



Skills for Learning Professionals

Annual Review 2008-2009

## INNOVATION DURING A RECESSION

How skills for learning professionals  
will drive economic recovery

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Lifelong learning is the learning that occurs outside of compulsory education. This might be learning new work skills, updating existing skills as job requirements change, working towards a qualification in a range of environments, or the opportunity to learn at a local library, youth group or community centre.

By ‘learning professionals’ we mean all those who deliver and support learning throughout the areas we represent, whether full or part-time employees or volunteers.

Some terms frequently used throughout this review:

<b>CG</b>	career guidance	<b>LLUK</b>	Lifelong Learning UK
<b>CLD</b>	community learning and development	<b>QCF</b>	Qualifications and Credit Framework
<b>CPD</b>	continuing professional development	<b>SIR</b>	Staff Individualised Record
<b>FE</b>	further education	<b>SQS</b>	Sector Qualifications Strategy
<b>HE</b>	higher education	<b>SSA</b>	Sector Skills Agreement
<b>ITT</b>	Initial teacher training	<b>SSC</b>	Sector Skills Council
<b>LAIS</b>	libraries, archives, and information services	<b>SVUK</b>	Standards Verification UK
		<b>WBL</b>	work based learning

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# Champions of positive change

The speed and extent of the recession has caused significant challenges for countries and their economies the world over. Many of the UK's industries have been directly hit, meaning for the first time in fifteen years young people are struggling to get work, and even experienced workers are facing uncertain futures. The lifelong learning sector has never been more crucial to the economic and social wellbeing of the UK, as more and more people look to retrain or reskill in order to operate in an increasingly competitive job market.



**Sir David Melville**  
Chair  
Lifelong Learning UK

This undoubtedly has major implications for Lifelong Learning UK. We are the Sector Skills Council tasked with supporting the development of learning professionals, who make such a huge contribution to the UK's economic and social strength.

If there is one lesson we should learn from the current economic situation, it is that we cannot afford to be complacent. There is no guarantee that whole industries, let alone individual businesses, will continue to exist in ten years' time. The UK's lifelong learning delivery needs to be able to adapt accordingly to this new economic and social landscape.

Against the backdrop of the global recession, Barack Obama entered

the White House as the 44th President of the United States. He is the first world leader to use social media as a major campaign tool. We can now get instant updates on what the most powerful man in the world is thinking by following him on the social media website 'Twitter'. The methods of social media, once dismissed as jargon, now encapsulate the key skills required in the 21st century workplace – communication, participation, networking and sharing.<sup>1</sup>

This has a significant impact on the way we all work. In 2009, I chaired an independent committee of inquiry to examine the impact of students' extensive use of social networking on higher education.<sup>1</sup> Lifelong Learning UK was one of the many sponsors of the work. We concluded that higher education institutions would have to be up to date with the latest technological developments in order to remain competitive and meet learners' expectations.

**The methods of social media, once dismissed as jargon, now encapsulate the key skills required in the 21st century workplace – communication, participation, networking and sharing.**

This shows that lifelong learning employers in the UK need to be champions of positive change, proactively supporting their own and the wider workforce to embrace new ways of working and learning. This means actively anticipating the latest trends. To support them, Lifelong Learning UK provides the latest research, standards, qualifications, information and advice. We also help to attract the best people into the sector by running recruitment and retention campaigns such as our Catalyst programme in England, or by promoting apprenticeships across the UK.

**Lifelong learning employers in the UK need to be champions of positive change.**

The coming year is an excellent opportunity for us to encourage skilled professionals in the four UK nations to join the lifelong learning sector, to develop and support those already working in it, and to help the UK remain competitive on a global scale. At Lifelong Learning UK we're ready to meet these challenges by continuing to work with, and for, all areas of the sector.

A handwritten signature in black ink that reads "David Melville". The signature is written in a cursive, slightly slanted style.

<sup>1</sup> Higher Education in a Web 2.0 World [www.clex.org.uk](http://www.clex.org.uk)

# The skills landscape

The skills landscape is rapidly evolving, job roles are changing and ‘jobs for life’ have disappeared. Now, more than ever, people need to upskill, or increasingly, to reskill. Consequently, there is increased demand for our sector to support the rest of the UK workforce with its training and development. It is our role at Lifelong Learning UK to ensure that learning professionals have the right skills and knowledge to fulfil this important task.



**David Hunter**  
Chief Executive  
Lifelong Learning UK

Over the last year, we've concentrated on what's essential to support the workforce. For instance, the final stage of our Sector Skills Agreement highlighted 10 areas of priority for each nation of the UK. An action plan for our Sector Qualifications Strategy also received approval from the UK Commission for Employment and Skills in 2008, and underpins everything we do to develop standards and qualifications.

Our job is to understand the problems that learning professionals face, and to identify and deliver the best possible solutions in partnership with them. We start by conducting relevant and reliable research. In 2008-2009 we continued to profile the nature of the workforce, through studies such as the Staff Individualised Record

in England and a survey of the community learning and development workforce in Scotland. We also undertook research to explore specific issues, such as an audit of Welsh language skills amongst post-16 teaching staff in Wales.

One of our core responsibilities is to help employers attract and retain the best people and make sure they continue to develop their skills to ensure they are up to date. To support this, we develop standards and qualifications along with tools to help apply them. In 2008 and 2009 we published standards for areas as diverse as libraries, archives and information services, community development, and learning support. These standards not only help to define job roles, they also provide guidance for management and staff development, and perhaps most importantly, engender wider recognition of the skills and professionalism of the workforce.

An important achievement this year was completion of a UK-wide set of national occupational standards for learning delivery. These ensure that professional standards for teachers, tutors and trainers in each nation are linked, and qualifications based on them will be recognised in all parts of the UK.

We've also promoted the importance of continued learning through projects such as the development of an online

continuing professional development resource in Northern Ireland. And in a move to offer young people a new pathway into the sector, we've revised apprenticeships and modern apprenticeships for youth work.

**We need not just a skilled workforce, but a smartly-skilled one.**

We strongly believe that a world class lifelong learning workforce needs to be as vibrant and diverse as the society it serves. We are proud to lead the Forum for Sexual Orientation and Gender Equality in post-school education, and last year we worked with our partners to produce the first ever guidance on transgender equality in lifelong learning.

If the UK is to emerge wiser from the current recession and more prepared for future economic challenges, then we need to offer not just a skilled workforce, but a smartly-skilled one – with the right knowledge and experience to adapt as the economy, society and jobs change. At Lifelong Learning UK we are committed to help shape and support that workforce into the future.

# We are Lifelong Learning UK

Now is truly the time to invest in training. Having the right skills is becoming increasingly critical for the future success of businesses and individuals. It is therefore vital that those who train and support the learning of the rest of the UK workforce are up to this job. This is what we do at Lifelong Learning UK.

We are an employer-led organisation with one agenda – to ensure that the lifelong learning workforce is the best it can be. We know that having world class learning professionals is pivotal to having a world class UK workforce.

We work with all those who provide learning outside of compulsory education – whether it's in the workplace, college, university, library, youth group or community centre – to ensure that the rest of the UK receives the best training possible.

We do this by developing occupational standards that set out the skills and knowledge needed for specific job roles. Not only does this increase the credibility and esteem of those

in the workforce, it also informs recruitment and staff development and provides awarding institutions with a framework for developing qualifications that are relevant to employers and their employees.

We listen to the needs of organisations and businesses and represent them to government and other bodies. We also conduct research and consult with all areas of lifelong learning to understand and then respond to its needs and demands.

Our subsidiary Standards Verification UK works closely with higher education institutions, awarding bodies and training

organisations and is responsible for the verification of teacher training and other workforce development. Through its work, SVUK plays a vital role in ensuring the quality of training and continuing professional development within the sector.

We believe in the power of lifelong learning. Not only is it fundamental to economic success, it is also a catalyst for a better society. Learning can, and does, have a positive impact on lives. Through continued learning, people gain the skills to realise their own potential and make a positive contribution to the wider workplace and to society itself.

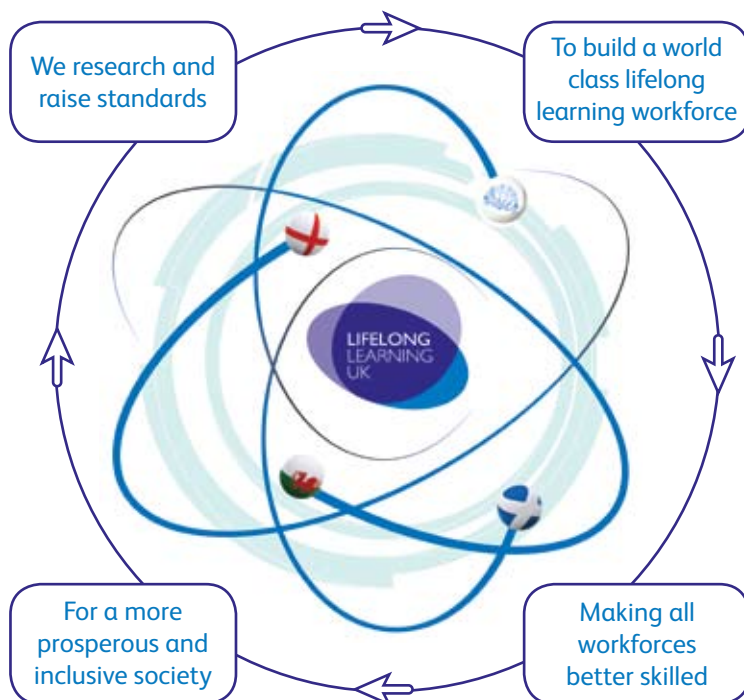
“Since I started my apprenticeship, my confidence has soared. I’m completely focused on getting myself a good career. If it wasn’t for college, I think I would have ended up in trouble, perhaps even in prison. Now I really believe I can succeed.”

*Dean Meeking, apprentice studying at East Berkshire College*

This review is a snapshot of the way we work and an insight into some of the things we've been doing for lifelong learning in 2008-2009.

➤ Find out more: [www.lluk.org/the-power-of-lifelong-learning.htm](http://www.lluk.org/the-power-of-lifelong-learning.htm)

## The power of lifelong learning



“Lifelong Learning UK is about far more than workforce standards. It is about a fair start, good progression and guaranteed equality and diversity.”

*David Hunter, Chief Executive, Lifelong Learning UK*

# How we work

We are governed by the Lifelong Learning UK Council, chaired by Sir David Melville. Members of the Council represent all areas of lifelong learning in each of the four UK nations and are responsible for setting our strategic direction.

Lifelong Learning UK Council 2008-2009



John Clayton



Paul Cottrell



Bryn Davies



Dick Ellison



Prof David Latchman



Ronnie Magee



Stella Mbubeagbu



Christina McAnea



Sir David Melville



Gill Millar



Julia Munro



Mary Nasmyth



Trevor Neilands



Donald Rae



Sir George Sweeney



Steve Townsley



Martyn Wade



Alan Watkin

## 2.1

### The Council

The Council has a number of committees that report to it. This includes country committees for Northern Ireland, Scotland and Wales. The Council is also advised by panels for each of our areas of work.

*The following members retired during the year 2008-2009*

- **Colin Campbell**, Lagta Ltd
- **Paul L J Mackney**, University and College Union
- **Duncan Simpson**, Fife Council Community Services
- **Sheila Talbot**, Nortec Training Ltd



## 2.2

## Scotland committee

- **Martyn Wade**, National Library of Scotland (Chair/Council member)
- **Alison Cook**, Scottish Funding Council
- **Jackson Cullinane**, Unite
- **Colin Dalrymple**, Rewards TRC Ltd
- **Elaine Fulton**, SLIC/CILIPS
- **Alison Kerr**, Lifelong Learning Directorate, Scottish Government
- **Brian Lister**, Stevenson College
- **Rory MacLeod**, Standards Council for Community Learning and Development
- **David Newall**, University of Glasgow
- **Duncan Simpson**, Fife Council
- **Kath Ryall**, UNISON
- **Darah Zahran**, Skills Development Scotland

*The following members retired from the committee during 2008-2009*

- **Peter Anderson**, National Archives
- **Patricia Pugh**, Careers Scotland<sup>2</sup>
- **Colin Campbell**, Lagta Ltd
- **Marian Healy**, Educational Institute of Scotland<sup>3</sup>
- **Joe Wilson**, Scottish Qualifications Authority

## 2.3

## Wales committee

- **Bryn Davies**, The College Ystrad Mynach (Chair/Council member)
- **Helen Arthur**, Welsh Assembly Government
- **Sian Cartwright**, Wales TUC
- **Jackie Doodson**, Coleg Llandrillo
- **Rob Edwards**, Flintshire Youth and Community
- **Susan Edwards**, Glamorgan Records Office
- **John Graystone**, fforwm
- **Rob Humphreys**, Open University

- **Helen James**, Glyndwr University
  - **Mike Keating**, Rhondda Cynon Taff Council
  - **Denise Lavis**, Cymal, Welsh Assembly Government
  - **Bridget Moseley**, Coleg Sir Gar
  - **Lisa Newberry**, Higher Education Wales
  - **Richard Newton**, Rathbone Ltd
  - **Derith Powell**, Aman Valley Enterprise
  - **Graham Rogers**, University of Wales Newport
  - **Danny Saunders**, University of Glamorgan
  - **Richard Spear**, NIACE
  - **Alan Watkin**, Wrexham Borough Council (Council member)
  - **Arwyn Watkins**, Cambrian Training Company
- The following member retired from the committee during 2008-2009*
- Veronica Wilson**, CWVYS

## 2.4

## Northern Ireland committee

- **Trevor Neilands**, Northern Regional College (Chair/Council member)
- **Hugh Black**, Northern Ireland Jobskills Providers Forum
- **Trevor Carson**, LSDA Northern Ireland
- **Clare Conlon**, Youth Action Northern Ireland
- **John D'Arcy**, Association of Northern Ireland Colleges
- **Liam Devine**, Northern Ireland Jobskills Providers Forum
- **Kate Duffy**, North West Regional College
- **Joan Gormley**, OFQUAL
- **Rosemary Hamilton**, Open University
- **Eileen Kelly**, Educational Guidance Service for Adults

- **Margaret Leonard**, Queens University
- **Trevor Lyttle**, Libraries Information Services Council, Northern Ireland
- **Ronnie Magee**, University of Ulster
- **Russell McCaughey**, Department of Social Development
- **Roger McCune**, Council for the Curriculum Examinations and Assessment
- **Michael McFaul**, North Eastern Education and Library Board
- **Kirby Porter**, Libraries and Information Services Council, Northern Ireland
- **Angela Whiteside**, Department for Employment and Learning

*The following member retired from the committee during 2008-2009*

**Stevie Johnson**, Workers Educational Association Northern Ireland

## 2.5

## Community learning and development panel

- **Dick Ellison**, ETEC Development Trust (Chair/Council member)
- **Anna Clarke**, Community Work Education and Training Network Northern Ireland
- **Lucy Collins**, Training for Work in Communities
- **Mary Crowley**, National Academy for Parenting Practitioners
- **Andy Driver**, Community and Youth Workers Union
- **Diane Evans**, National Youth Agency
- **Timothy Frew**, YouthLink Scotland
- **Graham Hewitson**, Community Learning and Development Managers Scotland
- **Rev. David Howell**, Centre for Youth Ministry
- **Dean T Huggins**, Ubuntu
- **Robin Konieczny**, UNISON

<sup>2</sup> Patricia joined Lifelong Learning UK in April 2009 as Constituency Manager for Career Guidance

<sup>3</sup> Marian joined Lifelong Learning UK in July 2008 as Sector Engagement Manager for Scotland

- **Alison Loughlin**, Parents Advice Centre, Northern Ireland
- **Janice Marks**, Federation for Community Development Learning
- **Gill Millar**, Learning South West (Council member)
- **Damian J Pinel**, Army Welfare Service
- **Graham Price**, Workers Educational Association South Wales
- **Susie Roberts**, Association of Principal Youth and Community Officers
- **Jim Robertson**, Churches Community Work Alliance
- **Justine Scorer**, Community Development Cymru
- **Duncan Simpson**, Fife Council
- **Jim Sweeney**, YouthLink Scotland
- **Cheryl Turner**, NIACE
- **Rashmi Varma**, Anchor

2.6

### Further education panel

- **Bryn Davies**, The College Ystrad Mynach (Chair/Council member)
- **Kate Duffy**, North West Regional College
- **Justin Edwards**, Southern Regional College
- **Marilyn Hawkins**, Barnet College
- **Steve Griffin**, Cornwall College
- **Dan Taubman**, University and College Union
- **Edward Sallis**, Highlands College, Jersey
- **Caroline Smale**, NATSPEC

2.7

### Higher education panel

- **John Annette**, Birkbeck, University of London (Chair)
- **Prof. Sam Allwinkle**, Napier University
- **Liz Beaty**, GuildHE
- **David Caldwell**, Universities Scotland
- **Joyce Charlton**, Northumbria University

- **Paul Cottrell**, University and College Union
- **Bill Jones**, NIACE
- **Ronnie Magee**, University of Ulster (Council member)
- **Prof. Patrick McGhee**, University of Central Lancashire
- **Dr Cliona O'Neill**, HEFCW
- **Shona Paul**, Aimhigher North East
- **Sue Piotrowski**, Canterbury Christ Church University
- **Jon Richards**, UNISON
- **Prof. Danny Saunders**, University of Glamorgan
- **Marjorie Spiller**, Staffordshire University
- **Vivienne Stern**, Universities UK
- **Dr Sue Tatum**, Foundation Degree Forward
- **Peter Treadwell**, University of Wales Institute, Cardiff
- **Peter Williams**, QAA

2.8

### Libraries, archives and information services panel

- **Alan Watkin**, Wrexham Borough Council (Chair/Council member)
- **Peter Ellis**, Monmouthshire County Council
- **Tola Dabiri**, Museums, Libraries and Archives Council
- **Andrew Flinn**, Forum for Archives and Records Management Education and Research
- **Mark Freeman**, Society of Chief Librarians
- **Elaine Fulton**, Scottish Library and Information Council
- **Rachel Hewings**, Society of College, National and University Libraries
- **Mike Hosking**, Cambridgeshire County Council
- **Bruce Jackson**, Lancashire Record Office
- **Irene Knox**, Northern Ireland Library Authority
- **Christine Lewis**, UNISON

- **Trevor Lyttle**, Queen's University Belfast
- **Julia Munro**, The University of Reading (Council member)
- **Bob McKee**, CILIP
- **Heather Stanley**, Public Record Office of Northern Ireland
- **Linda Tomos**, CyMAL
- **Martyn Wade**, National Library of Scotland (Council member)
- **Sarah Wickham**, The Society of Archivists

*The following member retired from the panel during 2008-2009*

- **Jo Rowley**, Queen Margaret University

2.9

### Work based learning panel

Colin Campbell, Lagta Ltd retired as Chair in July 2008. From August the position was vacant and covered by panel members until April 2009 when Mary Nasmyth, Nasmyth Associates, was appointed Chair.

- **Dorothy Allison**, Rathbone Ltd
- **Paul Boyle**, Workforce Training Services
- **Jackie Courtney**, Swann Training Services
- **Brian Dines**, London Underground Ltd
- **Keith Donnelly**, Carillion Construction Training
- **Paul Eeles**, Association of Learning Providers
- **Marie Harris**, Central Sussex College
- **Chris Kemp**, KATS training
- **Mary Lyons**, Springvale Learning
- **John Mulholland**, PDQ Solutions
- **Jo North**, In Touch Care Ltd
- **Tudor Philips**, National Training Federation Wales
- **Faith O'Brien**, A4e
- **Carol Richardson**, The NETA Training Group
- **Arwyn Watkins**, Cambrian Training Ltd

2.10

## Management

We are managed by an executive team led by our Chief Executive, David Hunter.



- **David Hunter**, Chief Executive
- **Ivor Jones**, Deputy Chief Executive, Executive Director of Strategy and Business Development
- **Leah Swain**, Executive Director, Operations
- **Tony Holloway**, Executive Director, Corporate
- **Susan Edge**, Chief Officer, Standards Verification UK

**Notes:** Both Ivor Jones and Tony Holloway joined Lifelong Learning UK on 2 June 2008.

At the time of publication Ian Homard is covering the role of Executive Director, Operations whilst Leah Swain is on maternity leave. Both will continue in post as a job share from December 2009. Tony Holloway retired in June 2009 and the role of Executive Director, Corporate is being covered by John Coke on an interim basis.

“Professionals working together across the sector are discovering that they have common bonds and complementary skills.”

*Sir David Melville, Chair, Lifelong Learning UK*

# Our footprint

We act as the voice of employers within the lifelong learning sector on skills issues. The lifelong learning sector has a workforce of approximately 1.2 million in the UK and comprises the following areas:

- careers guidance (from April 2009)
- community learning and development
- further education
- higher education
- libraries, archives and information services
- work based learning

The talents of the professionals working in these areas help shape the wider UK workforce. We work closely with a wide range of partners at UK, national, regional and local levels to ensure that we represent the views of the lifelong learning sector as a whole.



Read on to find out more about the different areas of lifelong learning and some of the people who work within it.

3.1

## Community learning and development

**“The overall confidence, interaction, humour, patience and knowledge of the four Modern Apprentices, was so much greater when they had completed their SVQ from those same young people that had walked through the door two years before.”**

Damien Taylor, Community Worker, Bourtreehill, commenting on four Modern Apprentices from North Ayrshire, Scotland. Three have gone on to study a degree in community education and the other is now working as a Community Warden.

**“As an adult education co-ordinator in Belfast I saw how people came into education and moved through by taking bite-sized chunks. They might start with ballroom dancing and then move on to art or technical skills as their confidence developed.”**

*David Hunter, Chief Executive, Lifelong Learning UK*

Community learning and development encapsulates all formal and informal learning that takes place in community based settings. It includes areas like adult education, youth work, working with

parents and families, working with communities to encourage collective action, and promoting social responsibility and global citizenship. Community learning and development is delivered by bodies ranging from local councils and authorities to small community groups and alliances run by local committees.

The role of community learning and development is to empower individuals, groups and communities. Learning opportunities are offered in a variety of ways - through group work, casual conversation, one-on-one sessions, play activities, and case work - making learning accessible for everyone.

The learning that takes place in community based settings is as important to upskilling the workforce as vocational learning. Adult and community courses help to encourage people back into learning, particularly those who have been out of education for a long time, or had a negative experience of school.

 Find out more: [www.lluk.org/cld.htm](http://www.lluk.org/cld.htm)

“Offering skills and training throughout people’s working lives has to be part of equipping Britain for globalisation. This means expanding apprenticeships in the UK, delivering on-the-job training and supporting those out of work in getting new jobs.”

*Lord Peter Mandelson, Secretary of State for Business, Innovation and Skills*

3.2

## Further education

**“After 21 years of teaching in the FE sector I still find it one of the most fulfilling careers I can think of. Using your imagination and creativity to find the best ways to engage and challenge your learners so that they develop their understanding and skills to their highest individual potential. It requires both us and our learners to constantly reflect on what we do and how we do it, adapting and modifying along the way to achieve the very best we can.”**

Nicola Roderick, Winner of Teacher of the Year Award 2009, Swansea College.

Further education encompasses learning provided by institutions primarily concerned with post-compulsory teaching and training. This includes learning at a range of levels, from basic training to higher diplomas and degrees, which can be full or part-time, academic or vocational.

Most further education is provided by FE colleges, including sixth form and specialist colleges. However, in each of the four nations the term ‘further education’ is often used to incorporate publicly funded work based learning providers, adult and community learning providers, and institutions providing offender learning.

The broad reach of further education highlights the crossover between all areas of lifelong learning and the need for a common approach and shared values across the sector.

 Find out more: [www.lluk.org/fe.htm](http://www.lluk.org/fe.htm)

3.3

## Higher education

**“I believe that education should be open to all comers and that people should be encouraged to progress as far as they want to. The large numbers of adult students we have really embodies the notion of ‘lifelong learning’. It is a real pleasure to see adults develop intellectually and use their new skills to develop both professionally and personally.”**

Simon Bellamy, Head of Post Compulsory Education and Training, University of Northampton

Higher education comprises all publicly-funded higher education institutions in the UK, including universities, university colleges and colleges of higher education.

Recent government targets for an increased participation in higher education has meant that the HE workforce has grown to accommodate a higher number of learners.

**“What convinces an employer isn’t just the piece of paper. It’s the individual’s ability to demonstrate the right attitudes, initiative and behaviours that will decide who actually gets the job.”**

*Chris Humphries, Chief Executive, UK Commission for Employment and Skills*

HE gives learners the opportunity to acquire both vocational and academic qualifications, as well as softer skills that have proven to be of equal importance in economic competitiveness, including entrepreneurial, problem-solving and team work skills.

These skills need to be encouraged by the HE workforce to enable learners to reach their full potential. This is why it’s important for HE employers to recruit dedicated, knowledgeable and highly-skilled teachers, tutors and mentors.

 Find out more: [www.lluk.org/he.htm](http://www.lluk.org/he.htm)

3.4

## Libraries, archives and information services

**“I never set out to be a librarian, but I quickly realised that it fulfilled everything I wanted in a job and offered me a strong career. It has it all; working with people and helping people, your knowledge is important and used everyday.”**

Katie Smith, Librarian, Gloucestershire County Council

The library, archives and information services workforce spans the entire lifelong learning sector. It provides underpinning support for both formal and informal learning and for teachers, facilitators and learners alike. This workforce helps people of all abilities access information and resources in the formats they need, whether digital, audio, braille or print.

The workforce includes staff working in the following settings, where the primary purpose of the employer is the support or delivery of lifelong learning:

- local authority libraries and archives
- FE college libraries and archives
- university and academic libraries and archives
- national libraries and archives

**“In the study area of a college, the librarian is often the facilitator of learning. In any library, they are more than just the guardians of books.”**

*Sir David Melville, Chair, Lifelong Learning UK*

➤ Find out more: [www.lluk.org/lais.htm](http://www.lluk.org/lais.htm)

3.5

## Work based learning

**“Work based learning programmes give individuals the opportunity to equip themselves with the knowledge and skills**

**needed to secure full time employment. I enjoy the opportunity to work with different occupational sectors and awarding bodies and the satisfaction of helping people make a positive change to their lives.”** Mary McGurk, Training Manager for Springvale Learning, Belfast, Northern Ireland.

The term work based learning generally describes the learning provided in connection with a person’s employment, whether this is by the employer in the work-place or off-site with an external organisation such as a college, university, or private training provider. It also includes the process of helping people prepare for work.

It is through work based learning that employees gain the vocational skills and knowledge needed to be competent in their job role or advance their career. Work based learning incorporates learning at all levels, from basic, entry level training through to professional and post-graduate qualifications.

The variety of organisations delivering work based learning is vast. They range in size from individual free-lance trainers to multi-national corporations, and also include training groups and associations, third sector bodies, consortiums and local authorities.

➤ Find out more: [www.lluk.org/wbl.htm](http://www.lluk.org/wbl.htm)

3.6

## Career guidance

From 1 April 2009, career guidance employers joined the footprint of Lifelong Learning UK (excluding providers of services to young people in England who are located within the Children’s Workforce Development Council). This is a welcome development that will support career guidance professional development in all four nations. It will also benefit our other areas of work, as career guidance services or activities are an important feature in universities, colleges, community learning and development, libraries and work based learning.

➤ Find out more: [www.lluk.org/cg.htm](http://www.lluk.org/cg.htm)

# We are raising employer engagement, demand and investment in skills

It's our priority at all times to encourage employers to invest in skills. Research shows that if they invest in training, businesses are 2.5 times less likely to fail. Last year we did much to raise awareness of the importance of training for both learning professionals and those in the wider workforce. As a member of the Alliance of Sector Skills Councils we supported a UK wide campaign to encourage businesses not to cut training if they want to survive the recession.

Through *College Voices* we promoted the transformational effect that learning can have. Published in association with *The Guardian*, the collection of inspirational stories showed colleges, libraries and community centres as supportive environments where people of all abilities and backgrounds can find motivation to continue their learning. Similarly, in sponsoring the Youthlink's 'Worker of the Year' award in Scotland we were able to promote the powerful difference youth workers make in shaping a positive future for young people. We also celebrated the importance of trainers in the workplace by presenting an award to HSBC for their staff development programme at the IT Training awards.

In 2008-2009 we aimed to influence public policy by submitting responses to 23 consultations, including those looking into the right for employees to request the time to train in Scotland, England and Wales. In July 2008 Wales Director Michelle Creed gave evidence on cross-border services in Wales at the Welsh Affairs House of Commons Committee on behalf of Lifelong Learning UK and the Alliance of Sector Skills Councils.

We work to facilitate discussion and debate to help bring issues into the foreground. Following the opening of our Belfast office, we held information sessions across Northern Ireland for people to find out more about our work and to tell us how we can

better support them. In Scotland we hosted a seminar inviting work based learning providers and FE colleges to encourage greater collaboration between these two areas.

In February 2009 we published *The Training Game in The Education Guardian*. The special supplement contained contributions from NIACE, LSIS, Lord Leitch, and each of our national teams on a range of subjects, from the impact of informal learning in libraries to globalisation to developments in the higher education sector.

## 4.1

### A shared vision for youth work in Wales

In March 2009 our 'Developing the Professional Identity of Youth Work in Wales' conference brought together employers from all areas of youth work.

Jointly arranged with the Welsh Assembly Government, the event provided an opportunity for employers and youth workers from both the statutory and voluntary sectors to share ideas on the way they would like to see their workforce develop in the future.

Damian Hughes, founder of consultancy and training business, Liquid Thinker, and a volunteer youth leader, gave a very impressive keynote speech about the effects that positive beliefs and behaviours can

have on young people. Attendees also heard from Ursula Meehan about her experiences working as a youth worker in Northern Ireland, and were able to discuss the roles of different representative groups within the youth work sector in Wales.

## 4.2

### Collaborative working in Scotland

In 2008-2009 we forged agreements with two important organisations in Scotland to improve our engagement with employers.

In February 2008 we signed a formal agreement with Universities Scotland, the professional body for higher education institutions in Scotland. This set out how we will work together to ensure that Scotland's universities are well placed to meet the needs of the learners, communities and the employers they serve.

This was followed with a Memorandum of Understanding with the Standards Council for CLD in Scotland in October 2008. Signed by Chief Executive, David Hunter and Standards Council Chair, Duncan Simpson, the memorandum forms a message of mutual support that will ensure that the needs of community learning professionals are adequately represented on relevant committees and advisory groups.



4.3

## Getting the right people round the table

To coincide with the publication of *The Training Game* we held an event with *The Guardian* in London, inviting experts to discuss what the recession means for lifelong learning.

The evening began with a closed roundtable discussion chaired by Deborah Hargreaves, *The Guardian* Business Editor.



- Lifelong Learning UK's **David Hunter, Sir David Melville** and **Ivor Jones**
- **Baroness Diana Warwick**, Chief Executive, Universities UK
- **Alan Tuckett**, Director, NIACE
- **John MacNamara**, Chief Executive, Alliance of Sector Skills Councils

- **Chris Hughes**, Chair, Learning and Skills Network

- **Stephen Uden**, Head of Skills and Economic Affairs, Microsoft

The frank debate acknowledged that the challenge facing learning professionals is the need to be prepared for future demands, whilst remaining flexible enough to respond to immediate change.

Following the discussion, our experts were joined by 60 further guests to put questions to Westminster MPs. Lord Tony Young (Labour), John Hayes MP (Conservative), and Stephen Williams MP (Liberal Democrat) addressed concerns such as the best way to support small businesses with their training needs, and the future funding cuts the lifelong learning sector in England is likely to suffer. All spoke of how there has never been a greater need to focus on skills. The role of Sector Skills Councils was also emphasised during the course of discussions, with Stephen Williams commenting: "You tell us from the sectors you look after what is needed: you give us a wish list. That is very important."

➔ Find out more [www.guardian.co.uk/thetraininggame](http://www.guardian.co.uk/thetraininggame)

**We are raising employer engagement, demand and investment in skills**

**Between 2006 and 2008 employer awareness of Lifelong Learning UK increased from 77 per cent to 86 per cent.**

# We promote equality and diversity

We are committed to reducing social exclusion and widening access to learning. The strength of the UK workforce is in its diverse nature, but this is only an advantage if everyone has the opportunity to participate equally. We want equality and diversity to be at the heart of lifelong learning strategy, policy making, planning and training.

Promoting diversity in the lifelong learning sector is about attracting and retaining the best people, regardless of their background. Evidence shows that inclusive organisations benefit from their diversity with improved staff relations, customer service, performance and outcomes, making them overall more competitive.

In 2008-2009 we continued our work with interest groups such as the Disability Equality Implementation Group (DEIG), The Forum for Sexual Orientation and Gender Identity and the Workforce Race Advisory Group (WRAG). Over the last year DEIG, with our help, have undertaken two key pieces of work; *Staff Disability Disclosure in the Lifelong Learning Sector* and *Attracting Disabled People to Employment in the Lifelong Learning Sector: A Guide*, which will both be published in 2009.

We were also actively involved in several large events including the Association of Colleges equality and diversity conference and the Association of Learning Providers Spring conference, which we used to encourage greater awareness of equality and diversity issues.

5.1

## Forum firsts

The Forum for Sexual Orientation and Gender Identity in post-school education was established in April 2007. In May 2008, with our help, it developed the first ever UK guidance on transgender (trans) equality for the whole post-compulsory education sector. This is a unique resource, both for the workforce and for

students. It also underlines that the rights of trans people are a concern for all and not just those actively pursuing justice for trans people.

In March 2009 the Forum held its first national conference. The event examined current issues and offered practical guidance and solutions for employers, employees and learners. Delegates were able to meet with colleagues and explore their understanding of lesbian, gay, bisexual and transgender equality issues. The event was well received and we have continued to work with The Forum to develop a resource called *Twelve steps to tackling discrimination and promoting equality*.

5.2

## Committed to disability equality

In November 2008 we worked with DEIG to launch an initiative to promote equality for disabled people in post-compulsory education.

People with disabilities make up one fifth of the UK's working age population, but face significant disadvantages in the world of work: they are 50 per cent less likely to have a degree than non-disabled people, and twice as likely to have no qualifications at all. They are also 25 per cent less likely to be employed than the population as a whole.<sup>4</sup> The Disability Equality Commitment aims to positively address these inequalities in further education in the UK.

The Disability Equality Commitment is a framework to help organisations recruit, retain and train disabled employees so that they are equally represented in their workforce.

Liverpool Community College was the first institution to sign up. Maureen Mellor MBE, Principal of Liverpool Community College said; "We are delighted to be the first further education college to sign up to the Disability Equality Commitment. We recognise our duty to all our staff and learners and strive to provide the best service for them. In turn we hope that individuals benefit from the opportunities that are created."

5.3

## Examining the diversity of further education in England

This year we published the *Annual Workforce Diversity Report for 2006-2007*. This report uses data from our SIR collection in England and analyses it along four equality and diversity strands: age, disability, ethnicity and gender. The report looks at national and regional trends in these areas and provides information on staff recruitment and leaving rates.

Intelligence such as *The Annual Workforce Diversity Report* is essential to understanding current equality issues facing employers in further education and can help them to measure their own workforce figures against national benchmarks, address workplace under-representation and inform their business planning.

Find out more: [www.lluk.org/equality-and-diversity.htm](http://www.lluk.org/equality-and-diversity.htm)

<sup>4</sup> Source: Disability, Skills and Work: Raising our Ambitions, The Social Market Foundation, 2007.

“I am delighted that guidance on trans equality is now available for the further and higher education sector. It would have made such a big difference to my life if the university I went to, just a few years ago, had known how to support trans students.”

*A Trans Caucus Rep on the UNISON National LGBT Committee*

# We provide authoritative labour market intelligence for the sector

An important part of our role is to understand the lifelong learning workforce so that we can support employers with their planning and help them identify areas for growth and development. To do this, we undertake research to produce reliable intelligence about the current nature of the workforce, how requirements are changing, and how best to address shortage areas.

Profiling specific areas of lifelong learning allows us to understand the nature of the sector and identify potential issues, such as an ageing workforce or an under-representation of minority groups. In 2008 we completed a profile of the community learning and development workforce in Scotland. We worked hard to encourage responses from volunteer and social enterprises, as these important areas of the CLD workforce had been under-represented previously. In England, we are responsible for the collection of workforce or Standardised Individual Record data for further education. In 2008 we achieved the highest ever response from colleges, with 94 per cent returning information.

We undertake research to help inform strategy and policy development – whether that's our own, or that of the government or our partner organisations. These specialist research programmes explore skills gaps and shortages as well as specific issues facing our employers, such as evaluating existing products or services to ensure they are serving the workforce well, or scoping options for professional development or new qualifications. In 2008 we carried out research for the Welsh Assembly Government into the Welsh language and bilingual skills of staff working in areas of lifelong learning. Our findings will support the Welsh government in developing policy for the delivery of bilingual and Welsh medium learning.

In 2008-2009 we also began a project looking at building economic forecast models for our workforce. If feasible, we will be able to produce forecasts of labour levels, average annual employment, and productivity in different parts of lifelong learning throughout the UK.

In 2009 we published the *Lifelong Learning UK Research Strategy*, and our *Research Directory*, which lists all the research work we have undertaken since 2005. In addition we were part of a project to ensure all Sector Skills Councils produce accurate, high quality careers and labour market information in a consistent format. Once standardised, this information will be used by the new Adult Advancement Careers Service in England from March 2010, and careers services in Scotland, Wales and Northern Ireland in due course.

## 6.1

### Understanding the lifelong learning workforce

In 2008, we produced our first *Workforce Skills in Lifelong Learning* report, which looked at the issues unearthed by the National Employers Skills Survey in England. We compared it to similar data from Northern Ireland, Scotland and Wales.

Our findings, published in December 2008, highlighted the fact that the

lifelong learning workforce throughout the UK is not immune to problems associated with recruitment, skills shortages and skills gaps. The report focused on three main issues: recruitment, skills gaps, and training and workforce development, identifying key findings for each of the four nations and offering recommendations for how they might be solved.

➔ Find out more: [www.lluk.org/workforce-skills-in-lifelong-learning.htm](http://www.lluk.org/workforce-skills-in-lifelong-learning.htm)

## 6.2

### Finding fresh new talent for libraries

Take up for Information and Library service apprenticeships in England, Wales and Northern Ireland is low. This is especially true regarding young people and those in black and ethnic minority groups. In 2008 we commissioned research to understand the reasons for this. We also wanted to know the barriers that may be preventing employers from offering apprenticeships and what could be done to increase their popularity.

We questioned a range of employers, learning providers, apprentices, and organisations within the libraries and information services sector and found that there was a lack of awareness about apprenticeships in the libraries sector and a lack of accurate information

available for prospective apprentices. There was also a misconception amongst employers that young people would not offer the skills needed to work with the public in the way they would be required.

Since then we have been working with the Museums, Libraries and Archives Council to try to tackle these issues. We are producing materials for young people and career advisers to promote the kinds of careers available in libraries and information services. This will include the launch of a dedicated website for young people in 2009. We've also developed resources for those in libraries who offer work experience places to young people. This will not only help them to understand the types of jobs available but will also help employers to appreciate what young people have to offer.

Since completing this research we've undertaken a review of the current apprenticeship framework to ensure it is up to date and provides the skills that apprentices and employers need. We are also exploring the potential for a similar Modern Apprenticeship in Librarianship for Scotland.

➔ Find out more: [www.lluk.org/museums-libraries-and-archives-workforce-development-project.htm](http://www.lluk.org/museums-libraries-and-archives-workforce-development-project.htm)

6.3

### A Scottish solution

Our 2008 profile of the community learning and development workforce in Scotland identified, amongst other things, that there is a high proportion of people in youth work who are unqualified in this field. We already knew from employers that there was a growing demand for qualifications in youth work, and evidence from our research helped to support this need.

In response we worked with the Scottish Qualifications Authority who allocated funding for the development of a Professional Development Award (PDA) in Youth Work. Scotland Director, Christine Fitton, was part of the group that developed the qualification. She says: "Youth workers wanted a qualification that would give national recognition to candidates, enhance the profile of learning in the youth work sector, and provide greater coherence in the training various providers offer. Because the PDA takes into account our national occupational standards for youth work, learners and their employers can be assured that they are

developing skills and knowledge to the right standard."

This qualification has now been validated and is available within the Scottish Credit and Qualifications Framework. Our future research will monitor its uptake and whether it will have an impact on the number of unqualified youth workers in Scotland.

**We provide  
authoritative labour  
market intelligence  
for the sector**

**In 2008 we achieved  
96 per cent employer  
satisfaction in relation  
to accessing information  
and research.**

# We are building the capacity and capability of the workforce

The changing economic and employment landscape calls for the development of more transferable skills and flexible approaches to learning. This is just as true for the lifelong learning sector as any other. However, the lifelong learning sector faces additional challenges, as it has an ageing workforce – it is expected that by 2017 forty per cent of the current workforce will have gone into retirement<sup>5</sup> and the loss of their skills and knowledge will need to be replaced.

Our Catalyst programme offers resources and support to help improve recruitment and retention in the FE workforce in England. In 2008-2009 two of the four initiatives that make up the programme were launched nationally, gaining considerable coverage in the press as well as recognition from Prime Minister Gordon Brown.

Not only do we need to recruit the best people into lifelong learning, it's also important that learning professionals continue to develop their skills throughout their careers. Our information and advice service offers free, confidential advice about all aspects of working in lifelong learning, including qualification requirements and continuing professional development, and in 2008-2009 it responded to a 27 per cent increase in enquiries compared to the year before.

In Northern Ireland we piloted an online CPD tool that will help employers assess what skills gaps their workforce might have and identify training to fill them.

We continued to work with partners to support the professionalisation of those working in the further education sector in England and published guidance to explain how workforce reforms impact on practitioners delivering adult and community

learning, offender learning and learning in the third sector.

7.1

## A strategy that responds to the sector


In 2007 we developed, with individual learning providers, their national representatives and national partners, a development strategy for the FE workforce in England. The strategy set out a vision for the future and priorities for action to work towards it.

In 2008-2009 we ran a series of briefing sessions aimed at leaders, senior management, and those responsible for the development of FE staff across England to discuss how the strategy informs business planning and helps organisations to recruit the best people.

We continued to consult with FE professionals to ensure that the strategy remained relevant in the current climate. As a result the strategy was refreshed in 2009, with an accompanying plan to help learning providers implement the actions in their own workforce planning.

Alison Twiney, England Director in 2008-2009 said, "It was really important to listen to employers in further education about the current issues they are facing, as this helped

to develop the strategy when we went back to refresh it. Such views are crucial in shaping our current and future work on behalf of the sector."

 Find out more [www.lluk.org/fe-workforce-strategy.htm](http://www.lluk.org/fe-workforce-strategy.htm)

7.2

## Apprenticeships offer an answer

We view apprenticeships as a valuable route for attracting new talent into areas of lifelong learning. Last year we refreshed the existing Scottish Modern Apprenticeship in youth work at SVQ level three. The viability of a new Modern Apprenticeship at level two to complement the level three qualification was also explored. Additionally, we reviewed frameworks for youth work and community development in England, Wales and Northern Ireland.

As part of Apprenticeships Week in February 2009, we led two events in London and Birmingham to discuss with HE technical specialists ways of attracting new people into this area.

In collaboration with partner organisations such as University College London, National Apprenticeship Service and the Higher Education and Technicians' Education Development project,

<sup>5</sup> Working Futures 2007-2017. Warwick Institute for Employment Research, 2008.

we met with HE technical managers and other managers responsible for staff development to find out what they thought about apprenticeships as a possible way of attracting new people into this area.

Those we met were positive about the potential of a new apprenticeship, and saw value in being able to develop their own staff. In response we continued to explore the possibility of developing a UK wide qualification for technical specialists and in 2009 we successfully secured the funding from UKCES to do this. The feedback we collected from these events will be invaluable as we put together a framework that meets the needs of HE employers.

**We are building the capacity and capability of the workforce**

In 2008-2009 there was an overall reduction in the proportion of lifelong learning employers that reported skills gaps amongst their staff.

“The FE workforce strategy enables us to measure our performance and focus resources on the things that make a difference to the quality of our teaching, the experiences of our students and staff, our corporate reputation and financial health.”

*Robin Newton-Syms, Director of Corporate Strategy and Planning, Preston College*

# We develop and promote national occupational standards

Professional and national occupational standards set out the skills, knowledge and understanding necessary to be competent in a particular job role. Standards are an important resource for employers looking to improve the skills and productivity of their workforce. We ensure that standards are up to date and appropriate for all those working in lifelong learning. We also work to encourage their use throughout the nations.

Employers can use national occupational standards to recruit new staff, plan training and development and as a benchmark for rewarding experience and competence. They can also help individuals identify where they may have skills gaps or training needs in their job, or the knowledge they will need to enter or advance in a particular career.

In 2008-2009 we completed national occupational standards for learning support, which were the first of their kind for this area of the workforce. The standards for libraries, archives and information services were also revised and approved.

In the same year we also developed standards for community development, learning delivery and learner involvement. These were either approved after the financial year end in 2009 or are still waiting to be approved.

It is important that the qualifications on offer to learning professionals meet the needs of employers. We work with awarding bodies and higher education institutions in the design of vocational qualifications to ensure that they fully understand and reflect the requirements of the sector. In 2008-2009 we supported qualification development in the children and young people's workforce by

developing a suite of family learning qualifications for England.

**“What Lifelong Learning UK has done is create and align a qualifications framework [based on new national occupational standards] that give library employees the opportunity to mix and match their skills.”**

*Mike Hosking, Director of Community Learning and Development, Cambridgeshire County Council*

We are engaged with the vocational qualifications policy and reform programmes in each of the four nations. We are leading the way in producing credit based qualifications for the new Qualifications and Credit Framework in England, Northern Ireland and Wales, as well as the Scottish Credit and Qualifications Framework. In Northern Ireland we supported employers in their use of the updated teacher training qualification regulations and piloted a 'Preparation to Teach' qualification for the work based learning sector and part-time workforce. In 2008-2009 over 21,000 individuals in England signed up for our PTLLS, CTLLS, and DTLLS qualifications, the very first to be placed in the QCF.

To promote the use of national occupational standards we provide guidance and support materials. In 2009 we hosted an event in partnership with Skills for Justice, the Scottish Council for Voluntary Organisations and Learning Link Scotland, to raise awareness of how standards can benefit people and organisations in the third sector. We also published a series of guides for practitioners in Wales to help them apply professional standards in specialised areas of teaching.

## 8.1

### Setting standards in Northern Ireland

In 2009 we completed a set of professional standards for teachers, tutors and trainers in the lifelong learning sector in Northern Ireland.

These standards clearly define what is expected of teaching staff in Northern Ireland, in a variety of roles and responsibilities. They underpin teaching qualifications in Northern Ireland, including the Postgraduate Certificate and Postgraduate Diploma in Further and Higher Education. They also fully reflect the Certificate in Teacher Education that is currently being piloted in work based learning and the proposed new Qualified Teacher in Lifelong Learning status



for the FE sector. If approved by the Department for Employment and Learning these will become the only recognised qualifications for teaching staff in FE and WBL in Northern Ireland.

The standards have also been used to develop accredited units of continuing professional development that practitioners can complete to improve their skills and even build up into a professional qualification in learning delivery. The first of these units, called Technology Enhanced Learning will be available in 2009.

**“The Department is pleased to recommend the new standards and looks to all our partners in the lifelong learning sector to make full use of them.”**

*Nuala Kerr, Director, Skills and Industry Division, Department for Employment and Learning*

8.2

## Doing our bit for a sustainable Wales

The Welsh Assembly Government has a commitment to sustainability

and in driving forward actions to address climate change. Our workforce has an important role to play in this.

**“The world in which we live is the only one that we have – its resources are finite. To live sustainably and to be globally aware of the impact of our own lifestyles is, therefore, not an option but a necessity.”**

*Jane Davidson, Minister for the Environment, ESDGC action plan, September 2006*

In 2008-2009 we produced a guide for *The Application of the Professional Standards for Embedding Education for Sustainable Development and Global Citizenship (ESDGC)*. This is the first guide of its kind in the UK and defines the knowledge, understanding and professional practice expected in this specialist area of teaching.

 Find out more: [www.lluk.org/application-guides-wales.htm](http://www.lluk.org/application-guides-wales.htm)

**We develop and promote national occupational standards**

In 2008 we achieved 66 per cent employer satisfaction in relation to our work on vocational qualifications.

# Standards Verification UK

At Standards Verification UK we help to ensure the quality of initial teacher training in England and Wales. Our core service as Lifelong Learning UK's subsidiary is to endorse qualifications. This means working with higher education institutions, awarding bodies and training organisations to check that initial teacher training courses fully cover Lifelong Learning UK's professional standards, so that trainees can be confident in the quality of the course they are undertaking.

## **In 2008-2009 we applied our verification expertise to the development of a Bespoke Accreditation Scheme.**

We know it is not simply organisations in the FE sector that are important in the drive to raise skills in the UK workforce. Even organisations who are not specialists in learning offer extensive training programmes for their staff. Many larger organisations receive support and funding from the Learning and Skills Council through the National Employer Service. In return, these organisations are expected to show that their in-house training programmes meet certain standards. This is where we come in.

We ran a pilot to test the potential of mapping employers' current training provision against the Lifelong Learning UK professional standards for teachers, tutors and trainers in the FE sector. Standards Verification Manager Mary Corbally explains: "We wanted to develop a bespoke accreditation scheme that could be tailored to each individual employer and that was not going to be overly time consuming for them. But we had to establish whether it was actually possible to map a diverse range of training against our standards – and we're pleased to say it is."

A large group of organisations took part in the pilot, including major employers such as the

Ministry of Defence, Dolland and Aitchison, Kwik Fit GB Ltd, Sainsbury's Supermarkets Ltd, Veolia Environment and Barchester Healthcare. Their response has been positive, welcoming the fact that the process was not based on excessive form filling but on interviews with SVUK reviewers, and that the whole procedure could be fitted into five days.

Mary feels the role of the reviewers is vital to the success of the scheme. "It is emphatically not an inspection. Reviewers work with employers to identify relevant evidence and establishing the right sort of rapport is critical to making the whole process constructive."

Feedback has confirmed that the personal touch has worked. The scheme has given employers reassurance that they are doing the right thing in terms of training and has shown that working with the public sector does not have to be overly complicated.

We intend to develop the Bespoke Accreditation Scheme further using feedback from the pilot, rolling it out wider in 2009.

## **We offer services to support quality improvement in the sector.**

We have expanded the General Professional Recognition Learning and Skills scheme (GPRLS). This offers a route to professional

status for experienced practitioners in England that does not require completing extra qualifications. Instead they can demonstrate that their skills and experience warrant being placed on a recognition register. In 2008-2009 the new scheme was opened to teachers, tutors and trainers in all subject specialisms and areas of learning.

We also continued our work on the Tariff of Legacy Initial Teacher Training Qualifications and have developed an interactive database showing the relationship between teacher training qualifications gained before September 2007 and those introduced since the implementation of teachers' qualifications regulations. One significant development is that we now take into account standards in Northern Ireland, Scotland and Wales so we can provide information to practitioners who are moving from other parts of the UK to work in England.

We place customers and quality at the heart of our services. Our team works hard to meet the requirements of both individuals and organisations and we were delighted to be awarded the quality management certificate ISO9001 in March 2009.

➔ Find out more: [www.svuk.eu](http://www.svuk.eu)

“The Bespoke Accreditation Scheme allowed us to remove another layer of bureaucracy within the skills system, whilst also allowing us to be recognised externally for the quality of our training materials and its delivery across the business.”

*Gary Tovey, Qualifications and Skills Manager, Sainsbury's Supermarkets Ltd*

# Inside the organisation

2008-2009 saw major changes in the organisation, as we extended and expanded our presence throughout the UK and online. We opened new offices in each of the nations, established our own Twitter account and You Tube channel, and launched a new intranet site called 'Speakeasy' enabling people across Lifelong Learning UK and Standards Verification UK to form discussion groups and share files, images and videos, regardless of their location.

This year saw many new additions to our team, including: Ivor Jones, Deputy Chief Executive and Executive Director of Strategy and Business Development; Tony Holloway, Executive Director, Corporate; Mary Joyce, Director of Planning, Standards and Performance; Cengiz Ali, Head of Human Resources; Sue Louise, Head of Finance; and Ezri Carlebach, Director of Communications. These experts in their fields, among others in the organisation, brought a wealth of experience, professional expertise and a renewed focus on our task in hand.

As well as these executive appointments, our national teams appointed sector engagement managers, whose roles are to support the national directors with their employer engagement. We also recruited new constituency managers, each responsible for leading in a specific area of work.

We introduced a raft of new human resources initiatives. These included an employee assistance programme, as well as a 'learn something new' scheme that makes a £50 contribution to all contracted employees towards any learning or development they wish to undertake. We updated all our HR policies and

introduced new ones for stress, recruitment, and apprenticeships, internships and work experience. We also conducted a full training needs analysis of all our employees. The results of this have been used to produce a bespoke learning and development plan for the coming year.

2008-2009 also saw the beginning of the SSC relicensing process, a vigorous external performance review which assesses our capacity and capability. We prepared our employees with a set of briefings across the UK, which also gave us an opportunity to celebrate our successes and achievements to date. When we are informed of the outcomes and recommendations of the relicensing process we will, of course, be receptive and responsive to any recommendations made and will design and implement an action plan.

10.1

## A Belfast beginning

In June 2008 Sir Reg Empey, Minister for Employment and Learning, opened our new Northern Ireland headquarters in Belfast. Speaking at the opening, the Minister said: "Sector Skills Councils have a critical role to play

in progressing the skills agenda in Northern Ireland. The Sector Skills Council is the voice of the employer and the role of the employer in upskilling our workforce is crucial, not only in articulating the skills needed now and in the future, but also in providing the opportunity for employees to be trained and up-skilled whilst in the workplace. My Department has always stressed the importance of Sector Skills Councils having a dedicated local resource and I am therefore pleased that Lifelong Learning UK will now have a visible and enduring presence in Northern Ireland."

Brian Henry, Northern Ireland Director said: "I am delighted that we can now take forward the skills agenda and work towards creating a world-class lifelong learning workforce in Northern Ireland."

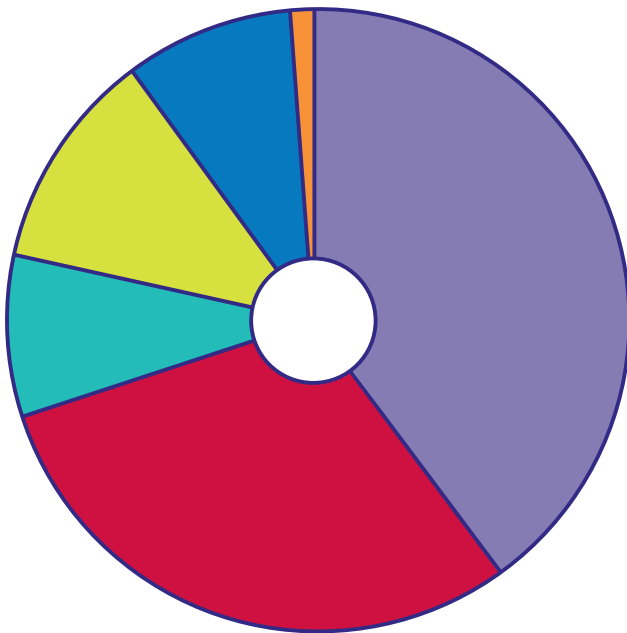
## Inside the organisation

In 2008-2009 74 per cent of our employees believed that their work supports Lifelong Learning UK's vision and mission.

“The best aspects about working for Lifelong Learning UK are my colleagues in ‘Team Wales’ and the positive approach everyone I have met has had to our work. I am also excited by the opportunity to influence and develop the strategic approach to workforce development in Wales.”

*Mark Isherwood, Sector Engagement Manager, Wales*

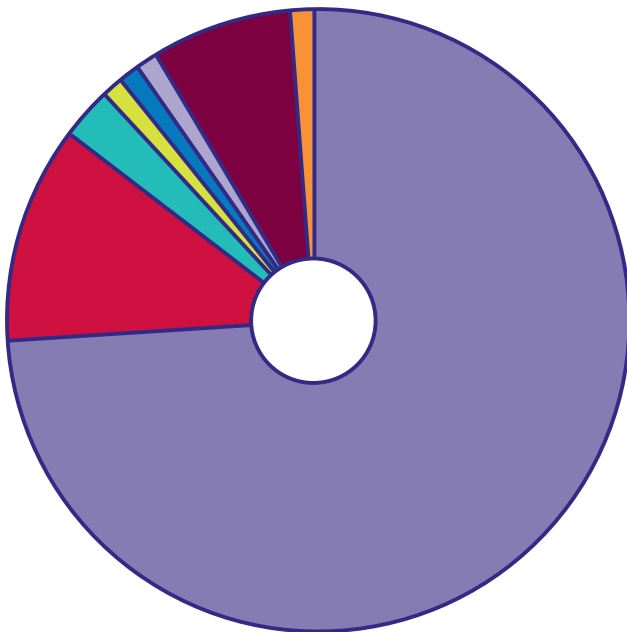
# Financial information



11.1  
Where our money comes from 2008-09

£23,393,364

- DIUS Catalyst **43%**
- DIUS Further Education **31%**
- DIUS Other **7%**
- Nations **10%**
- UKCES **8%**
- Other **1%**



11.2  
Where our money goes 2008-09

£21,211,572

- Direct project costs **73%**
- Salaries **11%**
- Premises **3%**
- Travel and subsistence **1%**
- Staff welfare and training **1%**
- IT **1%**
- Other **9%**
- Depreciation **1%**

All information correct at time of going to print.  
For full financial details please see the audited accounts  
[www.lluk.org/accounts.htm](http://www.lluk.org/accounts.htm)

“Good skills form the bedrock of success. Products are produced with skills, services are delivered through skills and the economy will be rebuilt on skills.

With direct insight into the challenges faced by UK employers, Sector Skills Councils are already playing an important role in focusing activity and investment where it can best be used.”

*The Alliance of Sector Skills Councils*

# Right skills at the right time

With or without the recession it has been apparent for some time that a major overhaul is required in the way we think about skills and professional development. The Leitch Review<sup>6</sup> linked skills to prosperity years before the cracks in the global financial system began to show. Throughout 2008-2009 the UK held onto its position as the sixth largest economy based on GDP but with predictions of a 0.8 per cent decrease in 2009-2010<sup>7</sup> we need to act fast to halt the decline in our position as a global leader.

Even before the recession school leavers were increasingly finding it harder to find work without the appropriate skills and qualifications and students leaving school in 2008-2009 will find themselves in the worst employment market for over fifteen years.<sup>8</sup>

More people are recognising that the skills gap will not disappear even if we recover sooner than is currently predicted. In order to remedy the situation and halt a long term decline in the UK's economic and social prosperity a culture change is required, which recognises the pivotal role lifelong learning professionals have in supporting the rest of the workforce to get the right skills at the right time in their development.

So how are we going to support the workforce we represent? By listening, communicating and working hard on their behalf. By sharing knowledge, expertise and information to provide an infrastructure that allows learning professionals to thrive throughout the UK.

In 2009-2010 we will continue to support the workforce through the delivery of robust labour market intelligence and the development of national occupational standards and qualifications.

On 1 April 2009, Lifelong Learning UK took on career guidance as part of its footprint and this addition will allow us to make even more links and connections with different areas of the workforce, in order to make the post-compulsory education world more effective and efficient. However, the lifelong learning workforce is only as good as the people working in it and to this end we will also support employers to raise the capacity and capability of their workforce and the demand for their skills.

We know that the people we represent are talented, creative and inspiring, but that 2009-10 could be their most challenging year to date. It is our responsibility to support employers to realise their workforce's potential and capacity to affect the UK's economic future and global reputation and this year we are focused on doing all we can to ensure that they achieve this goal.



David Hunter, Chief Executive,  
Lifelong Learning UK

A culture change is required, which recognises the pivotal role lifelong learning professionals have in supporting the rest of the workforce to get the right skills at the right time in their development.

<sup>6</sup> Prosperity for all in the global economy – world class skills, December 2006

<sup>7</sup> Organisation for Economic Co-operation and Development

<sup>8</sup> Manpower Employment Outlook Survey UK, Q1/2009



# Glossary

## Alliance of Sector Skills Councils

The organisation comprising all licensed Sector Skills Councils and acts as the collective voice of the network.

**Catalyst** The umbrella term for four initiatives run by Lifelong Learning UK in England, aiming to help learning providers recruit, retain and develop highly effective teaching staff and outstanding leaders and managers. [www.catalystprogramme.org](http://www.catalystprogramme.org)

**CLD** Community learning and development

### Government departments covering lifelong learning:

**DCAL** Department of Culture, Arts and Leisure (*Northern Ireland*)

**DCELLS** Department for Children, Education, Lifelong Learning and Skills (*Wales*)

**DCSF** Department for Children, Schools and Families (*England*)

**DEL** Department for Employment and Learning (*Northern Ireland*)

Directorate for Lifelong Learning (*Scotland*)

**DIUS** Department for Innovation, Universities and Skills (*England*) (merged to form part of Department for Business, Innovation and Skills in June 2009)

**ESDGC** Education for sustainable development and global citizenship

**ESOL** English for speakers of other languages

**FE** Further education

## FE / the wider FE sector in England

These terms can be used to include the wide range of organisations that make up the learning and skills or lifelong learning sector and includes providers in CLD, FE and WBL. Collectively the system provides learning for individuals from the age of 14 upwards.

**GDP** Gross Domestic Product

**GPRLS** General Professional Recognition Learning and Skills. A scheme offered by Standards Verification UK enabling competent and experienced teachers to be recognised according to the requirements established by the FE Teachers' Qualifications (England) Regulations 2007.

**HE** Higher education

**HEI** Higher education institution

**ITT** Initial teacher training

## Labour market intelligence

The term 'LMI' can be defined as Labour Market Information or Labour Market Intelligence. For the purposes of research at Lifelong Learning UK 'intelligence' is preferred. Intelligence is defined as the output from analysis of information and the contextualising of these findings within the bigger picture, in order to inform policy and planning.

**LAIS** Libraries, archives and information services

**Leitch Review of Skills** Lord Leitch's Review of Skills (December 2006) included a number of targets in order to make Britain globally competitive, and confirmed the key role of Sector Skills Councils in helping to achieve them.

**LLUK** Lifelong Learning UK. The Sector Skills Council for lifelong learning.

**LSC** Learning and Skills Council. The funding body for approved courses across CLD, FE and WBL in England.

**NOS** National occupational standards. The full suites of all our national occupational standards are available at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

**Post-compulsory education** refers to all learning undertaken after the age of 16. However, colleges are also responsible for providing vocational and accredited learning to students from the age of 14.

**PTLLS, CTLLS, DTLLS** The new suite of qualifications introduced as part of the FE workforce reforms in England (2007): Preparing to Teach in the

Lifelong Learning Sector, Certificate in Teaching in the Lifelong Learning Sector, Diploma in Teaching in the Lifelong Learning Sector.

**QCF** Qualification and Credit Framework

**SCQF** Scottish Credit and Qualifications Framework

**SSA** Sector Skills Agreement. A commitment between employers, stakeholders, the government, partner organisations, and Lifelong Learning UK to deliver an agreed action plan to meet the priority needs of the lifelong learning sector. [www.lluk.org/sector-skills-agreement.htm](http://www.lluk.org/sector-skills-agreement.htm)

**SSC** Sector Skills Council. An independent, UK-wide organisation, working to articulate the voice of employers in a particular sector on skills issues. There are currently 25 Sector Skills Councils, together they represent around 90 per cent of the UK workforce.

**SQS** Sector Qualifications Strategy. A UK wide initiative developed by Lifelong Learning UK in consultation with employers and stakeholders in each of the four nations, to provide a cohesive approach to qualifications that will meet the priority needs of the lifelong learning sector. [www.lluk.org/sector-qualifications-strategy.htm](http://www.lluk.org/sector-qualifications-strategy.htm)

**SVQ** Scottish Vocational Qualification

**SVUK** Standards Verification UK. The subsidiary company of Lifelong Learning UK. [www.svuk.eu](http://www.svuk.eu)

**UKCES** The UK Commission for Employment and Skills. The body responsible for the relicensing of Sector Skills Councils.

**WBL** Work based learning

## Workforce Strategy for Further Education in England 2007-12

The first of its kind, the Strategy was facilitated by Lifelong Learning UK and aims to shape the FE workforce of the future. [www.lluk.org/fe-workforce-strategy.htm](http://www.lluk.org/fe-workforce-strategy.htm)

# Our year in words

First set of professional standards for teachers, tutors, trainers in Northern Ireland

Publication of *College Voices*, a collection of inspirational stories celebrating the work of those in lifelong learning

Hosted 'Developing the Professional Identity of Youth Work in Wales' conference

First ever UK guidance for transgender equality in lifelong learning as part of The Forum for Sexual Orientation and Gender Identity

Suite of family learning qualifications for practitioners in England

Publication of Lifelong Learning UK Research Strategy and Research Directory

Completion of an accompanying action plan to our Sector Qualification Strategy

Standards Verification UK awarded the quality management certificate ISO9001

Research looking at the profile of the community learning and development workforce in Scotland completed and report published

Series of six events around England as part of Apprenticeships week 2009

Opening of Belfast office

# Our year in numbers

**24,140** enquiries into our free information and advice service

**2** suites of national occupational standards completed

**23** responses submitted to policy consultations across UK

**6,000** individuals applied to take part in Catalyst, with 262 providers signing up to benefit from the programme.

**5** memorandum of understandings signed with partner organisations

**22** published research reports

**5** application guides published for use with standards in Wales

**1212** people involved in consultations to develop occupational and professional standards

**236,487** visits to our website

**423** teacher training qualifications endorsed by Standards Verification UK

“The strategic significance of Lifelong Learning UK cannot be underestimated – it is the cornerstone of UK-wide policy to widen participation in education and training... Lifelong Learning UK has a unique role to play in the Skills for Business network.”

*The UK Commission for Employment and Skills*

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**For free, professional advice  
about working in the lifelong  
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 **0300 303 1877**  
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 **Alliance**  
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