal Youth Worker	Senior Lecturer Lecturer Teacher FE Teaching Professional Sixth Form College Teaching Professional NATSPEC Colleges Teaching Professional Team Leader	Senior Lecturer Lecturer HE Teaching Professional	Librarian Archivist Information Officer Archives Conservator	Training Consultant Training Officer Basic Skills Tutor Foundation Tutor Vocational Tutor Uniformed Services/ Armed Forces Training Professional Guidance Specialist
Support/ associate professionals	Youth and Community Worker Associate/Detached Youth Worker Delivery or Support Worker, post- compulsory learning Family Liaison Officer	Learning Support Staff Instructor FE Facilitator	Learning Support Staff Instructor Demonstrator	Assistant Archivist Assistant Librarian Assistant Information Services Officer	Assessor Verifier Audit staff Employer Engagement Officer Recruitment Officer Retention Officer
Administrative staff	Administrator	Administrator	Administrator	Library Assistant Archive Assistant Information Assistant	Administrator Data Entry Clerk

<p>Manual staff</p>	<p>Security staff Caretaking, Estates and Cleaning staff</p>	<p>Security staff Caretaking, Estates and Cleaning staff</p>	<p>Security staff Caretaking, Estates and Cleaning staff</p>	<p>Porter/ Warehouse staff (usually only in large organisations such as national library or archive) Security staff Caretaking, Estates and Cleaning staff</p>	<p>Security staff Caretaking, Estates and Cleaning staff</p>
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ANNEX C

Estimating private training provision in England, Northern Ireland, Scotland and Wales

England, Northern Ireland and Wales

Trends in public provision can be understood through looking at publicly-funded provision records for HE, FE and WBL (or the equivalent) in the four countries of the UK. The full extent of privately purchased provision, however, is not exhaustively covered within this data. Thus this section uses additional data, supplied by QCA and C&G, to estimate the extent of privately-purchased provision and training, though comparison to publicly-funded provision records.

QCA collates information on accredited course certifications from all awarding body provision delivered in England, Northern Ireland and Wales. By comparing the number of certifications to the number of achievements on publicly-funded courses, it was possible to derive an estimate of the extent of privately purchased awarding body provision across these countries.

A list of courses relevant to the lifelong learning workforce was given to QCA, which used this to provide information on certification volumes on validated and accredited courses. Public datasets in England and Wales employ the same qualification reference system as the QCA, so what is uniquely identified in one can be identified in the others. As certificates are issued only when a learner successfully completes their course, and publicly-funded datasets contain information on learner achievements, comparing these figures can provide an estimate of volumes of privately-purchased provision of this kind.

Achievement data was not available in Northern Ireland and Wales at the time of analysis so estimates, based on enrolment and learning figures and their ratio to achievement, were substituted. Only enrolments achieved, which were in receipt of LSC, or LSC and ESF co-financing, were included for England. The table 1.1.a below outlines available data and all assumptions used in the calculation.

Enrolment and achievement figures for the estimate of privately- purchased QCA validated and accredited provision

Source	Notes	Assumptions	Enrolments		Achievements	
			2003/04	2004/05	2003/04	2004/05
HE	Number of S/NVQs and C&G qualifications in the standard HE registration population	Assumed that learners achieved			147	106
QCA	Certifications for validated and accredited VQs and S/NVQs, relevant to LLUK		--	--	55,530	63,321
FE ILR	Enrolments and in year achievement for QCA-accredited VQs and S/NVQs		50,170	57,015	24,923	29,421
WBL ILR	Enrolments and in year achievement for QCA-accredited VQs and S/NVQs	Assumes in year achievement patterns are similar to those of FE	No data	959	158	187
FE LLRW	Enrolments and estimated in year achievement for QCA-accredited VQs and S/NVQs	Assumes in learning to achievement ratios are the same as for FE in England	697	855	346	441
WBL LLRW	Enrolments and estimated in year achievement for QCA-accredited VQs and S/NVQs	Assumes in learning to achievement ratios are the same as for WBL in England and 2003/04 has the same levels of achievement	No data	135	26	26
FE FESR	Relevant courses, which appear on the NQF ('route' field) and estimated achievements	Assumes in learning to achievement ratios are the same as for FE in England	81	34	40	18
% Privately-purchased provision					54%	52%
% Publicly-purchased provision					46%	48%

Note: Dark purple cells indicate an estimated figure.

Estimating private training provision in Scotland

As there was no comparable method for estimating the extent of privately- purchased provision and training in Scotland, another source had to be employed. LearnDirect Scotland collects information on the providers and learning programmes delivered across the whole country, which was supplied to LLUK for analysis. By identifying which programmes within the dataset were relevant to LLUK, and removing all providers, which had been identified on public records, estimates of the number of courses and the number of external providers were made.

In total 342 organisations were identified in this way through the LearnDirect Scotland database (as at October 2006). The number of courses and the area of the lifelong learning workforce, to which they relate, are shown in table 2.a below.

Number of learning programmes relevant to LLUK and delivered through institutions, not identified through public records

LLUK constituency or area	No. of courses	%
HE	1	0.3%
FE	1	0.3%
Adult literacy, numeracy and ESOL	15	4.0%
Post-compulsory	15	4.0%
LAIS	295	79.3%
CLD	45	12.1%
Total	372	100.0%

Source: LearnDirect Scotland.

ANNEX D

Stakeholder engagement

During the course of the Stage 2 research exercise, a number of key stakeholders were approached in each country for: information; guidance on the interpretation of this information; advice on the overall direction of research; and for a better understanding of the sector as a whole. The table below details organisations approached, their main country of operation, and the reason they were approached. A total of 29 stakeholders were contacted across the UK.

Stakeholders approached for Stage 2

Organisation	Country	Reason for contact
Learning and Skills Council (LSC)	England	Approached to obtain information and guidance on interpretation of this information, relating to LLUK-relevant provision delivered through FE, WBL and ACL.
Adult Learning Inspectorate (ALI)	England	Approached to obtain information and guidance on interpretation of this information, on the quality of WBL in England.
National Youth Authority (NYA)	England	Approached for information on endorsed programmes, which relate to youth and community work.
Institute for Learning (IfL)	England	Discussed matters relating to the professional development of the lifelong learning sector.
Qualifications and Curriculum Authority (QCA)	England	Approached to obtain information and guidance on interpretation of this information, on the certifications of awarding body provision across England, Northern Ireland and Wales.
Office for Standards in Education (Ofsted)	England	Approached to obtain information and guidance on interpretation of this information, on the quality of FE and WBL education and FE teacher training.
Association of Learning Providers (ALP)	England	Approached for advice on investigating private training provision.
Quality Assurance Agency for Higher Education (QAA)	England, Northern Ireland, Wales	Approached to discuss quality assurance arrangements in place for HE, specifically relating to LLUK provision.
Standards Verification UK (SVUK)	England, Wales	Discussed matters relating to the quality of provision for the lifelong learning sector.
Department for Learning and Employment, Northern Ireland (DELNI)	Northern Ireland	Approached to obtain information and guidance on interpretation of this information, relating to LLUK-relevant provision delivered through FE and WBL (Jobskills).
Education and Training Inspectorate (ETI)	Northern Ireland	Approached to obtain information and guidance on interpretation of this information, on the quality of FE and WBL education.
Scottish Funding Council (SFC)	Scotland	Approached to obtain information and guidance on interpretation of this information, relating to LLUK-relevant provision delivered through FE.
Highlands and Island Enterprise (HIE)	Scotland	Approached to obtain information and guidance on interpretation of this information, relating to LLUK-relevant provision delivered through WBL.
Scottish Enterprise (SEn)	Scotland	Approached to obtain information and guidance on interpretation of this information, relating to LLUK-relevant provision delivered through WBL.

Her Majesty's Inspectorate of Education (HMIE)	Scotland	Approached to obtain information and guidance on interpretation of this information, on the quality of FE and WBL education.
Scottish Qualifications Authority (SQA)	Scotland	Approached to obtain information and guidance on interpretation of this information, on certifications issued by the SQA on SVQs relevant to LLUK.
Learn Direct Scotland	Scotland	Approached to obtain information and guidance on interpretation of this information, on LLUK-relevant programmes available across Scotland.
Scottish Library and Information Council (SCLIC)	Scotland	Approached for advice on current developments relating to libraries in Scotland.
Quality Assurance Agency Scotland (QAA Scotland)	Scotland	Approached to discuss quality assurance arrangements in place for HE, specifically relating to LLUK provision.
Community Education Validation and Endorsement (CeVe)	Scotland	Approached for information on endorsed programmes, which relate to community education in Scotland.
Department for Education, Lifelong Learning and Skills (DELLS) (formerly DSYG)	Wales	Approached to obtain information and guidance on interpretation of this information, relating to LLUK-relevant provision delivered through FE, WBL and through community learning. Also approached for discussion of broad direction of research in Wales.
The Office of Her Majesty's Chief Inspector of Education and Training in Wales (ESTYN)	Wales	Approached to obtain information and guidance on interpretation of this information, on the quality of FE and WBL in Wales.
City and Guilds (C&G)	UK	Approached to obtain information and guidance on interpretation of this information, on registrations and certifications of all LLUK-relevant provision
Higher Education Academy (HEA)	UK	Approached for information on endorsed programmes and associated processes.
Society of Archivists (SoA)	UK	Approached for information on endorsed programmes and associated processes.
Chartered Institute of Library and Information Professionals (CILIP)	UK	Approached for information on endorsed programmes, which relate to libraries and information professionals.
Parenting UK (formerly Parenting, Education and Support Forum)	UK	Approached for advice on mapping current training provision relating to parenting practice.
ENTO (formerly the Employment National Training Organisation)	UK	Discussed recent research relating to 'Learning and Development' awards.

Annex E

Glossary

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

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

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

Skills for Business is an employer-led network consisting of 25 Sector Skills Councils and the Sector Skills Development Agency. Through its unrivalled labour market intelligence and insights from employers in all sectors of the UK economy, the network identifies change needed in policy and practice relating to education and skills development. With the influence granted by licences from the governments of England, Scotland, Wales and Northern Ireland, and with private and public funding, this independent network engages with the education and training supply-side, such as universities, colleges, funders and qualifications bodies, to increase productivity at all levels in the workforce.

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