

Lifelong Learning Sector

SECTOR QUALIFICATIONS STRATEGY



Skills for Learning Professionals



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1. Executive Summary

The Lifelong Learning sector covers five key constituency groups:

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

The size of the workforce is estimated to be between 800,000 and 1,200,000 individuals, with significant numbers of volunteers in the Community Learning and Development constituency.

The Sector Qualifications Strategy (SQS) follows on from the Sector Skills Agreements and builds on the work carried out in Stages 1 – 5 to ensure that individuals working within the LLUK footprint have access to qualifications which not only encourage development and progression, but also recognise and reflect the skills and knowledge achieved at all stages in an individual's career.

Section 2 describes the scope of the SQS – the nature and size of the workforce that it covers. It also outlines the four broad policy themes which apply to the sector across the UK:

- improving education and training participation and attainment among young people aged 14–19
- improving literacy and numeracy and increasing qualifications levels in the working-age population
- increasing social inclusion and improving individuals' employability
- lifelong learning system reform and quality improvement.

This SQS will aim to support these four themes.

The Lifelong Learning sector contains a wide variety of working environments, with people working under very different terms and conditions. Section 3 gives more detail on the characteristics of the working environments, and provides an indication of the future trends, including government policy, demographic and technological change, employer engagement in skills development and the involvement of the community and voluntary sector.

Section 4 provides a summary of current qualifications and the areas where further developments are needed. Qualification provision currently ranges from pre-entry, qualifications through to postgraduate qualifications, and the sector needs a coherent and clearly signposted framework of qualifications that allows progression across the sector, whilst being flexible enough to respond to changing roles, government policies and environments.

Section 5 discusses the regulatory and other uses of qualifications, where the use of qualifications to support Licences to Practice or equivalent is a current issue in some of the constituencies, such as teaching and youth work..

Consultation undertaken with employers throughout the SSA and SQS development process highlights that the following nine strategic aims for the SQS will be the key focus for qualifications related work for LLUK. They are described in more detail in section 6.1 of this document.

1. Explore the options for “professionalising “ all parts of the lifelong learning workforce
2. Develop an integrated continuing and professional development framework and model for the lifelong learning sector where appropriate
3. Develop a ‘skills for learning professionals’ qualifications framework
4. Promote collaborative working across the lifelong learning sector to recognise and disseminate good practice
5. Facilitate the development of sector wide career pathways
6. Develop recruitment programmes to address specific shortages in the lifelong learning sector
7. Develop a UK wide leadership and management strategy
8. Develop the business case and resources to support the use of technology in the sector, particularly relating to information learning technology (ILT)
9. Ensure qualification design and review engages with the UK Vocational Qualification Reform Programme

LLUK has worked with a wide range of stakeholders, employers and partners in the development of the SQS, and will continue to do so in the development and implementation of the action plans. Section 6.3 summarises some of the actions that will be taken, both UK-wide and nation-specific to realise these Strategic Aims.

In developing this qualifications strategy LLUK are aware that many of its employees must necessarily possess occupational qualifications that are developed by other SSCs, in order to function effectively as teachers, trainers, tutors, assessors, verifiers and supporters of learning. LLUK therefore is keen to work in partnership with other SSCs to ensure that the qualifications of its workforce meet the challenges that were laid out in the Leitch report.

LLUK will develop Action Plans once the SQS has been completed, and will ensure that the SQS remains fit for purpose by undertaking an annual review so that the

action plans remain aligned to the SSA, ongoing NOS and qualification development, and other related activities. The annual review will consider the effectiveness of the SQS and take appropriate action where improvements are identified.

2. Scope of the SQS

2.1 Sector Coverage

LLUK represents five key constituency groups:

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

1. Community Learning and Development (CLD)

CLD represents mainly non-formal and informal learning delivered in community-based settings, as well as dedicated community development work and youth work. It includes the aspects of work with parents and families that are aimed at building social infrastructure and quality of life. The range of community-based activity undertaken means that many of those who work with LLUK standards in this area may be recorded as employed in another sector, for example, health visitors (within the 'Skills for Health' footprint). Much of this constituency's activity is voluntary, although volunteers are often co-ordinated by a smaller number of dedicated full-time professional staff. Employers can range from local councils and Local Authorities to small community groups and alliances which are run by local committees. Funding comes from a variety of sources, including: government and local authority grants; statutory training and education funding bodies; private charities and trusts; National Lottery; and the European Social Fund (ESF).

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

- **Adult and Community Learning (ACL)/Community Based Adult Learning (CBAL)**
- **Community Development** – this relates to community development work focused on the needs of the community. It supports communities to set their own goals and to achieve them. It does not have individual learning as its focus, but rather works with the community in a holistic way. Activities such as campaigning, building community capacity and empowering communities to engage in decision making processes may be the focus of such work
- **Community Education** - works with whole communities in a similar way to Community Development. Those who work in this area will develop learning

programmes with the community to enable the realisation of goals set by the community itself.

- **Development Education** – a very small strand, which is in reality a sub-set of ACL and Community Development, specialising in education for the sustainable development of communities and concentrating on areas such as, for example, overseas aid and environmental campaigns. It is concerned with encouraging people to engage with the global dimension of education and to consider the impact of actions that can be taken locally that will have a global impact. Those who work in this area work alongside educators from Primary Education through to Higher Education and they also work alongside community groups.
- **Family Learning** – the workforce, which concentrates on community-based training activity for the family unit, which is supported in learning as a whole.
- **Work with Parents** – the workforce, which trains those who work with parents specifically, both to support and enhance the development of parenting skills. As well as direct work with parents themselves, such workers may, for example, provide training support to health visitors, family court judges and other professionals, who operate in a family support role.
- **Youth Work** – the workforce designated as working with young people with a focus on their personal and social development and the promotion of their inclusion, voice and influence. Youth workers work with young people individually and in groups, in a variety of settings: youth centres and youth clubs; detached (street-based) projects; information advice & counselling centres; and in partnership with schools, Youth Offending Teams and other children and young people's services. Youth work includes local authority and voluntary provision, for example, the scouting and guiding associations and small voluntary youth groups.

Community Learning and Development in Scotland

The seven strands outlined above comprise the Community Learning and Development sector in Scotland. They work holistically to the achieving the three national priorities as set by the Scottish Government these are:

- Achievement through learning for adults
- Achievement through learning for young people
- Achievement through building community capacity

2. Further Education (FE)

FE defines the constituency which encompasses the activities undertaken by colleges and institutions primarily concerned with post-compulsory learning. For example, in England, this includes general colleges, sixth form colleges and specialist colleges. In all four UK home countries, the FE sector offers a wide range of WBL, HE and community based learning provision, as well as traditional institutionally based courses and programmes. Funding for the constituency is generally provided from statutory sources and fee income, although many colleges have developed training activities, which either fully recover outlay costs or deliver profits. The key departments involved in this funding are the education and training departments or designated funding councils/agencies in each of the four UK

countries. Colleges may also source funding from regional development agencies, private and public sector employers, individuals who pay for their own learning, and from the European Social Fund (ESF).

3. Higher Education (HE)

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

4. Libraries, Archives, and Information Services (LAIS)

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

5. Work Based Learning (WBL)

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

Occupations Covered

The table below, which was prepared for the Sector Skills Agreement (SSA)¹ lists the occupations in the sector by constituency group, and by occupational category. The first two categories of post are concerned with providing organisational direction and the management of staff in lifelong learning organisations, and make use of qualifications and standards from other bodies.

The occupations listed in the Professional and Associate professional categories are those that are specific to this sector. The main focus of this SQS is on the qualifications that are relevant for workers in these two groups.

¹ LLUK Sector Skills Agreement for the UK Stage 1 Skills Needs Assessment p.137; 2007.

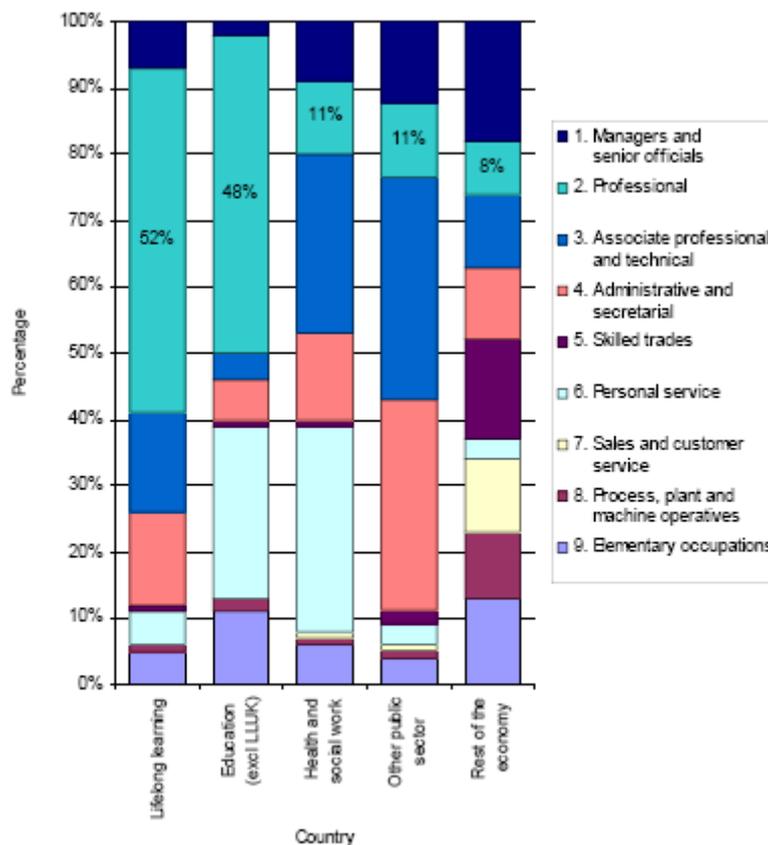
Occupational category	CLD	FE	HE	LAIS	WBL
Organisational managers and senior officials	Director/Head of Service of Youth Work/services Principal Youth Officer Director of Children's Services Director of Trust – local authorities Director of voluntary sector organisation (May have different titles in smaller CLD organisations)	Chair of Governors Director Principal Vice/Deputy Principal Chief Executive Officer 6 th Form College Principal	Chancellor Vice Chancellor Pro Vice Chancellor Director/Dean of Faculty	Director or Head of Service Chief Librarian National Librarian National Archivist Chief Archivist County Archivist Company Archivist Chief Information Manager	Chief Executive Officer Chief Operating Officer Managing Director Director
Managers of services	Manager of Youth Work Services Manager of Children's Services Manager of Trust – local authorities Curriculum Manager	Head of School/ Department Education Manager	Principal lecturer Head of School/ Department	Functional or Departmental Manager (larger organisations) Manager of Archive Records Manager Manager of Information Service (e.g. college library/ learning resources unit, specialist archive or business library/ information unit)	General Manager Training Manager Head of Department/ Region/Centre
Professionals	Community Trainer/ Tutor Professional Youth Worker Senior/Principal Youth Worker	Senior Lecturer Lecturer Teacher FE teaching professional 6 th Form college teaching professional NATSPEC Colleges teaching professional Team leader	Senior Lecturer Lecturer HE teaching professional	Librarian Archivist Information Officer Archives Conservator	Training Consultant Training Officer Basic Skills Tutor Foundation Tutor Vocational Tutor Uniformed Services/ Armed Forces training professional Guidance specialist
Support/ associate professionals	Youth and Community Worker Associate/Detached Youth Worker Delivery or Support Worker, post-compulsory learning Family Liaison Officer	Learning Support Staff Instructor FE facilitator	Learning Support Staff Instructor Demonstrator	Assistant Archivist Assistant Librarian Assistant Information Services Officer	Assessor Verifier Audit staff Employer Engagement Officer Recruitment Officer Retention Officer
Administrative staff	Administrator	Administrator	Administrator	Library Assistant Archive Assistant Information Assistant	Administrator Data Entry Clerk
Manual staff	Security staff Caretaking, Estates and Cleaning staff	Security staff Caretaking, Estates and Cleaning staff	Security staff Caretaking, Estates and Cleaning staff	Porter/ Warehouse staff (usually only in large organisations such as national library or archive) Security staff Caretaking, Estates and Cleaning staff	Security staff Caretaking, Estates and Cleaning staff

Although LLUK is currently exploring whether careers guidance specialist employers should become part of the LLUK footprint, they are not included within the SQS at this stage.

It should also be noted that some of the occupations covered by the work of LLUK are also employed within other sectors, for example workplace trainers and assessors are employed within all sectors of the economy. LLUK strives to ensure that the qualifications we develop are relevant to those working in those settings, as well as within our own Lifelong Learning organisations.

The overall profile of the workforce is shown in the chart below:

Lifelong learning workforce occupational profile, compared with other employment sectors (2005)



Source: Labour Force Survey, aggregate data for 2005.

Compared with other sectors, it is evident that the LLUK workforce is heavily biased towards professionals who form 52% of the workforce.

Gaps in constituency coverage

Data from the Labour Force Survey (LFS), based on SIC code classifications, does not align exactly with the LLUK sector footprint or individual constituencies/strands within it. Particular issues are apparent for defining the WBL and CLD constituencies (and especially the individual strands within CLD), as well as the FE and LAIS constituencies, to a lesser extent.

Moreover, whilst the scoping of country and constituency-specific secondary data sources revealed additional sources for defining and profiling the lifelong learning workforce and its qualifications, these sources were unable to fill all of the gaps or sufficiently deepen the analysis of skills needs for some constituencies or strands within constituencies. Issues were particularly identified in relation to: the archives and records management workforce across the UK; some strands of CLD in specific UK home countries and others across the UK as a whole; FE (qualifications of staff)

in Northern Ireland; and WBL across all UK home countries, with the exception of England.

The primary research undertaken to inform the SSA and SQS aimed to address some of the deficiencies identified within the secondary data sources. Further data collection is underway in relation to gaps in the Northern Ireland and LAIS data. Recognising the magnitude of this task and the importance of robust data for effective workforce planning and development in all parts of the lifelong learning sector, LLUK plans to address the major remaining gaps in evidence by establishing a research programme, commencing in 2008, to collect primary data focusing on the CLD and WBL workforces across the UK.

The Population of Learners

Estimates of the size of the LLUK workforce were prepared for the SSA². There were three main sources of information:

1. The market Assessment for LLUK, prepared in 2004
2. LFS 2005
3. Various stakeholder estimates, including estimates from constituency specific sources, for example, statistical returns from funding bodies

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

The LFS uses Standard Industry Classification (SIC) codes to assign respondents to this sector. Stakeholder estimates include research undertaken for those constituencies where robust data from standard sources is lacking. The bodies that fund Higher and Further Education require returns on staff to be made and are able to provide estimates of staff. The following table summarises the information reported in the SSA, giving a high estimate and low estimate for each for the constituencies.

Constituency	High Estimate	Source	Low Estimate	Source
CLD	250,000	LMI for PAULO NTO 2002	150,000	LFS 2005 (which excludes Youth Work)
FE	280,000	Market Assessment 2004	185,000	LFS 2005
HE	420,000	LFS 2005	340,000	HESA statistical record
LAIS	92,000	Based on CILIP estimates 2004	50,000	ISNTO estimate 2002
WBL	137,000	Prepared from various stakeholder estimates for SSA 2007	70,000	Skills Dialogue 2002
Totals	1,179,000		795,000	

Hence, it is clear that there are considerable challenges in interpreting the data for all LLUK constituencies, particularly where large numbers of volunteers working. LLUK plans to develop firmer estimates through its future research programme.

² LLUK Sector Skills Agreement for the UK Stage 1 Skills needs Assessment p.28-30; 2007.

Given the evident data discrepancies and gaps it is very difficult to establish a global estimate of the size of the lifelong learning workforce as a whole, in order to provide a benchmark figure for the purposes of this report. Overall estimates should be treated with some caution. However, based on the figures from the LFS, as well as from data from constituency-specific sources and stakeholder estimates, it is suggested that the lifelong learning sector could comprise in the region of 1-1.2 million individuals.

The constituency for which the data is least robust is the WBL constituency, as there are no SIC codes allocated to this sector, and there was no predecessor NTO for work based learning prior to the establishment of LLUK. For those constituencies covered by SIC codes, the LFS data, which is broken down by nations and English regions gives a picture of the relative sizes of the other four constituencies which is relatively consistent across each of the regions and nations. The largest single constituency is HE accounting for about half of the staff in these four groups, then the FE sector accounts for about one quarter, the CLD sector about one fifth with the remaining 5% from LAIS.

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

These estimates do not take account of those who work voluntarily in the LLUK sector, who are mainly concentrated in the CLD sector.

The Range of Learning Provision and Qualifications

The SQS takes account of all the qualifications and learning opportunities that are available and required for the full range of occupations within the Lifelong Learning sector. This includes accredited and non-accredited learning, learning delivered in-house and also that delivered in FE, HE and specialist college settings – bearing in mind that some of these may be the same organisations within the lifelong learning sector. The range of relevant learning provision and qualifications includes the following, although the different types are not necessarily available across all constituencies.

- National Vocational Qualifications and Scottish Vocational Qualifications (NVQ/SVQ)
- Certificate / Degree / Diploma / Masters Qualifications awarded by HE
- Foundation Degrees
- Vocationally Related Qualifications (e.g. those currently awarded by awarding bodies and available on the National Qualifications Framework (NQF) regulated by QCA)
- Qualifications offered by professional bodies
- Technical Certificates
- Development / Progression Awards
- Apprenticeships
- In-house training and development (including induction programmes, short courses and CPD)
- Training and development provision delivered by FE, HE or WBL

The full range of relevant learning provision, qualifications and related issues will be explored further in Section 4.

2.2 Priorities within the Overall Scope

A fundamental aspect of the work of this sector is its impact on social cohesion alongside economic development. To this end, the priorities and aims in this document are based on a commitment to facilitate, support and promote equality and diversity within the sector.

The strategic aims for the Sector Qualification Strategy are described in detail in section 6.1. They are as follows:

1. Explore the options for 'professionalising' all parts of the lifelong learning workforce
2. Develop an integrated continuing and professional development framework and model for the lifelong learning sector where appropriate
3. Develop a 'skills for learning professionals' qualifications framework
4. Promote collaborative working across the lifelong learning sector to recognise and disseminate good practice
5. Facilitate the development of sector wide career pathways
6. Develop recruitment programmes to address specific shortages in the lifelong learning sector
7. Develop a UK wide leadership and management strategy
8. Develop the business case and resources to support the use of technology in the sector, particularly relating to information learning technology (ILT)
9. Ensure qualification design and review engages with the UK Vocational Qualification Reform Programme (UKVQRP)

These aims have been identified through consultation with the sector and in recognition of the policy drivers for the sector in each of the four nations.

Synergy with Government policy

The lifelong learning sector is shaped by the policies and distinctive institutional and administrative arrangements in the four UK home countries. The future direction of the sector is also influenced by wider European directives and agreements, such as Bologna, and the increasingly divergent policies of each of the Devolved Administrations. However, priorities in relation to lifelong learning policy in the four home countries centre around four broad themes, all of which have influence on the priority skills needs of the lifelong learning workforce:

- improving education and training participation and attainment among young people aged 14–19
- improving literacy and numeracy and increasing qualifications levels in the working-age population
- increasing social inclusion and improving individuals' employability
- lifelong learning system reform and quality improvement.

These points are emphasised in the recently released 'Prosperity for all in the global economy: world class skills' (Leitch, 2006), identifying the following priority areas where increased workforce capacity is recommended to be targeted (p.3):

- 95% of adults achieving the basic skills of functional literacy and numeracy
- exceeding 90% of adults qualified to at least NVQ level 2
- shifting the balance of intermediate skills from NVQ level 2 to NVQ level 3
- exceeding 40% of adults qualified to NVQ level 4 and above.

Each of the four nations is developing its own distinctive response to Leitch, and this process is on-going.

In addition, The UKVQRP is a major initiative that LLUK is taking forward with key stakeholders that will impact on qualification design.

The policy documents listed below form the policy background.

Responding to Strategic priorities in the Four Nations

Within the four nations a number of government policies and strategies impact upon education, training and development which have been considered in developing this strategy.

There will be a need to review and develop qualifications within the new qualifications framework(s), to ensure the sector benefits fully from the new unit and credit-based system of qualifications. This activity may differ for constituencies in the Lifelong Learning Sector, for example, in cases where there are UK-wide NOS and others where there are not.

Policy context in England

The Leitch Review of Skills³

The Leitch review provides the framework by which Lifelong Learning UK will seek to achieve:

- enhanced employer engagement, investment in skills and commitment to the skills pledge
- an increase in adult skills across all levels and ages within the footprint

Skills White Paper⁴

‘Getting on in business, getting on at work’ focuses on the skills of adults already in, or seeking to enter, the labour market. The aim is to help even more adults get the skills they need to move from welfare into jobs, and to progress in their careers. The aim is to put employer’s needs at the heart of the design and delivery of training, to support individuals in gaining the skills and qualifications they need and to reform supply. LLUK’s role will be to ensure that the Lifelong Learning Workforce has the capability to deliver this policy.

This focused on increasing the skills levels of the workforce and so improving labour productivity and economic performance in this manner. Key initiatives include:

- sharpening the mission of the FE system on economic development and meeting the needs of employers and learners

³ Prosperity for all in the global economy – world-class skills: Final report of the Leitch Review. DFES December 2006

⁴ Getting on in business, getting on at work; DfES White Paper Cm6483; March 2005

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

The 14-19 Education and Skills White Paper and Diploma Development⁵

The White Paper sets out proposals to build on the existing education system and to improve upon vocational education and develop 14-19 Diplomas.

The LSC's Agenda for Change⁶

This focuses on increasing the number of adults gaining a Level 2 qualification and by ensuring that provision is demand led by employers.

Raising Skills, Improving Life Chances White Paper⁷

This report builds upon previous 14-19 and skills strategies and the future role for colleges with the aim of establishing a clear mission for FE, focusing on the employability and progression of learners

Policy context in Scotland

The Framework for Economic Development in Scotland (FEDS⁸)

The Framework for Economic Development in Scotland (FEDS) is the Scottish Government's overall policy on the economy. It was originally published in 2000 and was refreshed in 2004 to take account of developments in the global economy. FEDS reiterates that productivity is the key challenge facing Scotland and stresses that, among other factors affecting economic development is the need to improve the skills of the population as a whole through education at schools, colleges and universities and through lifelong learning.

Smart, Successful Scotland⁹

Smart, Successful Scotland was first published in 2001 and is updated annually and sets out the Scottish Executive's strategic direction for Enterprise Networks. It was

⁵ 14-19 Education and Skills; DfES White Paper Cm 6476 Feb 2005

⁶ Learning and Skills the Agenda for Change; LSC August 2005

⁷ Further Education: raising skills, improving life chances. DfES White Paper, Cm 6768 March 2006

⁸ Scottish Executive SE/2004/112 September 2004

⁹ Smart, Successful Scotland. Scottish Executive. Policy document last modified in December 2006.

designed to build upon the Framework for Economic Development in Scotland. The three broad themes that are reviewed annually are growing businesses, learning and skills development to make the best use of human capital and to prepare for tomorrow's labour market.

Life Through Learning: Learning Through Life¹⁰

This is Scotland's strategy for lifelong learning. It is principally concerned with post-compulsory education, training and learning, workplace learning, and the skills, knowledge, attitudes and behaviours that people acquire. The overall aim of the lifelong learning strategy in Scotland is to use public funding to stimulate the supply of learning to individuals and employers and to stimulate demand.

Policy context in Wales

The Webb Review¹¹

The Webb Review was published in December 2007 and identified the need for a thorough policy review of the mission and purpose of the further education sector in Wales that was identified in *The Learning Country: Vision into Action*. This involves taking a holistic approach, including analysis of developments in 14-19 education; responsiveness to the skills needs of employers and the economy; adult learning, social justice and community engagement; the interface with higher education provision; and the needs of, and responsiveness to, post 14 learners in Wales.

Skills that Work for Wales¹²

The Skills and Employment Strategy (2008) which will supersede the Skills and Employment Action Plan 2005 and provides both a response to the Leitch Review of Skills in the UK and a preliminary response to Webb Review.

One Wales¹³

An agreement between the Labour and Plaid Cymru Groups in the National Assembly, that underpins the coalition Government between these two parties, following the 2007 Assembly election. The agreement makes commitments to lifelong learning in which all learning institutions are encouraged to work together to make the most of their resources and provide the widest possible range of opportunities. The agreement is committed to make full use of the Webb Report to develop a system which is responsive to the needs and priorities of local communities, employers and the local and regional economy. There is a commitment to widen participation for all ages in further and higher education, promoting adult and community learning both in relation to employability and the wider benefits which education brings. There is a commitment to substantially

¹⁰ Life through Learning: Learning through Life. Scottish Executive February 2003

¹¹ Promise and Performance – the report of the independent review of the Mission and Purpose of Further Education in Wales; WAG December 2007

¹² Skills That Work for Wales; Consultation document 047/2008 WAG January 2008

¹³ One Wales: A progressive agenda for the Government of Wales WAG June 2007

increase the number of apprenticeships, and to establish a new National Youth Service Fund.

Wales: A Vibrant Economy¹⁴

This policy document has been produced by the Welsh Assembly Government and there are a number of policies specifically related to skills development and are listed below:

- Wales – a Better Country
- Learning Pathways 14-19
- Learning Country Vision into Action: Delivering the Promise (2006)
- Basic Skills Strategy
- Iaith Pawb and Cymru ar lein (The National Action Plan for a Bilingual Wales)
- Winning Wales
- Communities First
- Wales Spatial Plan

Policy context in Northern Ireland

Success Through Skills: The Skills Strategy for Northern Ireland: A programme of Implementation, 2006¹⁵

The plan sets out a vision to achieve the government's key aims in relation to the development of skills within Northern Ireland:

- To enable people to progress up a skills ladder, in order to raise the skills level of the whole workforce
- To help deliver high productivity and increased competitiveness
- To secure Northern Ireland's future in a global marketplace

A 10 year timeframe is envisaged for the full effects of the Strategy to be realised, for the purposes of implementation, the initial focus for delivery is a period of 3 years at which point the implementation plan will be evaluated. There are four key themes which underpin the vision:

- Understanding the demand for skills
- Improving the skills levels of the workforce
- Improving the quality and relevance of education and training; and
- Tackling the skills barriers to employment and employability

There was also a recognition of working closely with Sector Skills Councils in order to be able to deliver against the implementation plan.

¹⁴ Wales: a vibrant economy. WAG November 2005

¹⁵ Success Through Skills: The Skills Strategy for Northern Ireland: A programme of Implementation; DELNI, Feb 2006

Priorities and Principles for UK-wide Qualification Reform

Strengthening sustainable economic prosperity, productivity and social justice is a key theme within government policy across the UK, to which the development of skills within the population as a whole is expected to contribute. Public Service Agreements (PSAs) and target indicators (high-level indicators in Scotland) have been established, which set out clear targets for improving the education/training attainment of young people and improving adult skills levels.

The impact on qualifications will be that:

- All qualifications should be designed in such a way that there is an appropriate balance of skills, knowledge and practice that meet the needs of employers.
- All qualifications will relate to clearly defined roles/occupations, and there will be appropriate accessible qualifications designed to support all roles within the sector
- Qualification design should allow for flexible delivery and assessment systems that may accommodate credit accumulation and transfer, AP(E)L and exemptions.
- Qualifications will be designed in order to meet the needs of employers and learners and reflect the priorities expressed through policy drivers

LLUK will use its influence to ensure that qualifications are widely accessible and facilitate, support and promote equality and diversity within the sector

Although specific policies have been implemented in different ways within the four UK home countries, common themes include:

- setting standards for service delivery and professional practice
- skills needs assessment for the lifelong learning sector
- developing capacity within the lifelong learning workforce
- developing responsive and flexible services offering greater choice and personalisation to meet the needs of employers and individuals
- strengthening partnership working, collaboration and service integration, which involves employers and individuals in determining service provision:
- Reducing bureaucracy and inefficiency within the system and service delivery infrastructure; increasing demand for professionals and support/associate professionals, especially in FE, HE, WBL, Youth Work and LAIS;
- Occupational competence for WBL trainers and assessors;
- Increasing demand for transferable and wider employability skills, such as ICT and customer service skills, and especially leadership and management skills, across most constituencies;
- Increasing integration between lifelong learning constituencies resulting in growing demand for overlapping job roles and multi-skilled staff, and partnership/collaboration skills.

Specific priorities have been identified for the future related to individual constituencies within the four individual home countries of the UK.

LAIS Policies

This constituency brings together public, private and voluntary sector libraries, archives and other services that support formal and informal learning and knowledge transfer.

In addition, a large proportion of the public funded organisations are under Local Authority umbrellas and so are also seeking to contribute to the social justice, economic development, and active citizenship agendas alongside those set out within More Choices: More Chances (2006) and Workforce Plus (2006).

The Archives Task Force, in reviewing the four Nations archives (The Report of the Archives Task Force (MLA, 2004) and recommends that their 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.

Building on the professionalisation agenda from across the sector, LAIS is becoming an increasingly graduate work force, so requiring additional training and development opportunities to be made available to all.

England

LAIS services contribute to the Skills Strategy, Youth Matters and the Every Child Matters agendas in England. 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.

Scotland

LAIS services in Scotland contribute to the Lifelong Learning Strategy for Scotland and to the Youth Work agendas alongside other strategies.

The Scottish Library and Information Council Strategic Plan 2006–09 identifies particular areas of LAIS activity which support the Scottish Executive's priorities including building the literacy and other adult education programmes and promoting the role of libraries and information services in contributing to the life of the nation. The role of the National Library for Scotland includes a specific commitment to enriching the lives of people and communities in Scotland by encouraging and promoting lifelong learning. This is replicated across the library service.

In 2006 the Scottish Executive published Scotland's Culture: Scottish Executive Response on the Cultural Review (Scottish Executive, 2006) which focuses on increasing access to culture – including through information services archives and libraries – and building the capacity of the libraries and information sectors.

Wales

The CyMAL Action Plan (WAG, 2006) outlines the contribution the LAIS sector makes to community and cultural life in Wales. It emphasises the importance of partnership working in developing new and innovative services. This includes between CyMAL (Museums, Libraries and Archives Wales) and local authorities, national institutions, professional bodies and the voluntary sector. It contains further proposals for developing its bilingual services, extending access to new audiences, developing the sector's capacity to access new funding sources and producing a new workforce development strategy to identify employer requirements across the sector.

The action plan is organised around three work programmes. Most relevant to the lifelong learning workforce is work programme 3 – 'Delivering through Excellence', which includes the objective of providing a programme of training.

Northern Ireland

Delivering Tomorrows Libraries (2006) clearly outlines the priorities for libraries under the new, single library service and delivery organisation, emphasising their role in contributing to the economic vision and skills strategy in Northern Ireland.

The Northern Ireland National Archive (the Public Office of Northern Ireland (PRONI) is building its activities to meet the needs of the Archives Task Force.

Youth Work Policies

The following policies are impacting on the Youth Work constituency in England

- *'Youth Matters – Next Steps' DfES publication*
- *'Every Child Matters' – DfES publication*
- *'Children's Workforce Strategy –Building a world-class workforce for children, young people and families' DfES 2006*
- *'Staying Safe' DCSF 2007*
- *'The Children's Plan' DCSF 2007*
- *'Aiming High for young people – a ten year strategy for positive activities' DCSF 2007*

All of the above call for a more integrated approach to services for young people, requiring professionals from different disciplines to develop common understanding, values and aspects of skills. Qualifications for youth workers in England will need to address the need to acknowledge and develop a common core of skills and knowledge amongst all youth professionals.

The following policies are impacting on the Youth Work constituency in Scotland

- *'Skills for Scotland' Scottish Government 2007*
- *'Moving Forward – a strategy for improving young people's chances through youth work' Scottish Executive*

- *'Working and Learning Together to Build Stronger Communities' Communities Scotland*
- *'Community Capacity Building' Communities Scotland*
- *'How Good is Our CLD' Communities Scotland*
- *'Standards Council 'Strengthening Standards'*

The following policy is impacting on the Youth Work constituency in Wales

- *'Young People, Youth Work, Youth Service – National Youth Strategy for Wales' Welsh Assembly Government 2007*

The following policy is impacting on the Youth Work constituency in Northern Ireland

- *'Our Children and Young People – Our Pledge – a ten year strategy for children and young people in Northern Ireland 2006 – 2016' Office of the First Minister and Deputy First Minister 2006*

All of these Youth Work policies support the need for the process of developing a qualifications framework, based on the new National Occupational Standards; however the other key issue that they raise is in relation to the issue of the need for a licence to practice. This is discussed further in Section 3.1

3. Sector Working Environment

3.1 Sector Working Environment: Special features or Characteristics

Highly varied working environment

The environment in which those employed within the Lifelong learning sector work is immensely varied. Examples of the range of employment contexts include:

- Highly structured environments, such as that encountered in the formal setting of FE institutions or public libraries, through workplaces, to completely unstructured settings such as the outreach approaches used by CLD;
- Working within a supportive team or departmental structure or working in comparative isolation in community settings or in micro businesses such as those in some parts of WBL;
- Many in the sector hold more than one employment contract and work across more than one constituency area of the LLUK footprint. Their different employers may be responding to a number of different policy drivers and underpinning legislation. Where this occurs, there is often confusion around which employer takes responsibility or priority for ensuring updating of skills and knowledge and which policy directive takes priority;
- Both large and small UK centres or singular establishments to reflect localised needs. Learning may be focused on large groups targeting a particular nation or on small groups targeting specific postcode areas.
- Until relatively recently most of the work of the Lifelong Learning sector was with individuals who were beyond the statutory school leaving age (Youth Work is an obvious exception to this). However the development of policies that cross the statutory school age boundary which has given rise to the “14 – 19 sector” in each of the four nations has important implications for the skills needs of those who work in the sector. A wide range of policies that apply to school pupils may now also apply to the lifelong learning sector. Practitioners need to ensure that they have the appropriate skills for working with younger learners than they may have been used to. There is also significantly greater partnership work with the school sector required.

Each of these aspects of the environment within which lifelong learning professionals are working has significant implications for the continuing professional development of staff and for the management and leadership of staff within the sector.

Variable access to facilities and resources

Lifelong Learning takes place in a wide variety of settings, comprising those working in ‘state of the art’ technological facilities to those working on peripheral housing estates, in rural areas or custodial settings whose access to facilities is limited.

Working with a wide range of learners and participants

The age range of learners who are served by Lifelong Learning practitioners is wide ranging, from 14-19 year olds through to retired people who may return to learning or seek learning support through a library. Within this range are diverse social, cultural and academic backgrounds, including some groups for whom tailored support can underpin or enhance their learning, for example:

- Individuals disadvantaged by poverty and/or social exclusion, e.g. disadvantaged communities or groups, refugees and their families;
- Migrant workers and their families;
- Those with a learning difficulty and/or disability, physical or other disability or with mental health issues;
- People in the social justice system;
- Young people under the age of 16 at risk of exclusion.

Lifelong Learning practitioners also work with volunteers, employers and communities. This diversity implies the need for collaborative working across the sector to offer learners a pathway to enable them to progress to the appropriate next stage in their learning.

Data protection, child protection and confidentiality

Many of the roles taken on by the Lifelong Learning workforce require a duty, legal or otherwise, to maintain confidentiality, child protection and data protection.

Flexible opportunities

Responding adequately to the diverse needs of the wide range of learners and participants has entailed the development of new ways of delivering learning, e.g.: blended learning, e-learning and bite-sized learning, often provided by different constituencies of the Lifelong Learning sector. Delivery models also need to reflect the needs of those entering the workforce who require learning to be spread over longer periods than the traditional 1 year full time/ 2 years part time model, and to be available at times and places that fit around existing work commitments.

Role changes reflecting the diverse range of learning delivery methods will need to be reflected in the qualifications available for those who work in the sector. The proposed 'skills for learning professionals' qualifications framework will require modules that enable the variety of ways of supporting learning that are now needed. An integrated continuing professional development framework will be required to ensure that staff develop appropriate new skills throughout their working life. Aim 1 will tackle this issue – see section 6.1.

Multi-agency working

In recent years this has become a strong feature of the working environment for Lifelong Learning, affecting the planning, funding and delivery of learning and leading to the need for new learning programmes to equip practitioners to participate in the new environments effectively.

Terms and conditions

Many Lifelong Learning practitioners are employed on short-term contracts, driven by funding provision, leading to movement between employers and presenting potential difficulties with continuity of their personal development, or difficulties with employers being unable to offer development opportunities whilst individuals are on such short contracts. Many are managed by Boards of volunteers or by non-specialist line-managers. Many of those working across the footprint will be working in a voluntary capacity across a variety of disciplines. Significant numbers of the workforce are employed on multiple part-time contracts with differing terms and conditions and potential confusion over responsibility for skills and knowledge updating.

The large numbers of volunteers and part time staff are vital to the effectiveness of the Lifelong Learning sector, particularly in CLD and LAIS. The qualification strategy needs to take account of the destabilising effect there would be on the sector if qualifications became perceived as a barrier to access or progression within the sector for this group.

The increased emphasis on the 14-19 agenda across the UK has highlighted the differences between the terms and conditions of teachers employed within the schools sector and those employed within the lifelong learning sector. It is necessary to consider the role of qualifications in the current climate of demand for parity of esteem between the roles in these two sectors. This issue also has a bearing on those working in integrated settings in youth work and Children's Services, where different professional groupings have traditionally worked with different terms and conditions. In this case, we should ensure that terms and conditions that reflect the specific nature of youth work, with its regular weekend, evening and residential work with young people are recognised and retained.

The Lifelong Learning Sector in relation to other workforce sectors

The skills and qualifications of the Lifelong Learning sector's workforce are those which are used for training all other sector workforces, and therefore it is necessary to provide accessible qualifications that can be contextualised and that have transferability across a number of other economic sectors. This will mean ongoing extensive dialogue with sector representatives, such as SSCs, to ensure that development of qualifications takes into account the very different needs of other employers and identifies the support requirements for those delivering lifelong learning within different occupational areas, such as retail, engineering or hospitality. The actions to update the SQS mentioned in Section 6.4 will be relevant here.

The UKVQRP

The impact of the UK Vocational Qualifications Reform Programme (UKVQRP) will be greater on this sector than on any other SSC, as it will be the task of those who work in this sector to deliver it successfully. At this point it is not possible to predict all the effects of the UKVQRP, however it is likely that there will be unintended consequences that those in the sector will have to cope with; impacts on funding and those in the sector will need to ensure the viability of learning provision within a new funding model; new groups of learners (with new needs) attracted to the sector – this at least is one of the desired outcomes of the UKVQRP.

Articulation of sector roles

There is a large diversity of labels attached to teaching roles within the sector e.g. teachers, tutors, trainers, lecturers etc. This was evident, for example, in the consultation in England on new professional standards for teachers, tutors and trainers in 2005/06.

It would be helpful to have a common understanding of generic roles with accepted common terminology, in order to bring professionals together, working to common standards within the different contexts in which they are employed. Although this is a less significant issue in other parts of the sector than teaching, the diversity of 'labels' or 'job roles' is a common theme across other sectors, for example, relating job roles in CLD in Scotland with related occupations in other parts of the UK.

If addressed successfully this may facilitate the development of sector wide career pathways.

Complex working environment

There is a need for any delivery and assessment strategies to support the development of competence through the recognition of knowledge and understanding and professional practice in a range of settings, and through the application of underpinning common values. Many people work in multiple roles under their job title and with an audience of varying socio and economic differences. It is necessary that qualifications are used to address and recognise the various strands to individual job roles.

Labour mobility

It is important for the dynamism of the sector that the lifelong learning workforce have qualifications which enable them to be able to work across the sector and across the UK, either concurrently or at different stages in their careers. It is therefore necessary to have mechanisms in place for the recognition and articulation of the sector qualifications across the sector and across the UK.

LLUK recognises and supports the devolution of powers to each of the four nations of the UK. There are examples in this document of ways in which interesting and creative differences are arising between the nations. However, as qualifications are developed it is recognised by all concerned that it is essential to ensure that appropriate recognition of different qualifications across national boundaries occurs.

This especially affects those WBL organisations that work across national boundaries, but it also impacts on the careers of those who work in the sector who may wish to take up new opportunities in a different nation. LLUK, as a UK-wide organisation is conscious of its responsibility to be a model of good practice in the mutual recognition of qualifications across national boundaries.

3.2 Sector Working Environment: Future Trends

There are a number of factors that influence future trends in the Lifelong learning workforce and these are described below in order to set in context the forecasts and trends for future skills needs.

Government Policy

As the sector that exists to support and deliver lifelong learning, **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 sustainable 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, PSAs and target indicators (high-level indicators in Scotland) have been established, which set out clear targets for improving the educational, health, welfare, social and economic attainment of young people and improving adult skills levels. In essence, these targets could be considered as some of the delivery targets for the sector, which in turn contribute to influencing the demands placed on the lifelong learning sector and its workforce.

One important aspect of Government policy which impacts on this sector is the increasing focus on educational provision for those aged 14 – 19 as opposed to the previous emphasis on those aged 16 – 19. This has implications for the skills required of those working in the wider Further Education sector, and also on the regulations that apply to them.

However, as a largely public 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 other policy development. Although specific policies have been developed and implemented in different ways within different constituencies and in the four UK home countries, some common policy themes have been identified, including:

- setting standards for service delivery and professional practice
- developing capacity within the lifelong learning workforce

- developing responsive and flexible services, offering greater choice and personalisation, to meet the needs of employers and individuals

- strengthening partnership working, collaboration and service integration, involving employers and individuals in determining service provision

- reducing bureaucracy and duplication within the system and service delivery infrastructure.

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.

Demographic Change

This is an issue with implications for the potential numbers of participants in lifelong learning services and their specific demands and needs. The UK population is projected to increase from nearly 60 million today to around 71 million by the year

2031¹⁶. Within this growth, the UK, like nearly all European nations, is witnessing an ageing of its population. This suggests that, whilst demand for lifelong learning services 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, although undergraduate students continue to make up the majority of the population. It is clear that older users of lifelong learning services 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 may require an updating of lifelong learning staff skills and approaches to service delivery.

This will be addressed through Strategic Aim 3 – develop a ‘skills for learning professionals’ qualifications framework – focusing on employer engagement, information learning technology, learner support/ customer care and multi-agency/ partnership working.

In addition, these demographic issues will also impact on employees in the lifelong learning sector and will be addressed by Strategic Aim 2 - develop an integrated continuing and professional development framework and model for the lifelong learning sector where appropriate.

Technological Change

This 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 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, and these skills will require continual updating to keep pace with rapid technological innovation.

For example, the switch from paper-based to electronic resources presents a major challenge for LAIS constituency. The terms digital immigrants describing staff and digital natives to describe the ever growing band of users who expect to learn through ILT and for the staff that serve them, to be as expert as they are themselves. This is a challenge for LLUK to address in upskilling the LAIS workforce.

The issues around technological change will be tackled through Strategic Aim 10 – develop a business case and resources to support the use of technology in the sector, particularly relating to ILT.

Increasing Employer Engagement and Involvement in Skills Development

This is central to the flexible and demand-led approach advanced in the UK’s Lisbon Strategy National Reform Programme (NRP) (HMT, 2005a)¹⁷, endorsed by Lord Leitch (HMT, 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 in order to shape the skills of their current and future workforces.

¹⁶ Office of National Statistics. Population Trends Spring 2008, No.131.

¹⁷ Lisbon Strategy for Jobs and Growth, UK National Reform Programme; HMSO Oct 2005.

The report from the National Audit Office, 'Employers' perspectives on improving skills for employment' (NAO, 2005b)¹⁸, 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*" (NAO, 2005b, p.12)

The issues around increasing employer engagement and involvement in skills development will be tackled through Strategic Aim 4, promote collaborative working across the lifelong learning sector

Increasing the Involvement of the Community and Voluntary Sector

The increasing numbers of statutory-voluntary sector partnerships is another key factor within UK-wide strategies that engages learners with low-level skills and tackling social exclusion.

The National Audit Office report, 'Working with the third sector' (NAO, 2005a),¹⁹ 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 suggests 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, 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.

The issues around increasing community and voluntary sector involvement will be tackled through Strategic Aim 4, - promote collaborative working across the lifelong learning sector, and Strategic Aim 5 - facilitate the development of sector wide career pathways.

The Global Economy and Migration

The **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. A clear conclusion here, again, 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

¹⁸ National Audit Office. Employers perspectives. Dec 2005

¹⁹ National Audit Office. Working with the third sector. June 2005

their SSAs and the identified future skills needs have been reviewed by LLUK in their additional phase of work, the Impact Review.

Migration is another important facet of globalisation, in the short term potentially resulting 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.

Migration issues will be tackled through Strategic Aim 8 – recruitment programmes to address specific staff shortages in the lifelong learning sector.

Forecasting Future Skills Needs

Trends forecasts from the 'Working futures 2004–2014: sectoral report'²⁰ suggest that for the lifelong learning sector in the UK as a whole (as defined by SIC codes):

- **Professionals will constitute 56% of the overall workforce in 2014** (up 3% from the year 2004), followed by associate professional and technical occupations with 14% (no change from the year 2004). In contrast, **administrative occupations will comprise 4% of the workforce** (down 1% on the year 2004) and elementary occupations 5% (down 3% from the year 2004). (See Figure 3.1).
- Overall, almost **300,000 new recruits will be required in the lifelong learning workforce by the year 2014**, in order to satisfy both expansion and replacement demand. The lifelong learning sector has a very high replacement demand (40% of employment in the year 2004), driven largely by its professional occupations. An increasing proportion of this workforce (38%, up 2% from the year 2004) is likely to be employed part-time (see Figures 3.2 and 3.3).

²⁰ Wilson et al. 2006 Working Futures 2004–2014: Sectoral Report. 2006

Figure 3.1: Occupational Composition: 1994-2014

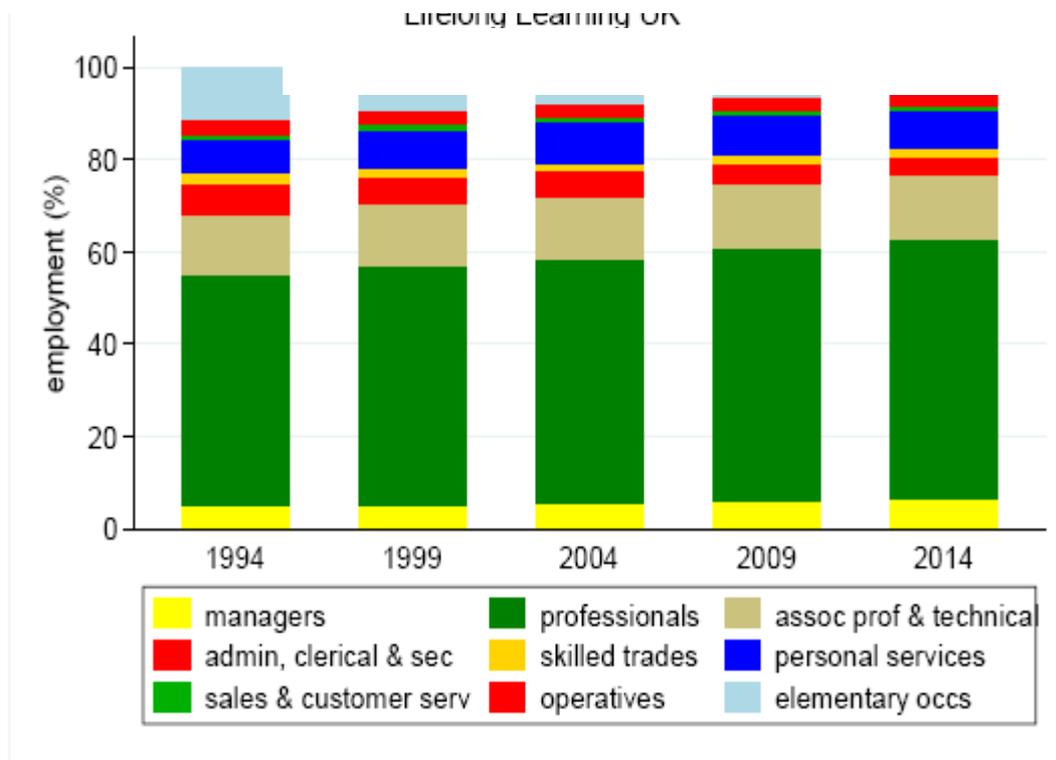


Figure 3.2: Employment by Status: 1984-2014

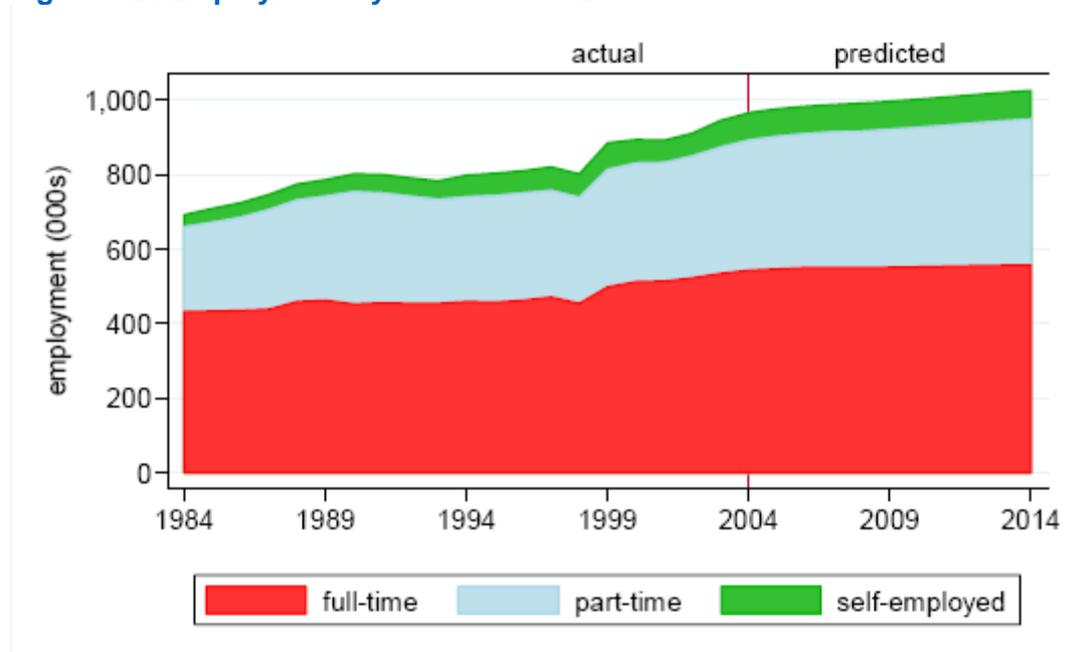
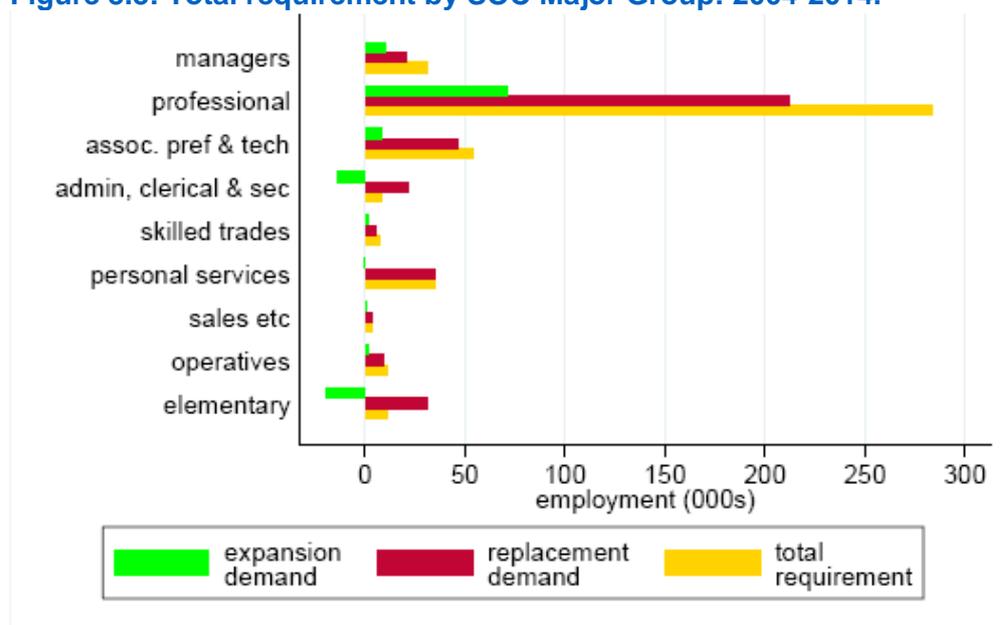


Figure 3.3: Total requirement by SOC Major Group: 2004-2014.



Forecasts to 2016, undertaken as part of this research and based on historical LFS data from 2001 to 2005 (with the inherent difficulties that this presents as a result of the use of SIC codes to define the sector), enable these findings to be contextualised within particular country and constituency settings.

The main message from the additional LFS forecasts is that there will be an increase in the number of people employed in the sector holding qualifications at NVQ level 4 or above and also qualifications at NVQ level 3. However, the views expressed by respondents to the employer surveys were somewhat different. Across all constituencies apart from HE (where greatest growth in professional occupations was anticipated), more employer respondents expected growth in demand for support/associate professionals in the next 5–10 years than they did for other occupational groups. However, in general, the respondent employers were more likely to expect increasing demand for **skills** over the next 5-10 years than growth in particular **occupations**. In addition, they thought that the nature of these skills requirements would change from the current need for professional/technical/ practical skills, to transferable skills, followed by wider employability skills in the future.

More employers anticipated increased demand for skills in the next 5–10 years, compared with the growth in particular occupational groups in the lifelong learning sector.
(LLUK employer survey, 2006)

With professional occupations forecast to make up more than half of the lifelong learning workforce by 2016, coupled with forecast growth in particular professional occupations such as **FE** and **HE** academics, it is perhaps unsurprising to find parallel growth forecast for the number of professionals holding higher degrees (at NVQ level 5). Forecast growth is concentrated in the **HE** workforce, with slower growth forecast for the workforce within **FE** and **CLD**. The number of associate professional and technical occupations holding first/foundation degrees and higher degrees is also forecast to grow.

Additional constituency variations were identified in relation to particular qualifications types and levels:

- The **CLD** workforce holding first/foundation degrees (equivalent to NVQ level 4) is forecast to grow significantly, with slower growth in these qualifications in the **FE** and **HE** workforce.
- Forecast growth in the number of people with a qualification at NVQ level 3 as their highest qualification is quite low and concentrated in the **CLD**, **HE** and **FE** workforces.
- The number of people with 'A' Level or equivalent qualifications (equivalent to NVQ level 3) as their highest qualification is forecast to increase strongly in **CLD** and more steadily in **FE**.
- Forecasts for the number of people holding a qualification at NVQ level 2 as their highest qualification are very mixed, showing sharp increases for the **CLD** workforce, a sharp fall for **HE** workforce, and a steady fall for the **LAIS** workforce.

Lifelong learning employers across the UK identified the following overall priority future skills needs²¹:

- **increasing demand for professionals and support/associate professionals**, especially in FE, HE and WBL
- **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 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.

²¹ LLUK SSA Stage 1 UK Report – Skills Needs Assessment; 2006

4. Summary of Current Qualifications and Other Learning Provision

4.1 Main Qualification Types and Other Learning Provision Trends

The main qualification types are given in Section 2.1.

Qualification provision currently ranges from pre-entry, entry and progression, including N/SVQs, Apprenticeship/Modern Apprenticeship frameworks, Vocationally related qualifications, foundation degrees, degrees and postgraduate qualifications.

This sector needs a framework of qualifications that allows progression across the sector, which is flexible enough to respond to changing roles and environments.

Pre-entry qualifications exist in general subjects at GCSE and A Level. LLUK is currently working with Skills for Justice (the Justice Skills Sector Council) who is co-ordinating the development of the 14-19 Public Services Diploma. The Diploma in Public Services is part of the third tranche of Diploma development. Progression routes to and from the Public Diploma are shown below.

There are differences across the UK between the qualifications available. Within England, Wales and Northern Ireland the most common form of general pre-entry qualifications are GCSEs and A/AS Levels. Within Wales, learners also have access to the Welsh Baccalaureate and it is expected that relevant employer-linked elements of the Diploma will be included within the Welsh Baccalaureate. In Scotland, Standard Grade, Skills for Work qualifications and Professional Development Awards provide equivalent qualifications.

S/NVQs are competence based qualifications, assessing the skills and knowledge required to carry out a particular job role effectively. Appendix 1 shows the listing of all the NVQs that are currently available by LLUK constituency. The NVQs range from level 1 to level 5 and are on the NQF. In Scotland there are a limited number of SVQs, primarily in the Community Learning and Development constituency.

In England and Scotland, there are a large number of **Professional Development awards** primarily linked to CPD programmes for teachers and human resources professionals such as those linked to CIPD professional development programmes.

Vocationally Related Qualifications (VRQs) provide the underpinning knowledge required within an area of work and form the knowledge component in the LLUK Apprenticeship/Modern Apprenticeship programmes particularly in Scotland. In addition, BTEC Nationals are available in England for Teachers and Trainers. Currently there are a number of relevant VRQs available and these are also listed in Appendix 1.

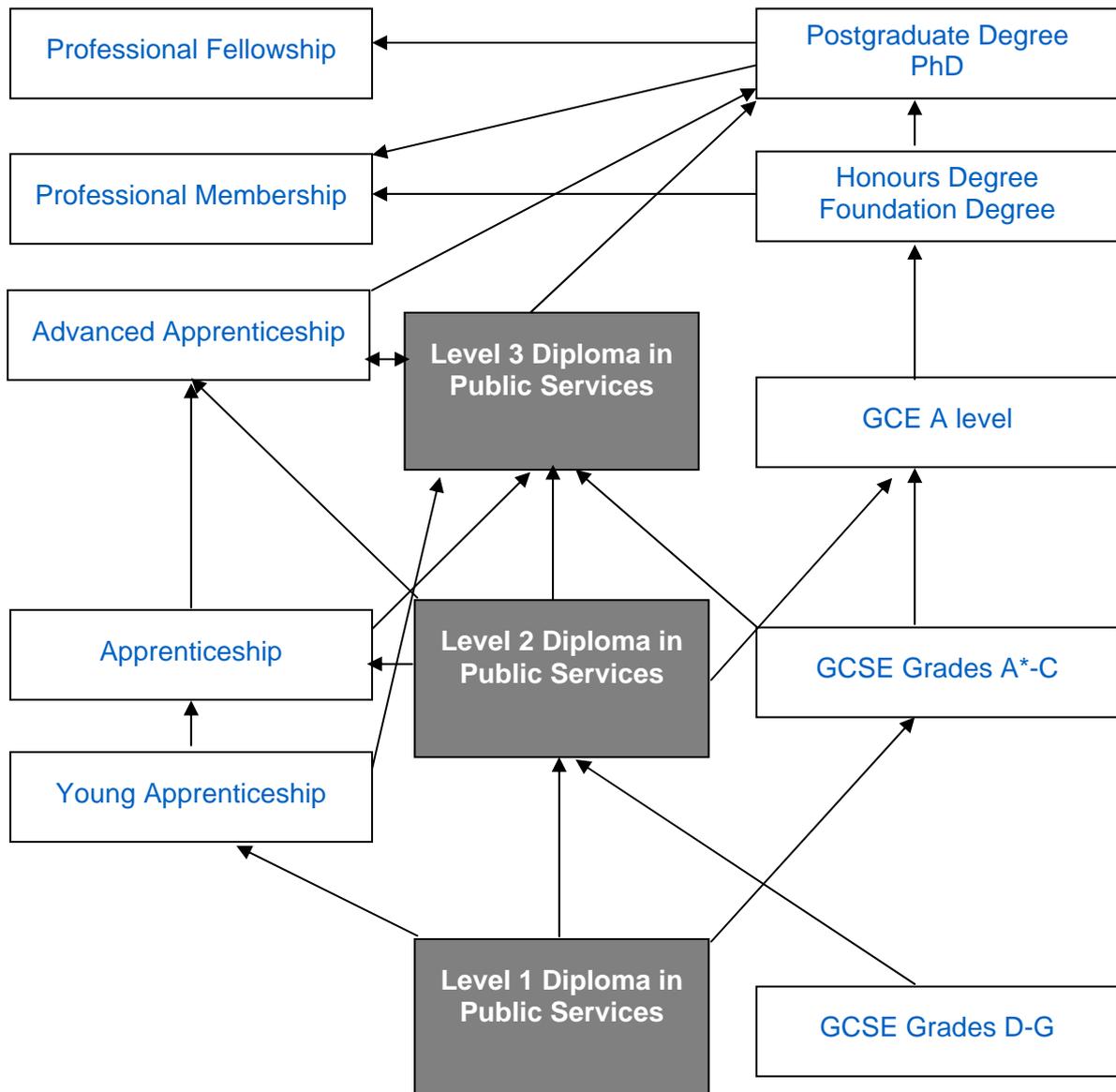
HNCs and HNDs are qualifications that are still in popular demand particularly in Scotland (where Foundation Degrees are not available) and in Northern Ireland (where Foundation Degrees have not yet been developed). They are considered to be more suitable by employers from their staff because of the emphasis on vocational competence.

Apprenticeships/Modern Apprenticeships/Advanced Modern Apprenticeships have been developed in Youth Work at levels 2 and 3 in England and Scotland.

Progression routes to and from the Public Services Diploma

Higher Professional Study

Higher Education



Degrees and Post Graduate Qualifications are available and in high demand particularly for youth workers and teachers. A detailed description of the “doubly qualified” position of those who deliver learning in the LLUK sector is given in Appendix 2 prepared by the Institute for Learning (IfL).

Initial Teacher Training Qualifications for those who teach in the sector have been available for many years, but it is only from 2007 in England that it has been a requirement that those teaching in the sector must have a teaching qualification. Data collected for the LLUK in 2006 gave an indication of the demand in England and Wales for a range of teaching qualifications endorsed by SVUK (which are being superseded by the new qualifications described in section 5.1). The data showed that 42,000 candidates were registered on these programmes with 25,000 completing the programme successfully

In section 5.1, the new requirements for professional teaching qualifications are described. To support the new status of QTLS and ATLS, teaching roles have been underpinned by a common award (PTLLS) and two new qualifications DTLLS and CTLLS which relate to the appropriate licence to practice that is role dependent. Full details of the new Teacher Qualifications are given in Appendix 3 together with a flow chart which explains the alternative progression routes and licence to practice requirements. All these qualifications fit within the new Teachers' Qualification Record and are accredited within the QCF. The qualifications are presently in a test and trial programme being conducted in England.

Other Professional Qualifications are well established for example in LAIS particularly related to the Chartered Institute of Library and Information Professionals (CILIP), CILIPS in Scotland and the Society of Archivists (SoA). Formal recognition of the CPD required to maintain professional knowledge and expertise in these professions is either established in the case of Library and Information Professionals and undergoing development in the case of Archivists. LLUK recognises the need to support the promotion of initial training and continuing professional development across the sector, supported by accessible qualifications where desirable

Other Training Provision is offered by private training providers, colleges and in-house training departments throughout the LLUK constituencies. This is provided to staff offering a wide range of training outside the national frameworks. In the majority of cases this training is not regulated and quality assured. However, this provision does provide flexibility in content, delivery, assessment and course duration and can form part of a test and trail intervention before considering alternative accredited routes. This type of provision in some cases is more attractive to employers and employees because of the flexibility that it can bring.

A summary is given below of the current qualifications that are in demand across the LLUK constituencies:

- **Community Learning and Development** where unit and credit based provision and qualifications already exist in this area. There are many HEIs delivering a range of programmes for Youth Work including MAs. In England all Principal Youth Officers will be educated to degree level. This already happens in Scotland. In Scotland there are SVQs and Modern Apprenticeships and Advanced Modern Apprenticeships. Learning can be delivered by FE and HEIs, but also by less traditional routes.

- **Work Based Learning** where there are 20 Learning and Development units that Awarding Bodies have clustered together (in the NQF) to create Awards. Take up in the sector of the full Learning and Development Awards is small as there is limited funding attached to them. However, there is considerable take up of the assessor and verifier cluster awards, in particular because it is mandatory for anyone assessing an NVQ/ SVQ to have attained the assessor (A) award, and to update this on a regular basis.
- **Cross –constituency** qualifications for teachers, tutors and trainers (affecting also Skills for Life and 14-19 year provision) have been discussed in summary above as a result of a drive by DIUS to introduce a new reform system. Other complementary initiatives include:
 - The professional development of the 14-19 year teaching workforce and have produced training and development guidance which highlighted key areas essential for teachers of the Diplomas. These areas formed the basis of an on-line training needs analysis tool which allows teachers (in schools, colleges and providers) to identify their own development needs in preparation for the roll-out of the new Diplomas. Units of assessment and qualifications for professional development are currently under development and will be operational in September 2008, in line with the introduction of the first 5 Diplomas.
 - For training of **Specialist Teachers of Literacy, Language and Numeracy** initial qualifications have both been launched and continue to be developed by awarding institutions. At present, approximately 100 Skills for Life teaching qualifications have been endorsed by SVUK.
 - Awarding institution guidance on developing qualifications to support evidencing the entry requirement for Specialist Skills for Life teachers was released in draft in July 2007. SfLIP bridging pilot programmes are currently in progress.
 - Professional development for **teachers of learners with learning difficulties and/or disabilities** may be met by a wide range of provision. Some may access discrete provision in specialist colleges or specialist work based learning providers, others access learning provision through discrete settings within general provision. Many access “mainstream” provision.
 - **Employability Skills – Train the Trainer.** A new “train the trainer” course for teachers who wish to develop the skills to deliver employability skills to 16-19 year olds. The training is a 5-day residential course and supports a current NQF Edexcel qualification in Employability Skills delivery, which is now available as a 6 credit optional unit within the Teacher Qualifications Framework, available for use for all awarding bodies at levels 3 and 4.
 - **Learning Support.** The work carried out by LLUK for its SSA showed a relatively few number of qualifications for learning support over the UK. Qualifications for learning support practitioners within the schools workforce have been adapted by some learning providers to be inclusive within lifelong learning. Other options include the level 2

Certificate in Learning Support (previously the Level 2 Certificate in Adult Learner Support) that offers within it a “standalone” qualification.

4.2 Current Provision

Information about qualifications

Data on qualifications in the sector arises from three kinds of sources.

- A. There is the annual Labour Force Survey that gives data on the highest qualifications held by individuals, who are allocated to a constituency in the LLUK sector based on the SOC code. This source suffers from the fact that it does not include WBL or Youth Work.
- B. The various funding bodies, and professional bodies, provide data on the work force of interest to them, including data on higher qualifications.
- C. There are also surveys completed for various research purposes, including those carried out by LLUK.

It should be noted that most data sources refer to “highest level of qualification” without specifying the content of the qualification. This is important as many staff within the LLUK footprint are dual qualified.²² This is true of many of those whose role is the provision of learning as a teacher, tutor, trainer, lecturer, and instructor. It also applies to those in the role of assessor or verifier. In order to carry out these roles they will need to have been qualified in the vocational area or subject which they teach or assess. The acquisition of qualifications to teach, assess or verify is then additional to this. The qualifications required that are not related to teaching, assessing or verifying are normally the responsibility of other SSCs.

Strategic Aim 6, “Develop recruitment programmes to address specific shortages in the lifelong learning sector” is concerned about recruiting people from other sectors into this sector, using their sector-specific knowledge, and supported by qualifications in learning delivery. LLUK has established the Catalyst Programme to support this work in England. The strategic aim is discussed in more detail in Section 6.3.

The following tables summarise the data available on qualifications in the Lifelong Learning Workforce

Proportion of workforce qualified to NVQ 4 equivalent or above								
By Nation					By constituency			
UK					CLD	FE	HE	LAIS
66%	E	S	W	NI	SIC 80.42 ²³	SIC 80.3/1	SIC 80.3/2&3	SIC 92.51
	65%	70%	76%	77%	62%	68%	71%	36%
Source:			LFS for 2005		Type of source		A	

²² A graphic illustration of the “dual qualified” or dual professional” role, developed by the Institute for Learning is given in Appendix 2

²³ This excludes Youth Workers

Constituency: Community Learning and Development			
	Results	Source of data	Source Type
England	Nearly all of the 1,577 CLD respondents (91%) were teachers or tutors and more than a quarter of these (27%) held a qualification at NVQ level 5 equivalent	The DfES in 2003 (Parsons and Berry-Lound, 2004) ²⁴	C
	Compared to the previous year, the proportion of youth workers who were 'professionally qualified' ²⁵ , rose from 75% to 83%. The proportion of youth support workers, who were similarly professionally qualified, remained around 50%	National Youth Agency annual audit of local authority Youth Services in 2004/05 (NYA, 2006) ²⁶	C
Scotland	More than two thirds of these responses reported that most or all paid staff were qualified to the equivalent of NVQ level 4	Scottish Council for Research in Education (Malcolm <i>et al.</i> , 2002) ²⁷ , a survey of 147 community education organisations	C
Wales	Almost half of the full-time workers are listed as unqualified as are over half of the part-time workers	A survey of principal youth officers employed in youth or community education services departments in 22 local authorities, conducted in 2003/04 (Sharp and Davies, 2005) ²⁸ .	C
Northern Ireland	Results still awaited		

²⁴ Parsons, D & Berry-Lound, D Qualifications of staff in LSC-funded provision. DfES Research Report no. 590. 2004

²⁵ There are 33 HEIs providing 50 Youth and Community Work programmes, which are recognised by the Joint Negotiating Council (JNC) as conferring qualification as a professional youth worker.

²⁶ National Youth Agency. Audit Returns 2004-2005. NYA 2006.

²⁷ Malcolm, H *et al.* Working for democracy, review of community education training, Scottish Council for Research in Education Research Report o. 108. SCRE 2002.

²⁸ Sharp, L & Davies, F. Local Authority Youth Services in Wales: audit 2003/04. Wales Youth Agency. 2005.

Constituency: Further Education				
	Results		Source of data	Source Type
England	47% of all FE staff held their highest qualification at NVQ level 4 or above, 12% at Level 3, 10% at Level 2, and 5% held no formal qualifications		LSC Staff Individualised Record (SIR) in the year 2004/05,	B
	80% of full-time FE teaching staff held recognised teaching qualifications		A sample of the LSC SIR data for the year 2004/05,	B
	Data on Teaching qualifications		LSC data for 2003/04 analysed by LLUK	B
	BEed/BA/BSc with QTS	13,204		
	Cert Ed	26,230		
	Learning & Development Awards	8,009		
	Level 3 Teaching Qual	20,718		
	Level 4 Teaching Qual Stages 1,2,3	5,766		
	Other teaching qual	43,368		
	PGCE	22,683		
	Prof qual NVQ 4 or above related to teaching support	4,906		
	Prof qual NVQ 3 related to teaching support	5,382		
Scotland	49% of FE lecturers and tutors were in possession of a TQ(FE) or equivalent qualification			
Wales	<p>60% of teaching staff were qualified to NVQ level 4 or above, compared with 34% of teaching and learning support staff.</p> <p>Over a third of teaching and learning staff (34%) were known to have 'Qualified Teacher Status' (QTS) for teaching in primary or secondary schools, and 16% had an FE teaching qualification.</p>		Staff Individualised Record (SIR) data collected from FE colleges for the year 2003/04	B
Northern Ireland	Results still awaited			

Constituency: Higher Education			
	Results	Source of data	Source Type
England	Almost three-quarters (74%) of those within SOC major groups 1–3 held qualifications at NVQ level 4 or above.	HESA Staff Record (2004/05) ²⁹	B
	Academic professionals were the most highly qualified group, of whom two thirds (66%) held their highest qualification at NVQ level 5 (a higher degree or equivalent) and a further 16% held a qualification at NVQ level 4 (a first degree or equivalent).	HESA Staff Record (2004/05)	B
	51% of the HE workforce held qualifications at NVQ level 4	HESA Staff Record (2004/05)	B
Scotland	48% of the HE workforce held qualifications at NVQ level 4	HESA Staff Record (2004/05)	B
Wales	51% of the HE workforce held qualifications at NVQ level 4	HESA Staff Record (2004/05)	B
Northern Ireland	51% of the HE workforce held qualifications at NVQ level 4	HESA Staff Record (2004/05)	B

Constituency: Libraries, Archives and Information Services			
	Results	Source of data	Source Type
England	66% of CILIP members were chartered (FCLIP or MCLIP) members (equivalent to NVQ level 5) and 29% were associate members (equivalent to NVQ level 4).	CILIP membership data for the year 2006	B
Scotland	71% of members were chartered (FCLIP or MCLIP) members, whilst 26% were associate members.	CILIP membership data for the year 2006	B
Wales	69% of members were chartered (FCLIP or MCLIP) members, while 28% were associate members	CILIP membership data for the year 2006	B
Northern Ireland	55% of members were chartered (FCLIP or MCLIP) members, and 38% were associate members	CILIP membership data for the year 2006	B

²⁹ Higher Education Statistics Agency. Staff record. 2004/05.

Constituency: Work Based Learning			
	Results	Source of data	Source Type
England	41% of the 976 WBL trainers who responded to the survey, were professional qualifications 15% held their highest qualification at NVQ level 2, whilst a similar proportion, 14%, held a qualification at the highest level, NVQ level 5.	Survey of the WBL workforce during 2003 (Parsons and Berry-Lound, 2004) ³⁰	C
Scotland	53% of staff had qualifications at NVQ level 4 equivalent or above	Profile Of The Work-Based Learning Workforce In Scotland 2008 (LLUK Feb 2008) ³¹	C
Wales	Results still awaited		
Northern Ireland	65% of staff had qualifications at NVQ level 4 equivalent or above	Research to develop a Workforce Profile of The Work-Based Learning Sector In Northern Ireland. (LLUK Feb 2008) ³²	C

Trends in the LFS data³³ between 2001 and 2005 reveal that:

- In **CLD**, the proportion of the workforce holding qualifications at NVQ levels 2 and 3 has increased, particularly between 2003 and 2005. The proportion with qualification at NVQ level 4 has remained broadly static and the proportion with trade apprenticeships and other qualifications has decreased.
- In **FE**, the proportion with qualifications at NVQ level 4 has increased steadily year-on-year between 2001 and 2005, whilst other proportions have fluctuated only slightly.
- In **HE**, growth in the proportion with qualifications at NVQ level 4 and above has fluctuated around 70% between 2001 and 2005 whilst the proportion with no qualifications has decreased.
- In the **LAIS** constituency, although the proportion of the workforce with qualifications at NVQ level 2 was high (in comparison with other constituencies), the proportion has fallen, particularly since 2003. Conversely, the proportion with qualifications at NVQ level 3 and above has increased.

There are limited **constituency-specific secondary data sources**, some with a **UK wide** coverage and others covering **only some countries**. The UK wide data sources provided some further insights into the qualifications profile of two lifelong learning constituencies:

³⁰ Parsons, D & Berry-Lound, D Qualifications of staff in LSC-funded provision. DfES Research Report no. 590. 2004

³¹ LLUK. Profile of WBL Workforce in Scotland. 2008

³² LLUK. Workforce Profile of WBL Sector in Northern Ireland. 2008

³³ Office for National Statistics, 2006

- **HE** – the HESA Staff Record 2004/05 covered the contract staff population, although data on highest qualifications held was only collected for SOC major groups 1–3: managers and senior officials, professional occupations and associate professional and technical occupations. In addition, almost half of all individual records (45%) did not contain any qualifications data.
- **LAIS** – the CILIP membership database 2005/06 covers library and information professionals (estimated to represent approximately one quarter of the total LAIS workforce).

Summary

The lifelong learning workforce is a highly professional workforce, made up of a high proportion of staff within SOC classifications 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**. Northern Ireland had the highest incidence of NVQ level 4 or above qualifications within the workforce, while England had the lowest.

Moreover, based on LFS³⁴ data 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, but particularly more recently within Northern Ireland. 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 amongst 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, i.e. perceived to be lacking skills important to the successful performance of their role.

4.3 Match to Employers' Needs

A major determinant of qualification requirements that affects employers working in the Lifelong Learning sector is Government policy. Not only are there policies emerging from the departments of the four UK governments with responsibility for lifelong learning and supporting initiatives, but the policies of other Government departments across the UK often have consequences for skills and qualification requirements in other sectors, with the knock on effects to those who deliver learning programmes to the sectors affected.

The qualifications for the Lifelong Learning sector that are the responsibility of LUK are listed in Appendix 1. NVQs are accepted across England, Wales and Northern Ireland and SVQs in Scotland. The major reforms in Teacher Training qualifications which cut across all LUK's 5 constituencies to a greater or lesser extent have now led to the development of new qualifications in England which will replace existing

³⁴ Office for National Statistics, 2006

qualifications, and Appendix 3 shows the “legacy” qualifications that relate to these new qualifications. In Wales, new qualifications for initial teacher training are in the process of ratification by the Assembly.

An important reality in this sector is that, employers often value two types of qualification. There are those that indicate the individual’s capability to deliver, support, assess or verify learning, and those that support an individual’s vocational competence or subject knowledge. In this respect, the staff of many employers in the sector who are involved for example in the delivery of learning are doubly qualified. The perceptions of gaps in skills or qualifications may thus arise from either of these two aspects of the demands on teaching staff. This is described graphically in the diagram in Appendix 2.

In other areas of work, most vocational qualifications are available across the UK, through the work of Awarding Bodies, but the rules for funding and hence take up may vary across the four nations.

The issues impacting on the development of qualifications for which LLUK is responsible are described in the following paragraph and then considered by constituency.

Developing the LLUK Standards and Qualifications Framework and the Development of Career Pathways and Routes of Progression

Working with employers, LLUK has identified a number of strands to this UK wide work, including the development of:

- Qualifications Frameworks to take account of the Scottish, and the emerging frameworks in England, Wales and Northern Ireland should read the Scottish Credit and Qualifications framework (SCQF), the Qualifications and Credit Framework for England, Wales* and Northern Ireland, and the emerging European Qualifications Framework (EQF)

*Note - * the QCF is a pillar of the wider Credit and Qualifications Framework for Wales (CQFW)*

- Assessment Strategies linked to the qualifications frameworks
- Transitional arrangements between closure of the NQF and full operation of the QCF
- Identification of qualification priorities for funding purposes (in England)
- Career Pathways linked to roles
- Rules of Combination within the LLUK framework and between other SSC frameworks
- The recognition of equivalency and legacy qualifications and documentation for articulation between frameworks
- Units of Assessment and conversion of NOS
- Equivalency Documents between frameworks (Application Documents)
- Professional Development Framework
- Accreditation for Prior (Experiential) Learning (AP(E)L)

These needs have been identified through the many and various consultation processes outlined in Section 6.2, in particular the Sector Skills Agreement research and the National Occupational Standards development projects.

For each of the five constituencies the following are the main considerations in relation to employers concerns about skills shortages, gaps and priorities which influence the LLUK standards and qualification framework.

Community Learning and Development

In response to the LLUK employer survey, employers in the CLD constituency were most likely to report **skills shortages** among professionals and support associate professionals. However, in Northern Ireland, employers in this constituency more commonly reported shortages amongst administrative staff, compared with employers in the same constituency in other UK home countries.

Shortages were most commonly reported at NVQ level 4 when recruiting managers and professionals. In terms of the different types of skills, the CLD employers surveyed by telephone identified shortages in both transferable skills (ICT user skills) and wider employability skills (team working and customer services), particularly for professional but also administrative occupations.

Employers within the CLD constituency most commonly reported **skills gaps** among professionals, although gaps at NVQ level 4 were reported most frequently for managers. In **Scotland**, employers within the CLD constituency were more likely to report skills gaps amongst all occupational groups, compared with those in other UK home countries. Similarly, in Northern Ireland they were more likely than those in other UK home countries to report gaps at NVQ level 3 specifically for associate professional and technical occupations.

In addition to the priorities revealed in relation to the skills gaps and shortages outlined above, the stakeholders interviewed revealed a range of specific priorities for skills development within the CLD constituency, including:

- **transferable and wider employability skills** – with examples including leadership skills, partnership working, interpersonal skills, outreach skills, skills to promote social inclusion and empowering communities, and the ability to think creatively
- **professional/technical/practical skills** – such as organisational and financial planning skills.

Additionally, stakeholders in Scotland particularly suggested that CLD professionals needed to approach learning in more flexible ways to address challenges related to location, timing and method of delivery and that, in relation to professional/technical/practical skills, engaging communities and clients presenting diverse development needs, and developing participative ways of working, were particular priorities.

The Learning and Qualifications Framework produced by the Federation of Community Development Learning (FCDL) (see http://www.fcdl.org.uk/publications/documents/Learning_and_qualifications_framework/Learning_and_Qualifications_Framework_leaflet.pdf) illustrates the qualifications recognised and valued by the Community Development strand of CLD in England.

A specific example of qualification needs within CLD are the recommendations from Parenting UK 2006³⁵ which are to:

- Introduce a 'Work with Parents' NVQ at both levels 2 and 3 using the NOS for 'work with parents'
- Introduce a VRQ at the same levels for 'work with parents' for practitioners moving into this area.

For youth work, employers report difficulties in recruiting professional level staff with sufficient knowledge, skills and qualifications at all levels. The problem is greatest in areas of very high housing costs, especially London and the South East of England. This reflects the relatively low salaries for youth work posts, and the difficulties experienced in trying to establish youth work as an occupation in the 'key worker' category for housing. Employers also report problems in recruiting part-time Youth Support Workers in all areas of England. More work is needed to determine the causes of this, which could be low pay, but could also be about the way in which such posts are configured, usually involving relatively short hours contracts for work which takes place at evenings and weekends. Staff turnover in these posts is high (JNC Employers Survey, 2002)

There is a need to establish clear progression routes for those wishing to enter and progress through youth work, that take into account the level of existing academic and vocational qualifications of entrants. Such progression routes will need to articulate with qualification frameworks for other aspects of the children and young people's workforce in England and with the proposed Integrated Qualifications Framework (CWN, 2006).

There are currently no specific leadership and management programmes for youth work, although there has been some investment from Governments in this area in the recent past (e.g. Transforming Youth Work Management Programme, 2001-2003, in England). In England, DCSF has recognised the need for revised leadership and management provision in the light of the development of more integrated approaches to young people's services, by establishing a leadership and management strand in its Youth Workforce Strategy (Aiming High for Young People, DCSF, 2007).

A review of pre-professional qualifications needs to be undertaken in 2008, involving key stakeholders, in the light of the QCA approval of the new National Occupational Standards for Youth Work, with the objective of achieving an agreed qualifications framework across the UK.

As has been highlighted by a number of our Stakeholders through the Sector Skills Agreement (SSA) one area that needs to be discussed, urgently, is the issue of a Licence to Practice. This has support across the sector but does need to be explored sensitively, as some in the sector, particularly those representing the interest of the volunteer workforce, are concerned that it could exclude and de-value the contribution made by a large number of committed and experienced workers. There is also some concern that, in England, it would be seen as creating another barrier to progression into youth work from other parts of the wider youth workforce.

The recently completed National Standards, and the Values that support the Standards, would form the basis for criteria for 'membership' of such a body. In Scotland a 'Registration' process for all those that work within the Community

³⁵ Research and Developed for Parenting UK by Pye Tait Ltd; 2006: Research into Qualification Needs for Working With Parents p29

Learning and Development Sector which includes Youth Workers is being undertaken by the CLD Standards Council in Scotland, and any UK wide licence should learn from the experience in Scotland. In another part of the wider Children's workforce, SkillsActive are developing an Institute for Children and Young People and are promoting the 'Purple Passport' as a mechanism to encourage people to register with the Institute.

Further Education

Skills shortages within the FE constituency were most commonly reported for professionals, and particularly at NVQ level 4 when recruiting both professionals and managers. In England, shortages were also reported in relation to support/associate professionals. In Scotland, employers reported skills shortages amongst professionals and organisational managers at NVQ level 4, although fewer reported the same shortages for managers of services. In Wales, employers within the FE constituency were more likely to report skills shortages amongst manual staff at NVQ level 3 (compared with NVQ level 2, which was the norm), possibly suggesting aspirations towards a more highly qualified group of manual staff in Wales, compared to other UK home countries.

Similarly, skills gaps were particularly reported within the FE constituency for professionals and managers, although in Scotland employers also reported skills gaps within other occupational groups. A larger proportion of FE employers in Wales reported skills gaps among managers of services, compared with those in other UK home countries. Employers surveyed by telephone explained that skills gaps arose due to the need to keep up with current practice and policy developments, the rapid growth of basic skills provision, and the increasing expectation that teaching and learning staff will have current industrial experience. Employers within FE in Northern Ireland were less likely to report skills gaps than their counterparts in other UK home countries – perhaps associated with the high proportion of staff in Northern Ireland already qualified to NVQ level 4.

In addition to the implications of these skills shortages and gaps, in relation to FE, stakeholders interviewed prioritised the development of:

- **professional/technical/practical skills** such as gaining current industry experience, keeping vocational courses up-to-date, and other teaching skills such as up-to-date teaching and assessment skills reflecting current industry practices
- **leadership and management skills**

Specific comments in relation to individual home countries within the UK suggested that:

- In **England**, stakeholders particularly prioritised **leadership skills** – citing the need to: manage complex change in the face of diminishing resources; develop and sustain partnerships; and tackle issues relating to control, autonomy and delegation.
- In **Scotland**, stakeholders interviewed prioritised **responsiveness** to the demands of industry – particularly for professionals teaching in the biotechnology and energy fields, within both the FE and HE constituencies.

- In **Northern Ireland**, stakeholders felt that teaching and learning staff within both FE and HE constituencies needed to develop skills for **embedding essential skills assessments within other programmes of learning**

The qualifications valued and required by teachers in the FE sector are those which are being developed to meet current policy requirements. Further details are contained in Section 5.1.

The Workforce Strategy for the FE Sector in England³⁶ states, amongst others, the following key goals and aspirations:

- LLUK developing new standards and qualifications for key roles in the sector. This will be based on further analysis and extensive research from the sector skills agreement for the lifelong learning sector;
- The Principals' Qualifying Programme (PQP) becoming recognised as the leadership qualification for Further Education and all existing principals and leaders of learning providers opting to complete it.

Higher Education

Employers within the HE constituency reported more **skills shortages** as occurring among support/associate professionals, followed by administrative occupations, compared with other constituencies where the most prevalent shortages were amongst professionals and support/associate professionals. As in other constituencies, skills shortages were identified among professionals and managers predominantly at NVQ level 4.

However, in Northern Ireland, shortages amongst administrative staff were identified at NVQ level 3 (compared with NVQ level 4 amongst HE employers in other UK home countries), possibly suggesting a less qualified administrative workforce in this country. Conversely, in Wales, employers reported skills shortages amongst support/associate professionals occurring at NVQ level 4, rather than NVQ level 3, which was the norm in other UK home countries.

Similarly, employers within the HE constituency identified **skills gaps** as occurring predominantly amongst professional and administrative occupations. In Scotland, gaps within this constituency were identified across a broader range of occupational groups than in the other UK home countries, including professional, support / associate professionals, administrative occupations, and manual occupations. In Wales, gaps were identified within administrative occupations, as well as associate professional and technical occupations.

Current skills priorities for the HE constituency identified by stakeholders included **leadership and management skills**, as well as professional **competence and wider employability skills**. Dealing with the widening participation agenda and with learners with diverse needs were also priority areas within the professional/ technical/ practical skills category.

Particularly in **Northern Ireland**, stakeholders felt that teaching and learning staff within both FE and HE constituencies needed to develop skills for **embedding Essential Skills assessments** within other programmes of learning.

³⁶ LLUK 2008: The Workforce Strategy for the Further Education Sector in England, 2007-2012, p6

In the **Higher Education** sector, across the UK those who teach can apply to the HEA and be accredited for Associate, Fellow or Senior Fellow status. (AHEA, FEHEA, SFHEA). This is done by submitting a 13-page form (for AHEA) which is judged by a panel of accreditors. As HE develops there will be new demands, new markets which will drive the development of new roles, and new qualifications. LLUK will work with HEA in this area, however, at present no immediate need for development of new qualifications for teachers has been identified. The Lifelong Learning Sector Skills Agreement³⁷ did, however, identify a need for a qualification for technicians in HE.

Libraries, Archives and Information Services

The Professional and National Occupational Standards for LAIS have now been submitted to UK Co-ordinating Committee (UKCG). Sector consultation undertaken during the development process has indicated that there are a number of programmes of work that now need to be undertaken.

Professional and National Occupational Standards for LAIS

The standards, once approved, will have to be translated into Welsh as will the supporting documentation e.g. Application Documents, Uses of Standards etc. These will require dissemination through a variety of means to ensure as wide an understanding and potential usage as possible.

LLUK survey respondents within the LAIS constituency reported skills shortages predominantly amongst professionals and at NVQ level 4 when recruiting both managers and professionals. However, within this constituency there were also particular shortages at NVQ level 2 when recruiting manual staff (e.g. porters/warehouse staff, security staff, cleaning and estates staff). Employers surveyed by telephone identified particular shortages in relation to **ICT skills**.

Similarly, LAIS employers particularly reported skills gaps amongst professionals and managers, with little variation across the four home countries of the UK.

Within the LAIS constituency, stakeholders interviewed identified a mixture of priorities including:

- **professional/technical/practical skills** – such as building databases, digitisation and digital content creation
- **wider employability skills** – such as customer services, the ability to support people and help them learn, and management and supervisory skills blended with library management skills, advocacy and team working
- **transferable skills** such as communications.

In **England**, stakeholders particularly prioritised **leadership skills** – citing advocacy, partnership, influencing and strategic management skills in particular. They also prioritised transferable skills, particularly ICT and communications, and wider employability skills including team working and customer service.

In Scotland stakeholders noted the need for professional archivists to keep abreast of changes and developments related to ICT and also suggested that manual staff

³⁷ LLUK 2008; Lifelong Learning Sector Skills Agreement Stage 5

could be provided with additional training to become archives assistants, thus freeing up professional archivists

Work Based Learning

In terms of **skills shortages**, survey responses from WBL employers were not dissimilar to those from the other constituencies, generally being most frequent among professionals and support/associate professionals. At NVQ level 4, skills shortages for managers were most prevalent. However, in England, fewer employers within this constituency reported skills shortages among professionals at this level, with more being reported amongst organisational managers. In addition, in Scotland, all of the survey respondents within this constituency reported skills shortages at the equivalent of NVQ level 2 amongst manual staff and, similar to employers within this constituency in other UK home countries, they generally reported skills shortages across a wider range of occupations.

Again, similar to the pattern of skills shortages, **skills gaps** were most frequently reported by employers within the constituency amongst managers at NVQ level 4, although a relatively small proportion reported the same challenge amongst professionals. However, in contrast to other UK home countries, WBL employers in **Northern Ireland** were more likely to report skills gaps among administrative occupations (at NVQ level 3) and to a lesser extent among professionals (at NVQ level 4), than among organisational managers, with some commenting that the main reasons for skills gaps in the WBL constituency were linked to technological change and changing regulations. Similarly, in **Scotland**, employers were more likely to report skills gaps among professionals and managers of services, than their counterparts in other UK home countries.

In addition to the priorities resulting from the skills shortages and gaps described in the previous paragraphs, all three broad categories of skills were identified as important priorities by stakeholders interviewed in relation to the WBL constituency. Particular examples of priorities in relation to skills cited included management and leadership, assessment skills, competence in teaching basic and key skills, gaining current industry experience and financial and strategic planning.

In addition, in the WBL constituency, there are a significant number of SMEs and one of their major concerns affects affordability of undertaking new qualifications demanded by their clients who may be publicly-funded organisations or funding bodies that make public funds available for WBL initiatives. Not only are direct costs a major affordability issue because of a lack of investment funding, but also indirect operational costs concerning their size and finding alternative and qualified staff to stand in for permanent staff undergoing training and development.

LLUK research³⁸ undertaken with WBL employers and stakeholders identified the following needs in relation to qualifications:

- There are gaps in existing standards in four WBL functions
- Assessor and Verifier qualifications should not be created solely from standards within the Professional Standards for Teachers, Tutors and Trainers in their current form
- There is a continuing need for separate qualifications for the assessment and verification for learners' occupational competence. All Assessor and Verifier

³⁸ LLUK 2008: Signposting National Occupational Standards and other Professional Standards for those in the Work-Based Learning Sector, p45-47

qualifications need to be part of a clear and coherent qualification framework appropriate for WBL

- Units of assessment and robust qualifications need to be developed to reflect the full range of defined roles for those working in the sector
- Clear qualification routes to support career progression routes and pathways need to be developed
- Qualifications to support a Continuing Professional Development framework should be developed
- Further research is needed to ensure those working in WBL have the necessary skills to integrate WBL activities within the 14-19 agenda, and this should be supported by recognised qualification frameworks.

Significant employer feedback to LLUK and ENTO has identified that the current Learning and Development NOS (L&D NOS) are overdue for review and require significant updating. LLUK has been working across the UK with government departments, employers and stakeholders to develop and relate to a range of nation specific professional standards for teaching. The impact of this is that the “teaching” elements of the L&D NOS now need to be reviewed against the new teaching standards. The remaining elements of the L&D NOS need updating to relate to the new learning support standards, existing management and leadership standards and skills for life developments. In addition there is a critical part of the L&D standards that relates to assessment and verification that are used by all economic sectors and by a wide range of employers other than those in the lifelong learning sector e.g. assessors at London underground, Sainsbury’s, Rentokil etc. It is this final part of the current L&D NOS that will need wide consultation via other SSCs and SSBs to ensure we develop standards that work across a range of sectors and types of employers. However ownership of the L&D NOS remains with LLUK.

In addition LLUK will need to complete work on the e-learning aspects of the L&D NOS and would intend to work in partnership with e-skills SSC to develop this area of work.

5. Other Sector Uses of Qualifications

5.1 Regulation of Practice

Teaching in the Lifelong Learning sector

Those who teach in the lifelong learning sector (whether their job title is teacher, tutor, trainer, lecturer or instructor) have not been required to possess a qualification in teaching as a condition of employment. This is unlike the school sector where “Qualified Teacher Status” has been a requirement for those who teach in the state sector for a considerable number of years.

In England, following the publication of the policy document “Equipping our teachers for the future” in 2005, work has been under way to develop a regulated system whereby new entrants to the sector are required to gain appropriate qualifications and professions status.

In November 2004, The Minister of State for Lifelong learning, Further and Higher Education announced the Government’s proposals for the reform of Initial Teacher Training for the FE Sector. These were reinforced and developed in the FE White Paper *Raising Skills, Improving Life Chances 2006*, which expanded the scope of the reforms to include the wider workforce.

On 1 September 2007, legal and contractual reforms were implemented to support the reforms. All new teachers, tutors, trainers, lecturers and instructors working in England must be professionally registered and licensed to practice by the Institute for Learning (IfL) employed by Further Education Institutes (FEIs) and other LSC-funded contracted providers such as WBL, ACL/PCDL and Voluntary and Community Learning, Offender Learning and the Armed Forces.

FEIs include FE Colleges, Six Form Colleges and Specialist Colleges.

In addition, Skills for Life specialist teachers are required to be registered when working on publicly funded provision for Literacy, Numeracy or English for Speakers of Other Languages (ESOL). Discussions and steps are being taken to extend the reforms and the legal requirements to those teachers working in Wales, Northern Ireland and possibly Scotland in similar settings.

To be licensed, all teachers must be trained to a standard that allows them to achieve either Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS) status. There are also requirements for teachers of Skills for Life subjects (Literacy, Numeracy or ESOL) to gain subject specific qualifications as part of the initial teacher training and gaining QTLS status. For potential trainee Skills for Life teachers, they will be required to demonstrate evidence of personal skills in English and/or Mathematics at level 3 (QCF) to join a qualification programme.

All newly appointed principals of FEIs must hold or be working towards the Principals’ Qualification.

FEIs must have systems in place to ensure all new entrant teaching staff are trained and qualified and hold appropriate status. FEIs must also ensure that all existing and newly hired teachers meet the current status regulations and take appropriate steps to assist them to achieve the requirements. FEIs must also have systems in place to ensure that all teachers undertake at least 30 hours of CPD per year or reduced amounts for sessional, fractional or part-time staff.

All teachers entering the sector from another sector will be required to engage in CPD for FE orientation. There will also be accredited CPD available for those implementing the 14-19 Diplomas.

As a result of the DIUS drive to reform the system in England, the new professional standards and credit based qualifications framework for teachers, tutors and trainers in England is already established and operative. The new qualifications have been developed through collaboration with HE and awarding bodies and consultation across the sector. They sit within the Qualifications and Credit Framework (QCF), which is currently being tested and trialled by QCA, and the method of accreditation (through the use of units of assessment) has been adopted by all those offering endorsed teacher training programmes in the sector.

The above work began on an England only basis, but consultation on a framework for teachers in Wales has also recently been completed. There are issues around consultation with the other nations, including considering the impact of the reforms on large national organisations, and these are being addressed through strategic dialogue and further joined up work.

In Scotland, college lecturers can undertake a Scottish teaching qualification in further education, known as TQ (FE) (Teaching Qualification (Further Education)); Professional Development Award (PDA) or other equivalent qualification. New PDAs and revisions to all three TQ (FE) have been undertaken that take into account the new Scottish professional standards.

Assessor and Verifier Awards

The roles of assessor and verifier are distinct from those of teacher, tutor, trainer and Awarding Bodies state that those assessing NVQ/SVQs must hold assessor and/or verifier awards. It is mandatory for anyone assessing an NVQ/ SVQ to have attained the assessor (A) award, and to update this on a regular basis. It is not a regulation to practice within statutory law.

Principals' Qualification

The new qualification for Principals is being trialled currently, and will be a requirement for all those aspiring to become a Principal in England in the future.

Other examples of regulation of practice include:

1. All those working with young people have to have CRB/Disclosure Scotland or equivalent checks and training in Child Protection is encouraged but voluntary. This applies to many people working within the LLUK footprint.
2. The promotion of customer confidence, especially in relation to the safety of young or vulnerable people is mainly achieved through quality marks such as 'Safeguarding' - a part of the 'Every Child Matters' initiative and guidance such as 'Protecting Children and Young People: Framework for Standards' and 'Safe and Well: Good Practice in Schools and Education Authorities for Keeping Children Safe and Well' in Scotland.
3. In Northern Ireland, Prospective Essential Skills tutors must have completed the appropriate certificate qualification offered by Queens University Belfast in order to be registered on the bank and before they can work as a tutor. The part-time diploma qualifications are not a mandatory requirement but all

newly appointed tutors who complete a PGC qualification are encouraged to progress onto the diploma qualification.

4. In Scotland it is likely that all CLD workers will soon be registered, that is both statutory and voluntary sector workers. The Standards Council in Scotland are considering proposals at the moment.

6. How LLUK Will Help Realise the Future

6.1 Vision of Future Qualifications

The LLUK **vision** is for valuable, accessible qualifications and learning provision to support the skills necessary for entry to, and development within, the lifelong learning sector, to ensure the sector has the highly skilled and effective staff needed to provide the same for all the other sectors which depend on it for their learning and qualification needs.

LLUK will use its influence to ensure that qualifications are widely accessible and facilitate, support and promote equality and diversity within the sector

LLUK will work with key funding partners to ensure qualifications are accessible to the widest workforce as possible.

Section 5 of each national SSA identified a number of themes and skills issues that need to be addressed to ensure the workforce of the sector develops to meet the challenges of the future. The SSAs then went on to develop a series of “solutions” which are common to each nation, but the details of which are tailored to the needs of each nation. These are listed as the Strategic Aims of this Sector Qualifications Strategy, where they have implications for the qualifications that are within LLUK’s footprint.

Strategic Aims of the SQS

1. Explore the options for ‘professionalising’ all parts of the lifelong learning workforce.

Explore with the lifelong learning sector the implications of what this could mean in each of the constituencies and UK nations and which areas of the sector this approach could be taken to potentially support individual progression and recruitment difficulties.

Standards, in the form of NOS where they exist, should be used as a foundation for the professionalising agenda.

2. Develop an integrated continuing and professional development framework and model for the lifelong learning sector where appropriate

LLUK identifies an aspiration that the lifelong learning workforce in all 4 nations and across all constituencies has access to an integrated professional development framework (to include initial training and CPD).

Although a substantial amount of good practice exists in relation to CPD in parts of the sector, feedback gained through consultation work with employers and stakeholders has identified a need for a more consistent approach to the application of CPD across the whole of the sector. LLUK acknowledges that this activity should build on existing good practice. LLUK will focus on working with partners to explore options for development of professional development frameworks and build the definition of what a CPD framework and model should look like for the sector, including the role of qualifications in creating access and transferability and promoting skills

development and quality improvement. It should be noted that not all CPD is qualification based for the lifelong learning sector and non-accredited provision is valued by the sector.

3. Develop a 'skills for learning professionals' qualifications framework

This framework will act as an introduction to working in the lifelong learning sector and support the increasing need for working more effectively through collaboration. It will also provide the building blocks of standards and qualifications in the sector where there are areas of commonality. This work should facilitate the implementation of NOS across the sector and also facilitate organisations to use standards more effectively.

Specific objectives are to provide:

- a clear framework of skills and qualifications, which are relevant across the lifelong learning sector;
- clarity for people in the sector around skills and qualifications and;
- a database of units across the sector to facilitate career progression, entry into and movement across the lifelong learning sector, recognising that some parts of the sector may choose to move in and out of other sectors, such as the childrens workforce.

4. Promote collaborative working across the lifelong learning sector to recognise and disseminate good practice

The aim is to improve collaboration and partnerships across the lifelong learning sector through the use of standards and qualifications in order to drive up excellence. The identification and dissemination of good practice will provide both a basis for and output of the implementation of this principle.

5. Facilitate the development of sector wide career pathways

This area of activity is based on the creation of a framework outlining career pathways in the lifelong learning sector. This information could then be disseminated through IAG services (e.g. Schools, Careers Scotland, learndirect etc.) and by other means.

The work will also involve the identification, promotion and development, where appropriate, of entry routes to the sector, for example Apprenticeship schemes.

6. Develop 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.

7. Develop a UK wide leadership and management strategy

LLUK will work with partners across the sector to ensure the availability of a framework of appropriate leadership and management training programmes and qualifications, underpinned by standards contextualised to the needs of the lifelong learning sector.

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, qualifications and take up across the lifelong learning sector. There are certainly areas of good practice but there is no clear picture across the sector.

8. Develop the business case and resources to support the use of technology in the sector, particularly relating to information learning technology (ILT)

New technology is transforming the way learning is delivered across the UK. VLEs (Virtual Learning Environments), for example, are used by colleges and universities to great effect. There are many other key technological tools such as interactive white boards used in teaching. It is essential that the lifelong learning workforce is equipped to keep up with the pace of change and LLUK works with the sector to future-proof the way in which teaching, learning and information is delivered. The most appropriate role of ILT in learning and qualification design and delivery needs to be thoroughly explored, and a full understanding gained of how various new technologies are used very differently across the Lifelong Learning Sector.

9. Ensure qualification design and review engages with the UK Vocational Qualification Reform Programme

There will be a need to review and develop qualifications within the new qualifications framework(s), to ensure the sector benefits fully from the new unit and credit-based system of qualifications. This activity may differ across the constituencies in the Lifelong Learning Sector, for example, in cases where there are UK-wide NOS and others where there are not.

LLUK will develop and communicate a very clear role in relation to the UKVQRP, including its role in relation to gate-keeper, facilitator and supporter – working with key stakeholders including awarding and accrediting bodies to ensure that the benefits of the UKVQRP are maximised across the sector

6.2 Working with Partners

6.2.1 Employers

The Governance Structure of LLUK ensures employer and key stakeholder involvement in all key areas of work, including the development of the SQS. The governance structure includes:

- LLUK Council

The LLUK Council has 18 members of which, four are from the FE constituency, four from Work Based Learning, three from Community Learning and Development, three from Libraries, Archives and Information Services, and two from HE, with two representing Trades Unions. Of these 18 3 are based in Scotland, 3 in Wales and 1 in Northern Ireland, the remainder being based in England.

- Finance and General Purposes Committee
- National Panels for Scotland, Wales and Northern Ireland.
- There are also five UK wide advisory panels, representing the five constituencies – CLD, FE, HE, LAIS and WBL.

The National Panels and Constituency Panels meet on a regular basis and all relevant documents, such as the SQS, are agenda items at the appropriate meetings. The cycle of meetings has resulted in the SQS being discussed by some panels, yet still awaiting face-to-face discussion by others. The meetings to come will endorse or refine the SQS and will focus on informing the action plans.

These bodies provide the quality assurance and sign-off for SQS and will oversee the implementation of the SQS.

LLUK works closely with national/devolved government departments to address the demands of government policy as it impacts on the LLUK workforce. It plays an active part in partnerships with other SSCs and professional bodies in the development of workforce initiatives that cut across SSC footprints (e.g. work with CWDC and CWN partners on the development of the Integrated Qualifications Framework and the Youth Workforce Strategy in England)

LLUK also engage employers and stakeholders in a variety of one-to-one meetings, project steering groups, conferences and think tanks. The projects listed below give a flavour of the activities for which LLUK depends heavily on the commitment and expertise of employers, employees and stakeholders in the sector and acknowledge the value of their contribution.

6.2.2 UK Projects

Recent or on-going relevant projects and programmes in which there has been significant employer engagement.

NOS development

All of the projects undertaken by LLUK to develop NOS have explore the related qualifications issues and needs. Along with the Sector Skills Agreement work relating to qualifications, these projects have formed the fundamental basis for the development of, and consultation on, the SQS.

1. NOS for Libraries, Archives and Information Services
2. NOS for Work based Learning roles, other than teachers, tutors and trainers
3. NOS for Youth Work

4. User guide for the lifelong learning sector of generic management and leadership standards
5. NOS for community learning and development
6. Overarching new professional standards for teachers, tutors and trainers in the lifelong learning sector in England (and being consulted in Wales)
7. Learning support standards
8. Skills for Life applications of new professional standards
9. Scoping for NOS for Student liaison officers

Dedicated Programmes

In England the recently established series of Catalyst programmes will bring new entrants and expertise into the workforce and engage employers at a number of levels. Outcomes from, and feedback on, the qualifications aspects of this programme will provide valuable information to the ongoing review of the SQS.

The programmes will enable the FE system to:

- recruit talented graduates
- encourage highly effective managers from other sectors to come into FE
- provide opportunities for skilled specialists to teach in FE
- Provide opportunities for FE staff to update their skills in industry.

Through working with a range of stakeholders, trade unions and employer bodies, and by linking with similar schemes across the public and private sectors, LLUK will deliver the suite of four programmes:

- **'Make a Difference'** programme will encourage high-flying graduates to make a career in the sector.
- **'Business Talent'**, a management recruitment programme as suggested by Sir Andrew Foster, will help colleges and providers attract exceptional talent from business and the public sector into senior management roles.
- **'Business Interchange'** will offer teachers and trainers structured experience and training in relevant business sectors and create parallel opportunities for industry experts to give time to local colleges and providers.
- **'Pass on your skills'** programme, to be run in collaboration with the Skills for Business network, will give technical and vocational specialists opportunities to teach in colleges, in order to fill key vacancies and to prepare the next generation for entering their industry. Initially, this programme will focus on supporting the new specialised diplomas.

Other Projects

Other projects involving significant employer consultation under way in England which have raised qualification issues that are discussed in the SQS include:

1. Workforce Strategy for the FE system
2. 14 to 19 Workforce Developments
3. Professional development through accreditation (in the QCF) including:

- New qualifications for teachers, tutors and trainers in the lifelong learning sector in England
- CPD for Skills for Life teachers in England
- CPD for 14-19 diploma teachers in England (being consulted in Wales)
- CPD for teacher educators (from September)
- CPD for experienced teachers (from September)
- FE Orientation (from September)
- Construction tutors project, bringing skills into FE
- Units of assessment for the lifelong learning sector e.g. 'The Lifelong Learning Sector' (level 5, 15 credit unit), 'Concepts and practice of credit based frameworks (levels 3 and 4, 3 credit units)

In Wales the development of a Learning Coach Qualification is also feeding vital employer input into the SQS development.

6.2.3 Awarding Body Engagement

LLUK will build on existing Awarding Body and HEI relationships to establish an Awarding Body Forum or Fora and HEI Forum or Fora for the LLUK footprint as the key engagement in relation to future qualification developments.

The Forum will have clear Terms of Reference and will be open to all Awarding Institutions across the UK who offer, or would like to offer, qualifications within the Lifelong Learning Sector. An initial meeting of this Forum has taken place specifically to consult on the SQS, and inform the action plans.

Areas for exploration in relation to the Forum include the inclusion of regulators; the facilitation of collaborative development of shared units of assessment to operate within the QCF; the establishment of a policy for development based on sound business cases; collaboration towards rationalisation of qualifications, as required of SSCs by Leitch. Whether Learning and Development Awards should be handled as a separate issue with a differently comprised Forum is also an area for consideration.

6.2.4 Accrediting Bodies

LLUK work closely with the accrediting bodies across the UK in relation to strategic issues and particular NOS and qualification developments. The consultation process on this SQS attempted to involve all the accrediting bodies.

6.2.5 Qualifications Data

LLUK will work with the awarding and accrediting bodies across the UK to identify comprehensive lists of qualifications, and to develop a strategy for ensuring appropriate review, rationalisation and development. These lists will also be used by funding bodies as the basis for providing figures on up-take as and when required.

6.3 Practical Support

The Strategic Aims listed in section 6.1 will be realised through a number of actions, which are described here.

UK-wide actions

Action 1 This relates to Strategic Aims 1, 2, 3

Review and Update of NOS

NOS, and associated products, will be reviewed as required, and on a cyclical basis. The following areas need to be included within the NOS review and development programme for 2008-10:

- The NOS for Learning and Development, which include those for assessment and verification.
- A review of Community Development NOS.
- Functional and Occupational Map and NOS Review /Assessment Strategy Development for Family Learning
- Functional Map and NOS Review / Assessment Strategy Development for Working With Parents
- Development of Business Development Standards and Assessment Strategy
- The take up of the remaining recommendations from the WBL NOS signposting report.

Action 2 This relates to Strategic Aims 1, 3, 9

Teaching Qualifications

LLUK will work with partners to:

- Explore the development of units of assessment for FE orientation, building on the models of good practice in induction that exist in the UK;
- Map the existing accredited CPD units and/or modules from across the UK;
- Research into Developmental Needs of Teacher Educators for Effective Implementation of the New Qualifications for Teachers, Tutors and Trainers in the Lifelong Learning Sector in England;
- Research into Effective and Equitable CPD opportunities for Teachers, Tutors and Trainers in the Lifelong Learning Sector;
- Make best use of existing exemplars from across the UK and develop accredited CPD units and/or modules (as appropriate) with partners to populate the Teachers Qualifications Framework;
- Provide TQF and Reform Programme dissemination events;
- Evaluate TQF effectiveness to date;
- Consider the potential uses and impacts of the standards and qualifications on other constituencies, such as Youth Work.

Action 3 This relates to Strategic Aims 2, 3, 4

14 to 19 Workforce Development

LLUK will develop:

- Training and development guidance;
- Training needs analysis tools for teachers and reporting mechanisms for various levels from institution to national;
- Contextualised units of assessment for teachers of diplomas.

Action 4 This relates to Strategic Aims 2, 3, 5

Higher Education CPD

LLUK will work in partnership with HEA to discuss future needs of teachers and tutors as a result of the reform agenda. As teachers working across further education are predominantly taught by HE teachers, there is a need for the practice of HE teachers to reflect and model the new requirements of teachers working across further education.

Action 5 This relates to Strategic Aim 4

Strategic Relationships

LLUK will continue to develop productive and effective strategic relationships with key stakeholder organisations in the Lifelong Learning Sector and beyond in order to enable all stakeholders to provide maximum clarity and support to employers within the sector. The articulation of the strategic relationships will support organisations within and across the Sector in working collaboratively together and with other linked sectors.

LLUK will renew its strategic partnership agreement with the Higher Education Academy (HEA) in April 2008 which will support future joint working to improve qualifications for those working in HE across the UK.

Action 6 This relates to Strategic Aim 7

Leadership and Management

LLUK will generate a series (one per stakeholder) of 'addendums' or 'sector application notes' to be used in conjunction with an unchanged copy of the MSC standards. Each of these addenda would provide the 'Industry/sector specific knowledge and understanding' for a particular stakeholder/role that the MSC standards reference, together with a mapping of relevance of the elements of the MSC standards to that stakeholder role. So this might include sector specific knowledge of funding sources for librarians (say) together with a note that elements E3.1 and E3.5 are not relevant to this role in this sector.

Action 7 This relates to Strategic Aim 10

ILT NOS

LLUK will take forward plans to review and develop ILT NOS in 2008.

Action 8 This relates to Strategic Aims 1, 2, 3

Learning Support

LLUK are supporting the development of generic and specialist qualifications for learning support practitioners, based on NOS developed in 2007 on the back of evidenced demand and consultation. The standards are generic and overarching and relate to any phase of the Learning Support Practitioner's career. They are level-free and can be used by awarding bodies to develop qualifications for a wide range of roles at an appropriate level.

Action 9 This relates to Strategic Aim 3

Technicians in HE

The Sector Skills Agreement highlighted the need for a qualification for technicians in HE. LLUK will take forward work in this area in partnership with the Higher Education Academy, the Leadership Foundation for HE and Universities UK and its counterpart bodies because of the complimentary and overlapping remits.

Action 10 This relates to Strategic Aims 3, 9

Four Nations Qualification Frameworks

LLUK will work to ensure that qualifications are based on UK-wide NOS where possible to provide the greatest opportunity for recognition of qualifications across the four nations. LLUK will also support the development of mechanisms for understanding and recognition of qualifications across the national qualification frameworks, using the scope and opportunities offered by the UKVQRP.

Action 11 This relates to Strategic Aims 2, 3

Working with other SSCs and SSBs

There is a significant amount of work under way with other SSCs to develop joint approaches. The following are some examples:

- Family Learning. New qualifications have been developed with NIACE working jointly with the Children's Workforce Network in England;
- A 6 credit module has been developed with Skills for Justice at level 4 for Police Officers who train their colleagues. This is a bespoke qualification for the Police;
- The MOD has been developing a similar product;

- LLUK is now at the exploratory stage of working with SEMTA and Cogent on possible programmes for industry trainers;
- Skills Active is keen to work with LLUK to develop a Transitional Module between Youth Work and Play Work, similar to the Module that was developed collaboratively between Early Years Work and Play Work. The Youth Work sector has seen this as a very positive move.

Nation-specific actions

England

Action 1 This relates to Strategic Aims 2, 9

The 14 – 19 Diplomas

The 14-19 Diploma will be a major task of FE and WBL providers. LLUK has worked with the TDA to develop programmes to support teachers who are delivering the Diplomas. This will include the development of an accredited module for those teaching on the Diploma. This is available for schools as well as FE and WBL. It can form part of the QTLS.

LLUK is also one of a group of seven SSCs and SSBs, led by Skills for Justice, developing a Public services Diploma which could offer a platform for progression to work in the LLUK sector. This will be piloted in 2010, and fully implemented in 2013. The other SSCs involved are: Asset Skills, SfJ (convenor), SfH, Govt Skills, CfA, and MSC.

Action 2 This relates to Strategic Aim 6

Catalyst

The four strands of the catalyst programme described in section 6.2 above will have implications for the demand for qualifications and modules of learning across the Sector.

Scotland

Action 1 This relates to Strategic Aims 1, 2, 5

Community Learning and Development

LLUK works closely with the CLD Standards Council for Scotland which has a key role in developing the training standards of the CLD workforce. LLUK are currently mapping progression routes in this constituency.

Action 2 This relates to Strategic Aims 1, 2, 3

ESOL

The new Scottish Executive ESOL Strategy (2007) highlighted the need for improved provision of training for staff delivering ESOL. Recommendations included:

- Better staff induction programmes;
- The development of a qualification for volunteers working with ESOL learners and a;
- CPD award for experienced and qualified ESOL teachers.

The strategy proposes that a structured CPD pathway needs to be mapped for ESOL staff within broader developments in CPD for lecturers and tutors within FE, and for CLD and adult literacy and numeracy staff. LLUK will be working to enable these policies to be implemented.

Action 3 This relates to Strategic Aim 6

Skills to teach in the Built Environment

LLUK in Scotland has recently launched a project, in conjunction with Construction Skills, CITB, Summit Skills and Asset Skills, specifically designed to encourage construction and building service workers with experience in the trade to move into a lecturing role in the lifelong learning sector.

Wales

Action 1 This relates to Strategic Aim 1, 3, 9

Initial Teacher Training and Professional Development

Wales has now developed Professional Standards for Initial Teacher Training and in March 2008 qualifications based on these were submitted to WAG. The professional body issue for those who teach in the Sector has yet to be resolved in Wales. LLUK is working with partners to explore the options.

Action 2 This relates to Strategic Aim 6

Learning Coach Qualification

LLUK has developed a Learning Coach Qualification in conjunction with OCN in Wales which is a level 3 qualification. This enables a policy objective of the Assembly to be delivered – the provision of Learning Coaches for the 14 -19 age group.

Action 3 This relates to Strategic Aims 1, 2, 3

Community Development Training and Development Pathways

LLUK will work in partnership with DCELLS to realise a project with the following key outputs:

- A comprehensive detailed list of all Community Development training in Wales, enabling a generic overview of possible achievements within a system for the community development workers and volunteers at all levels, while identifying the training that is already credit rated;
- A feasibility study on the possibility of credit rating the 3 day induction programme for Community Development through a recognised body for initial credit accumulation within the eventual endorsed pathways of training;
- Following the endorsement of community development pathways by the community first groups, the development of coherent pathways to recognise learning and achievement through endorsement of current training opportunities for community development workers and volunteers, through CQFW, at all levels.

Northern Ireland

Action 1 This relates to Strategic Aim 6

Building on research into the Lifelong Learning sector

Three recent reports have described the characteristics of the workforce in three parts of the Lifelong Learning workforce in Northern Ireland. These reports are:

- Research to develop a workforce profile of the work based learning sector in Northern Ireland (Feb 2008);
- Research into the workforce profile of the Youth Work Sector in Northern Ireland (Feb 2008);
- Profile of the archives workforce in Northern Ireland, 2007.

The results will be incorporated into the SSA Stage 5 report which is expected to be completed by the end of May 2008 and if necessary added into the SQS Implementation Plan.

6.4 Updating the SQS

LLUK will develop Action Plans once the SQS has been completed at the end of March 2008.

LLUK will ensure that the SQS remains fit for purpose by undertaking an annual review so that the action plans remain aligned to the SSA, ongoing NOS and qualification development, and other related activities. The annual review will

consider the effectiveness of the SQS and take appropriate action where improvements are identified.

In achieving these objectives, LLUK will ensure appropriate internal governance structures to support delivery and review of this strategy (see Section 6.2.1 for details).

The SQS will also be updated through feedback on project specific consultations. It will be evaluated against the identified timescales given in the SQS Action Plan.

LLUK will work closely with other SSCs and SSBs in regard to qualifications that have a significant impact on employers in their footprint.



The UK Commission aims to raise UK prosperity and opportunity by improving employment and skills. Our ambition is to benefit employers, individuals and government by advising how improved employment and skills systems can help the UK become a worldclass leader in productivity, in employment and in having a fair and inclusive society: all this in the context of a fast-changing global economy.

Because employers, whether in private business or the public sector, have prime responsibility for the achievement of greater productivity, the UK Commission will strengthen the employer voice and provide greater employer influence over the employment and skills systems.

Having developed a view of what's needed, the UK Commission will provide independent advice to the highest levels in government to help achieve those improvements through strategic policy development, evidence-based analysis and the exchange of good practice.

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