A SECTOR SKILLS AGREEMENT FOR THE LIFELONG LEARNING SECTOR

STAGE 3 – ANALYSIS OF THE GAPS IN PROVISION AND MARKET TESTING

ENGLAND

JULY 2007

CONTENTS

EXECUTIVE SUMMARY

This is the Stage 3 report for England. The aim of Stage 3, the gap analysis and market testing phase, is to reach a consensus on the priority skills issues across the lifelong learning workforce and to devise a series of solutions and actions to address the skills issues.

This report presents the findings from the Stage 3 consultation activity with employers and stakeholders which has focused on developing an accurate portrayal of skills issues in each of the constituencies in England. This Stage 3 report also details a suite of 10 solutions identified and developed through consultation work and internal Lifelong Learning UK (LLUK) mechanisms. These proposed solutions are now being taken forward for further development and refinement, working with employers and stakeholders in Stages 4 and 5 of the Sector Skills Agreement (SSA) process.

Future workforce characteristics and policy drivers in England

The lifelong learning sector in England brings together all provision that delivers or supports learning and knowledge management for young people over 14 and adults. The lifelong learning sector has only relatively recently been aligned with the publication of the Skills Strategy (2005) and then the development of Lifelong Learning UK. Some of the constituent parts have been more recently realigned within the FE White Paper (2006) and Learning and Skills Council (LSC) policy. These have brought Work Based Learning (WBL) and large parts of the Community Learning and Development (CLD) constituencies under the umbrella term 'FE sector'.

Government policy in a range of areas plays a considerable role in influencing the future development and the demand for skills within the lifelong learning workforce. In the last eighteen months there have been a number of new reports and policies that will impact heavily across the sector, including the Skills Strategies, Foster, the 14 – 19 reforms, followed by the FE White Paper and the two Leitch reviews. These developments are changing the way education, skills and knowledge are acquired, how they are resourced and how they are perceived. As a largely publicly resourced sector, the way in which the lifelong learning sector responds and develops, in order to address the demands placed upon it, is also largely governed by wider policy development.

Strengthening economic prosperity, productivity and social justice are key themes within government policy across the UK, to which the development of skills within the population as a whole is expected to contribute. The Government is looking to achieve all Lord Leitch's proposed ambitions so as to raise skills levels across England. It is now encouraging all those involved in employment and skills to be involved in the debate as to how to make these ambitions a reality. This builds on the ongoing reforms and reviews of all parts of the sector which aim to make the systems more 'demand-led'.

Specifically, provision at all levels must be responsive to the needs of learners, employers and communities. In response, Public Service Agreements (PSAs) have been established in England, which set out clear targets for improving the educational training attainment of young people and improving adult skills levels. In essence, these targets could be considered as the delivery targets for the sector, which in turn influence the demands placed on the lifelong learning sector and its workforce.

Overarching themes across the lifelong learning sector

Using Stage 1 & 2 evidence, initial 'gap analysis papers' were developed for England for each constituent part of the lifelong learning sector. As this work developed and further consultation was carried out with employers and stakeholders it became evident that a

series of themes relating to skills issues are common across the lifelong learning sector. LLUK has used these themes to develop a framework for the SSA and to identify areas for collaboration on solutions development across the lifelong learning sector. The skills issues within each of the nations were mapped under the following overarching themes;

- Skills related to learning delivery including pedagogy and information learning technology (ILT)

Skills related to learning delivery, including pedagogy and ILT are some of the most important skills needs across all constituencies of the lifelong learning sector. However, the specific skill set related to learning delivery is different in each constituency - ranging from developing and using a range of teaching and learning techniques in Further Education (FE) to the increased demand for ILT within Higher Education (HE).

- Leadership and management – including employer engagement (engaging with industry)

Across the lifelong learning sector in England leadership and management skills issues were identified and reinforced through Stage 3 consultation work in all constituencies. Specific skills included financial management, succession/strategic planning, bid writing/ fund raising, leadership and coaching / mentoring skills.

- Learner engagement and customer care

Various social inclusion and wider participation agendas have fuelled the demand for skills relating to learner engagement and customer care to meet the needs of an increasingly diverse learner population that includes younger learners aged 14-19, adults and those from disadvantaged backgrounds.

New methods of teaching, including e-learning, have increased the demand for support staff resulting in a need for more trainers, instructors and learning facilitators to work directly with students on a daily basis. Moreover, changes to the role of technical staff mean that they now directly interface with the learner as well as supporting aspects of the learning programme such as project and assignment work, all of which create skills needs of learner engagement.

- Multi-agency/ partnership working

In general, partnership working skills have been identified as a requirement across the five constituencies. Employers and stakeholders report a need for increased multi-agency working in delivering services to individual learners and/ or clients. Staff need skills in working collectively to achieve multi-agency, individual agency and service delivery targets. New skills and specialisms are emerging with implications for staff development.

- Employer engagement

Effective employer engagement and partnership working is an emerging issue for the FE and HE workforce. The Leitch Report emphasised the importance of employer engagement in these constituencies and the need to improve relationships with employers. Responding to employer demand has been identified in WBL as part of the demand for leadership and management skills.

- Recruitment and retention

Skills shortages and recruitment and retention difficulties were highlighted in all parts of the lifelong learning sector and reinforced through the Stage 3 consultation work.

- ICT

Skills related to Information and Communication Technology (ICT) are a requirement for some parts of the lifelong learning sector, in particular within the Libraries Archives and Information Services (LAIS) constituency. Technological change has bought with it higher expectations on the part of many users of information services as they anticipate that the latest and most complex technology will be available and used to deliver services.

Within CLD, both generic and specialist ICT skills have been cited as skills needs. Employers in the family learning sector identified a need for e-skills awareness to enhance the reputation of family learning and to enable innovative ways of delivering training and learning opportunities.

These themes are explored further in Section 4 of this report in terms of understanding the wider implications of the skills issues across the lifelong learning sector.

Proposed Solutions and Actions

LLUK initially focused the Stage 3 consultation work on developing an accurate picture relating to skills issues for each constituency in England. As this work developed, potential solutions to the skills issues were identified by consultation attendees. A detailed study of all feedback was carried out in order to inform the development of the potential solutions. The combined outcome of these activities was the development of a suite of 10 solutions, which have now been reality checked and refined through key employer groups to ensure strategic fit in England. The 10 proposed solutions LLUK will be taking forward in Stages 4 & 5 of the SSA are:

1. **Explore the options for 'professionalising' all parts of the lifelong learning workforce -** LLUK is currently involved in a major area of activity, working towards the development of UK-wide National Occupational Standards (NOS) for learning delivery. LLUK is working across the 4 nations with key Government departments to consider a UK-wide approach to developing standards for lecturers, teachers, tutors and trainers.

2. **Develop an integrated CPD framework and model for the lifelong learning sector where appropriate -** LLUK has an aspiration that the lifelong learning workforce in all 4 nations and across all constituencies has access to an integrated Continuing Professional Development (CPD) framework.

3. **Develop a 'skills for learning professionals' qualifications framework –** LLUK proposes the development of a 'skills for learning professionals' skills and qualifications framework to sit within the Sector Qualification Strategy (SQS) and act as an introduction to working in the lifelong learning sector. This would provide the building blocks for standards and qualifications in the sector. Identified areas for potential development through SSA Stage 4 & 5 consultation are; employer engagement, Information Learning Technology, learner support/ customer care and multi-agency/ partnership working.

4. **Develop collaborative working across the lifelong learning sector to recognise and disseminate good practice -** There is a great deal of good practice evident in all parts of the lifelong learning sector. This solution looks at the option of developing better

partnerships across constituencies and even nations to disseminate this good practice as widely as possible.

5. **Support lifelong learning employers in the move towards learner centred learning and training opportunities -** A culture change is taking place in the planning and delivery of education and training. Much of this is being driven by the Leitch Review of Skills. This culture change will have a huge impact on staff in the lifelong learning sector in terms of how learning is delivered, how courses are funded and many other aspects of their work. There is a need for a programme of support to assist lifelong learning employers to make this transition in England and to develop and nurture skills relating to employer engagement.

6. **Develop sector wide career pathways –** There are currently no clear progression routes or career pathways that map across the whole lifelong learning sector in any of the 4 nations. This area of activity is based on the creation of a framework outlining career pathways in the lifelong learning sector.

7. **Develop a knowledge bank for IAG professionals and others to support new entrants and existing staff in the lifelong learning sector –** It is critical that LLUK works with the sector and partners to develop a knowledge bank of support for Information Advice and Guidance (IAG) professionals both within the sector and also available to those career guidance professionals to attract new entrants.

8. **Recruitment programmes to address specific shortages in the lifelong learning sector** – Targeted recruitment programmes are needed to encourage people to move across the lifelong learning sector or consider it as a career choice. Across the lifelong learning sector there is a demand for a variety of recruitment programmes to encourage a range of people to consider the sector as an attractive career option.

9. **Develop a UK wide Leadership and Management strategy -** There is a plethora of provision in leadership and management across the sector but there is no overall cohesive approach to leadership and management training and take up. There are certainly areas of good practice but there is no overall clear picture.

10. **Develop the business case and resources to support the use of technology in the sector, particularly relating to ILT -** New technology is transforming the way learning is delivered across the UK. It is essential that the lifelong learning workforce is equipped to keep up with the pace of change presented by technology in terms of supporting users in using ICT, learning delivery through technology and up-skilling staff in the use of technology.

Moving into Stages 4 and 5 of the SSA in England

LLUK has now planned a further series of meetings with employers, partners and stakeholders to further develop and refine the suite of 10 solutions, to ensure that they meet and address skills issues in the different constituent parts of the lifelong learning sector in its nine English regions. This work will also focus on agreeing with the sector actions to be taken, the prioritisation of the solutions for each constituency in more detail and developing commitment to the collaborative working LLUK wishes to advocate with partners and employers across the lifelong learning sector.

LLUK will also be continuing to develop a greater understanding of the skills issues across the Community Learning and Development (CLD) part of the sector. Work will be done with employers and partners representative of the seven strands of the CLD workforce to develop the solutions accordingly.

LLUK is currently working with employers and stakeholders to develop a Workforce Strategy for the FE Sector in England. This strategy will build on SSA research and findings and will provide a vehicle for the 'SSA for the Lifelong Learning solutions'. It also draws on a range of partner strategies, in particular the National Improvement Strategy, reflecting the major workforce development activities that are ongoing across the FE Sector.

LLUK is also currently working with partners to address key data gaps identified as part of the Stage 1 and Stage 2 work of the SSA and to finalise a primary data research plan.

1. INTRODUCTION

1.1 The lifelong learning sector and LLUK

LLUK is one of 25 independent, employer-led Sector Skills Councils (SSCs), funded by the Sector Skills Development Agency (SSDA). Together, the 25 SSCs make up the majority of the 'Skills for Business' network, the key goals of which are to:

- reduce skills gaps and shortages

- improve productivity, business and public service performance

- increase opportunities to boost skills and productivity

- improve learning supply including apprenticeships, higher education 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) – including; youth work, adult and community learning; community development; development education; community development learning; family learning and working with parents

- **further education** (FE) – embracing further education colleges, specialist institutions, sixth form colleges in England and post-16 learning provision

- **higher education** (HE) – including universities and colleges of higher education

- **libraries, archives and information services** (LAIS)

- **work based learning** (WBL) – relating to provision by private training companies

Within England, a part of CLD Adult and Community Learning (ACL) or Personal and Community Development Learning (PCDL), together with FE and WBL is known as the 'Learning and Skills sector', now also known as the 'FE sector'.

1.1.1 Community learning and development (CLD)

Community learning and development represents mainly non-formal and informal learning delivered in community-based settings as well as dedicated community development activity and youth work. It includes work with parents and families aimed at building social infrastructure and quality of life. The wide 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 a different sector. For example Sure Start staff in England are captured within the 'Skills for Care and Development' footprint. Much of this constituency's activity is voluntary, although volunteers are often coordinated by a smaller number of dedicated full time professional staff. Employers in the sector 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:

- **Community based adult learning** - this is sometimes referred to as Adult and Community Learning. This involves young adults through to older people and takes a range of contexts from community centres primarily focused on adult learning, to social services settings, regeneration projects and the work place.
- **Community development** – relates to community development activity, which does not have individual learning as its focus, pertaining to activities such as campaigning, building community capacity and empowering communities to take charge of their own development.
- **Community education** – encompasses the lifelong range of learning needs with a close integration in approach between work with adults, young people and children, and in providing educational support with community development. Its emphasis is upon the provision of community based learning and development support for individuals and groups based around identified needs and issues.
- **Development education** – explores the links between people living in the 'developed' countries of the North with those of the 'developing' South, enabling people to understand the links between their own lives and those of people throughout the world.
- **Family learning** – the workforce that concentrates on community based training activity for the family unit, supporting the family to learn as a whole.
- **Working with parents** – the workforce that trains those who work with parents specifically, both to support and enhance the development of parenting skills. As well as working directly 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)

Further education defines the constituency which encompasses the activities undertaken by colleges and institutions primarily concerned with post-compulsory learning which includes private training providers delivering publicly funded provision and PCDL. In England this includes general colleges, sixth form colleges and specialist colleges. The FE sector in England offers a great deal of work-based learning 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 funding agency for the FE sector in England is the Learning and Skills Council (LSC), a non departmental public body. Colleges may also source funding from regional development agencies, private and public sector employers and the European Social Fund (ESF).

1.1.3   Higher education (HE)

The HE constituency comprises all publicly funded HE institutions in the UK. In England funding is managed by the Higher Education Funding Council for England (HEFCE). The constituency includes universities and university colleges, ranging in size from over 30,000 to fewer than 1,000 students, with a wide variety of missions, subject mix and histories. They are all self-governing and independent institutions and are significant employers in their local areas, making a significant impact on their local economies.

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. It is widely recognised that libraries have always been central to education and self-improvement, with the power to drive more effective learning, whether for individuals or groups. Archive services are used increasingly to support self-directed and community based learning.

Information workers of all kinds have an importance to the social well-being and economic success of England which is difficult to over-estimate. They are concerned with the form, content, arrangement, routing and preservation of information and with making it accessible and attractive to actual and potential users. They manage and support the information needs of the 'knowledge economy' generally and, in particular, they contribute to the success of commercial and industrial enterprises.

Funded from a variety of sources, some of the main stakeholders in the sector in England are national government Department for Culture Media and Sport, England (DCMS) and the Museums, Libraries and Archives Council (MLA).

1.1.5   Work based learning (WBL)

Work based learning covers a broad range of activity including programmes undertaken by commercial and voluntary sector providers funded under contract to government departments and agencies as well as a significant amount of privately funded, independent and in-company training. Some colleges are work based learning providers in their own right and have established their own private companies. Funding bodies contract with these college companies to deliver training programmes as well as with local authorities and with independent learning providers. Independent providers often use colleges to provide underpinning knowledge for their work based trainees.

Employers in the sector range from large national training providers and specialist training providers (for example, training provision for people with learning difficulties or disabilities) to small companies employing fewer than 20 staff. Funding for a large part of this constituency is provided from statutory sources. The key funding for the WBL constituency in England is provided by the LSC. WBL providers also source funding from regional development agencies, private and public sector employers and the ESF.

1.2   The Sector Skills Agreement (SSA)

The Sector Skills Development Agency (SSDA) has developed the 'Sector Skills Agreement' (SSA) process in order to ensure that businesses are equipped to meet the realities of the modern working environment and the workforce is able to offer the right skills in the right places at the right time. The process is designed to encourage dialogue about skills between employers, workforce development providers and government-

funded agencies, mediated within each employment sector by the individual Sector Skills Councils (SSCs).

The SSA process comprises five inter-related stages:

- **stage 1** – a sophisticated assessment of each sector's needs to cover the long-term, medium-term and short-term, mapping the drivers of change in the sector, and determining skills needs (the skills needs assessment)

- **stage 2** – a review of the range, nature and employer relevance of current training provision across all levels

- **stage 3** – an analysis of the main gaps and weaknesses in current workforce development activity, leading to agreed priorities to be addressed

- **stage 4** – a review of the scope for collaborative action – engaging employers to invest in skills development to support improved performance and productivity

- **stage 5** – a final agreement of how the SSC and employers will work together with key partners to secure the necessary supply of training for their workforce in the future

In addition, because LLUK's central role is to support employers whose primary purpose is the support or delivery of lifelong learning, LLUK is currently undertaking an **Impact Review** as an additional stage in the process. This involves the review of all other sectors' SSAs to assess their effects and the demands that they will place on skills needs in the lifelong learning sector – both currently and in the future. This stage will provide an opportunity to obtain additional detail about the specific requirements of other industrial sectors which it has not possible to identify in detail through the LLUK SSA process to date. Early findings from this work are explored in more detail in Section 7 of this report.

1.3 Overview of Stage 3: Gap analysis and market testing

This is the Stage 3 report for England. The aim of Stage 3, the gap analysis and market testing phase, is to reach a consensus on the priority skills issues for the LLUK workforce and to devise a series of initial solutions and actions to address the skills issues. The methodology which outline steh approach taken with regards to this phase of work is detailed in Section 2 of this report.

To recap:

Stage 1 looked at the drivers of change such as demographics, technology, participation trends and expenditure in order to assess current skills needs and future priorities. It also examined the skills needs in the existing workforce and future skills needs requirements.

Stage 2 set out the findings from an extensive programme of research into the extent and quality of provision.

Stage 3 analyses the skills issues (raised in Stage 1) and the availability and quality of training (identified in Stage 2) with the objective of identifying any gaps between the demand for skills and the supply of relevant training. The Stage 3 process also focuses on the development of potential solutions which will be taken forward in Stages 4 and 5 of the SSA process for development with employers and stakeholders.

2. METHODOLOGY

This section outlines the methodology used during the market testing and gap analysis phase of the SSA in England and also in the context of the UK wide approach adopted by LLUK.

2.1 The gap analysis phase

The gap analysis phase of the SSA analyses the skills issues (raised in Stage 1) and the availability of training (identified in Stage 2) with the objective of identifying any gaps between the demand for skills and supply of relevant training for each of the five constituencies in the LLUK sector in each of the four nations.

The following sections provide details of the gap analysis phase as it was undertaken for skills issues raised in England.

2.1.1 Analysing the Stage 1 evidence

The first stage in the gap analysis process was to review all the information from the Skills Needs Assessment (SNA or Stage 1) to identify the priority skills issues for each constituency in England. Skills needs had been obtained through a variety of sources including:

- 2 x scenario planning workshops
- Employer and stakeholder interviews
- LLUK employer survey
- Labour market information on the LLUK workforce
- Policy drivers
- Other social, demographic and technical drivers

The purpose of this exercise was to identify those issues that were reported by a majority of employers and stakeholders as being skills issues for their workforce. Skills issues were considered for inclusion if they were reported by a majority of the information sources and/ or if employers and stakeholders in each of the four nations reported them.

Once the initial set of skills issues had been identified for each constituency, they were analysed further to draw out the specific skills requirement associated with each issue. In some instances, additional research into secondary sources of information was undertaken in order to investigate in more detail the skills issue under consideration.

Throughout this process attempts were made to differentiate between those issues relating to the existing workforce and those that were future skills needs. Particular effort was made to identify those issues that were emerging issues for the workforce as a result of recent policy changes and/or demographic or other key drivers. This involved keeping up to date with policy changes that had occurred since the completion of the SNA Stage 1 of the SSA.

During this phase, the research staff consulted with constituency experts (both internally and externally) in order to 'reality check' the findings. In many cases, this unearthed more information on current developments and schemes that related to the skills issues.

This information was then incorporated into the analysis in order to strengthen the findings.

2.1.2   Synthesising the Stage 1 and 2 evidence

The next step in the gap analysis was to bring together the findings from Stage 1 with the information on current provision from Stage 2. The objective of this exercise was to assess the supply of education and training in relation to each of the skills issues identified from Stage 1.

For each skills issue identified, the following Stage 2 information was considered:

- number of providers delivering relevant qualifications

- volumes of provision delivered by different providers

- information on the type of qualification being delivered

- information on the characteristics of learners enrolled including whether studying full-time or part-time and types of financial assistance received

- quality of provision delivered by providers in each of the four nations

- employers views on the Continuing Professional Development (CPD) activities undertaken by their current staff

- information on where CPD activities are undertaken

The objective of this exercise was to build up a more complete picture for each of the skills issues by drawing together information on the available supply provision. This entailed identifying any gaps in the volume and quality of supply that could negatively impact on the ability to address the skills issues identified in the previous stage .

Throughout the information-matching exercise, effort was made to identify specific barriers to accessing education and training. Barriers considered included a lack of available training in a particular area, lack of available financial support, and employee or employer reluctance to undertake training.

2.1.3   Preparation of gap analysis papers

In order to engage employers and stakeholders in discussions on the skills gaps for their workforce, a series of gap analysis papers were developed. The papers set out the key findings for each constituency from the gap analysis exercise, in relation to a specific skills issue (s). Initially these papers were developed at a UK level. However as this work progressed and additional feedback was gathered, individual constituency papers were developed for each of the four home nations. These gap analysis papers were developed based on SSDA guidance, the template for which can be found in Annex A.

The initial gap analysis papers were sent to an internal working group and other LLUK staff with constituency specific expertise, as well as to the LLUK England Regional Managers for comment. The feedback from the internal consultation was incorporated into the papers which were then used as the basis for employer and stakeholder consultations as part of the Stage 3 process.

2.2 Market testing of the skills issues

2.2.1 Market testing of the skills issues - England

In total across the nine English regions LLUK either held or took part in 75 Stage 3 meetings or events with employers and/ or stakeholders. In addition to the England events, examples of UK wide events which took place are given in Section 2.2.2 of this report. All meetings were held during the period January-March 2007. Examples of groups consulted include the South East branch of the Association of Colleges (AoC), the Museums, Libraries and Archives Council (MLA) and Local Authority Youth Services Eastern Region (LAYSER). A list of organisations and key meetings which took place in England as part of Stage 3 can be found in Annex H.

The gap analysis papers were viewed as starting documents with the purpose of generating discussion on the skills issues and then helping to identifying potential solutions to address these issues. Participants were invited to provide feedback on the gap analysis papers and thereby to inform the development and direction of the overall Stage 3 process.

Specific questions that were asked included:

- Do you agree that this is a skills issue for your sector?
- Is there anything else we need to know about this issue?
- Are there any issues that we have missed for your sector?
- What are the potential solutions for each of the skills issues?

Feedback gathered throughout the consultation phase was used to inform and develop revised versions of the gap analysis papers which were then subsequently used at further meetings for wider consultation. Final versions of these Stage 3 papers have been developed based on the cumulative feedback gained and are available as Annexes C-G. These papers also detail regional variances which have been identified in relation to the particular skills issues.

2.2.2 Market testing of the skills issues – UK wide working groups

To assess UK wide perceptions, LLUK also undertook a wide ranging market testing process with employers, stakeholders and other partners. LLUK is responsible for, or directly involved in a range of panels, networks and groups that also provided opportunities for testing out the findings of the gap analysis. Examples of UK wide LLUK working groups where consultation work was carried out included the UK HE panel, the UK LAIS panel and the UK CLD panel. The nature of engagement also differed across the four nations and within the nine English regions. reflecting different structures already in place.

2.3   Developing overarching themes

As the gap analysis papers were developed, both at a UK and national level, it became apparent that there were a series of themes relating to skills issues identified which were common across all or several constituent parts of the lifelong learning sector. In order to develop a framework to build the SSA and to identify areas for collaboration on solutions development across the lifelong learning sector, the skills issues within each of the nations were then mapped under the following 'overarching themes.'

- Skills related to learning delivery including pedagogy and Information Learning Technology (ILT)
- Leadership and management
- Learner engagement and customer care
- Employer engagement (engaging with industry)
- Multi agency/ partnership working
- Recruitment and retention
- Information Communications Technology (ICT)

After carrying out this exercise it was evident that although the priority of the skills issue often differed between nations, regions and constituencies that the skills issues identified as part of the gap analysis work could be mapped onto the overarching themes framework. Section 4 of this report details the mapping of the skills issues under the overarching themes and gives an overview of consultation feedback in terms of understanding the context for each constituency.

Evidence base tables have also been produced by LLUK which link all of Stage 1, Stage 2 and Stage 3 consultation feedback to the overarching themes; these can be found in Annex H.

2.4   Identifying and developing SSA Solutions

2.4.1   Developing strategic fit with the nations

As section 2.2 of this report details, LLUK initially focused Stage 3 consultation work on building an accurate picture relating to skills issues for each constituency in each nation. As this work developed potential solutions were identified by the consultation attendees and a detailed analysis of the feedback gained was carried out in order to bring together this feedback as potential solutions for further development. The outcome of this was the development of a suite of 10 solutions, which have now been tested and refined within each of the nations to achieve strategic fit.

Although the headline ambitions which these solutions set out to achieve are at a UK level the development of these solutions throughout stages 4 & 5 of the SSA work and subsequent implementation will vary greatly across the four nations and also within the five constituencies of the LLUK footprint. The solutions are explored in more detail in Section 5 of this report.

3. THE POLICY FRAMEWORK AND OVERARCHING VISION FOR THE SECTOR IN ENGLAND

Building on the previous SSA Stage 1 report, this section of the Stage 3 report seeks to update the current situation in England and summarise the main policy drivers at work in England that impact on lifelong learning, and hence the workforce that delivers education skills and information services. Annex B focuses on the UK workforce profile and details data and findings from the Stage 1 and 2 reports at a UK level.

3.1 Policy framework in England for the lifelong learning sector

3.1.1 Background

Government policy in a range of areas plays a considerable role in influencing the future development and the demand for skills within the lifelong learning workforce. Strengthening economic prosperity, productivity and social justice are key themes within government policy across the UK, to which the development of skills within the population as a whole is expected to contribute. In response, Public Service Agreements (PSAs) have been established in England, which set out clear targets for improving the educational training attainment of young people and improving adult skills levels. In essence, these targets could be considered as the delivery targets for the sector, which in turn influence the demands placed on the lifelong learning sector and its workforce.

In the last eighteen months there have been a number of new reports and policies that will impact heavily across the sector, including the Skills Strategies, The Foster Report, the 14 – 19 Education and Skills – White Paper, followed by the Further Education: Raising Skills, Improving Life Chances - White Paper and the two Skills in the UK: the long term challenge and the Leitch Review of Skills. These are changing the way education, skills and knowledge are acquired, how they are resourced and how they are perceived.

As a largely publicly resourced sector, the way in which the lifelong learning sector responds and develops, in order to address the demands placed upon it, is also largely governed by the wider policy development. In England there are a range of policies which are a guide and drive the sector. These have been grouped under three themes;

System reform and quality improvement, including;

- reform of initial teacher training (or initial teacher, tutor, trainer education (ITTTE) for the FE sector (previously learning and skills)

- emphasis on young people shaping the services they receive

- provision of CPD for all members of the lifelong learning sector

- proposals for an integrated qualifications framework for all those in the 'children's workforce'

- strengthening leadership, management and supervision of organisations delivering services to the sector

- making learning in the sector truly demand led; libraries becoming more learner centred; mainstreaming access to open learning.

Increasing participation and achievement of young people, including;

- more flexible pathways to HE

- apprenticeships available from age 14

- prioritisation of literacy, numeracy and vocational training for the 14-19 age group.

Improving adult skills, including

- promoting 'Train to Gain' to encourage adult workforce learning

- more targeting of funding, to be led by demand, by employers and by regional priorities

- empowering people to work via free 'skills for life' training

- free training up to level 3 for all those under 25

- libraries supporting adults with basic needs and promoting digital citizenship.

Regional policy documents in England show some similarities and some differences. Broadening the range of applied (and vocational) provision offered to 14–19 year olds; increasing the take-up of 'Skills for Life' for adults; increasing attainment at National Vocational Qualification (NVQ) levels 2 and 3; and increasing progression to HE all featured as priorities in most English regions. Other skills priorities were found in some regions and not others, for example: English for Speakers of Other Languages (ESOL) provision for migrant workers (London); science and technology skills (South East); more effective information, advice and guidance services (North East); improving access to WBL (East Midlands); and increasing employment rates in disadvantaged communities (East of England).

3.2 Key policy drivers of education, skills and lifelong learning in England

The lifelong learning sector in England brings together all provision that delivers or supports learning and knowledge management for young people over 14 and adults. This section seeks to outline how the sector is made up and the key policies that frame how it is funded, led, supported and developed.

The lifelong learning sector has only relatively recently been aligned with the publication of the Skills Strategy (2005) and then the development of Lifelong Learning UK. Some of the constituent parts have been more recently realigned within the FE White Paper (2006) and LSC policy. These have brought WBL and large parts of the CLD constituencies under the umbrella term 'FE sector'. The Government in England has welcomed the Leitch Review of Skills (2006), formally responding in June 2007 with a publication that outlined the breadth of activities it is already supporting (including reforming the workforce) and additional commitments. The Government is looking to achieve all Lord Leitch's proposed ambitions in oder to raise skills levels across England. It is now encouraging all those involved in employment and skills to be involved in the debate as to how to make these ambitions a reality. This builds on the ongoing reforms and reviews of all parts of the sector which aim to make the systems more 'demand-led'. Specifically, provision at all levels must be responsive to the needs of learners, employers and communities. Ultimately it must ensure young people and adults achieve above the targets set out within the public service agreements[1], including:

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[1] http://www.hm-treasury.gov.uk/documents/public_spending_and_services/publicservice_performance/pss_perf_dfes.cfm

- All young people to reach age 19 ready for skilled employment or higher education.

- Increasing the number of adults with the skills required for employability and progression to higher levels of training.

- Raising and widening participation in higher education.

The lifelong learning sector in England is expected to ensure that *"employers have the right skills available to them to support the success of their businesses, and [that] individuals gain the skills they need to be employable and personally fulfilled."* (Skills Strategy, 2005[2]). In addition, the parts of the sector that support children and young people, or those that work with them, must also contribute to the five elements of the Every Child Matters agenda. This states that all children and young people (0 – 19) and vulnerable adults should have the support they need to *"be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being"* (Every Child Matters, 2004[3]). Large parts of the lifelong learning sector sit within local authority services and so are increasingly also expected to support citizens and their communities in shaping the services they receive (Local Government White Paper, 2006[4]). All of these strategies have been developed and are delivered within the context of the Lisbon Agenda which aims to make the European Union *"the most competitive and dynamic knowledge-driven economy by 2010"*.

3.2.1 Key policies for the Lifelong Learning Constituencies in England

Higher Education system

As outlined in the Higher Education White Paper (2003) this sector brings together higher education provision, funded through HEFCE, delivered in higher education institutions including universities, colleges of higher education, further education colleges and via distance-learning. Qualifications are normally validated by a specific university and quality is assured by the Quality Assurance Agency.

Over the last 20 years the HE system has expanded significantly, widening its student base as well as the offer it makes to both students and employers. Staff working across HE use standards built on the UK Professional Standards Framework (HE) (HEA, 2006). Over the next few years the sector is expected to continue to expand, particularly through distance-learning and the offer made to adults in full-time work, so that by 2020 at least 40% of all adults in England will have had some experience of higher education (from Leitch 2006).

HEFCE is funding three pilot Higher Level Skills Pathfinder Projects, testing out the demand-led approach, and these will clarify the skills required by the workforce across higher education in terms of partnership working, engaging learners and engaging employers. Also, individual Lifelong Learning Networks across England provide opportunities for work based learning and engagement with employers.

Further Education system

The recent White Paper (2006) stated that: *"The FE system must be the powerhouse for delivering the skills at all levels that are needed to sustain an advanced, competitive economy and make us a fairer society, offering equal opportunities for all based on talent*

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[2] http://www.dfes.gov.uk/skillsstrategy/index.cfm?fuseaction=content.view&CategoryID=6
[3] http://www.everychildmatters.gov.uk/aims/outcomes/
[4] http://www.communities.gov.uk/index.asp?id=1503999

and effort, not background" (p3). Building on the Foster Report (2005), the White Paper – and all subsequent policy papers – have expanded the definition of the FE Sector to include all provision that is neither statutory nor higher education. The wider term 'FE System' then includes all those that support the sector such as the Learning and Skills Council, Office for Standards in Education (Ofsted), the Centre for Excellence in Leadership (CEL) and Lifelong Learning UK (LLUK).

This provision for young people and adults – both as individuals or through employers - is offered through further education colleges, sixth form colleges, specialist colleges, work based learning providers, adult and community learning providers, voluntary sector training, development education and community learning. It can include education, training and development that is predominantly funded through the LSC, and can also include provision funded by Jobcentre Plus, direct from local authorities, RDAs and ESF as well as privately funded training.

The system is in a period of transformation, with eight key change initiatives in the last 18 months. These include the transformation of the qualification structures, to come into force from September 2007; the introduction of the Framework for Excellence (2006); and the National Improvement Strategy (2007). Currently the funding structures that underpin all aspects of public provision are under review, in particular all adult skills budgets are moving to 'demand-led' principles, delivered through Train to Gain and Individual Learning accounts. The potential changes to the Jobcentre Plus budget and the reduction in European funding will also have an impact on the sector.

It is anticipated that there will be repercussions in the type and quantity of continuing professional development (CPD) needed by the workforce, the types of entry and development qualifications they access and increased expectations by employers. In particular all those working across the sector will need to continue to improve teaching (pedagogy) skills, to work in partnership and in multi-agency teams and to improve management and leadership skills.

Currently, a new Further Education Bill is passing through parliament and will include regulations to ensure all FE college lecturers have access to continuing professional development and encouragement for staff funded by the LSC, but not working in colleges, to have equivalent support.

Community learning and development including youth work, parenting and family education

With the wider CLD constituencies now located within the FE sector, in respect of policy purposes, this brings a renewed focus on the needs of youth work, parenting and family education. These constituencies (supporting individuals at the key transition times) are primarily framed by the FE, youth matters and every child matters agendas.

The Youth Matters: Next steps (2006) paper aims to give all young people the chance of a positive future by helping them to learn in ways that motivate, stretch them and enable them to achieve; engage in positive developmental activities; make informed choices about their lives; and benefit from high-quality, targeted support before problems escalate. A core commitment is for young people to be involved in all decisions that affect them – a commitment that is now impacting on all planning and development work for this sector.

In addition, *Aiming high for young people: a ten year strategy for positive activities* has been published in July 2007.

The Youth sector is moving towards a fully graduate professional workforce from 2010 and, on the back of Youth Matters and other policies supporting holistic approaches to support for children and young people, youth work is becoming integrated with other

services. It will be important to both maintain the youth work professional distinctiveness, whilst at the same time develop CPD for other professionals that are starting to overlap in this area.

The Department for Education and Skills (DfES) publication Parenting Support (2006) clearly shows their policy support for parenting and family education, setting out a clear agenda for what should be on offer in local areas and the additional services parents should be able to access. This is rolling out through the expansion of Children's Centres and extended schools, where professionals involved in parenting education and family learning now have a higher profile and increased responsibilities. The paper also emphasises the need for staff involved in supporting parents and families to receive appropriate training; in particular they need to be able to work in multi-agency partnerships as well as having excellent learner engagement skills.

Libraries, archives and information services

This group of employers brings together public, private and voluntary sector libraries and archives that support formal and informal learning and other services that facilitate knowledge transfer. The services they offer contribute to the Skills Strategy, Youth Matters and the Every Child Matters agendas. In addition a large proportion of the public-funded organisations come with the remit of local authorities and so are also seeking to contribute to the economic development, social justice, empowered citizen and communities agendas set out within the Local Area Agreements and other priorities of the Local Government White Paper. At a national England level, Framework for the Future (2003) aims to give the public library service network a shared sense of purpose, concentrating on libraries' roles in promoting reading and learning, enabling access to digital skills and services and encouraging community cohesion and civic values.

The Archives Task Force, in reviewing England's archives (The Report of the Archives Task Force (MLA, 2004), alongside those of the other three nations, recommends that England's archival heritage is *"unlocked and made open to all citizens in a way that engages them and empowers them to use archives for personal, community, social and economic benefit"*.

Libraries, Archives and Information services are changing, many transforming at the local level in ways which mean they have to become increasingly skilled in engaging communities, employers and learners. In addition, they have to be able to support access to information using a wide range of technologies, whilst at the same time retaining the traditional skills. Finally, building on the professionalisation agenda from across the sector, this is becoming an increasingly graduate work force, so requiring additional training and development opportunities to be made available to all.

3.2.2   Regional economic development

Several of the main themes identified in UK and English lifelong learning policies were also recognised as contributing to the delivery of Regional Economic Strategies (RES). These sit alongside other priorities for improving productivity, economic performance and social cohesion, such as increasing inward investment and ensuring sustainable development. This was manifested through the work of the Regional Skills Partnerships (RSPs) and the statements of Regional Skills Priorities, although different issues and themes were emphasised within different regions.

Common themes and some regional differences are summarised as follows;

Broadening the range of applied (vocational) provision offered to 14–19 year olds; increasing the take-up of 'Skills for Life' for adults; increasing attainment at NVQ levels 2

and 3; and increasing progression to HE all featured as priorities in most English regions.

Other skills priorities were found in some regions and not others, for example: English for Speakers of Other Languages (ESOL) provision for migrant workers (London); science and technology skills (South East); more effective information, advice and guidance services (North East); improving access to WBL (East Midlands); and increasing employment rates in disadvantaged communities (East of England).

In the next year each of the regions will be developing their own variations of the Employment and Skills Boards which were recommended in the Leitch report and given legitimacy within the FE bill currently going through parliament. As the boards are constituted and build their own strategies they will supersede existing regional skills action plans, but will still sit within the regional economic strategies.

3.2.3   Other drivers of change

Closely related to policy development, **expenditure** on lifelong learning is also acknowledged as a significant driver of change within the sector. An analysis of public expenditure and investment in education services for the four UK home countries indicates that the sector should receive a healthy and stable flow of funding in the near future, which, all other things being equal, is likely to sustain and possibly increase employment levels across the sector. However, all constituencies within the sector will not experience this equally. Moreover, the composition of this funding is likely to change and move towards attracting increased investment by employers and learners. In order to respond to this, the lifelong learning sector will require staff with the skills to secure and sustain funding from an increasingly diverse range of sources and to offer provision that responds in both content and style of delivery to the needs of increasingly demanding paying customers, be they participants or their employers.

Demographic change is an issue with implications for the potential numbers of participants in lifelong learning and their specific demands and needs. The UK population is projected to increase from nearly 60 million today to around 69.5 million by the year 2054, with the population of England growing by 19% in this period. At the same time the UK, like nearly all European nations, is witnessing an ageing of its population. This suggests that, whilst demand for lifelong learning from younger learners may remain relatively stable, demand from older learners will increase. This is already apparent within the trends in participation in lifelong learning. The growth in HE participation in recent years has been driven by mature students and increases in participation at postgraduate level, though undergraduate students continue to make up the majority of the population.

It is clear that older users of lifelong learning may have different needs, preferences and behaviours compared to the more traditional younger users of services, with whom lifelong learning staff may be more familiar. This change will most likely require an updating of lifelong learning staff skills and approaches to service delivery.

The increasingly **global economy** will place an increased premium on skills within the workforce as a whole. It is expected that new industries, occupations and working practices will require new skills and knowledge, whilst demand for replacement skills will be stronger in some labour markets than others. It is anticipated again that there will be an increase in adult participation in skills development. The full implications of this for the lifelong learning sector will become clearer once all other sectors have completed their SSAs and the identified future skills needs have been reviewed by LLUK in their additional phase of work.

Migration is another important facet of globalisation. In the short term this is likely to result in increased demand for ESOL provision for those entering the UK, with increasing

diversification of their skills needs over the longer term. The lifelong learning sector will need to be able to respond to these changing demands, as well as to be skilled in working with an increasingly diverse population. In addition, the migration of skilled workers places pressure on the development of international standards for skills and qualifications. The proposed European Qualifications Framework is likely to have implications for some parts of the lifelong learning sector, including potentially increasing the flow of European students into the lifelong learning sector, as well as enabling greater competition for students between UK providers and those overseas.

Finally, **technological change** has significant implications for the development of skills across the UK workforce as a whole, thus influencing demand for lifelong learning provision, as well as shaping the delivery of that provision and hence of skills needs within the sector itself. The lifelong learning workforce will require a changing repertoire of skills, in order to cope with the introduction of new ICT hardware and new services and provision (or methods of delivering services or provision) based on technology. These skills will require continual updating to keep pace with rapid technological innovation.

Public Service Agreements and target indicators

Current UK education and training policy, affecting the core business of most constituencies within the lifelong learning sector, is focused on the delivery of ambitious PSAs and the achievement of targets in relation to key indicators. The indicators for England, shown in table 3.1, are broadly divided into two major strands of policy aimed at improving productivity and social inclusion:

- improving the educational training attainment of young people
- improving the skills levels of adults

Table 3.1: Public Service Agreements (PSAs) and target indicators

England	
Young people	**Adults**
Improve GCSE achievement at age 16. Improve the proportion of 19-year olds who achieve at least NVQ level 2 or equivalent, and improve attainment at NVQ level 3.	Improve the Skills for Life (previously known as basic skills) of adults. Reduce the number of working adults without an NVQ level 2 or equivalent qualification. Increase participation in higher education by those aged 18–30.

Source: Skills in the UK: the long-term challenge: interim report (Leitch, 2005), table C.4, p.143, for England, Northern Ireland and Wales

Other examples of other PSA indicators with particular relevance for the lifelong learning sector, include:

- *"To tackle social exclusion and deliver neighbourhood renewal … in particular narrowing the gap in health, education, crime, worklessness, housing and liveability outcomes between the most deprived areas and the rest of England, with measurable improvement by 2010"* (Department for Communities and Local Government, 2007, p.6).

- *"To increase voluntary and community engagement, especially amongst those at risk of social exclusion"* (Home Office, 2006, p.84).

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

Increasing employers' involvement in skills development

Increasing employer engagement and involvement in skills development is central to the flexible and demand-led approach advanced in the UK's Lisbon Strategy National Reform Programme (NRP) (HM Treasury, 2005b), endorsed by Lord Leitch (2006) and reflected in the implementation of many UK policies. Employers in all sectors are increasingly demanding a greater say in all aspects of skills development so as to shape the skills of their current and future workforces.

The report from the National Audit Office, 'Employers' perspectives on improving skills for employment' (Bourn, 2005a) assessed employers' views about the ways in which they wanted publicly-funded training to be improved and whether, from their perspective, such provision represented value for money. This report suggested that employers wanted a simple way of getting advice on the best skills training for their staff. Employers also wanted bespoke training provision able to meet their particular needs, with more flexible delivery options to make provision available at a time and place convenient to both employers and employees. This report advocates stronger collaboration between colleges and private training providers and the involvement of employers in the design and delivery of provision in order to develop "innovative solutions which meet employers' needs" (p.12).

Increasing community and voluntary sector involvement

Increasing the involvement of the community and voluntary sector through statutory-voluntary sector partnerships is another key mechanism evident within UK-wide strategies for engaging learners with low-level skills and tackling social exclusion.

From the National Audit Office report, 'Working with the third sector' (Bourn, 2005b), makes the case for increasing the community and voluntary sector's role in the delivery of public services, seeing them as having a key role in promoting participation and empowerment and contributing to local regeneration. More specifically, the report suggested an increasing role for community and voluntary organisations in the delivery of lifelong learning and related services. However, the report also found that third-sector organisations (TSOs), including those within the voluntary and community sector, needed to train existing employees and volunteers and invest more in improving service delivery, particularly with regard to financial and management skills, in order to increase their capacity for partnership working with the statutory sector.

3.3 How the policy framework drives up the skills needs

A consistent theme across all the policies relating to each part of the lifelong learning sector in England is the increased drive towards integrating services, towards increased quality of provision and towards being 'demand-led' by employers, communities and individuals.

This puts renewed emphasis on the need for excellent management and leadership skills in order to drive forward strategic change within the sector. In particular managers and staff must be able to work in partnership with other organisations – including other providers, other public services, the voluntary sector and private sector organisations. Employers increasingly need to look at widening recruitment and increasing participation, creating environments that support retention and how they can reduce

barriers for under-represented groups to enter and progress across the workforce, to increase the diversity of the workforce.

Staff at all levels need to be able to engage with customers effectively, whether these are individuals at all ages and stages of their lives as well as communities or employers. Lifelong learning organisations need to manage information across their organisations and across partners.

All parts of the sector should take advantage of the enhanced communication and knowledge management tools offered through IT systems – and all staff at every grade need to have the Information Communication Technology (ICT) skills to ensure they can use ICT to contribute to quality, to support integrated services and to achieve or deliver customer/learner satisfaction.

All parts of the sector have a role to play in addressing the poor literacy, spoken English and numeracy skills of the population, in both recruiting and developing staff to deliver skills for life and in supporting all staff to deliver functional skills or to refer learners on to appropriate provision. This is a particularly challenging area, not least because the public funding situation is fragmented, leading to large numbers of qualified Skills for Life teachers being unable to find employment, whilst at the same time there is a shortage of teachers delivering basic skills/skills for life courses.

The sector as a whole will need to review how employers articulate the skills needs of the sector, 'post-Leitch', so the supply system can respond effectively. At the same time the sector is facing upheaval across funding structures and the way organisations engage with employers and communities, whilst working in partnerships and multi-agency teams, and in how they deliver training to respond to the 'demand-led' agenda.

3.4   England's workforce profile and supply of provision

This information is taken from the Stage 1 and Stage 2 reports of the SSA for England. It is intended as an update with regards to the workforce profile of the lifelong learning sector in England. Annex B details the workforce profile and the supply of provision taken from the Stage1 & Stage 2 UK reports for comparison.

3.4.1   Workforce numbers

The English workforce is estimated using figures from the Labour Force Survey (LFS) and constituency-specific sources. Where data was missing or inadequate, a number of stakeholders were asked to provide estimates of workforce numbers (these constituencies were WBL and youth work within CLD). Given the data discrepancies and data gaps within the LLUK constituencies, it is very difficult to establish an accurate global estimate of the size of the lifelong learning workforce. Any overall estimate should therefore be treated with extreme caution. With this in mind, it is suggested that the lifelong learning sector in England comprises in the region of 800,000 individuals.

The following section provides a profile breakdown per constituency based on figures from national sources such as the LFS and constituency specific data sources.

Table 3.2:   Estimates of the size of the lifelong learning workforce for England

Constituency	LFS 2005	Estimates from constituency-specific sources	Stakeholder estimates
CLD	135,171 (SIC 80.42, but excludes youth workers and possibly other strands)		15,000 (9,000 paid, 6,000 volunteers – youth workers) (National Youth Agency)
FE	157,135 (SIC 80.22 and 80.30/1. Should also include unknown amount from 80.21)	246,005 (England contract numbers) (LLUK, 2006, p.4)	
HE	333,931 (SIC 80.30/2 & 3)	281,243 (HESA Staff Record UK, Dec 2004)	
LAIS	44,300 (SIC 92.51)	31,433 (Greenwood and Maynard, 2005)	
WBL	(No separate SIC coverage)		30,000 (Parsons and Berry-Lound, 2003)

Sources: As specified in the table

- In the CLD constituency, the LFS data excludes youth workers. Including the youth worker total from the National Youth Agency (NYA) gives an estimated total of 150,171 staff for England.

- In FE, the LFS data does not include the proportion of Standard Industrial Classification (SIC) 80.21 (General secondary education) which relates to the FE sector. The best available estimate for the number of FE staff in England is 246,000.

- In the HE constituency, LFS data are aggregated across the four quarters of 2004/05 and provide a recent figure of 333,931 for England. However, the Higher Education Statistics Agency (HESA) Staff Record uses the staff contract population – an indicator of higher education staff contracts active on 1st December 2004 - and provides an HE workforce total of 281,243. The average of these estimates for England is 307,587**.**

- In the LAIS constituency, the Chartered Institute of Library and Information Professionals (CILIP) database only covers accredited library and information professionals, and does not include other library and information related occupations, archivists, and records managers. It is estimated to account for approximately 25% of the total constituency workforce. In England, the LFS figure for the relevant SIC is 44,300 although this is acknowledged as likely to be a sizeable under-estimate.

- Coverage of the WBL constituency is very limited and the robustness of the available data could be seriously questioned. Stakeholder estimates put the staff figure for England at 30,000.

3.4.2   Workforce characteristics

Various sources of data have contributed to the development of the estimate of the total workforce within the lifelong learning sector in England in the region of 800,000 individuals. HE, FE and CLD being the largest constituencies.

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.

- An ageing workforce – the LFS suggests that the majority of the workforce (52%) were aged between 35–54 years.

- 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. Examination of the English regional variations revealed that the proportion of employment in professional occupations was highest in London (58%) and lowest in the East Midlands (46%) and the North East (47%). The East Midlands had the highest proportion of 'managers and senior officials' (11%) of any region. The North East, West Midlands and Yorkshire & Humber had highest proportions of 'associate professional and technical occupations' (16-17%).

- Full-time, permanent employment was the norm for the workforce as a whole identified within the LFS, 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 15% were known to be on temporary contracts.

3.4.3   Overall supply of provision

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. Other SSCs investigate the supply of provision for their sectors which is largely provided 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.

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

- 98 HE institutions (HEIs)

- 391 FE providers

- 65 WBL providers (Information available only for England and Wales)

Overall, it is known that England has at least 554 providers, which supply relevant provision to the lifelong learning sector.

In terms of volume of the overall supply of provision, the supply of relevant programmes for learners was in the region of 154,000[5] individual learning opportunities in the UK during 2004/05. Of these:

- 86.5% were enrolments in England

- 1.8% in Northern Ireland

- 5.8% in both Scotland and Wales

3.4.4 Supply for the constituencies within the lifelong learning sector

This section details the number of providers, from the HE, FE , WBL and ACL constituencies, that have provision relevant to the workforce of each separate constituency.

- In terms of provision for the HE sector, 77 providers were identified as supplying relevant provision across the UK during 2004/05, all of which were delivered by the HE sector.

- 319 providers of relevant training programmes for the FE sector were identified in the UK, of which 296 were FE providers.

- 132 providers supplied programmes relevant to the WBL workforce in England and Wales during 2004/05. Supply was predominantly through the FE sector (93). 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.

- 193 providers supplied programmes relevant to the CLD workforce in 2004/05, mainly from the FE sector (142).

- 47 providers supplied programmes relevant to the LAIS sector in England.

- 482 of the 554 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, National Vocational Training (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.

- 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 Individualised Learner Record (ILR) although it is not coded in a way, which allows for a detailed analysis, as generic learning aims are used (primarily). There are 602 enrolments in total, 346 of these are in 'other post-compulsory', 153 in CLD and 103 in Skills for Life. Further analysis suggests that, as the programmes predominantly relate to teaching English for speakers of other languages (ESOL), adult literacy and numeracy to parents, the provision is likely to be taken up by members of the by sector itself.

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[5] 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.

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.

3.5 Key data gaps for England

An extensive array of national data sources and supplementary constituency-specific data sources were analysed. National sources such as the Labour Force Survey and the Higher Education Statistics Agency (HESA) data were used to obtain comparable data for most constituencies across the 4 nations. Moreover, other secondary constituency-specific sources were analysed to contextualise the national data.

The above-mentioned exercise provided good coverage for some parts of the lifelong learning sector: excellent coverage of HE; good coverage of FE colleges; some coverage of LAIS (libraries, archives and information services) and some coverage of youth work, community development and community based adult learning within CLD; and, to a lesser extent, WBL.

In conclusion, the main data gaps identified in England were as follows:
- Archives and records management
- CLD
  - community development
  - other strands of CLD (community education, development education, family learning and working with parents)
- WBL

3.6 Current/ key skills issues

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

The concept of 'skills' is varied and lacks a perfect measure (Leitch, 2005, p.20). This is partly to do with the difficulty of defining, measuring and capturing skills acquisition and development among individuals. Leitch also suggests that "*there are three component indicators of an individual's or a population's 'human capital*'" (p.37):
- innate ability
- qualifications and knowledge acquired through formal education
- competencies and expertise acquired, for example, through training on the job.

It is hard to find a suitable proxy for skills within standard UK-wide and sector- or constituency-specific data sources. The most common and widely used proxy indicator is qualifications, but this has its limitations. Using qualifications as a proxy will never fully take account of skills, as they are most often developed through experience or 'on the job' training in the workplace and are not formally recognised in any way. A fuller description of skills should also include transferable skills (such as literacy and numeracy) and wider employability skills (such as team-working and problem solving), which may be under-represented (or indeed obscured completely) within formal

> **"There is no perfect measure of skills … the most common measure of skills is qualifications, although of course it is possible to have skills without having qualifications."**
>
> **(Leitch, 2005, p.20)**

qualifications designed to recognise particular types of professional, occupational or technical competencies and expertise.

Nonetheless, qualifications data is useful in that it does allow some comparisons to be made about skills levels (in the narrowest sense) across different occupations and employment sectors and there was little option but to take this approach in the analysis of existing secondary data sources for this report.

However, building on the classification model adopted for the national employer skills surveys, the primary data collection and analysis undertaken during this research has addressed the limitations of using qualifications as a proxy measure by categorising skills more fully in the following way:

- **professional/occupational/technical skills** – skills which are specific to particular occupations such as: pedagogical or teaching skills for lecturers; Information Communications Technology (ICT) Professional skills for ICT staff and information retrieval skills for librarians
- **transferable skills** – skills which are needed in work, learning and everyday life such as: communication, applied numeracy, ICT use and foreign language skills.
- **wider employability skills** – such as: problem solving, team-working, improving own learning and performance, inter-personal and customer-service skills.

A further complication in the analysis of qualifications data is the wide range of terminologies and definitions of types of skills at different levels, which are used within different data sources and country and constituency contexts. Leitch (2005) provides a good discussion of this issue and proposes the use of the five-level National Vocational Qualifications (NVQ) framework, despite the fact that this has been updated to an eight-level National Qualifications Framework (NQF). The LFS (on which much of the analysis was based) and several of the other secondary constituency-specific data sources also utilise this five-level framework, and for this reason it has been adopted throughout this report.

3.6.2   Current skills needs and priorities within the lifelong learning sector in England

The lifelong learning workforce is a highly professional workforce, made up of a high proportion of staff within Standard Occupational Classifications (SOC) 1-3, incorporating: managers and senior officials; professional occupations; and associate professional and technical occupations. It is therefore not surprising that a high proportion of the lifelong learning workforce across the UK held qualifications equivalent to NVQ level 4 or above. Sixty-five percent of England's lifelong learning workforce are qualified to this level, the lowest of the four home countries. English regional variations were such that London had the highest proportion of its lifelong learning workforce qualified to NVQ level 4 or above (69%), the North East and South West had the lowest (both 61%) (table C24).

Moreover, between the years 2001–2005, the trend in numbers of the lifelong learning workforce holding an NVQ level 4 or above qualification has increased, across all four home countries of the UK. In England there was a 29% increase from 2001 to 2005. These rises have been predominantly driven by increases in the proportion of those within professional occupations and associate professional and technical occupations.

However, against this backdrop of already high and increasing skills levels within the workforce, especially among professional and support/associate professionals, the demand for high-level skills continues to outweigh supply. Employers across the UK lifelong learning sector face difficulties in recruiting staff as a result of skills shortages

and encounter an even greater challenge in terms of the numbers of existing staff with skills gaps. Skills gaps exist when employees are perceived to be lacking skills important to the successful performance of their existing role.

Skills shortages exist when applicants for vacant posts do not have the required skills, work experience or qualifications. Skills shortages were responsible for more 'hard to fill' vacancies within the lifelong learning sector than the all-sector average in each of the home countries in the UK. In England, the proportion of all vacancies which were classified as 'skills shortage vacancies' (where applicants did not have the required skills, work experience or qualifications) was lower in the lifelong learning sector (15%) than the whole country average (24%). Additionally, 69% of all hard to fill vacancies in the lifelong learning sector were described as skills shortage vacancies, a similar proportion as for the economy as a whole (64%).

In England skills shortages were faced particularly at NVQ level 4, for managers and professional occupations. Skills shortages for support/associate professionals and for administrative occupations were mostly apparent at NVQ level 3, while skills shortages for manual staff were mostly at Level 2.

Shortages of transferable skills were mostly associated with managers of services and administrative staff, and wider employability skills particularly with manual staff. Occupationally-specific professional/technical/practical skills shortages were the most commonly reported of the three types. And these shortages were most commonly reported among professional and support/associate professionals.

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

Skills gaps where current employees were perceived to be lacking the appropriate levels or types of skills to enable them to successfully perform in their role, involved considerably higher numbers of cases than skills shortages. However, the proportion of employees within the lifelong learning sector deemed to have skills gaps was lower than the all-sector average in the countries where comparative data was available.

In England skills gaps across the lifelong learning sector were most commonly associated with general Information Communications Technology (ICT) user skills and management skills, compared with professional/technical/practical skills or other transferable and wider employability skills. The majority of skills gaps related to professional and support/associate professionals (LSC, 2005b).

Skills gaps at NVQ level 4 or above were most often reported, amongst professionals and managers of services, with skills gaps for manual occupations and organisational managers least common.

However, the research undertaken for this stage of the SSA has not enabled the identification of the skills shortages or gaps within specific subject areas. It is expected that analysis at this level of detail will result, to an extent, from the additional stage of work being undertaken by LLUK to assess the implications of the skills needs and priorities identified within other occupational sectors by other SSCs in the production of their SSAs.

In addition to the current priorities resulting directly from these skills shortages and skills gaps, stakeholders identified leadership and management, and transferable and wider employability skills as particular priorities across all lifelong learning constituencies within

the UK. Moreover, stakeholders representing different constituencies within individual UK home countries sometimes identified the same priority skills needs for their country.

3.6.3 Future skills requirements

Research to date shows that the lifelong learning workforce will be increasingly dominated by professional occupations and, to a lesser extent by support/associate professionals in the coming years. It is also anticipated that a growing proportion of this workforce will be employed part-time. The very high level of replacement demand for professionals reflects the age profile of the workforce.

It is perhaps not surprising to learn that employers anticipated that demand for higher level skills (at NVQ levels 3, 4 and above) would increase, and that increasing the skills levels of the existing workforce was more important to them than increasing the size of the workforce within particular occupations. Higher-level professional skills are therefore a key priority for lifelong learning sector employers, but transferable and wider employability skills are also recognised to be important for a wide range of lifelong learning occupations in the future.

Within this research it has not been possible to consider in any depth the specific subject specialisms (and related skills needs), which will be required of the lifelong learning workforce at these different qualification levels. The 'Impact Review' of the SSAs developed by other SSCs, to be undertaken by LLUK, will provide details of the demand for subject-related skills across the workforce as a whole, and allow the potential impact on the lifelong learning workforce's skills needs to be more clearly ascertained.

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

- Increasing demand for professionals, especially in FE, HE and WBL.
- Most constituencies predicted support/associate professionals as the category with second highest future demand. The exception was HE which expected demand to be for managers of services.
- All constituencies in England predicted a high future demand for all skill types. The LAIS and WBL constituencies predicted the highest demands. LAIS identified transferable skills as likely to be most in demand. WBL predicted a greater need for professional/technical/practical skills.
- Increasing demand for particular professional/technical/practical skills for professionals, such as teaching and supporting learning in FE and HE, records management and librarianship in LAIS, and occupational competence for WBL trainers and assessors.
- Increasing demand for transferable and wider employability skills, such as Information and Communication Technology (ICT) and customer service skills, and especially leadership and management skills, across most constituencies.
- Increasing integration between lifelong learning constituencies, resulting in growing demand for overlapping job roles and multi-skilled staff, and partnership skills.

4.   OVERARCHING THEMES

This section of the report gives an overview of the overarching themes identified by the process described in the methodology section of this report. This information has been collated based on the Stage 3 consultation feedback and from the final versions of the gap analysis papers which can be found in Annexes C-G. The gap analysis papers detail individual skills issues for each constituency and the information detailed within this section of the report summarises the key skills issues within the overarching themes. Research findings from Stages 1 and 2 of the SSA are also referenced within this stage of the report. This information is presented using the format provided in the SSDA guidance and can be found in Annex A. Regional variations gained from Stage 3 consultation feedback are also detailed. The overarching themes translate into the proposed solutions within this section. A more detailed explanation of the ten proposed solutions is explored in Section 5 of this report.

4.1 Learning delivery including pedagogy and Information Learning Technology (ILT)

Skills gaps related to learning delivery were identified in some parts of the lifelong learning sector. Catalysed by various policy initiatives and professionalisation reforms within FE, there is now a need for a skilled workforce with skills of learning delivery that reflect current industry practices. Specific pedagogical skills needs identified in relation to teaching and supporting learning are as follows:

- developing and using a range of teaching and learning techniques to engage and motivate learners

- planning teaching sessions to meet individual learners' needs

- assessing the work of learners

- reflective pedagogy

- integrating ICT in the planning and delivery of learning programmes

- basic knowledge and diagnostic skills to identify learners with special or additional learning needs or disabilities, including identifying basic skills needs

Skills issues are also highlighted within specialist subject vocational staff, many of whom do not have teaching skills.

Within HE, skills related to learning delivery were identified among technical staff, due to the trend of many technical and support staff moving into teaching roles. A similar trend can be seen within LAIS and HE as well. In such circumstances, there is a general need for communication; people, time and project management; teaching and coaching skills, followed by more specific learning and pedagogical skills. In relation to ILT, specific skill sets include:

- specialist design and manual skills to build research equipment not commercially available

- advanced technical skills to operate and maintain large complex equipment

- knowledge of local set up

- ability to evaluate products and services (intelligent customer)

- effective lab management and safety

Within WBL, internal skills gaps were for skills for life teachers, trainers and tutors. Specific skills needs include:

- teaching skills

- planning learning programmes

- identifying learning needs

- language awareness

Overview of regional perspectives on skills needs

The following illustrates some of the skills needs identified by employers relating to learning delivery in those English regions where gap analysis work was undertaken:

East of England

- ICT support staff required customer service skills, learner focused skills for progression into teaching and teaching roles (FE)

- multi-skilled staff who have teaching skills, assessing skills and occupational qualifications (WBL)

South East

- support staff required basic skills training including ESOL training (HE)

Yorkshire and Humberside

- assessing learning; questioning techniques and language awareness, lesson planning and e-learning (FE)

Occupational groups affected

This skills need affects those that deliver learning in any form. In FE, this includes teaching and learning support staff, particularly at NVQ level 4. In HE this includes technical staff at level 4 working in HEIs. In LAIS this includes professional, paraprofessional and sometimes management staff.

Demand side evidence

- Within FE, stakeholders prioritised professional/technical/practical skills such as gaining current industry experience, keeping vocational courses up-to-date and other teaching skills e.g. teaching and assessment that reflects current industry practices.
- Almost half of the English employers in HE reported that their existing support and technical staff lacked professional/technical/practical skills. This includes subject specific knowledge and experience and teaching skills. A quarter of employers indicated that support and technical staff lacked transferable skills, including communication and bilingual skills.
- More than a third of LAIS employers reported skills gaps in their existing professional staff in relation to specialist technical and professional skills. LAIS stakeholders prioritised wider employability skills such as the ability to support people and help them learn.

- Stakeholders of WBL prioritised competence in teaching basic and key skills and gaining current industry experience.

Supply side evidence

- The volume of learning support provision in HE increased by 9% between 2003/04 and 2004/05. Just over 56% of the programmes identified were foundation degrees, delivered by 13 HEIs. Programmes with a basic skills focus increased by 7.1% between 2003/04 and 2004/05.
- In FE, the East Midlands, East of England and Greater London are the three English regions with the lowest proportion of its workforce holding teaching qualifications. North West has the highest proportion of its workforce holding teaching qualifications.
- There was very little provision in FE of programmes for teaching support professionals within an FE setting.
- The majority of UK FE provision for ESOL, literacy and numeracy was in England with enrolments growing by 2.4% between 2003-04 and 2004/05. FE provision included a substantial number of programmes relating to the assessment and verification of Skills for Life provision.
- There is currently no specialist qualification for technicians working in HE. Technicians possess a range of qualification backgrounds in specific subject areas. Moreover, there is no standard recruitment or developmental path into highly skilled technical roles. Staff may advance through university technical grades, some are recruited from outside the sector to fulfil specific skills posts, and others may switch from academic into technical support roles.
- Within LAIS, level 2 and 3 City and Guilds programmes in library and information services are offered by a network of 50 centres, mostly FE colleges. Enrolments in FE programmes declined by 32.7% between 2003/04 and 2004/05. FE provision is predominantly at NVQ levels 2 and 3 and is aimed at staff already in post, typically in support roles.
- More than one third of English LAIS employers reported that paraprofessional staff undertook further education and training in house. Just under one fifth of English employers indicated that professional staff undertook their CPD activities in house, while one fifth reported that they accessed an external training supplier.
- Within WBL, there was little evidence of provision related to other aspects of teaching and learning within the WBL sector. Provision for practitioners of assessment or verification activities is abundant and is primarily delivered through the FE sector with a small volume located within the WBL sector. There is evidence that completion and achievement rates for WBL learners in FE are low.
- No provision designed to supply basic skills within a WBL setting was identified although this may be available within other programmes.

Nature of gaps

Market gaps – these have resulted from a difference in the supply and demand of the particular learning delivery skills.

Likely impact if not addressed

Without the skills of learning delivery, the lifelong learning workforce will not be able to deliver on its core responsibility.

Related issues/themes

- learner engagement and customer care
- leadership and management
- ICT
- recruitment and retention

Related proposed solutions

- 'Professionalising' the lifelong learning workforce
- develop and integrated CPD framework
- develop a 'skills for learning professionals' qualifications framework
- develop a UK wide leadership and management strategy
- develop the business case and resources to support the use of technology in the sector

4.2 Leadership and Management

Leadership and management skills, mainly at NVQ level 4 or above were identified as a skills need across all five constituencies in England. Specific skills have been identified and some of these overlap into more than one constituency:

- financial management
- employer engagement
- partnership working
- marketing and promotion
- business or business management
- leadership
- succession or strategic planning
- project management
- bid writing/ fund raising and policy response writing
- coaching and mentoring

Skills needs specifically identified for particular constituencies include:

- library and archives management, entrepreneurship and innovation, management of performance, contracts and conflicts, community liaison, and advocacy and team working in LAIS
- strategic management, managing volunteers and supervisory for CLD
- change management and policy response writing for FE
- general skills including communication and networking in WBL
- accountancy and capital investment, performance management and managing external stakeholders for management staff in HE
- budget management for academic staff; supervisory and infrastructure management for support and technical staff; and supervisory management for manual staff in HE

In CLD, new challenges facing the community and voluntary sector in providing public services requires the training of existing staff. In FE, skills gaps are resulting from the need to keep up with policy development. The demands and challenges of an increasingly internationalised market will require real institutional strengths in leadership, governance and management in HE. These are all examples of factors which have influenced the demand for the type of skills mentioned above.

Overview of regional perspectives on skills needs

The following illustrates some of the skills needs identified by employers relating to leadership and management in those English regions where gap analysis work was undertaken.

East Midlands

- information management, contract management and positioning skills (CLD/family learning)
- talent and succession management, performance management, income generation; skills related to winning bids, attracting international students, employer engagement and sales and marketing (HE)

East of England

- supervisory skills (CLD/PCDL)
- marketing skills (WBL)

North West

- supervision skills (CLD/youth work) - youth workers at level 3 and above require these skills
- skills in promoting and marketing which will be required for future capacity building and attracting young people and adults into youth work (CLD/youth work)

South East

- skills shortage of good business development network or unit managers with the right skills sets and knowledge (FE)
- marketing skills and developing an awareness of what is happening in the local area in the business environment (FE)
- communication and presentation skills of management and academic staff - younger academic staff required report writing and budget management skills (HE)

South West

- financial skills including setting budgets and monitoring and controlling budgets, skills in commissioning services, managing contractual processes, project management, strategic management, succession planning (relating to the ageing workforce), marketing skills and project management skills including planning and leading a project (CLD)

West Midlands

- auditing and developing quality assurance processes relating to Train to Gain (FE)
- coaching and mentoring and performance management skills including the analysis and presentation of data (LAIS)

Yorkshire and Humberside

- skills needs for working with businesses in terms of marketing and delivering training (CLD)
- personal skills including attitude, self-confidence, awareness of responsibility and values (CLD)
- skills related to preparing bids, managing contracts and delivery, preparing exit strategies, marketing and promotion and communicating change management (CLD)
- change management skills and sales and marketing skills (FE)

Occupational groups affected

Leadership and management skills predominantly affect management staff across all constituencies. In addition to management staff: professional, support professional and administrative staff in CLD; professional and learning support staff in FE; and academic,

support and technical, and manual staff in HE were identified as being affected by this skills issue.

Demand side evidence

- In CLD, up to a third of English employers felt their existing management staff lacked specialist professional and technical skills, including skills specific to the Community Learning and Development workforce, such as building effective partnerships to enhance community learning and development and managing the work and input of others.
- Employers in CLD also reported that over a quarter of all applicants to management roles lacked specialist professional and technical skills.
- Priorities for CLD are transferable and wider employability skills, including leadership and professional/technical/practical skills such as organisational and financial planning.
- The vast majority of English employers in FE were very satisfied with the skills and competences of existing management staff.
- Employers reported skills shortages among managers at NVQ level 4. Stakeholders prioritised the development of leadership and management skills in HE.
- Only a minority of English employers in LAIS were dissatisfied with the skills and competences of management staff and the further education and training they have undertaken.
- More than a third of WBL employers in England reported difficulties in recruiting management staff at NVQ level 4 with the largest proportion of shortages among organisational managers – similar for skills gaps among managers at level 4.
- In WBL, over a third of English employers reported that applicants to management positions lacked professional, technical and practical skills, including subject specific knowledge and teaching skills.
- Well over a third of employers reported that management staff lacked professional, technical and practical skills including subject specific knowledge and ICT skills – in WBL.
- A small proportion of WBL employers experienced difficulties recruiting staff at NVQ level 3 and indicated that applicants lacked transferable skills including communication and bilingual skills.
- Almost a third of employers in FE, a quarter in WBL and a fifth in CLD reported that their existing management staff lacked transferable skills including communication and bilingual skills.

Supply side evidence

- CLD enrolments in FE provision declined, possibly reflecting a decline in availability of non-approved provision in FE. Very little FE provision was identified as being specific to management skills but generic management provision may be appropriate for CLD activities.
- More than two thirds of English employers in CLD were satisfied with the CPD undertaken by management staff; only a tenth were dissatisfied.
- The volume of management provision specific to FE and numbers of learners enrolled was small but growing rapidly in both HE and FE. Generic management provision may also be appropriate for this constituency.
- In FE, the vast majority of leadership and management providers were rated as satisfactory or better.

- There are few management qualifications that specifically focus on HE. Over a quarter of English employers reported that management staff undertook their further education and training in HE institutions.
- No provision specific to LAIS management was identified in HE but there were many programmes available at Masters level and above that may be suitable. FE provision is predominantly at NVQ levels 2 and 3 and is aimed at staff already in post, typically in support roles.
- The vast majority of WBL-based programmes offered by HE in England were concentrated in Middlesex University. No HE programme could be identified as having a particular focus on WBL management. Generic management provision may be appropriate for this constituency.
- Analysis of qualifications for WBL managers in FE showed that there was a small number of management qualifications specific to the WBL sector and that take-up of these opportunities was high in comparison with other UK home countries.
- The majority of WBL employers were satisfied or very satisfied with the CPD undertaken by management staff; only a small proportion was dissatisfied.
- Around half of the English employers in HE, FE, WBL and LAIS indicated making a large investment in the education and training of existing management staff, whereas only a small proportion of employers in CLD made a similar investment. A quarter of employers in FE, a third of employers in HE, WBL and LAIS, and two thirds of employers in CLD made either a small investment or no investment in the education and training of management staff.

Nature of gaps

Market gaps – these have resulted from a difference in the supply and demand for particular leadership and management skills.

Likely impact if not addressed

Without contextualised leadership and management training, management and other staff (with management responsibilities) will not be able to deliver the changing needs evolving within the individual constituencies.

Related issues/themes

- employer engagement
- learning delivery
- multi agency and partnership working
- ICT
- recruitment and retention

Related proposed solutions

This overarching theme link directly with:
- develop a leadership and management strategy

It also links with the following proposed solution:
- explore options for 'professionalising' the lifelong learning workforce
- develop an integrated CPD framework
- develop a 'skills for learning professionals' qualifications framework
- support lifelong learning employers in the move towards more demand led training opportunities
- develop the business case and resources to support the use of technology in the sector

4.3 Learner engagement and customer care

Various social inclusion and wider participation agendas have fuelled the demand for skills relating to learner engagement and customer care to meet the needs of an increasingly diverse learner population that includes younger learners aged 14-19, adults and those from disadvantaged backgrounds.

Within CLD, specific skills related to learner engagement include:
- the ability to engage with people in a learning context
- working with others to identify their needs, aspirations and goals
- supporting others who choose to participate in the learning and development opportunities
- teaching and supporting learning

In FE, the expansion of vocational provision for school pupils requires teaching staff to develop new teaching skills and a better understanding of the increasing numbers of young people. Other than the general skills requirements of communication, language and bilingual skills, workforce diversity awareness and disability awareness, specific skill needs are as follows:
- identifying learner needs and learning styles
- engaging and supporting learners
- specific skills to teach and support younger learners such as behaviour management, classroom management and knowledge of child and teenage development

New methods of teaching, including e-learning, have increased the demand for support staff resulting in a need for more trainers, instructors and learning facilitators to work directly with students on a daily basis. Moreover, changes to the role of technical staff mean that they now directly interface with the learner as well as supporting aspects of the learning programme such as project and assignment work, all of which create skills needs of learner engagement.

Within HE, the widening participation agenda has created a greater emphasis on facilitating and enabling independent learning, with staff required to; identify learners' different learning styles; meet the needs of a more diverse student body; support learning in community and employment settings; and involve collaboration with work based learning and community, learning and development providers.

Public library services are becoming community learning hubs, or one stop communities in accessing services and support. This has generated skills needs in LAIS relating to providing support to customers and users from a variety of areas. Specific skills needs include:

- providing first line information
- supporting adults with basic skills needs
- working with groups and communities
- inter-personal skills
- communication skills
- bilingual skills
- diversity awareness

In WBL too, there are skills needs related to dealing with a diverse range of learners. Specific skills needs include:

- people-handling skills, including online customer
- ability to respond to both employer and learner needs
- skills that specifically apply to the teaching and supporting of younger learners include behaviour management, classroom management and education around employment skills

Overview of regional perspectives on skills needs

The following illustrates some of the skills needs identified by employers relating to learner engagement and customer care in those English regions where gap analysis work was undertaken.

East of England

- ICT support staff required customer service skills and learner focused skills (FE)
- technical staff required 'soft' skills including customer relations (HE)
- supporting learners with dyslexia - this was particularly an issue in rural areas.
- there were also specific issues associated with delivering learning to migrant workers who have language barriers (WBL)

West Midlands

- online customer engagement and emotional intelligence skills including developing an understanding of how to behave/express oneself in relation to customers (LAIS)

Yorkshire and Humberside

- staff need to be outward looking and develop community engagement and advocacy skills (LAIS)

Occupational groups affected

This skills need affects all staff who have direct contact with learners. In CLD, this is particularly relevant to professional and support staff including youth community officers and support workers, parent support workers, trainers, Skills for Life tutors and family learning tutors. In HE, this relates particularly to those who provide support to learners but also extends to all those in management, academic, support, technical and administrative roles who have direct contact with learners.

Demand side evidence

- Within CLD employers in England, almost half reported that applicants to professional roles lacked specialist professional and technical skills, including specialist CLD skills such as the ability to engage with people in a learning context and work with individuals and/or communities to identify needs, aspirations and goals. Some employers also cited wider employability skills, including customer services, as an issue for professional and administrative occupations.

- CLD stakeholders prioritised transferable and wider employability skills including interpersonal and outreach skills and the ability to create social inclusion as a need within the workforce.
- In HE, up to a third of English employers said existing professional, learning support, technical and management staff lacked transferable skills including communication and language skills. Approximately one fifth said applicants for technical and learning support posts lacked transferable skills including communication and bilingual skills.
- Some employers in HE prioritised the development of customer service and client management skills as well as the capabilities to cater for different learning styles and a more diverse student.
- In LAIS, around a fifth of employers reported a lack of transferable skills including communication and bilingual skills in applicants for professional and paraprofessional roles. Moreover, a vast majority of English employers expected the demand for transferable skills including communication, language, customer services and problem solving skills to increase over the next 5-10 years.
- Approximately one third of English WBL employers reported that professional, support and administrative staff lacked transferable skills, including communication and bilingual skills.

Supply side evidence

- Very little or evidence was identified for specific learner/ customer engagement in most of the sectors of lifelong learning.

Nature of gaps

Market gaps – these have resulted from a difference in the supply and demand of the particular learner engagement and customer care skills.

Likely impact if not addressed

With lifelong learning organisations operating more and more like businesses, it is essential for all staff to be skilled in customer and learner engagement in order to provide a competent service.

Related issues/themes

- learning delivery
- ICT
- multi agency and partnership working
- recruitment and retention
- employer engagement

Related proposed solutions

- develop a 'skills for learning professionals' qualifications framework
- support lifelong learning employers in the move towards more demand led training opportunities
- develop collaborative working across the lifelong learning sector
- develop the business case and resources to support the use of technology in the sector

4.4 Employer engagement

Employer engagement and effective partnerships is an emerging issue for the FE and HE workforce. Lord Leitch's Report (2006) emphasised the importance of employer engagement in these constituencies and the need to improve relationships with employers.

Various skills were identified as a requirement in the FE sector:

- leadership and partnerships
- employer engagement
- business and marketing
- succession planning
- organisational change
- change management

In WBL, providers reported a demand for a range of leadership and management skills including specific skills in order to respond to employer needs.

Occupational groups affected

The need for employer engagement skills mainly affects management staff in HE and WBL. It also affects all staff in FE and all those who demonstrate potential in this area in HE.

Demand side evidence

- English employers in FE reported skills shortages at NVQ level 4 and above when recruiting professionals and managers. Skills gaps, attributed to the need for teaching and learning staff to have current industry experience, were also reported for these occupational groups.
- Participants in future scenarios workshops anticipated that employers will demand that more specific job-related training is delivered within employment settings.
- Stakeholders prioritised:
  - development of professional/technical/practical skills in FE such as gaining current industry experience, keeping vocational courses up-to-date, up-to-date teaching and assessment skills that reflect current industry practice
  - acquisition of current industry experience in WBL.

Supply side evidence

- There was little evidence of provision that could offer WBL or FE staff opportunities to work more closely with employers e.g. programmes that enabled staff to update vocational courses and gain current industry experience

Nature of gaps

Market gaps – these have resulted from a difference in the supply and demand of the particular employer engagement skills mentioned above.

Likely impact if not addressed

Employer engagement is necessary to identify and make available relevant, flexible and responsive provision that meets the skills needs of employers and their staff.

Related issues/themes

- leadership and management
- multi agency and partnership working
- learning delivery
- learner engagement and customer care
- recruitment and retention

Related proposed solutions

- develop a 'skills for learning professionals' qualifications framework
- support lifelong learning employers in the move towards more demand led training opportunities
- develop a leadership and management strategy

4.5 Multi-agency and partnership working

Employers and stakeholders report a need for increased multi-agency working in delivering services to individual learners and/or clients. Staff need skills in working collectively to achieve multi-agency, individual agency and service delivery targets. New skills and specialisms are emerging with implications for staff development.

In general, partnership working skills have been identified as a requirement across the five constituencies. Specific skills have also been identified for particular constituencies - networking and negotiation in CLD; business skills in FE; community liaison skills in LAIS.

These skills are needed as a result of changes occurring or expected within the constituencies. Some of these changes have been identified below.

- Public sector staff working in CLD will need skills to match accountabilities to their agency's agenda with those to the communities they work with. Expansion of partnerships with the statutory sector will result in the growth of some smaller organisations, with growing numbers of CLD volunteers. Managers will need to develop skills in defining and managing changing staff roles and in managing large numbers of volunteers following increased integration.
- In HE, widening participation will require staff who can support learning in community and employment settings and may involve collaboration with WBL and CLD providers.
- In future a range of collaborative business models for FE will emerge, focusing on provision for young people aged 14-19, which will require staff to develop the skills identified above.
- Skills will be required to provide an expanding range of services to a growing and increasingly diverse body of learners in LAIS.

Overview of regional perspectives on skills needs

The following illustrates some of the skills needs identified by employers relating to multi agency and partnership working in those English regions where gap analysis work was undertaken.

North West

- partnership building and the ability to build communities (CLD)

South West

- ability to work with colleagues from other sectors in delivering services to individual learners/clients (CLD/PDCL)

Yorkshire and Humberside

- skills to broker relationships between different partners i.e. working with schools - skills of project management and event management are also required equip staff to be more effective when working in partnerships (CLD)

Occupational groups affected

Multi-agency and partnership working is a skills issue which predominantly affects management staff in CLD, FE and WBL. However, it also affects professional, learning and professional support, and administrative staff in CLD and FE.

Demand side evidence

- A third of English employers in CLD felt their existing management staff lacked specialist professional and technical skills. This includes skills that are specific to the CLD workforce such as building effective partnerships to enhance community learning and development.
- Stakeholders prioritised the development of leadership and partnership skills in CLD, FE and LAIS. Emphasis was also placed on transferable skills overall in CLD, including outreach skills and skills in promoting social inclusion and empowering communities; advocacy and team working skills in LAIS; and skills to deal with the widening participation agenda in HE.
- Participants in future scenarios workshops anticipated:
  - that professionals and managers from other sectors will increasingly work within the CLD constituency and will need to develop; a broader understanding of CLD to operate effectively
  - growth in collaboration between WBL and FE.

Supply side evidence

No provision specific to multi agency and partnership working was identified for any of the five constituencies.

Nature of gaps

Market gaps – these have resulted from a difference in the supply and demand of the particular multi agency and partnership working skills.

Likely impact if not addressed

If this issue is not addressed, organisations will not be joined up, which is essential to enable them to work effectively with other stakeholders and providers in order for every organisation to meet their objectives.

Related issues/themes

- learning delivery
- learner engagement and customer care
- management and leadership.

Related proposed solutions

- develop a 'skills for lifelong learning professionals' qualifications framework
- develop collaborative working across the lifelong learning sector
- develop a leadership and management strategy

4.6 Recruitment and retention

There are various recruitment and retention difficulties in parts of the lifelong learning sector as follows:

- Employers identified a range of constraints in recruiting staff into the CLD constituency, including the high proportion of positions that are part time; low pay compared with other sectors; lack of clearly specified training routes in some occupations; and limited resources available for training in some organisations. Furthermore, policy changes and initiatives have contributed to an increased demand for specific occupations within CLD.

- Similarly, the inability of the FE sector to match the salaries offered by schools and industry was identified as a significant barrier to recruitment. Recruitment and retention difficulties for teaching staff in FE was identified for these subject areas construction; engineering; ICT; science; business administration, accountancy and management; and health and social care.

- In FE, the demand for ESOL and Essential skills provision has generated an increased need for Literacy and numeracy and ESOL teachers, tutors and trainers, Learning support assistants and Learners with learning difficulties or disabilities (LLDD) tutors. Specific skills needed by staff include: teaching skills; planning learning programmes; assessing learning; and language awareness as well as a need to improve overall levels of literacy and numeracy.

- Many of the occupations affected by this issue in HE are in strong demand in the private and broader public sector and the market for skilled academic staff is becoming increasingly internationalised. HEIs face strong competition from overseas in attracting skilled professionals and the demand for academic staff is projected to increase by up to 25% over the next 5-10 years. There are a number of skills shortages in specific subject areas including business and management, IT, economics, electronics, law, medicine and teacher education (FE and HE).

- WBL employers reported difficulties for skilled staff in these subject areas – engineering, science, technical, construction, health and social care. These difficulties are exacerbated by an overall rise in demand for the WBL workforce. At the same time, increased emphasis is placed on individual providers developing specialist skills. Specific difficulties in recruiting and retaining qualified staff include low salaries in the sector, its relatively poor image and the perceived lack of career progression.

Overview of regional perspectives on skills needs

The following illustrates some of the skills needs identified by employers relating to recruitment and retention in those English regions where gap analysis work was undertaken.

East Midlands

- recruitment difficulties in construction, engineering; health and social care staff and higher level IT based creative staff e.g. games development (FE)
- recruitment difficulties in engineering and other craft occupations (WBL)

- recruitment difficulties for ESOL and skills for life tutors, bilingual tutors, and tutors with the ability to identify learning styles and needs (WBL)

East of England

- skills shortages for qualified staff at all levels - the recruitment difficulties were particularly marked for youth community officers and youth support workers. (CLD/Youth work)
- skills shortages for learning support assistants and specialist tutors for students with learning difficulties and/or disabilities (LLDD) - they also indicated that the shortage of numeracy teachers was critical. (FE)
- retention difficulty good ICT support staff (FE)
- recruitment difficulties in construction, engineering; specialist ICT roles; specialist land-based subjects e.g. veterinary nursing, animal care (FE)

North West

- retention difficulties with youth workers, particularly those with youth work qualifications at Level 2 and 3 (CLD/youth work)
- recruitment difficulties with hair and beauty vocational tutors and management tutors; literacy and numeracy specialists (FE)
- retention difficulties with staff once they had been trained (WBL)
- people handling skills including an ability to respond to employers needs in addition to learners (WBL)
- retention of technicians (HE)

South East

- specific literacy and numeracy skills shortages in agricultural colleges and on other vocational courses. Skills shortages were most pronounced for numeracy staff and that there was a shortage of language skills among teachers and a lack of staff qualified to Level 4 (FE)

South West

- recruitment difficulties for skills for life curriculum managers and delivery staff (CLD/ PCDL)
- recruitment difficulties were particularly pronounced for numeracy staff (WBL)

Yorkshire and Humberside

- skills shortages of qualified youth workers due to limited and non-standard hours and a shortage of training courses in the sub-region to meet individual needs (CLD/ youth work)
- recruitment difficulty for construction, pure science and art and design; numeracy staff (FE)

Occupational groups affected

This skills issue affects all staff.

Demand side evidence

- In most cases, around half of English employers reported difficulties in attracting or recruiting suitable applicants to fill professional vacancies in CLD, FE, LAIS and WBL; support/associate professional vacancies in CLD, FE and HE; management and administrative occupations in HE.
- Approximately, four in ten employers in most of these constituencies: CLD, FE, LAIS and WBL, reported that applicants to professional roles lacked specialist professional, technical and in some cases practical skills. More specifically:
    - in CLD, the ability to engage with people in a learning context and working with individuals and/or communities to identify needs, aspirations and goals
    - in FE subject specific skills and knowledge and teaching and pedagogical skills
    - in WBL teaching and subject specific knowledge and experience.
- Professional, technical and practical skills were also lacking amongst applicants for support and technical roles in CLD, WBL and paraprofessionals in LAIS.
- Around two-thirds of employers expect the demand for technical staff in WBL as well as professionals and support professionals in both WBL and CLD to increase over the next 5-10 years. Over half of FE employers expected an increase in the demand for professional staff.
- The vast majority of employers in HE reported that they were very satisfied or satisfied with the quality of new academic professional recruits.
- Employers identified shortages
    - in transferable skills and wider employability skills for professional and administrative occupations in CLD
    - at NVQ level 2 for manual staff in LAIS
    - among organisational managers.

Supply side evidence

- The majority of enrolments in youth work provision are in FE. However, HE offered a number of programmes suitable for youth workers, most of which also focus on community work. The number of learners taking foundation degrees relating to youth work in England is increasing rapidly.
- Instances of teacher training and academic practice designed for specific subject areas in HE or FE are rare except in health and social care in HE and ESOL, literacy and numeracy in FE. There is evidence to suggest that recruitment efforts should focus on attracting professionals from the professions or from advanced studies and on ensuring that they have the necessary skills for entry into academia.
- There was provision for teaching support professionals in HE and particularly in FE. The majority of provision was focused on adult literacy, numeracy and ESOL and there was a high demand for this provision. There was also an increasing volume of teacher training with a focus on basic skills delivered through FE. HE offered little basic skills training.
- Academic staff in London, West Midlands and Yorkshire & Humberside were less likely to have attained qualifications at NVQ Level 4 or above.
- There was very little evidence of provision for family and parenting related activities in CLD; for leadership and management within an FE context; for gaining current industry experience, updating vocational courses and developing a wider range of teaching and learning support skills in FE; and to support the delivery of basic skills in a WBL setting or to update industrial practices.
- No provision was identified that meets the skills needs of HE technicians or technical support staff within the FE sector.

- HE programmes for the LAIS constituency are broadly aimed at new entrants to professional roles and cater for each of the 3 career pathways – librarianship, archives and information/records management. 5 HEIs in England were identified as offering programmes specific to libraries; only 1 offers a qualification in archive work. There is an increasing diversity of undergraduate provision in information management, comparatively little of which is accredited by CILIP.
- FE provision for LAIS is predominantly at NVQ levels 2 and 3 and is aimed at staff already in post, typically in support roles.
- There is a substantial volume of provision for practitioners of assessment or verification activities in WBL. This is primarily available in FE.
- Anecdotal evidence suggests there is a high volume of constituency specific assessment and verification provision delivered within WBL itself.
- Provision for management training for WBL is available in one HEI and there is a significant volume of provision for Management/ Coordination of Learning and Development offered by FE.
- Completion and achievement rates for WBL provision delivered through FE are low.

Nature of gaps

Market gaps – these have resulted from a difference in the supply and demand of the particular skills mentioned above.

Institutional weaknesses – there may be a poor supply of labour to the sector due to inherent barriers such as relatively low salaries, high proportion of part-time positions, limited resources for training, perceived lack of career progression and poor image.

Likely impact if not addressed

Without the availability of contextual and relevant qualifications, the workforce will not possess the correct skills and the shortages will continue to exist.

Related issues/themes

- learning delivery
- learner engagement and customer care
- Multi agency and partnership working
- ICT
- leadership and management
- employer engagement

Related proposed solutions

- develop an integrated CPD framework
- develop sector wide career pathways
- develop a knowledge bank for IAG professionals
- recruitment programmes

4.7 ICT

As a basic requirement of operating in the modern, electronic business world, ICT skills have been identified as skills needs in some parts of the lifelong learning sector. Within CLD, both generic and specialist ICT skills have been cited as skills needs. Employers in the family learning sector identified a need for e-skills awareness to enhance the reputation of family learning and to enable innovative ways of delivering training and learning opportunities.

Within HE, the role of technicians has changed considerably over the last 5-10 years with the development of new technologies and concomitant changes in the nature of scientific research. Outsourcing technical support services, increased computerisation and automation have impacted further on the organisation and nature of technical support roles and resulted in a need for specialist ICT skills.

The LAIS constituency is extending its traditional role in society as lending and information service providers, and is already utilising the benefits of ICT in general with high levels of ICT hardware use and training provided to staff, along with internet training. In a constituency now heavily dependent on ICT, LAIS staff require skills updating in order to keep pace with technological change and enable the management of digital information. Specific ICT skill sets include:

- basic ICT skills
- advanced ICT user
- digitisation
- management of metadata
- database building
- developing e-libraries and collections
- ICT systems development
- web management and web content
- support of general users of basic ICT
- using ICT to develop learner needs based training

In WBL, ICT skills needs are related to the delivery of e-learning, including e-assessment needs.

Overview of regional perspectives on skills needs

The following illustrates some of the skills needs identified by employers relating to recruitment and retention in those English regions where gap analysis work was undertaken.

North West

- skills needs for a better knowledge and application of technology among practitioners (FE)

South West

- E-enabling skills to maximise the use of technology, as well as the need for staff to be flexible in their use of technology (CLD/PCDL)

Occupational groups affected

- This skills gap affects all staff that use ICT facilities. Specifically in HE, this related to technicians and those in other technical support roles at NVQ level 4. In LAIS, this skills need affects all management, professional, paraprofessional and administrative staff.

Demand side evidence

- CLD employers in England identified shortages in transferable skills, particularly ICT, for professional and for administrative occupations.
- In HE, employers identified a current skills gap for technical staff working in HEIs. Learning support staff, administrative staff and manual staff to have skills needs relating to ICT.
- Majority of employers and stakeholders in LAIS and in WBL anticipated a growing demand for ICT skills.
- LAIS employers in West Midlands indicated that basic skills in ICT were a priority issue and that it is becoming increasing important as a University entrance requirement.

Supply side evidence

- There are only a few training courses relating to ICT within a CLD context. In HE, there are only 2 programmes (UK wide) - Information Technology and Child, Young Person and Family Studies; and Family Learning ICT – both of which had minimal take up. In FE, there is no CLD specific provision. However, in both HE and FE, there are abundant general ICT related provision that is likely to be suitable for a CLD context.
- Employers in England expressed concerns over FE delivery, including a suggestion that higher level qualifications (NVQ level 4), flexible delivery and the value of experience in the CLD constituency should be taken into account.
- Within HE, there are no specialist qualifications for technicians at level 4 in relation to ICT.
- Within CLD, youth work employers reported that the existing qualification training routes did not fully provide graduates with sufficient skills in ICT.

Nature of gaps

Market gaps – these have resulted from a difference in the supply and demand of the particular ICT skills.

Likely impact if not addressed

ICT is the core of technological change. Without training and upskilling in ICT, the workforce will not be able to deliver to learners and users of today who are technically competent and IT savvy.

Related issues/themes

- learner delivery
- learner engagement
- recruitment and retention
- leadership and management

Related proposed solutions

- develop a 'skills for learning professionals' concept
- develop a UK wide leadership and management strategy
- develop the business case and resources to support the use of technology in the sector

5. ENGLAND SOLUTIONS

LLUK used a variety of methods to develop a suite of solutions for consultation and development through Stages 3-5 of the SSA process (see section 2.4). This included an extensive exercise to collate suggested solutions identified as part of the Stage 3 consultation process. These solutions will now be developed as LLUK progresses through Stages 4 and 5 of the SSA to meet constituency need across England. This section gives an outline of the 10 proposed solutions, aims and the current context in England.

5.1 Explore the options for 'professionalising' all parts of the lifelong learning workforce

Explore with the lifelong learning sector the implications of what this would mean in each of the constituencies and which areas of the sector this approach could potentially improve individual progression and recruitment difficulties.

LLUK is currently involved in a major area of activity working towards the development of UK wide NOS for learning delivery. LLUK is working across the four nations with key Government departments to consider a UK wide approach to developing standards for lecturers, teachers, tutors and trainers. This activity also relates to the widening of this work to encompass teaching roles in libraries, archives and information services.

Current situation in England:

From September 2007, all FE sector teachers, trainers and tutors offered new jobs by incorporated colleges will be required to achieve an appropriate qualification within the new Qualified Teacher Learning and Skills (QTLS) framework, within two to five years, depending upon their working circumstances. Other providers of work based and adult and community learning in England will be required through LSC contractual requirements to address this matter. This is a major change to the system. In Higher Education, professional teaching qualifications are now available for lecturers, for example, the Post Graduate Certificate in Higher Education (PGCHE).

These examples could be used to formulate proposals for the concept of a professional standing for non-teaching roles and other positions in the lifelong learning sector. This is a major change to the system and one in which LLUK has been intimately involved.

Aims of this solution:

- to formulate a concept of 'professional standing' across the constituencies
- to provide a framework and opportunities for staff across the sector to move from a non-professional to a professional role

Action for LLUK:

- explore with constituencies in England what 'professionalising' may mean
- define more closely the registration and regulation systems in the appropriate national context

- carry out subsequent investigation and mapping of associated qualifications and frameworks
- work with the SfBn to explore the development of skills passports
- explore findings from 14-19 research
- explore integrating Accreditation of Prior Experience and Learning (APEL) into qualifications in the sector, to encourage mobility within the sector - however there is a need to ensure that this is not just perceived as a further mandatory requirement

Support from lifelong learning employers to:

- work with LLUK to determine the demand and the appropriateness of the concept of 'professionalising' in England across the constituencies
- work with LLUK in the development of the underpinning NOS and Sector Qualification Strategy (SQS)

Impact and added value:

- A common understanding of what 'professional standing' means for the workforce could align the lifelong learning workforce across all constituencies as well as with the schools workforce.
- Development of elements of instruction within skills passports across the Skills for Business Network could ensure that skills shortages within the lifelong learning sector could be filled more easily by training and development professionals from other sectors.
- Will develop within the sector the concept of candidates practising 'professionally' rather than the candidates becoming professionals – will ensure increased parity and allow for increased movement across the sector.

Links to the LLUK Impact Review:

One of the key themes of the Impact Review is 'capacity building to ensure quality of delivery'. Any moves towards developing a 'professional standing' for the lifelong learning workforce will have a direct impact on the quality of provision. This area connects to the CPD framework, providing opportunities for industrial updating to teaching staff. There could be opportunities for collaboration with other SSCs around sector-specific needs and the possible exploration of skills passports which are currently being developed across the Skills for Business Network (SfBn).

5.2 Develop an integrated CPD framework and model for the lifelong learning sector where appropriate

LLUK identifies an aspiration that the lifelong learning workforce in all four nations and across all constituencies has access to an integrated CPD framework.

Although good practice exists in relation to CPD in parts of the sector, employers have identified a need for a more consistent approach to the application of CPD across the sector. LLUK acknowledges that this activity should not re-invent the wheel. We should, however, be focused on exploring and building on the definition of what a CPD framework and model should look like for the sector. There is currently no clear definition of what CPD means across the constituent parts of the lifelong learning sector.

Questions for consideration:
- Should CPD be a mandatory requirement at a national level?
- How will CPD service the individual rather than the institution?
- What does CPD mean for each constituency?
- Could the concept of an 'entitlement' to CPD be introduced?

Current situation in England:

The regulations being introduced by Government through the *Equipping our Teachers for the Future* reform agenda stipulate that all teachers, trainers and tutors working in FE colleges, WBL providers and organisations supporting CLD should undertake a minimum of 30 hours of CPD every year. The Institute for Learning (IfL) is currently creating a CPD portal that will provide teachers, tutors and trainers with a reflective tool for professional development. All teachers with QTLS status will be expected to 'remain in good standing' by undertaking 30 hours of CPD every year.

There are CPD projects, models and frameworks in use across other parts of the sector as well and for non-teaching staff. Examples include the CPD project being run by HEA (Higher Education Academy) and CILIP's (Chartered Institute for Library and Information Professionals) CPD framework. There is not, however, an overarching CPD framework for all learning professionals.

Aims of this solution:

- to map existing CPD frameworks and models in the sector with a view to creating an overarching CPD framework for the whole lifelong learning sector
- to create a model for CPD across England and constituencies
- to create an accepted definition of CPD across England and constituencies
- to investigate the possibility of gaining accredited CPD for work experience/ in house training
- to case study CPD best practice so it can be shared across smaller organisations/ institutions
- to ensure that there is a equal entitlement and offer of CPD to staff at all levels and across all constituencies
- explore sustainability of funding relating to CPD activities
- to work with partners to build on and develop current programmes

Action for LLUK:

- create LLUK guidelines for an integrated CPD framework for all nations and constituencies – value added aspect to workforce development within the sector
- work with partners to explore the feasibility of creating a CPD framework across England and across the lifelong learning constituencies
- work with the sector in England to create an accepted definition of CPD
- explore the work carried out in England as part of the 14-19 Diploma work and the 14-19 CPD framework
- work with employers and partners to scope out current practice within this area, case study CPD good practice and identify potential funding opportunities for CPD
- look at promoting inter-constituency sharing of CPD delivery & mentoring
- explore accreditation and funding opportunities for informal learning

Support from lifelong learning employers:

Whilst exploring feasibility for the development of a CPD model, employers would be invited to:

- share existing approaches to CPD best practice and explore with LLUK possible case study examples
- develop the concept of 'CPD Champions' for the lifelong learning sector
- work with LLUK to support the possible development of a framework and model for England

Impact and added value:

- An integrated sector wide CPD framework will encourage the sharing of resources and materials which may be common to all constituencies.
- The development of an integrated CPD framework and model will ensure that all staff within the lifelong learning workforce, including voluntary staff, have access to CPD at all levels.
- A CPD framework would also help staff in the sector with their personal career planning and enable mobility within the lifelong learning workforce.
- A comprehensive CPD framework, once it is in place, could contribute significantly to retaining staff within the sector, boosting morale and enabling people to progress in their careers and realise their full potential.
- A comprehensive framework would help those with responsibility for staff development in the lifelong learning sector with their planning and delivery of CPD.

Links to the LLUK Impact Review:

CPD has been identified as a key theme through the impact review of other SSCs' SSAs. There are a variety of options for working with other SSCs to provide industrial/ technical updating and CPD for tutors that is relevant to the sector/subject they are working in. LLUK will need to work with the SfBn to consider its role in terms of supporting CPD relating to industrial updating and demand from other sectors on the lifelong learning sector. Some of this can be delivered in England through the FE white paper programmes Give Something Back and Business Interchange that are being managed by LLUK. It is notable that CPD for lifelong learning staff is being identified as critically important by other industry sectors and expressed within their individual SSAs.

5.3 Develop a 'skills for learning professionals' qualifications framework

Developing a 'skills for learning professionals' skills and qualifications framework to sit within the SQS would act as an introduction to working in the lifelong learning sector. It would also provide the building blocks of standards and qualifications in the sector. Ultimately this work should achieve a greater emphasis in terms of implementing NOS across the sector and also facilitating organisations to use standards more effectively. This work will be built into the development of the SQS for the lifelong learning sector.

Identified areas for further investigation through SSA consultation work are skills needs in the following areas:

- employer engagement
- Information Learning Technology
- learner support/ customer care
- multi-agency/ partnership working

Current situation in England:

During a Stage 3 focus group in England it was noted that:

- The idea of 'skills for learning professionals' and a common core approach across all of the lifelong learning sector was strongly endorsed. It was emphasised that it was important that this is derived from an adult learning and development model.
- Emphasis was also placed on the need to recognise threshold activity - where learning takes place in the community and engagement in the field, e.g. prison - links here back to need for real APEL opportunities.
- There was also very strong support for Adult Apprenticeships in the lifelong learning sector across CLD, parenting and LAIS.

Aims of this solution:

- to provide a clear framework and common core of skills that apply across the lifelong learning sector
- to provide clarity for people in the sector around skills and qualifications
- to develop a database of units across the sector to facilitate career progression and also movement across the lifelong learning sector

Action for LLUK:

- develop a toolkit of resources to support 'skills for learning professionals' around partnership working
- to include an exploration of NOS and identification of case studies
- to explore and build on the existing partnership aspects within the 14-19 programme

Support from lifelong learning employers:

- assist LLUK in ensuring effective consultation in terms of developing this area of work

Impact and added value:

- the development of a database of units across the lifelong learning sector will facilitate career progression, entry into and movement across the lifelong learning sector
- enhanced understanding of the different standards which relate to the sector and how these can be used effectively

Links to the LLUK Impact Review:

The Impact Review of SSAs found that Skills for Justice are developing a qualification in Multi-agency Working. LLUK could also learn from the numerous skills passport and license to practice programmes being run by other SSCs.

5.4 Develop collaborative working across the lifelong learning sector to recognise and disseminate good practice

There is a great deal of good practice evident in all parts of the lifelong learning sector. This solution looks at the option of developing better partnerships across constituencies and even nations, to disseminate this good practice as widely as possible.

Current situation in England:

Centres for Excellence in Teacher Training (CETTs) have been created in England following the publication of 'Equipping our teachers for the future' (DfES, 2004). The emphasis with the CETTs is on sharing good practice and improving CPD. Eleven CETTs have been established in England in May 2007, which will become operational from September 2007, all of which are consortia of providers working together. It will be helpful to monitor progress and see how they work in practice.

This solution would be to look at the success of this programme and to develop models for collaboration across other constituencies within the lifelong learning sector and possibly across the nations. For example, we could explore whether there could be Centres for Excellence in Information Management for the LAIS constituency; or Centres for Excellence in Youth Work that would encourage sharing of good practice and effective CPD.

There are also a large number of Centres of Vocational Excellence (CoVEs) in FE colleges in England which work on a similar basis of sharing good practice.

Aims of this solution:

- build on the concepts of Centres for/ of Excellence to develop further collaboration models across the sector to promote sharing of best practice
- explore the possibility and demand for centres for excellence across the 5 constituencies
- provide a model for creating centres for excellence building on the experience of the CETT programme and selection process

Action for LLUK:

- LLUK needs to ensure that the appropriate terminology and approach is developed across constituencies in England.
- Ensure that development does not become restrictive – explore opportunities within England to ensure access to be made available to non-constituent parts of the sector – LLUK to take into account the difference between competing and collaborative models.
- Explore other alternatives to Centres for Excellence e.g. kite marking system, benchmarking etc.

Support from lifelong learning employers:

- work with LLUK to explore added value and develop evidence base that collaboration models create for employers

- work with LLUK to develop understanding and concept for application in the constituencies and nations

Impact and added value:

- improved sharing of good practice
- focus on establishing standards across the sector will improve cohesion
- building mechanisms for collaborative working across the sector will bring different parts of the sector together to canvass opinions and help influence policy relating to the whole lifelong learning sector
- improved partnership working across the sector

Links to the LLUK Impact Review:

Many SSA actions identified through the Impact Review relate to new forms of delivery. A major example is that of the National Skills Academies (NSAs). It will be important in the development of this solution to take into consideration the selection process and style of delivery of NSAs and other proposed forms of delivery across the SfBN.

5.5 Support lifelong learning employers in the move towards more demand led training opportunities

A culture change is taking place in the planning and delivery of education and training. Much of this, particularly in England, is being driven by the Leitch Review of Skills. There is a move from the more traditional planning-led provision to demand-led provision – the demand very much coming through SSAs from the other 24 SSCs.

This culture change will have a huge impact on the staff in the lifelong learning sector, from how learning is delivered to how courses are funded. There is a need for a support programme to assist lifelong learning employers to make the transition.

Current situation in England:

The Train to Gain programme in England represents, perhaps, the start of the move from supply-driven to demand-led provision. QIA with LSN are running a development programme for Train to Gain providers. It would be good to see this programme develop beyond just Train to Gain providers to other parts of the lifelong learning sector.

Participants at a recent meeting confirmed that within some parts of the sector employers will need support responding to the demand led agenda and emphasised that there is already evidence of good practice which exists within this area which must be built upon. For example LLUK should take into consideration lessons learned from MoD practice to re-define the demand led model.

There are some examples of consortia of colleges supporting each other in this change. One such example is the 'one college, one voice' project conducted between South Trafford, West Cheshire and St Helens colleges in the North West – with an emphasis on staff development across areas of college, including Senior and Middle managers, not just tutors.

New Standards for Employer Responsiveness and Vocational Excellence are currently being piloted by the LSC and LLUK is involved in the development of these standards.

Aims of this solution:

- to ensure that no lifelong learning employers are 'left behind' in the transition from supply to demand led provision where training and education will be delivered based on business need
- to explore and disseminate across the sector best practice with regards to delivery of demand led provision
- to assist lifelong learning employers in their employer engagement strategies

Action for LLUK:

- develop standards as set out in the 'skills for learning professionals' framework
- LLUK to build partnerships within the Skills for Business Network to investigate sector specific elements identified in the Impact Review

Support from lifelong learning employers:

- assist in the development of the support programme by sharing good practice with regards to demand led training opportunities

Impact and added value:

- supporting lifelong learning employers in the transition to demand-led training will ensure that the quality of engagement with industry is enhanced by increased understanding of needs

Links to the LLUK Impact Review:

Collaborative action with other SSCs could help link lifelong learning employers to employers in industry. Some current opportunities include National Skills Academies and the 14-19 diploma developments. One current opportunity is through the Business Interchange programme in England providing industrial updating to teachers through placements with employers.

5.6 Develop sector wide career pathways

This proposed solution is based on the creation of a climbing frame outlining career pathways in the lifelong learning sector. This information could then be disseminated to Information Advice and Guidance (IAG) services (eg. Schools, careers services, learndirect etc.) This solution will link closely with the proposal to develop a knowledge bank for IAG professionals and also built around the development of a database of core units around the 'Skills for Learning Professionals.'

Current situation in England:

There are currently no clear progression routes or career pathways that map across the whole lifelong learning sector in any of the 4 nations.

Work needs to be undertaken linking to the LLUK workforce data collection to map careers across the sector.

Aims of this solution:

- to provide a 'climbing frame' of career routes across the lifelong learning sector
- to ensure there is a positive image of the sector and facilitate movement across the sector
- to work with partners to develop resources to support career planning services

Action for LLUK:

- map existing career routes and map future structure of sector
- explore links with 14-19 work in England
- explore best practice within the SfBn and the development of career pathways within other SSCs
- work with Lifelong Learning Networks to develop understanding of work being undertaken around progression agreements and development of best practice case studies

Support from lifelong learning employers:

- assist in the creation of the framework.

Impact and added value:

- clearer career pathway for individuals in the sector thus improving the sector's image and contributing to staff retention
- clearer career pathways could raise aspirations and particularly help people move from a non-professional to a professional role
- could attract new people into the sector

5.7 Develop a knowledge bank for IAG professionals and others to support new entrants and existing staff in the lifelong learning sector

It is critical that LLUK works with the sector and partners to develop a knowledge bank of support for IAG professionals both within the sector and also available to those career guidance professionals to attract new entrants.

LLUK should also explore the role of the LLUK Information Advice service acting as the hub for this information facilitating and enabling the delivery of IAG through nation specific IAG services and across the UK.

Current situation in England:

Currently there is no single source of information about careers that spans the lifelong learning sector. The sector has some issues with image and this impacts on recruitment and retention. The creation of the knowledge bank is closely connected to the work on creating new career pathways. With this information much clearer guidance will be available to both people within and outside the sector.

Aims of this solution:

- to develop a consistent approach to IAG across all of the lifelong learning sector
- to improve IAG within and outside the sector about careers in the sector
- to improve the image of the sector
- to work with partners to develop resources to support IAG and career planning services
- to increase the available pool of excellent recruits into the sector and support progression through the sector

Action for LLUK:

- review current IAG practice within England
- map existing career routes and map future structure of sector – as in the proposals to create career pathways
- review the LLUK IA service – possibly with a view to it becoming the hub of information on career pathways within the lifelong learning sector – connecting the IA service with IAG services across the 4 nations
- review work underway through the SfBN around IAG

Support from lifelong learning employers:

- assist in the creation of the framework as proposed above to identify IAG needs
- identify best practice examples of IAG within the sector

Impact and added value:

- Developing a knowledge bank of support for IAG professionals will ensure more consistent delivery of careers advice across the sector and ensure parts of the sector which traditionally may find difficulties in attracting staff have increased opportunities to do so.

- Increased movement of employees across constituencies could boost retention rates within the whole sector.
- A knowledge bank would help new entrants to the sector with their personal career planning and raise awareness of different opportunities for existing staff.

Links to the LLUK Impact Review:

The Impact Review has highlighted that there are tutor shortages in certain areas. Improved IAG about careers in the lifelong learning sector could attract people from other sectors into FE. This is particularly relevant to staff in industry who have perhaps become unable to continue in a physical role but can still pass on their skills by going into teaching. In England this can be addressed partly through the Give Something Back programme.

5.8 Recruitment programmes to address specific shortages in the lifelong learning sector

Targeted recruitment programmes are needed to encourage people to either move within the lifelong learning sector or consider the sector as a career choice. Working in the lifelong learning sector is a career of 'ultimate choice' for most people – but is not always a career of first choice because of the need for staff to have experience in industry or business before passing those skills on to others.

Current situation in England:

Across the lifelong learning sector there is a demand for a wide range of recruitment programmes to encourage a range of people to consider the sector as an attractive career option.

The Construction Tutors pilot run in 2006/07 by LLUK in partnership with SummitSkills and Construction Skills has been a success. Four thousand enquiries about becoming a teacher were received from tradesmen responding to a high-profile recruitment campaign. 75 people are now on initial teacher training placements and a further 800 are to attend an introduction to teaching in FE course. Building on the success of this programme LLUK are leading on the Give Something Back project as part of the FE white paper work funded by Department for Education and Skills, England (DfES).

Aims of this solution:

- closely linked to the proposals above LLUK would aim to improve the image of working in the lifelong learning sector through targeted recruitment programmes
- to address key skills shortages within the sector as identified through the Stage 3 gap analysis work and detailed within section 4.6
- to ensure access to information relating to the wider range of careers available within the lifelong learning sector
- to attract new recruits to the sector from more diverse backgrounds

Action for LLUK:

- LLUK will work with key partners within the careers guidance field in England and across the SfBn to develop programmes and ensure accurate information and resources are available to encourage a wide range of people to consider the sector as an attractive option
- research into salaries in the sector for promotional work and comparison with other sectors
- look at creating a fast-track graduate scheme for entry into the sector to address key skills shortages (building on the FE White Paper 'Make a Difference' programme)
- LLUK should work with the SfBn to scope the size of the subject specific skills shortages across England

Support from lifelong learning employers:

- continue to develop innovative routes into the sector which take into account work based skills and experience
- continue to offer on the job training to develop pedagogical skills in new entrants to the sector

- offer support and promotion of recruitment campaigns and programmes as appropriate

Impact and added value:

- a coordinated series of recruitment programmes would help to solve recruitment and retention problems
- ensuring the future needs of the sector are met, particularly in light of the impact review and the possible increased demand for staff in certain areas
- the image of the lifelong learning sector as a career of ultimate choice would improve

Links to the LLUK Impact Review:

Focused recruitment campaigns, such as the Construction Tutors project in England, can have a big impact on provision shortages in the sectors. This is particularly relevant to staff in industry who have perhaps become unable to continue in a physical role but can still pass on their skills by going into teaching. LLUK will need to look at opportunities (such as the FE White Paper programmes) to work together with other SSCs to address tutor and provision shortages through recruitment programmes.

5.9 Develop a UK wide Leadership and Management strategy

There is a plethora of provision in leadership and management across the sector. The central issue is that there is no overall cohesive approach to leadership and management training and take up across the lifelong learning sector. There are certainly areas of good practice but there is no clear picture across the sector. As with the other 3 home nations there are numerous initiatives and organisations which relate to leadership and management in the lifelong learning sector in England . LLUK wishes to work with partners across the sector to ensure the availability of a framework of appropriate leadership and management training programmes.

LLUK is engaged in the development of leadership and management standards through the Management and Leadership Champions scheme in the SfBn.

Current situation in England:

Stage 3 consultations with employers and stakeholders evidenced leadership and management as a key skills issue (to varying degrees) across all of the lifelong learning sector.

There are numerous initiatives and bodies in England that relate to the issue of Leadership and Management in the lifelong learning sector. Some of the significant bodies include CEL – the Centre for Excellence in Leadership (FE); The Clore Leadership Programme (cultural sector, including libraries); The Third Sector Leadership Centre (Voluntary Sector); and The Leadership Foundation for Higher Education.

LLUK have been involved, with CEL, in the development of a Principal's Qualification in FE.

Aims of this solution:

- to map leadership and management provision and engagement across the whole of the lifelong learning sector in England
- to build on current leadership and management strategies and ensure the needs of the lifelong learning sector are encompassed
- to understand where there are gaps in the lifelong learning sector in terms of leadership and management provision/engagement
- to work with partners to develop a strategy for the lifelong learning sector for leadership and management that helps people to navigate the huge variety of provision to find out what is appropriate for them and the lifelong learning sector in particular
- to facilitate transferability across the sector at manager level
- to ensure that the leadership and management NOS meet the needs of the sector in England.

Action for LLUK:

- LLUK to work with partners to identify and develop a framework of appropriate leadership and management training programmes for the sector – to be reflected in the development of the SQS framework

- LLUK to carry out wider consultation on leadership and management standards to ensure a collaborative approach across the nations to ensure UK wide acceptance
- LLUK to carry out further research with employers into the qualifications profile with regards to leadership and management across the sector

Support from lifelong learning employers to:

- Develop a UK wide Leadership & Management strategy
- Continued involvement and support in terms of developing/ revising leadership and management standards

Impact and added value:

- longer term increases in the uptake of appropriate leadership and management programmes within the sector
- bring clarity to the use of leadership and management NOS for the sector
- increase the diversity of front line managers across the sector
- Successful development of a leadership and management strategy for the sector will facilitate partnership working and deliver more effective benefits to the sector

5.10 Develop the business case and resources to support the use of technology in the sector, particularly relating to ILT

New technology is transforming the way learning is delivered across the UK. Assessment of NVQs, for example, can be carried out by the learner being videoed doing a task and the assessor watching from a remote location even at a different time or date. Also, VLEs (Virtual Learning Environments) are used by colleges and universities to great effect among many other tools such as interactive white boards. It is essential that the lifelong learning workforce is equipped to keep up with the pace of change.

Future proofing the way in which teaching, learning and information is accessed. Ensuring future proofing of standards.

Current situation in England:

Staff in the FE system can currently access the e-CPD framework developed by LSN to help to ensure that their IT skills are up to date. This is part of an 'E-ffective Teaching Pack'. E-Skills UK, as part of their SSA, have created an e-skills passport and also the ITQ IT qualifications framework. ILT champions are used in the FE system to provide support to staff in using technology in learning delivery.

Aims of this solution:

- to map the current support mechanisms available in the sector and look at where there are gaps in provision
- to 'future proof' the lifelong learning workforce by introducing measures to keep up with the pace of technological change
- to work with partners to support the lifelong learning workforce in using e-learning in teaching and training, but also for customer engagement within the LAIS sector
- to ensure that lifelong learning employers plan for IT skills needs of their workforce

Action for LLUK:

- owing to changes in technology the development of exact specifications would not be possible. However, guidelines of how to operate and maximise opportunities within this environment could be developed
- increased work to be done in terms of scoping the ILT environment and research into current provision

Support from lifelong learning employers:

- LLUK to work with a core group of employers and stakeholders to develop innovative methods for ensuring increased adoption of e-learning across the whole sector
- commit to including IT/ILT skills needs in all workforce development planning

Impact and added value:

- maximising opportunities from technology will ensure a workforce that is equipped for technological change and can readily adapt
- ensure enhanced quality of learning delivery that makes best use of opportunities presented by ICT/ ILT
- an enhanced experience for all learners

6. DEVELOPING THE SSA WITH EMPLOYERS, PARTNERS AND STAKEHOLDERS IN ENGLAND

The tables below outline a broad strategy for developing the 10 proposed SSA solutions with employers, partners and stakeholders in England. There are numerous stakeholders who will have an interest in LLUK's SSA; as a result the list of stakeholders below is not exhaustive but represents some significant partners who will be the focus of our initial approach. We intend to engage with the 'lead partners' listed below as part of Stage 4 of the SSA process, but anticipate extended engagement in the long term.

'Professionalising' the lifelong learning workforce			
Key Strategic Activities	**Lead Partners**	**Support Partners/ Employer Representatives**	**Mapping to Skills Policies**
• Define registration and regulation systems • Map associated qualifications and frameworks • Review of NOS consultation process • Explore 14-19 Research • Develop work on SQS • Explore skills passports with other SSCs	CEL DIUS and DCSF HEA HEFCE Leadership Foundation LSC LSN MLA QAA QCA QIA SfBn TDA	In order to scope this work across the sector LLUK will need to work with employer groups in England including-: ALP AoC CILIP DEA HOLEX LEAFEA NCVO NYA Parenting UK SoA UnionLearn Universities UK	• DfES: *Further Education: Raising Skills, Improving Life Chances* (March 2006) • DIUS: *Further Education: Raising Skills, Improving Life Chances Update* (July 2007) • DfES: *14-19 Education and Skills White Paper* (Nov 2005) • DfES: *The future of Higher Education* (Jan 2003) • DfES: *Further Education Training Bill* (Nov 2006) • DfES: *Children's Workforce Strategy* (Feb 2006) • DCMS: *Framework for the future* (Feb 2003) • DfES: *Realising potential (Foster)- Review of the future role of further education colleges* (2005) • DfES: *Youth Matters* (2006) • DfES: *Every Child Matters* (2004) • QIA: *Pursuing excellence, National Improvement Strategy* (2007) • DfES: *21st Century Skills – realising our potential* (July 2003) • DfES: *Getting on in Business, Getting on at Work* (Mar 2005) • HEA: *National Professional Standards Framework for Teaching and Supporting Learning in Higher Education* (2006) • LSC/DfES: *Delivering World-Class Skills in a Demand-Led system* (Jan 2007) • LSC: *Raising our game: Annual Statement of Priorities* (Oct 2006) • DCSF: *Aiming High for Young People: a ten year strategy for positive activities* (July 2007) • LSC: *Framework for Excellence: raising standards and informing choice* (March 2007) • HM Treasury: *The Leitch Review of Skills* (Dec 2006)

Exploration of current CPD models and subsequent development of an integrated CPD framework and model for the lifelong learning sector if appropriate.			
Key Strategic Activities	**Lead Partners**	**Work with our employers**	**Mapping to Skills Policies**
• Map existing CPD frameworks across the sector • Consider and map current best practice examples across the sector • Explore work as part of the 14-19 CPD framework • Explore development of CPD frameworks with funding/ professional bodies • Explore funding opportunities re CPD	CEL CWDC CWN DIUS and DCSF HEA HEFCE IfL Leadership Foundation LSC LSN MLA QIA SfBn	In order to scope this work across the sector LLUK will need to work with employer groups in England including: ALP AoC CILIP DEA HOLEX LEAFEA NCVO NYA Parenting UK SoA UnionLearn Universities UK	• HEA: *National Professional Standards Framework for Teaching and Supporting Learning in Higher Education* (2006) • LSC/DfES: *Delivering World-Class Skills in a Demand-Led system* (Jan 2007) • DfES: *Further Education: Raising Skills, Improving Life Chances* (March 2006) • DIUS: *Further Education: Raising Skills, Improving Life Chances Update* (July 2007) • DfES: *14-19 Education and Skills White Paper* (Nov 2005) • DfES: *Children's Workforce Strategy* (Feb 2006) • DfES: *Realising potential (Foster)- Review of the future role of further education* • *colleges* (2005) • DfES: *Youth Matters* (2006) • DfES: *Every Child Matters* (2004) • DCMS: *Framework for the future* (Feb 2003)

Explore and develop 'Skills for Learning Professionals'

Key Strategic Activities	Lead Partners	Support Partners	Mapping to Skills Policies
• Map current provision in England for customer engagement/ ILT/ employer engagement and partnership working • Explore partnership elements within 14-19 developments	CEL CWDC CWN DIUS and DCSF HEA HEFCE Leadership Foundation LSC LSN MLA QAA QCA QIA SfBn TDA	In order to scope this work across the sector LLUK will need to work with employer groups in England including: ALP AoC CILIP DEA HOLEX LEAFEA NCVO NYA Parenting UK SoA UnionLearn Universities UK	• DfES: *Further Education: Raising Skills, Improving Life Chances* (March 2006) • DIUS: *Further Education: Raising Skills, Improving Life Chances Update* (July 2007) • DfES: *14-19 Education and Skills White Paper* (Nov 2005) • DfES: *The future of Higher Education* (Jan 2003) • DfES: *Further Education Training Bill* (Nov 2006) • DfES: *Children's Workforce Strategy* (Feb 2006) • DCMS: *Framework for the future* (Feb 2003) • DfES: *Realising potential (Foster)- Review of the future role of further education colleges* (2005) • DfES: *Youth Matters* (2006) • DfES: *Every Child Matters* (2004) • QIA: *Pursuing excellence, National Improvement Strategy* (2007) • DfES: *21st Century Skills – realising our potential* (July 2003) • HEA: *National Professional Standards Framework for Teaching and Supporting Learning in Higher Education* (2006) • DCSF*: Aiming High for Young People: a ten year strategy for positive activities* (July 2007)LSC: *Framework for Excellence: raising standards and informing choice* (March 2007)

Develop collaborative working across the lifelong learning sector to recognise and disseminate good practice			
Key Strategic Activities	**Lead Partners**	**Support Partners**	**Mapping to Skills Policies**
• Review existing good practice mechanisms and case studies • Explore the demand for collaborative models across the sector • Work with partners across the sector to develop a model for collaborative working • To take into account the difference between competing and collaborative models	CEL CWDC CWN DIUS and DCSF HEA HEFCE Leadership Foundation LSC LSN MLA QAA QCA QIA SfBn TDA	In order to scope this work across the sector LLUK will need to work with employer groups in England including: ALP AoC CILIP DEA HOLEX LEAFEA NCVO NYA Parenting UK SoA UnionLearn Universities UK	• LSC: *Framework for Excellence: raising standards and informing choice* (March 2007) • DfES: *Further Education: Raising Skills, Improving Life Chances* (March 2006) • DIUS: *Further Education: Raising Skills, Improving Life Chances Update* (July 2007) • DfES: *14-19 Education and Skills White Paper* (Nov 2005) • DfES: *Further Education Training Bill* (Nov 2006) • DfES: *Children's Workforce Strategy* (Feb 2006) • DCMS: *Framework for the future* (Feb 2003) • DfES: *Realising potential (Foster)- Review of the future role of further education colleges* (2005) • DfES: *Youth Matters* (2006) • DfES: *Every Child Matters* (2004) • QIA: *Pursuing excellence, National Improvement Strategy* (2007) • DCSF*: Aiming High for Young People: a ten year strategy for positive activities* (July 2007)

Support lifelong learning employers in the move towards more demand led training opportunities			
Key Strategic Activities	**Lead Partners**	**Support Partners**	**Mapping to Skills Policies**
• Map existing good practice • Explore findings/ outcomes from Train to Gain Programme • Work with the SfBn to explore the demand for developing links with industry	CEL CWDC CWN DIUS and DCSF HEA HEFCE Leadership Foundation LSC LSN MLA QIA SfBn	In order to scope this work across the sector LLUK will need to work with employer groups in England including: ALP AoC CILIP DEA HOLEX LEAFEA NCVO NYA Parenting UK SoA UnionLearn Universities UK	• LSC/DfES: *Delivering World-Class Skills in a Demand-Led system* (Jan 2007) • HM Treasury: *The Leitch Review of Skills* (Dec 2006) • DfES: *21st Century Skills – realising our potential* (July 2003) • DfES: *Getting on in Business, Getting on at Work* (Mar 2005) • DfES: *Realising potential (Foster)- Review of the future role of further education colleges* (2005)

Develop sector wide career pathways			
Key Strategic Activities	**Lead Partners**	**Support Partners**	**Mapping to Skills Policies**
• Work with partners to map existing career routes and develop future structure of the sector • Work with LLNs to develop understanding of progression agreements • Work with partners to identify best practice • Map existing career planning support across the sector • Work with SfBn to explore career pathways across other sectors	CEL CWDC CWN DIUS and DCSF HEA HEFCE Leadership Foundation LearnDirect LSC LSN MLA QIA SfBn TDA	In order to scope this work across the sector LLUK will need to work with employer groups in England including: ALP AoC CILIP DEA HOLEX LEAFEA NCVO NYA Parenting UK SoA UnionLearn Universities UK	• DfES: *Further Education: Raising Skills, Improving Life Chances* (March 2006) • DIUS: *Further Education: Raising Skills, Improving Life Chances Update* (July 2007) • DfES: *14-19 Education and Skills White Paper* (Nov 2005) • DfES: *The future of Higher Education* (Jan 2003) • DfES: *Further Education Training Bill* (Nov 2006) • DfES: *Children's Workforce Strategy* (Feb 2006) • DCMS: *Framework for the future* (Feb 2003) • DfES: *Realising potential (Foster)- Review of the future role of further education colleges* (2005) • DfES: *Youth Matters* (2006) • DfES: *Every Child Matters* (2004) • DfES: *21st Century Skills – realising our potential* (July 2003) • DfES: *Getting on in Business, Getting on at Work* (Mar 2005) • HEA: *National Professional Standards Framework for Teaching and Supporting Learning in Higher Education* (2006) • LSC/DfES: *Delivering World-Class Skills in a Demand-Led system* (Jan 2007) • DCSF: *Aiming High for Young People: a ten year strategy for positive activities* (July 2007)

Develop a knowledge bank for IAG professionals and others to support new entrants and existing staff in the lifelong learning sector			
Key Strategic Activities	**Lead Partners**	**Support Partners**	**Mapping to Skills Policies**
- Review current IAG practice across the careers guidance community in England – include work with Connexions - Look at existing materials which have been developed for other sectors - Map where specific subject shortages exist and are likely to arise - Review LLUK IA service - Consider outcomes of the LLUK Impact Review - Work with Skillset and other SSCs involved in IAG project work across the SfBn	CEL CWDC CWN DIUS and DCSF HEA HEFCE Leadership Foundation Learndirect LSC LSN MLA QIA SfBn TDA	In order to scope this work across the sector LLUK will need to work with employer groups in England including: ALP Association of Graduate Careers Advisory Services (AGCAS) AoC CILIP DEA HOLEX LEAFEA NCVO NYA Parenting UK SoA UnionLearn Universities UK	- DfES: *Further Education: Raising Skills, Improving Life Chances* (March 2006) - DIUS: *Further Education: Raising Skills, Improving Life Chances Update* (July 2007) - DfES: *14-19 Education and Skills White Paper* (Nov 2005) - DfES: *The future of Higher Education* (Jan 2003) - DfES: *Further Education Training Bill* (Nov 2006) - DfES: *Children's Workforce Strategy* (Feb 2006) - DCMS: *Framework for the future* (Feb 2003) - DfES: *Realising potential (Foster)- Review of the future role of further education colleges* (2005) - DfES: *Youth Matters* (2006) - DfES: *Every Child Matters* (2004) - DfES: *21st Century Skills – realising our potential* (July 2003) - DfES: *Getting on in Business, Getting on at Work* (Mar 2005) - HEA: *National Professional Standards Framework for Teaching and Supporting Learning in Higher Education* (2006) - LSC/DfES: *Delivering World-Class Skills in a Demand-Led system* (Jan 2007) - DCSF*: Aiming High for Young People: a ten year strategy for positive activities* (July 2007) - HM Treasury: *The Leitch Review of Skills* (Dec 2006)

Recruitment programmes

Key Strategic Activities	Lead Partners	Support Partners	Mapping to Skills Policies
• Map where specific subject shortages exist and are likely to arise • Consider outcomes of the LLUK Impact Review and ensure that SfBn intelligence informs future planning with regards to recruitment programmes • Explore opportunities for collaborative work with other SSCs building on Construction Tutors project • Consider outcomes of the LLUK Impact Review	CEL CWDC CWN DIUS and DCSF HEA HEFCE Job Centre Plus Leadership Foundation LSC LSN MLA QIA SfBn TDA	In order to scope this work across the sector LLUK will need to work with employer groups in England including: ALP AoC CILIP DEA HOLEX LEAFEA NCVO NYA Parenting UK SoA UnionLearn Universities UK	• DfES: *Further Education: Raising Skills, Improving Life Chances* (March 2006) • DIUS: *Further Education: Raising Skills, Improving Life Chances Update* (July 2007) • DfES: *14-19 Education and Skills White Paper* (Nov 2005) • DfES: *The future of Higher Education* (Jan 2003) • DfES: *Further Education Training Bill* (Nov 2006) • DfES: *Children's Workforce Strategy* (Feb 2006) • DCMS: *Framework for the future* (Feb 2003) • DfES: *Realising potential (Foster)- Review of the future role of further education colleges* (2005) • DfES: *Youth Matters* (2006) • DfES: *Every Child Matters* (2004) • DfES: *21st Century Skills – realising our potential* (July 2003) • DfES: *Getting on in Business, Getting on at Work* (Mar 2005) • HEA: *National Professional Standards Framework for Teaching and Supporting Learning in Higher Education* (2006) • LSC/DfES: *Delivering World-Class Skills in a Demand-Led system* (Jan 2007) • DCSF*: Aiming High for Young People: a ten year strategy for positive activities* (July 2007) • HM Treasury: *The Leitch Review of Skills* (Dec 2006)

Develop a UK wide Leadership and Management strategy for the lifelong learning sector – work with partners to build a framework of leadership & management training programmes for the sector

Key Strategic Activities	Lead Partners	Support Partners	Mapping to Skills Policies
• Work with partners to identify suitable provision relating to leadership and management across the sector • Carry out wider consultation on leadership and management standards for the sector • Build on work already underway to contextualise MSC NOS • Work with SfBn as part of the cross sector projects underway relating to leadership and management	CEL Clore Leadership Programme CWDC CWN DIUS and DCSF HEA HEFCE Leadership Foundation LSC LSN MLA QIA SfBn – SkillsActive as lead SSC TDA Third Sector Leadership Centre	In order to scope this work across the sector LLUK will need to work with employer groups in England including: ALP AoC CILIP DEA HOLEX LEAFEA NCVO NYA Parenting UK SoA UnionLearn Universities UK	• DfES: *Further Education: Raising Skills, Improving Life Chances* (March 2006) • DIUS: *Further Education: Raising Skills, Improving Life Chances Update* (July 2007) • DfES: *14-19 Education and Skills White Paper* (Nov 2005) • DfES: *The future of Higher Education* (Jan 2003) • DfES: *Further Education Training Bill* (Nov 2006) • DfES: *Children's Workforce Strategy* (Feb 2006) • DCMS: *Framework for the future* (Feb 2003) • DfES: *Realising potential (Foster)- Review of the future role of further education colleges* (2005) • DfES: *Youth Matters* (2006) • DfES: *Every Child Matters* (2004) • DfES: *21st Century Skills – realising our potential* (July 2003) • DfES: *Getting on in Business, Getting on at Work* (Mar 2005) • HEA: *National Professional Standards Framework for Teaching and Supporting Learning in Higher Education* (2006) • LSC/DfES: *Delivering World-Class Skills in a Demand-Led system* (Jan 2007) • DCSF*: Aiming High for Young People: a ten year strategy for positive activities* (July 2007) HM Treasury: *The Leitch Review of Skills* (Dec 2006)

Develop the business case and resources to support the use of technology in the sector, particularly relating to information learning technology

Key Strategic Activities	Lead Partners	Support Partners	Mapping to Skills Policies
• Work with partners to scope IL T environment • Map current support mechanisms available in the sector • Develop guidelines to support operating within this environment • Support employers to plan for ICT needs • Work with SfBn, in particular e-skills UK to explore opportunities relating to e-learning and ILT	BECTA DIUS and DCSF e-skills UK HEA HEFCE JISC LSC LSN MLA QIA SfBn UfI	In order to scope this work across the sector LLUK will need to work with employer groups in England including: ALP AoC CILIP DEA HOLEX LEAFEA NYA Parenting UK SoA UnionLearn Universities UK	• HEFCE: *Strategy for E-learning* (2005) • DfES: *Harnessing Technology: transforming learning and children's services* (2005) • LSC: *The Provider for the Future – the LSC vision for the implementation of e-learning* (April 2006) • HM Treasury: *The Leitch Review of Skills* (Dec 2006)

6.1 Developing the SSA with employers, partners and stakeholders in the English regions

The following tables highlight some of the key employers, partners and stakeholders in each of the 9 English regions along with an assessment of how our SSA solutions could be mapped to regional priorities. This represents in broad terms how our SSA could help to deliver on regional priorities.

EAST OF ENGLAND	
Key Stakeholders/Partners include:	**Mapping the SSA solutions to regional priorities**

ACER (Association of Colleges in the Eastern Region)
ALP East of England
AUEE (Association of Universities East of England)
EEDA (East of England Development Agency)
EESCP (East of England Skills and Competitiveness Partnership)
GOE (Government Office East)
LSC East of England
MLA East of England
RQIP (Regional Quality Improvement Partnership)
	EESCP strategic goals:
	1. **Strengthen the East of England's business base**
	    – Develop collaborative working across the lifelong learning sector to recognise and develop good practice
	    – Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities
	    – Recruitment programmes to address specific shortages in the lifelong learning sector
	
	2. **Develop a culture of lifelong learning**
	    – Develop collaborative working across the lifelong learning sector to recognise and develop good practice
	    – Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities
	
	3. **Create opportunities for disadvantaged groups and communities**
	    – Develop sector wide career pathways
	    – Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector
	    – Recruitment programmes to address specific shortages in the lifelong learning sector
	    – Develop a UK wide Leadership and Management Strategy
	
	4. **Invest in sustainable economic growth**
	    – Recruitment programmes to address specific shortages in the lifelong learning sector
	
	Regional Economic Strategy Priorities that LLUK's SSA will contribute to:
	  • A skills base that can support a world-class economy
	  • Growing competitiveness, productivity and entrepreneurship
	  • Global leadership in developing and realising innovation in science technology and research
	  • High quality places to live, work and visit
	  • Social inclusion and broad participation in the regional economy
	  • A leading information society

EAST MIDLANDS	
Key Stakeholders/Partners include:	**Mapping the SSA solutions to regional priorities**

ALP East Midlands
AoC East Midlands
AUEM (Association of Universities East Midlands)
EMDA (East Midlands Development Agency)
ESP (Employment, Skills and Productivity Partnership)
GOEM (Government Office East Midlands)
LSC East Midlands
MLA East Midlands
RQIP (Regional Quality Improvement Partnership)
	ESP Priorities:
	1. To improve the productivity of businesses and organisations in the region through investment in management, innovation and enterprise (and through this to drive up demand for better skilled people)
	  – Develop a UK wide Leadership and Management Strategy
	  – Recruitment programmes to address specific shortages in the lifelong learning sector
	
	2. To provide an integrated and demand led offer of business support across the region
	  – Develop collaborative working across the lifelong learning sector to recognise and develop good practice
	  – Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities
	
	3. To use public sector planning and procurement as a lever for improving employment, skills and productivity
	  – Develop collaborative working across the lifelong learning sector to recognise and develop good practice
	  – Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities
	
	4. To increase the participation and attainment of 14-19 year olds
	  – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	  – Development of an integrated CPD framework and model for the lifelong learning sector where appropriate
	  – Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working
	
	5. Develop adult skills at all levels to meet the needs of the regional economy
	  – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	  – Development of an integrated CPD framework and model for the lifelong learning sector where

appropriate
- Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working
- Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector
- Recruitment programmes to address specific shortages in the lifelong learning sector

6. **To improve the infrastructure and effectiveness of skills supply and the co-ordination of provision**
   - Develop collaborative working across the lifelong learning sector to recognise and develop good practice
   - Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities

Regional Economic Strategy Priorities that LLUK's SSA will contribute to:
- To move more people into better jobs in growing businesses.
- To become a region of highly productive, globally competitive businesses.
- To develop a dynamic region founded upon innovative and knowledge focused businesses competing successfully in a global economy.
- To improve the quality of regional infrastructure to enable better connectivity within and outside the region.
- To increase life chances for all leading to stronger and more cohesive communities, a dynamic society and a stronger economy.
- To ensure all people and communities have the opportunity to create new and sustainable economic futures.
- To help overcome the barriers, or market failures, that prevent people from participating fully in the regional and local economy.

GREATER LONDON	
Key Stakeholders/Partners include:	**Mapping the SSA solutions to regional priorities**

Work Based Learning Alliance London
AoC London
GOL (Government Office for London)
Greater London Authority
LDA (London Development Agency)
London Higher
London Skills and Employment Board
LSC London
MLA London
RQIP (Regional Quality Improvement Partnership)
	A) Maximising opportunities for inclusion
	   − Develop a UK wide Leadership and Management Strategy
	   − Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector
	   − Recruitment programmes to address specific shortages in the lifelong learning sector
	
	B) Increasing opportunities for London's businesses and communities close to the major capital projects (Olympics, Thames Gateway, Kings Cross, Wembley and South Central)
	   − Recruitment programmes to address specific shortages in the lifelong learning sector
	   − Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities
	
	C) A 14–19 curriculum offer meeting the current and future needs of all London's young people
	   − Explore the options for 'professionalising' all parts of the lifelong learning workforce
	   − Development of an integrated CPD framework and model for the lifelong learning sector where appropriate
	   − Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working
	
	D) Employer driven training for adults in work and entering work
	   − Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities
	
	E) Improved public service delivery and productivity
	   − Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working

F) Key employment sectors having a world-beating skilled workforce (Incorporating higher skills development)
- Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities

G) Increasing Management and Leadership skills
- Develop a UK wide Leadership and Management Strategy

H) Promoting the value of diversity to London's employers
- Develop a UK wide Leadership and Management Strategy
- Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector
- Recruitment programmes to address specific shortages in the lifelong learning sector

Economic Development Strategy Priorities that LLUK's SSA will contribute to:

- Deliver an improved and effective infrastructure to support London's future growth and development
- Deliver healthy, sustainable, high quality communities and urban environments.
- Tackle barriers to employment
- Reduce disparities in labour market outcome between groups.
- Address the impacts of concentrations of disadvantage
- Address barriers to enterprise start-up, growth and competitiveness
- Improve the skills of the workforce
- Maximise the productivity and innovation potential of London's enterprises

NORTH EAST	
Key Stakeholders/Partners include:	**Mapping the SSA solutions to regional priorities**

AoC North East
ALP North East
Universities for the North East
ONE North East (Regional Development Agency)
Skills North East (Regional Skills Partnership)
GONE (Government Office North East)
LSC North East
MLA North East
RQIP (Regional Quality Improvement Partnership)
	Skills North East priorities:
	Increase employer demand for, and investment in, skills
	  – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	  – Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities
	
	Raise individual aspirations and demand for learning, and provide individuals with opportunities throughout life to achieve their aspirations and embrace change
	  – Develop sector wide career pathways
	  – Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector
	  – Recruitment programmes to address specific shortages in the lifelong learning sector
	
	Enable those excluded from the labour market to access learning and sustainable Employment
	  – Develop sector wide career pathways
	  – Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector
	  – Recruitment programmes to address specific shortages in the lifelong learning sector
	
	Ensure all individuals have the foundations for employability - the attainment of skills for life and a first Level 2 qualification
	  – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	  – Development of an integrated CPD framework and model for the lifelong learning sector where appropriate
	  – Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working
	
	Increase the achievement of intermediate and higher level skills to support growth, innovation and productivity

- Develop collaborative working across the lifelong learning sector to recognise and develop good practice
- Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities

Enable colleges and learning providers to be more responsive to employers' and learners' needs
- Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities

Regional Economic Strategy Priorities that LLUK's SSA will contribute to:

- **One: Building a new enterprise surge -** We will invest in an integrated approach that moves from building a revitalised and ambitious enterprise culture right through to providing support for high value-added start-up businesses.
- **Two: Boosting productivity and innovation in business -** We will establish a streamlined business support structure and invest in activities to enhance productivity, innovation and creativity. We will particularly focus on those areas where we are growing internationally successful activities, such as renewable energy, advanced materials and processes, health sciences and digital media.
- **Four: Supporting world class skills and increased economic activity -** We will equip people with the foundation skills and high-level skills required to succeed in the global knowledge economy. We will create a demand and employer-led learning market and attract skilled individuals to the region. The Regional Employability Framework will integrate our approach to skills and employment support aimed at tackling low skills and low economic activity.

NORTH WEST	
Key Stakeholders/Partners include:	**Mapping the SSA solutions to regional priorities**

AoC North West
ALP North West
NWUA (North West Universities Association)
NWDA (North West Development Agency)
North West RSP (Regional Skills Partnership)
GONW (Government Office North West)
LSC North West
MLA North West
RQIP (Regional Quality Improvement Partnership)
SALL (Strategic Alliance Lifelong Learning)
	Priorities of the Regional Skills Partnership 2007-2010:
	
	• **Tackle worklessness by linking people, jobs and training**
	   – Develop sector wide career pathways
	   – Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector
	   – Recruitment programmes to address specific shortages in the lifelong learning sector
	
	• **Increase the participation of 16-19 year olds in education and/or work based learning, thereby securing increases in Level 2 and Level 3 attainment and progression into higher education**
	   – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	   – Development of an integrated CPD framework and model for the lifelong learning sector where appropriate
	   – Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working
	
	• **Increase the proportion of adults with the skills and qualifications needed for employment, with a focus on Skills for Life and Level 2 attainment**
	   – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	   – Development of an integrated CPD framework and model for the lifelong learning sector where appropriate
	   – Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working
	   – Develop collaborative working across the lifelong learning sector to recognise and develop good practice
	
	• **Support adults to progress beyond Level 2 and to attain skills and qualifications at Level 3 and above, with a focus on key sectors**
	   – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	   – Development of an integrated CPD framework and model for the lifelong learning sector where

appropriate
- Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working
- Develop collaborative working across the lifelong learning sector to recognise and develop good practice

- **Stimulate employers to invest more in workforce development which meets business needs including innovation, management, leadership and intermediate and higher level technical and professional skills**
  - Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities

- **Stimulate demand for, and investment in entrepreneurial, intermediate and higher level skills from individuals**
  - Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities
  - Develop collaborative working across the lifelong learning sector to recognise and develop good practice

- **Support providers to respond to the needs of individuals and employers through delivery of high quality provision**
  - Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities

Regional Economic Strategy Priorities that LLUK's SSA will contribute to:

- **Developing new Enterprise and growing existing companies**
- **Developing higher added-value activity in Regional Sectors**
- **Innovation to improve productivity in all companies and exploit the Higher Education base of the region**
- **Exploiting the Science/Research and Development base of the region**
- **Improving International Competitiveness**
- **Using ICT more effectively and efficiently**

SOUTH EAST	
Key Stakeholders/Partners include:	**Mapping the SSA solutions to regional priorities**

AoSEC (Association of South East Colleges)
ALP South East
HESE (Higher Education South East)
SEEDA (Regional Development Agency)
RSPA (Regional Skills for Productivity Alliance)
GOSE (Government Office South East)
LSC South East
MLA South East
RQIP (Regional Quality Improvement Partnership)
	There are six employer-led Local Skills for Productivity Alliances in the South East because of the diversity of need across the region, they explore and address:
	
	• Local labour market dynamics and priorities;
	• Local sector skills priorities and associated evidence;
	• Barriers to employer engagement in workforce development;
	• Target setting to enable monitoring and evaluation of projects.
	
	And work in these key areas against which are listed the relevant SSA solutions:
	
	The Action for Business College Network
	    – All ten solutions
	Supporting Development of Young People
	    – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	    – Development of an integrated CPD framework and model for the lifelong learning sector where appropriate
	    – Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working
	Higher Education Task Group
	    – All ten solutions
	Regional Skills Brokerage Model
	    – Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities
	Skills For Life
	    – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	    – Development of an integrated CPD framework and model for the lifelong learning sector where appropriate
	    – Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working

Training Pools
- Develop sector wide career pathways
- Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector
- Recruitment programmes to address specific shortages in the lifelong learning sector

Regional Economic Strategy Priorities that LLUK's SSA will contribute to:
- Science and Innovation Campuses – to establish new world class research facilities in the South East
- Skills Escalator – to ensure that people at all skill levels are continually equipped to progress in the labour market
- Raising Economic Activity Rates – by addressing barriers to employment and increasing incentives to work
- Education-Led Regeneration – to harness the catalytic effect of new Further and Higher Education facilities on releasing untapped potential

SOUTH WEST	
Key Stakeholders/Partners include:	**Mapping the SSA solutions to regional priorities**

AoC South West
ALP South West
HERDA (Higher Education South West)
SWERDA (Regional Development Agency)
South West RSP (Regional Skills Partnership)
GOSW (Government Office South West)
LSC South West
MLA South West
RQIP (Regional Quality Improvement Partnership)
	RSP priorities:
	
	• **Improving leadership and management skills**
	
	    – Develop a UK wide Leadership and Management Strategy
	
	• **Developing the enterprise skills of all ages within the SW**
	
	    – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	    – Development of an integrated CPD framework and model for the lifelong learning sector where appropriate
	    – Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working
	    – Develop collaborative working across the lifelong learning sector to recognise and develop good practice
	
	• **Developing the skills to increase innovation and creativity within the SW economy**
	
	    – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	    – Development of an integrated CPD framework and model for the lifelong learning sector where appropriate
	    – Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working
	    – Develop collaborative working across the lifelong learning sector to recognise and develop good practice
	
	• **Ensuring that the skills needs of the regional economy, and in key sectors in particular, are addressed at level 3 and above (including higher education)**

− Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities

Regional Economic Strategy Priorities that LLUK's SSA will contribute to:
- **SUPPORT BUSINESS PRODUCTIVITY**
- **ENCOURAGE NEW ENTERPRISE**
- **DELIVER SKILLS FOR THE ECONOMY**
- **COMPETE IN THE GLOBAL ECONOMY**
- **PROMOTE INNOVATION**

WEST MIDLANDS	
Key Stakeholders/Partners include:	**Mapping the SSA solutions to regional priorities**

AoC West Midlands
ALP West Midlands
WMHEA (Higher Education Association)
Advantage West Midlands (Regional Development Agency)
West Midlands RSP (Regional Skills Partnership)
GOWM (Government Office West Midlands)
LSC West Midlands
MLA West Midlands
RQIP (Regional Quality Improvement Partnership)
	RSP priorities:
	
	Base our work on sound information and analysis
	
	    - LLUK's SSA is based on sound information and analysis
	
	Ensure that employers' needs are met by appropriate training and business support
	
	    – Support lifelong learning employers in the move towards providing more learner-centred or demand-led learning and training opportunities
	
	Encourage and enable employers and individuals to improve their performance by investing in skills
	
	    – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	
	    – Development of an integrated CPD framework and model for the lifelong learning sector where appropriate
	
	    – Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working
	
	Regional Economic Strategy Priorities that LLUK's SSA will contribute to:
	Pillar 1: Developing a Diverse and Dynamic Business Base
	Pillar 2: Promoting a Learning and Skilful Region
	Pillar 3: Creating the Conditions for Growth
	Pillar 4: Regenerating Communities

YORKSHIRE AND HUMBER	
Key Stakeholders/Partners include:	**Mapping the SSA solutions to regional priorities**

AoC Yorkshire and Humber
ALP Yorkshire and Humber
Yorkshire Universities
Yorkshire Forward (Regional Development Agency)
Yorkshire and Humber RSP (Regional Skills Partnership)
GOYH (Government Office Yorkshire & Humberside)
LSC Yorkshire and Humber
MLA Yorkshire
RQIP (Regional Quality Improvement Partnership)
	RSP priorities:
	
	• **Employability: to enhance the employability of individuals, improve basic skills, and improve skills for everyday work**
	
	   – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	   – Development of an integrated CPD framework and model for the lifelong learning sector where appropriate
	   – Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working
	   – Develop sector wide career pathways
	   – Develop a 'knowledge bank' for IAG professionals and others to support new entrants and existing staff in the sector
	   – Recruitment programmes to address specific shortages in the lifelong learning sector
	
	• **Higher level skills: to promote, develop and deliver skills training and development in line with labour market needs**
	
	   – Explore the options for 'professionalising' all parts of the lifelong learning workforce
	   – Development of an integrated CPD framework and model for the lifelong learning sector where appropriate
	   – Develop a 'skills for learning professionals' qualifications framework – with a focus on employer engagement, information learning technology, learner support/customer care and multi-agency/partnership working
	   – Develop a UK wide Leadership and Management Strategy
	
	• **Business support: to refine and develop the offer to employers, providing integrated support in response to customer needs**
	
	   – Support lifelong learning employers in the move towards providing more learner-centred or

demand-led learning and training opportunities

Regional Economic Strategy Priorities that LLUK's SSA will contribute to:

- **Competitive businesses** – making indigenous businesses more productive because they innovate and invest
- **Skilled People** – with talents that employers value and which offer due reward
- **To connect people to good jobs** – because levels of employment make a big difference to people and the economy, and we need more people in jobs in deprived areas
- **Stronger cities, towns and rural communities** – to ensure they are attractive places to live, work and invest

7.   WHAT IS THE IMPACT REVIEW?

Due to the unique position that LLUK occupies within the SfBn and representation of both the supply and demand side of skills delivery there is an additional strand of activity which LLUK has been developing in parallel with the SSA work from Stage 3 onwards. This area of work concentrates 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 Impact Review is being carried out by researching and analysing the Sector Skills Agreements of the other 24 SSCs in the network and identifying potential ways in which the SfBn can collaborate across workforce development activities to ensure quality of learning delivery for all.

Work on the Impact Review began in November 2006 and will run until March 2008 in line with predicted publication timescales for all SSAs. Initial analysis, carried out between January and March 2007, focused largely on the Tranche 1 & 2 SSCs where SSA final reports were available to review. Further research will be undertaken as the final tranche of SSAs are published.

7.1   How the Impact Review connects to the LLUK SSA

| Demand from lifelong learning employers | → | LLUK SSA key themes | → | LLUK SSA solutions | ← | Impact Review key themes | ← | Demand from other sectors' employers |

One of the key aims of the SSAs across the SfBn is to enable employers to influence supply side delivery. This means that many proposed actions from each of the SSAs are likely to have an impact on the lifelong learning workforce, either directly or indirectly.

The diagram above demonstrates how the Impact Review now connects to LLUK's SSA. The Impact Review will ensure that Stage 3 solutions identified through our SSA also take into consideration the wider SSA solutions which are being developed from a demand side perspective across the SfBn.

7.2   Overview of key SSA themes

Work carried out on the Impact Review has identified a series of themes which are emerging and in common across SSAs analysed to date. The themes are described in more detail below with direct examples of potential SSA solutions. These initial themes are identified at a UK level. Further work is planned by LLUK to gather wider intelligence in terms of potential impact at both a national and an England regional level, through work with the SfBn forums which currently exist.

Themes identified to date are:

- Continuing Professional Development (CPD) for teachers and lecturers
- New qualifications
- New forms of delivery
- Capacity building within the lifelong learning sector to cater for increased demand
- Capacity building within the lifelong learning sector to ensure quality of delivery

7.3 Continuing professional development

Overview of theme

CPD for the lifelong learning workforce involves the introduction of tools and approaches that support industry-relevant and up-to-date provision. These SSA actions are distinguished from the wider priorities of making provision more 'fit for purpose' by suggesting either a mechanism or process for knowledge transfer. These actions are the means by which teachers and tutors could ensure that their skills base continues to reflect industry practice.

The potential impact on the lifelong learning workforce

The implications of these CPD-related actions for the lifelong learning workforce are relatively clear, even if the detail on the actions varies across SSAs. The most tangible action is the e-Skills passport, as it is a direct tool for 'upskilling' the lifelong learning workforce. It has widespread applicability – both by sector and geography – and therefore could be an important part of workforce development. The drive to establish this has been based primarily on the links with the LSC in England.

7.4 New Qualifications & Areas of Learning

Overview of the theme

SSC development work on new qualifications and provision is apparent across a range of levels and types of qualifications:
- specialised diplomas
- apprenticeships and modern apprenticeships
- HE qualifications (foundation degrees; degrees; post-graduate qualifications).

There is also a separate series of actions under which SSCs are looking to develop new courses to address gaps in vocational provision.

The potential impact on the lifelong learning workforce

There is a lot of activity within the SSAs relating to the development of new qualifications and areas of learning, in particular in England. SSCs are generally looking to collaborate with colleges, providers and universities as part of the development process.

7.5 New forms of delivery

Overview of the theme

This theme relates to both new institutions and new approaches to delivering learning. The most substantial activities are new institutions for delivery, notably skills academies. More broadly, there are numerous references to the development of credit-based and bite-sized learning, as well as the flexible delivery of courses and qualifications.

The potential impact on the lifelong learning workforce

New forms of delivery will arguably have a greater long-term impact on the lifelong learning workforce and sector than new qualifications. The common messages from the SSAs are of a 'step change' in how provision is organised, managed and delivered. There is evidence of ambitious plans across some SSAs however information currently

available does not support lifelong learning UK to develop an accurate picture of the extent of this demand.

Qualifications reform is likely to have a medium- to long-term impact. The main current opportunity for impact relates to skills academies. Academies are a tangible programme, part of which has already reached the launch phase.

The potential impact of flexible learning should not be under-estimated. LLUK's own gap analysis papers as part of Stage 3 consultation activities identifies skills issues around meeting the needs of wide range of learners through the widening participation agenda, of which flexibility in delivery is an important component. Diversity is discussed in detail by a number of the SSCs, including ConstructionSkills, SEMTA and Skills for Logistics.

7.6 Capacity building to cater for increased demand

Overview of the theme

This theme relates to an anticipated increase in the volume of learners in relation to specific occupations or vocational areas. It focuses on workforce planning and the notion that an increased demand for learning will impact on the supply – most notably in terms of the volume of provision that is available. Unlike many of the other themes, it therefore has an implied geographical dimension.

The potential impact on the lifelong learning workforce

Capacity building to cater for increased demand (in terms of numbers of learners) is implicit within some SSA actions, but rarely is it directly addressed or evidenced. Direct workforce planning is only apparent in a small number of examples. What is more evident in the SSAs is the wider case being made for a potential future increase in the number of learners to reflect sector trends (e.g. new technology).

7.7 Capacity building to ensure quality of delivery

Overview of the theme

This theme relates to a range of activities to improve the quality of provision, especially in terms of ensuring it is industry-relevant and fit for purpose. There may be an identified need for 'skills updating' among parts of the lifelong learning workforce. Fundamentally, though, in SSA terms there tends to be a focus on promoting links between industry and the lifelong learning sector. The theme shares similarities to those activities targeting CPD for the lifelong learning workforce.

The potential impact on the lifelong learning workforce

Activities to improve the quality of provision will, almost by definition, impact on the lifelong learning workforce. The difficulty is that improvements to the quality of provision tend to be broadly-defined in the context of the SSA. There are fairly common assertions along the following lines: 'provision does not meet employer needs' or 'provision needs to be better aligned with industry need'.

There are clear links with some of the themes which have been identified through the Impact Review to the solutions that LLUK has developed as part of Stage 3 of the Sector Skills Agreement. These links are detailed further in chapter 5.

8. GLOSSARY

ACL	Adult and Community Learning
AGCAS	Associations Graduate Careers Advisory Services
ALP	Association of Learning Providers
AoC	Association of Colleges
CBAL	Community Based Adult Learning
CDL	Community Development Learning
CEL	the Centre for Excellence in Leadership
CILIP	Chartered Institute of Library and Information Professionals
CLD	Community Learning & Development
Clore	the Clore Leadership Programme
CPD	Continuing Professional Development
CWDC	Children's Workforce Development Council
DCMS	Department for Culture Media and Sport, England
DEA	Development Education Association
DCSF	the Department for Children, Schools and Families
DfES	Department for Education and Skills, England
DIUS	Department for Innovation, Universities and Skills
EEDA	East of England Development Agency
ESF	European Social Fund
ESOL	English for speakers of other languages
EU	European Union
FENTO	Further Education National Training Organisation
GCSE	General Certificate in Secondary Education
HE	Higher Education
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
HESDA	Higher Education Staff Development Agency
IAG	Information Advice and Guidance
ICT	Information and Communication Technology
IfL	Institute for Learning
ILR	Individualised Learner Record
ILT	Information and Learning Technology
isNTO	Information Services National Training Organisation
ITT	Initial Teacher Training
JISC	Joint Information Systems Committee
LAIS	Libraries, archives and information services
LEAFEA	the Local Education Authorities Forum for the Education of Adults
LFS	Labour Force Survey
LSC	Learning and Skills Council, England
LSN	Learning and skills network

MCLIP   Chartered membership, Chartered Institute of Library and Information
               Professionals
MLA   Museums Libraries and Archives Council, UK

NCVO   the National Council for Voluntary Organisations
N/SVQ   National or Scottish Vocational Qualification
NQF   National Qualifications Framework
NTO   National Training Organisation
NYA   National Youth Agency, England

Ofsted   Office for Standards in Education, England

PCDL   Personal and Community Development Learning
PSA   Public Service Agreement

QAA   the Quality Assurance Agency for Higher Education
QCA   Qualifications and Curriculum Authority
QIA   Quality Improvement Agency

RES   Regional Economic Strategy
RSP   Regional Skills Partnerships

SfBn   Skills for Business Network
SIC   Standard Industrial Classification
SoA   the Society of Archivists
SOC   Standard Occupational Classification
SSDA   Sector Skills Development Agency

TDA   Training and Development Agency for Schools
TSO   Third-Sector Organisation

UfI   University for Industry

WBL   Work Based Learning