

LLUK Impact Review

Assessing the demand for
learning and skills on the lifelong
learning workforce

Evaluation, Findings and Next Steps

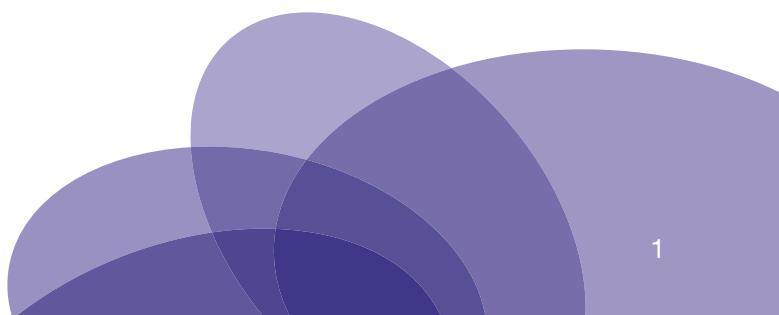
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Introduction to the Impact Review

Lifelong Learning UK (LLUK) is the sector skills council (SSC) for the lifelong learning sector and represents more than one million employees across the UK working in five ‘constituencies’:

- > community learning and development (CLD)
- > further education (FE)
- > higher education (HE)
- > libraries, archives and information services (LAIS)
- > work based learning (WBL).

LLUK is responsible for the professional development of all those working in the lifelong learning sector and is the voice of lifelong learning employers. Because of this, LLUK occupies a unique position in the Skills for Business Network of 25 sector skills councils (SSCs), representing both the supply and demand side of skills delivery. This is because the work of the other 24 SSCs will ultimately have an impact on the lifelong learning workforce, not least through sector skills agreements (SSAs).



What is the Impact Review?

The Impact Review is a unique activity relating to the LLUK SSA and concentrates on reviewing the SSAs of the other 24 SSCs, in order to understand their potential impact on future workforce planning and their implications for the lifelong learning sector workforce across the UK. The Impact Review has been carried out by researching and analysing the SSAs of the other 24 SSCs in the network and by looking for ways in which LLUK can collaborate across the Skills for Business Network to ensure quality of learning delivery for all. The diagram below illustrates the position LLUK holds between the demand and supply sides:



Review of SSA Documents

The SSA assessment took place from January to March 2007. As well as a systematic analysis of the wealth of available SSA material produced by different SSCs, it included a series of follow-ups with SSCs (both individually and through a focus group).

Individual follow-ups were also undertaken with an additional nine¹ SSCs, in order to further elaborate on what was contained within the SSA documentation, to understand how priorities had evolved since the publication of the SSA and to fill in the gaps for those SSCs still in the very early stages of developing their agreements.

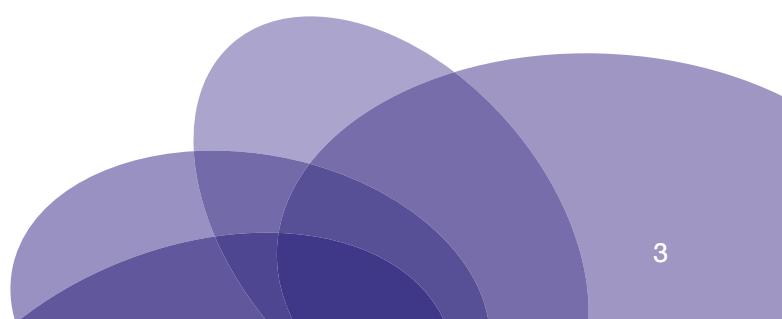
The analysis of SSA documentation identified the actions and priorities within the agreements produced by other SSCs that were potentially relevant to the workforce across lifelong learning employers. It was important that the assessment of SSA action plans was not simply a ‘wish list’ map of possible SSC activity, but a more nuanced analysis of concrete priorities identified by each SSC. In this context, the analysis also looked at the potential impact of each action on the lifelong learning workforce and on provision, and then, importantly, provided a qualitative assessment of the likely substance of each action (i.e. how realistic and concrete they were).

The main value from the Impact Review method has been to map and make sense of the range of activities across other sectors. This is an essential starting point for LLUK in order to target and prioritise its future engagement. Using the SSAs as the basis for developing this cross-sector overview was logical, because all SSCs developed an SSA for and with their sectors and did so using a common formula, which outlined priorities, actions and evidence.

Yet the SSA as a process created a huge volume of actions and priorities across the 24 SSCs. In order for LLUK to have a coherent response, the Impact Review analysis had to be selective to ensure that it was meaningful. It was structured around a series of themes, so that the common elements of superficially distinct SSC priorities and actions could be drawn out. These themes were useful in identifying both the scope and possible role for LLUK across the wide range of SSA actions.

Perhaps not surprisingly, the SSA document review demonstrated that **almost the full breadth of SSA action may impact on the lifelong learning workforce to some degree**. It is perhaps easier to understand typical SSA actions that *do not* impact on the lifelong learning sector, such as business support and mobilising employers for skills investment (although even here there is a potential indirect impact).

¹ These consisted of: Cogent; Energy & Utility Skills; GoSkills; Government Skills; People 1st; Skills for Health; Skills for Justice; Skills for Logistics and Skillsmart Retail.



Identifying common themes in relation to the lifelong learning workforce and provision

Identifying the appropriate basis for classifying, analysing and discussing cross-cutting themes was therefore a critical part of the Impact Review process, so that it did not result in the creation of ‘too much noise’. Arguably, it was this task that added the greatest value from an analytical perspective. A series of themes were identified and tested (iteratively) in order to begin clustering types of SSA action:

- 1) Continuing Professional Development (CPD) for teachers and lecturers** – Activities to ensure that the skills base in the lifelong learning sector meets the current and future needs of employers.

For example:

- > skills passports and other tools for self-development
- > industry schemes to enable skills updating.

- 2) New qualifications** – The development of new qualifications and areas of learning where employers suggest that there are gaps in current provision.

For example:

- > specialised diplomas
- > apprenticeships
- > HE qualifications (foundation degrees; degrees; post-graduate qualifications)
- > new courses to address gaps in vocational provision.

- 3) New forms of delivery** – New ways of delivering learning, especially in flexible and bite-sized formats, which may impact on the structure of provision.

For example:

- > skills academies/Learning Hubs
- > credit-based and bite-sized learning
- > flexible delivery of courses and qualifications.

- 4) Capacity building within the lifelong learning sector to cater for increased demand** – Areas in which an increase in the number of learners is envisaged and is likely to impact on provision.

For example:

- > workforce planning that translates into increased numbers of learners for specific occupations
- > ‘qualifying the workforce’ and ‘upskilling the workforce’ programmes
- > major priority areas for skills development in which a critical mass of activity is apparent (new regulations; literacy, numeracy and ESOL; leadership and management).

- 5) Capacity building within the lifelong learning sector to ensure quality of delivery** – Activities to ensure the effectiveness of the lifelong learning sector.

For example:

- > improved links between industry and the lifelong learning sector (e.g. joint development and delivery of content)
- > ‘train the trainer’ programmes
- > industry ambassador schemes
- > promoting transition from industry to the provider sector (including the recruitment of assessors and verifiers with industry experience).

The themes that were developed for the analysis were robust, and useful as a basis for understanding the types of potential action. However, what became clear was that **an outline of potential actions and priorities was not in itself sufficient as a basis for joint working**.

Following this initial analysis, therefore, it became clear that meeting directly with SSCs to discuss their programmes of work, rather than simply using the information gathered from the SSA documentation, was going to be a far more effective way of identifying possible areas for collaboration.

Working together

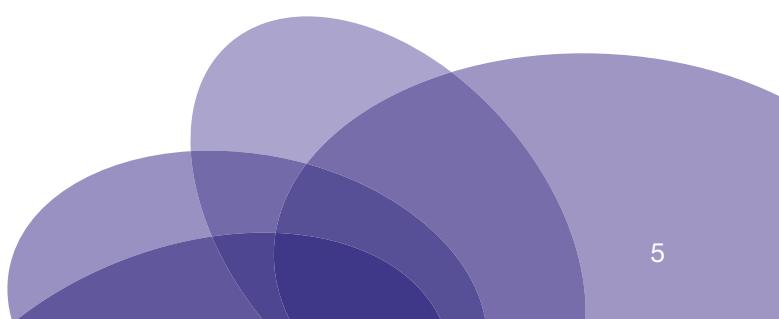
A series of one to one meetings were held with a number of SSCs, using the themes listed above as a prompt, in order to identify possible areas of collaboration. A positive outcome for these meetings depended upon not only being able to identify where there are activities that impact on the lifelong learning workforce (as most SSC activities do, either directly, or indirectly) but more importantly on identifying actual concrete activities that would provide a ‘quick win’ for both parties.

In Scotland, there was the opportunity for SSCs to take part in the Construction Tutors recruitment project, funded by the Scottish Government. There were also links, where LLUK qualifications for teachers, tutors and trainers could be contextualised for other sectors, such as the police service and the MoD, which will have an impact across Wales and England. In England, there was the opportunity for SSCs to become involved in the Catalyst Programme, where SSC involvement was crucial to the success of the recruitment programmes.

Another activity that relates to informing the supply side about skills demand is a project to deliver a number of Labour Market Information reports focused on the skills needs of employers in Scotland. The reports will look at skills projections rather than historical data, aiming to assist Scotland’s universities and work based learning providers to plan their training provision to meet future demand in Scotland. This is an example of the kind of work that LLUK could undertake in other parts of the UK and in partnership with SSCs – particularly as the lifelong learning sector moves to a more demand-led model of delivery.

The Impact Review research provided LLUK with a good starting point for beginning discussions with other SSCs around collaboration. However, the SSA documentation itself was not altogether the best way of establishing joint work because of the ‘live’ nature of the SSA process, with the reports providing a ‘snapshot’ in time with mainly aspirational goals rather than hard data and actions.

LLUK now has an opportunity to act as the link or broker between the supply and demand sides for skills for the Skills for Business Network (SfBn) (or TASSC – The Alliance of Sector Skills Councils). LLUK chaired the Supply Side Reform Group which will possibly continue as the new TASSC is established. Throughout the life of the Impact Review, LLUK has been working in partnership with a number of SSCs on various projects – some clearly linked to the Impact Review findings. Some good practice examples of the joint work that has taken place are outlined below.



Good practice in partnership working – bringing supply and demand together across the Skills for Business Network

Recruiting experienced construction workers as potential tutors

The ‘Pass On Your Skills’ campaign, launched in Scotland in summer 2007, encouraged people over 50 who are looking for a career change to retrain as tutors. Funded by the Scottish Government as part of a wider initiative aimed at older workers, the campaign was run by four sector skills councils (Asset Skills, Construction Skills, LLUK and Summitskills) and built on a similar scheme in England.

After recruitment began in September, 33 people with extensive industrial experience joined one of four taster programmes for construction tutors run by Scottish colleges throughout Scotland in November 2007. A further 100 distance learning packs were sent to individuals unable to attend the taster course.

‘The combined sectoral knowledge of the different SSCs is a crucial element in ensuring that the project successfully meets the needs of Scotland’s colleges and the sectors involved.’

Christine Fitton
National Director Scotland, LLUK

‘One of our biggest challenges is to ensure new entrants and existing workers have access to the training that will deliver the right skills.’

Graeme Ogilvy
Director for Scotland, Construction Skills

‘We are placing a large demand on colleges but at the same time recognise that we can help out on the teaching side by ensuring youngsters are trained by people with up-to-date skills in our sector. We are all working together to achieve the same end.’

Ian Stirrat
Operations Manager for Scotland, Summitskills

Developing a 14-19 Diploma in Public Services

LLUK is on the Diploma Development Partnership for the Public Services 14-19 Diploma along with Asset Skills, Government Skills and Skills for Justice.

‘Higher education is very important to the diplomas as it’s important that they offer pathways to HE as well as employment. LLUK is an incredibly committed partner that can offer us a perspective from the point of view of delivering diplomas as well as working in the public sector.’

Lis Martin
Policy Co-ordinator, Skills for Justice

‘All of the SSCs involved are ‘looking above the parapet’ to see what is required to make the qualification successful. There is no doubt that we are working together effectively as a partnership.’

David Bell
Director of Qualifications and Policy, Asset Skills

Giving FE staff a taste of working in the motor industry

Business Interchange is one of four projects that make up the Catalyst Programme – recruitment projects for the FE sector in England. Funded by DIUS, Business Interchange will provide up to 800 placements for FE tutors to work for a period of time in industry in order to update their skills and take new ideas back into the classroom. Automotive Skills are working with LLUK on Business Interchange to provide the sector expertise to ensure the tutors’ placements are appropriate to the needs of the automotive industry.

‘The scheme is designed to benefit teachers, trainers and tutors as well as businesses that act as hosts. Depending on how long they are with an employer, FE staff should be able to offer practical support at the same time as developing new skills.’

Alan Clarke
Sector Engagement Manager,
Catalyst Programme, LLUK

‘We were very keen to be one of the first SSCs involved in the programme and are working closely with LLUK to make it a success.’

Adrian Lawson
Development Manager for Quality Improvement,
Automotive Skills

Helping police trainers to gain a nationally recognised qualification

LLUK developed the new, credit-based, Teacher Qualifications Framework in 2007. Working with Skills for Justice, LLUK identified that these new qualifications could be applied in the police service and possibly across other UK sectors.

'The new suite of qualifications in the further education system is ideal for use in other sectors. As they are unit and credit based, we can contextualise them to meet different needs.'

Angela Joyce

Teacher Qualifications Framework Manager, LLUK

'The Certificate in Teaching in the Lifelong Learning sector (CTLLS) gave police trainers the opportunity to gain a qualification that is part of a national framework. When trainers work in the police service, they will have something that is also transferable to other sectors.'

Sue Hunter

Standards, Qualifications and Frameworks Manager,
Skills for Justice

Developing an Integrated Qualifications Framework for the children's workforce

LLUK is a member of the Children's Workforce Network whose members are Creative & Cultural Skills, SkillsActive, Skills for Health and Skills for Justice and are involved in helping to develop an integrated qualifications framework (IQF) for the children's workforce. Up to three million employees in England alone are thought to spend at least part of their job role working with children. The network is administered by the Children's Workforce Development Council and also includes the Training and Development Agency for Schools and the Nursing and Midwifery Council.

'We are pleased to be helping to shape the IQF so that we can recognise common skills and knowledge across the children's workforce and provide staff with better opportunities for continuing professional development.'

Angela Joyce

Teacher Qualifications Framework Manager, LLUK

'Some of LLUK's work is streets ahead of anything that anyone else has done. It is a very important sector skills council to work with on a project of this scale.'

Tanny Stobart

Consultant with SkillsActive

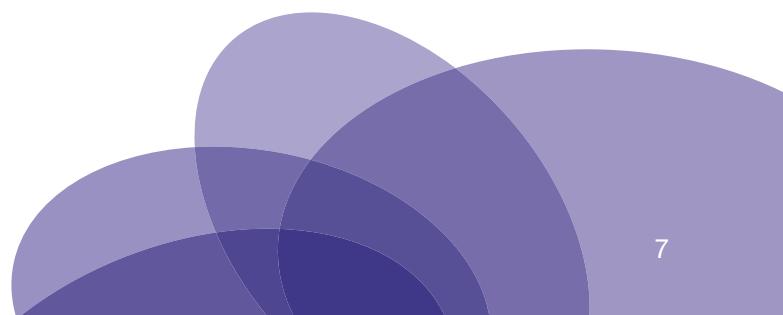
Offering a nationally recognised qualification to trainers in the armed services

The MoD took its existing 'defence train the trainer' course and mapped it against LLUK's new Certificate in Teaching in the Lifelong Learning Sector (CTLLS). Optional units in coaching and mentoring, and understanding learning styles, were added to the qualification. This work will have an impact across the UK.

'We have a duty to ensure that the people we train as trainers gain a qualification that gives them the opportunity to work in a sector such as FE when they leave the armed services.'

Lt Cdr McMullan

Royal Navy officer, MoD Personnel Division



Next steps

The Impact Review has been a valuable exercise that enables LLUK to understand the scale of activity projected in sector skills agreements that will have an impact on the workforce it represents. It provided a series of themes around which discussions could focus on possible areas of collaboration that would help the supply side meet the demand for skills training from the other sectors.

The skills landscape is currently changing. There is an opportunity with the creation of the Commission for Employment and Skills (UKCES) and the Alliance of Sector Skills Councils (TASSC) for LLUK, along with the Skills for Business Network to work in partnership to ensure that there is no duplication of effort and that expertise is pooled across the network to enable the learning and skills sector to meet the demand from the other sectors.

Some possible suggestions for the future are:

- > to continue chairing the Supply Side Reform Group on behalf of the network
- > for LLUK to embed in their planning cycle the need to consult with other SSCs in developing new programmes
- > to produce a planning tool to assist SSCs in understanding the impact of their work on the lifelong learning workforce and how that connects to LLUK's programme of work
- > to continue to identify possible initiatives on which to work in partnership

To find out more

For more information on LLUK's Sector Skills Agreement, programmes of work and on the Lifelong Learning Sector please visit our website at www.lluk.org

For more information on how your organisation could work with LLUK on any of the areas mentioned in this report or on a new initiative, please contact us on enquiries@lluk.org.



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