

# Sector Skills Assessment 2010 UNITED KINGDOM



Skills for Learning Professionals

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# Foreword

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ISSUES

In this period of unprecedented change across our lifelong learning sector, the Sector Skills Assessment (SSA) should be regarded as our 'best estimate' of the needs of the workforce over the coming years. We have gathered our evidence from a wide variety of sources, including those of eminent researchers in their field and, more particularly, from the leaders, managers and colleagues within the sector itself.

All without exception recognise the fundamental shift in the axis of our future towards a more resource efficient delivery model, which will have a profound impact on workforce development requirements.

As a Sector Skills Council, we are an employer-led body which supports employers to improve the skills performance and professional development of the UK lifelong learning workforce. Above all, we aim to have a positive impact on the economic and social well-being of the UK.

The SSA is an annual review of the lifelong learning sector across the UK and provides an insight into the four nations of the UK across Career Guidance, Community Learning and Development, Further Education, Higher Education, Libraries Archives and Information Services, Work Based Learning, Youth Work and Parenting workforce priorities. It offers a unique perspective on the priorities of the UK's lifelong learning workforce in these challenging times.

We anticipate that the report, and each nation report, will be the starting point for a broader, detailed debate about workforce strategy across the UK and in each nation.

Lifelong Learning UK is very interested in evaluating this SSA and in measuring success in reaching its objective of providing authoritative labour market information for the lifelong learning sector. Please send us your views about how well this report meets your expectations by emailing us at [research@lluk.org](mailto:research@lluk.org). This SSA and the four nation reports are available at [www.lluk.org](http://www.lluk.org). The employer survey that provides input for the SSA is ongoing and can be accessed [here](#).

There is no doubt that, without effective foresight and analyses, the ambitions of our employers are less likely to be realised and investment in skills may fall short of its potential impact. Economic uncertainty, we believe, requires a greater investment in terms of planning and analysis of the future to ensure that limited resources are used even more effectively. We hope that this report stimulates that work at both national and local levels and has resonance with practitioners across the sectors we serve.



**Sue Dutton**  
Chief Executive  
Lifelong Learning UK

# Executive Summary

This document is the 2010 Sector Skills Assessment (SSA) for the UK, a 'state of the nation' report identifying employer skills needs in the existing and future workforce within the social, economic and political landscapes of the UK. It provides employers with intelligence on future skills needs so that skills development can be prioritised for the short, medium and long terms.

This report provides a comprehensive overview of current and future skills and drivers of skills demands in Lifelong Learning UK's sectors in the UK, namely:

- Career guidance (CG)
- Community learning and development (CLD)
- Further education (FE)
- Higher education (HE)
- Libraries, archives and information services (LAIS)
- Work based learning (WBL)

The UK workforce across all sectors is just over 29.1 million people (with a working age employment rate of 70.7 per cent) according to data from 2010.

The lifelong learning sector in the UK has approximately 1.2 million employees, representing over 54,000 employers. Approximately 61 per cent of staff working in the lifelong learning sector across the UK are female and over 90 per cent are white. Approximately 69 per cent of the lifelong learning workforce in the UK works part-time and 69 per cent of the workforce in the UK is qualified to S/NVQ level 4 (QCF Level 5) or above.

Drivers of skills demand in the UK include the current economic situation, new and existing legislation and policies relating to various issues such as widening participation, informal learning delivery, changes to the demographic profile of the workforce, the induction of many new volunteers, and new technologies.

Based on our analysis of the drivers of skills demand in the lifelong learning sector, it can be said that as public funding is reduced, there will be the need for more efficient use of resources, both material and human. More will have to be done by effective collaboration both within and outside the sector. Efficient utilisation of existing and new resources, including digital technology and social media, will be required. New ways of working should be introduced in order to widen participation in development and delivery of learning and information. This will require the workforce to be agile in order to adapt and transfer their skills to meet changing needs. All these changes will require strategic planning and leadership to ensure organisations, management and the total workforce are prepared to work competitively in a world where public funding is limited and technology is rapidly advancing.

Looking at the future, the UK Government and the Devolved Administrations have emphasised the need for new skills and upskilling as important drivers in the recovery. They are asking for more apprentices across all sectors and at higher levels, and they are promoting and encouraging informal learning. However, for many the short term is not so positive with cutbacks promised in all parts of the public sector. This is likely to hit soft targets such as libraries and funded youth services, access to funding for formal learning for adults, and access to higher education for young people from low income families.

Employers that responded to the Employers Skills Survey<sup>1</sup> in each nation reported that the skills shortage vacancies they faced were due to applicants lacking technical, practical and job specific skills.

<sup>1</sup> Skills shortage vacancy - A hard to fill vacancy where the reason given for the difficulty filling the position is a low number of applicants with the required skills, work experience or qualifications.

Other skills shortages reported by employers responding to the Lifelong Learning UK SSA 2010 survey include:

- Community engagement and development
- Partnership working
- Supporting diverse learners
- Employer engagement
- Advanced ICT
- Promoting and marketing the organisation
- Assessing learning and learners
- Basic literacy skills

According to the data from the Employer Skills Survey in each nation, the majority of employers in the lifelong learning sector in the UK regard their staff as fully proficient with between 17 and 28 per cent of employers reporting that they had staff with skills gaps<sup>2</sup>.

The skills gaps that were reported by employers responding to the Lifelong Learning UK SSA 2010 survey include:

- Promoting and marketing
- New e-technology solutions, managing digital information and advanced ICT skills
- Performance and staff management
- Fund raising
- Partnership working
- Change management
- Employer engagement

Around 90 per cent of employers in lifelong learning had funded or arranged on-the-job or off-the-job training or development in the 12 months before the Employer Skills Surveys.

Overall, employment levels in the lifelong learning sector in the UK are forecast to rise by approximately 3.5 per cent compared with around 6.2 per cent across all sectors. It is predicted that approximately 40 per cent of the lifelong learning workforce across the UK will need to be replaced over the next ten years due to retirement.

Future skills in the UK are similar to skills gaps and include:

- Partnership working
- Fund raising
- Promoting and marketing
- Community and employer engagement

<sup>2</sup>Skills gap – A gap that exists when employers indicate that staff at their establishment are not fully proficient at their jobs.

- 
- Managing digital information and delivering e-learning
  - Performance and staff management
  - Change management, strategic leadership and planning

Current research undertaken as part of this Sector Skills Assessment indicates that the skills priorities in the UK continue to be similar to those of 2009, even though they have to be viewed in the changing economic and political climate. Skills priorities for 2010 are:

- Collaboration, partnership working including engagement with communities
- Skills relating to the utilisation of e-technology
- Management skills
- Basic skills of literacy and numeracy as well as ICT skills
- Transferable skills
- Strategic leadership skills

The report makes a number of recommendations for employers, stakeholders and policy makers that are vital for the continuous improvement of skills levels and productivity in the lifelong learning workforce and across all sectors.

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# Section 1: Introduction

Lifelong Learning UK is the independent employer-led Sector Skills Council responsible for the professional development of those working in the lifelong learning sector across the UK. Lifelong Learning UK represents a workforce comprising around 1.2 million people working in lifelong learning in England, Northern Ireland, Scotland and Wales and is the voice of employers in this sector on skills issues. Lifelong Learning UK provides the strategic perspective for workforce planning and development and influences and shapes relevant policy across the four UK nations. It leads the collection of workforce data and provides analysis on workforce characteristics and trends to inform future workforce planning.

All Sector Skills Councils produce an annual Sector Skills Assessment (SSA) for the whole of the UK as well as each of the four nations. The SSA builds on Stage 1 of the *Sector Skills Agreement* (LLUK 2007) and serves as a 'state of the nation report' identifying employer skills needs in the existing and future workforce within the social, economic and political landscapes. It provides employers with intelligence on future skills needs so that skills development can be prioritised for the short, medium and long terms.

The SSA identifies four key elements:

- Drivers of skills demand
- Current skills needs including skills gaps and shortages
- Future skills
- Four nation perspective

Within this context, Lifelong Learning UK has developed the Lifelong Learning Sector Skills Assessment 2010 which:

- Gathers information from across the four UK nations, paying specific attention to geographical differences in the sector and highlighting where specific skills issues are manifest
- Provides a comprehensive overview of current and future skills and drivers of skills demands in Lifelong Learning UK's sectors, namely:
  - Career guidance (CG)
  - Community learning and development (CLD) – which includes the seven strands of community based adult learning; community development; community education; development education; family learning; working with parents, and youth work
  - Further education (FE) – within this report, this focuses specifically on FE Colleges
  - Higher education (HE)
  - Libraries, archives and information services (LAIS)
  - Work based learning (WBL)
- Makes practical recommendations, based on the evidence collected, about how the skills priorities within the lifelong learning sector should best be addressed

This document is the UK Report of the Sector Skills Assessment 2010 and provides an update to the Lifelong Learning *Sector Skills Assessment (UK)* report of 2009 (LLUK 2010a).

# Section 2: Methodology and Response

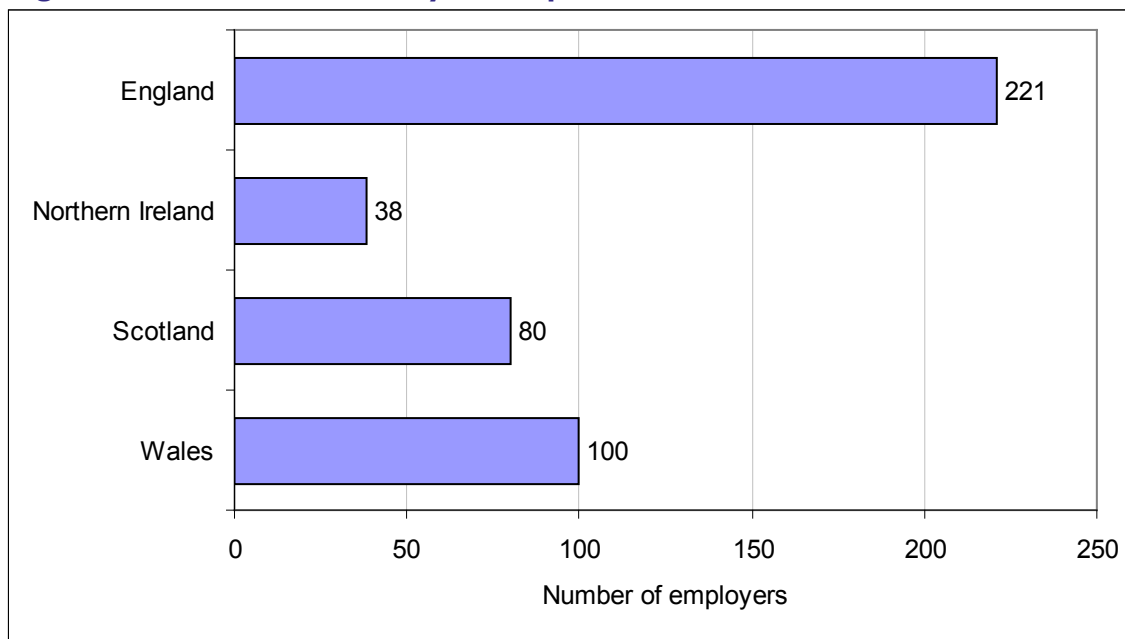
To meet the aims and objectives of the Sector Skills Assessment, as guided by the UK Commission for Employment and Skills' (UKCES) *Common Labour Market Information (LMI) Framework* (UKCES 2009), a mixed methods approach incorporating primary and secondary information analysis was adopted. This included the following strands of work:

- **Qualitative group discussions and interviews** – 15 semi-structured group discussions covering over 115 employers and stakeholders about the drivers of skills and future skills and what employers may be doing in order to deal with future skills issues. For the topic guide used in these discussions, please see Appendix A.
- **Survey** – a sample survey, based on a proportional allocation of employers in each sector in each nation. The survey, which was hosted on the Lifelong Learning UK website, started in mid June and a data cut was taken in mid September for the purpose of the SSA 2010. However, the survey will remain open throughout the year so that data accumulates. The survey can be accessed here. It is Lifelong Learning UK's intention to promote the survey at different times in the year to gather additional responses. For the rest of this document, the survey will be referenced as the 2010 SSA survey.
- **Secondary analysis** – Literature has been analysed from various sources including policy documents, stakeholder and government reports (from each of the devolved administrations), inspectorate reports from each nation and skills research papers. Data has been reviewed from the most recently available Employer Skills Survey in each nation<sup>3</sup>; Labour Force Survey (ONS 2009), and other sectoral datasets such as the staff records from the FE and HE workforce. All UK-wide data sources use the 2007 Standard Industrial Classification (SIC) codes in order to classify 'sectors'. For a detailed explanation of SIC codes, please see Appendix B.
- **Analysis and interpretation** – All the information from the sources mentioned above has been analysed to develop common skills themes in terms of current skills gaps and shortages as well as future skills requirements.
- **2010 SSA survey response:** 396 responses from organisations across the UK were received by 21st September 2010. The national and sector breakdowns of the responses are shown in the figures below.

<sup>3</sup>Key sources include the Employer Skills Surveys for each nation. It is important to note that the latest data from Wales was collected in 2005, from Scotland in 2008 and from England and Northern Ireland in 2009.



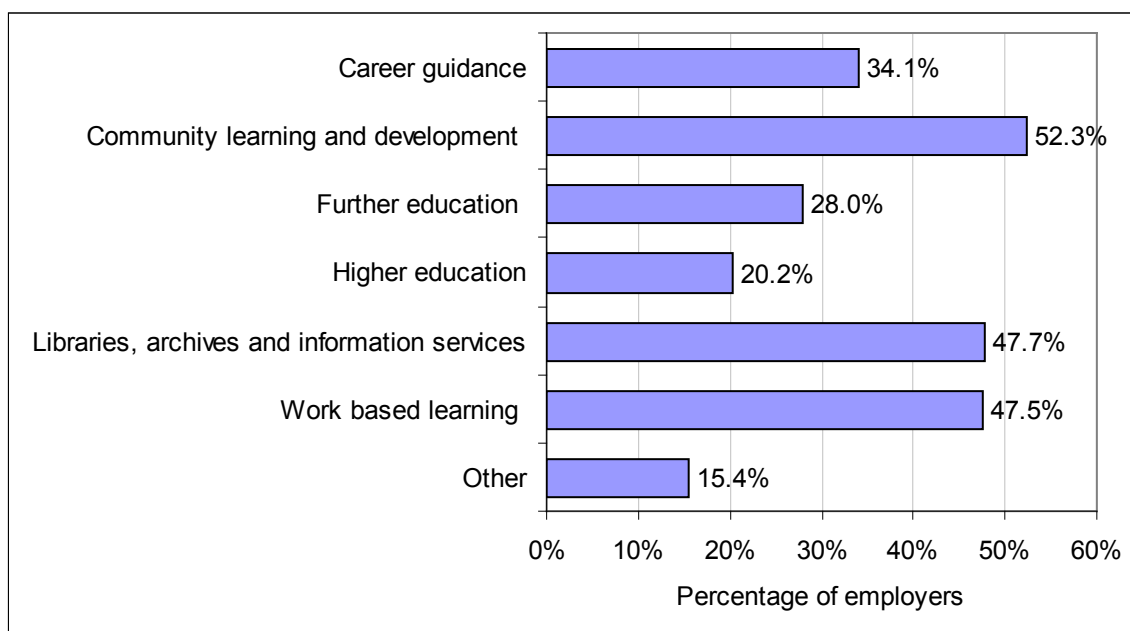
## Regional Distribution of Survey Participation



Source: 2010 SSA Survey. Base: 396 employers.

The figure below shows the distribution of employers that participated in the 2010 SSA survey by the provision that they offered. (For example, it can be seen that community learning and development was provided by 52.3 per cent of the respondents, followed by libraries, archives and information services (47.7 per cent)).

## Survey Participation - Distribution of Provision



Source: 2010 SSA Survey. Base: 396 employers.

NOTE: There is double counting as more than one service could be provided by one employer (Example: 52.3 per cent of the 396 employers who responded to the 2010 SSA survey provide community learning and development).

- **Structure of report:** This report sets out findings for the UK, giving detail for individual nations or sectors where appropriate. Sections 3 and 4 provide the background to the lifelong learning sector and workforce in terms of employment and skills. Sections 5 to 7 present findings for the UK in relation to drivers of skills demand, current skills needs, anticipating what lies ahead, training and workforce development, and priority sectors. Section 8 draws conclusions and sets out skills priorities for the lifelong learning sector across the UK.
- **Note on qualification levels:** This report uses research findings from UK-wide data sources, such as the Labour Force Survey, which use Scottish or National Vocational Qualifications (S/NVQ) Levels to categorise qualification level. International sources, such as the Organisation for Economic Co-operation and Development, use Qualification and Credit Framework (QCF) Levels. The levels are defined in the text when comparison is required.

In the current economic and political climate, many policies, headline statistics and trends are changing rapidly. All the information presented in this report is accurate at the time of publication.

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# Section 3: An overview of the employment and skills landscape across the UK

The UK Commission for Employment and Skills (UKCES) has reported on the UK's progress towards being one of the top eight countries in the world for skills, jobs and productivity - the world class skills ambition (UKCES 2010). The UKCES notes that if the UK is to achieve these ambitions it must have an excellent skills supply system, which includes the lifelong learning sector.

In order to understand the skills position of the lifelong learning sector it is essential to understand the skills position of the UK as a whole, taking into account any differences across the four nations. It is also essential to view the international picture which reveals how the UK compares to other nations in Europe and the rest of the world.

The next section reviews the position of the UK in terms of productivity, employment and skills. The findings shown in the section below are largely drawn from *Ambition 2020* (UKCES 2010), which challenges industries across all sectors to improve the international standing of the UK with regard to all of these measures. These national or international averages or benchmarks will enable employers within the lifelong learning sector to set targets for development. Improving the skills levels within the sector will have a positive effect on the skills level of the workforce across all sectors of the UK.

## 3.1 Productivity

The UK is the sixth largest economy in the world and the fourth largest in the Organisation for Economic Co-operation and Development (behind the USA, Japan and Germany). In recent years, despite the impact of the economic downturn, the UK has enjoyed robust growth overall, averaging around three per cent per annum (UKCES 2010).

The UK ranks 11th out of the 30 OECD countries in terms of productivity, measured by Gross Domestic Product (GDP) per hour worked. This is outside the top quartile of OECD performance. The figure below shows the UK's international position in comparison to the OECD countries.

## International Comparison of GDP

	GDP per hour worked at 2008 prices in US dollars (OECD = 100)	Ranking
Luxembourg	185.6	1
Norway	179.9	2
Netherlands	132.8	3
United States	132.3	4
Ireland	130.9	5
Belgium	129.2	6
France	127.3	7
Germany	120.8	8
Sweden	109.8	9
Austria	109.1	10
<b>United Kingdom</b>	<b>107.4</b>	<b>11</b>
Switzerland	106.9	12
Australia	106.5	13
Finland	105.7	14
Denmark	104.3	15
Canada	103.3	16
Spain	101.7	17
Italy	98.3	18
Japan	91.6	19
Iceland	88	20
Greece	76.8	21
New Zealand	73	22
Slovak Republic	72.2	23
Portugal	65.8	24
Korea	60.5	25
Czech Republic	58.4	26
Hungary	57.7	27
Turkey	56.9	28
Poland	50.2	29
Mexico	44.5	30

Source: OECD Productivity Database, December 2009 [[www.oecd.org/statistics/productivity](http://www.oecd.org/statistics/productivity)] taken from UKCES 2010

## 3.2 Employment rate and Gross Value Added (GVA)

According to the latest figures from the Office for National Statistics, the UK workforce across all sectors was just over 29.1 million people between May and July 2010 (ONS 2010a). During this period, the employment rate for the working age population (aged between 16 and 64) was 70.7 per cent (ibid.).

Gross Value Added (GVA) per head is the standard measure of regional economic success and prosperity<sup>4</sup> and is expressed as an index calculated on the UK value of 100. National variations of GVA in 2008 ranged from 74.3 in Wales to 102.4 in England (see table below).

### GVA index in the four nations:

United Kingdom	100
England	102.4
Northern Ireland	78.9
Scotland	97.9
Wales	74.3

Source: UKCES 2010

Economic activity in the UK is regionally concentrated around Greater London and the South East of England, accounting for a third of GDP.

## 3.3 Skills

In terms of skills, data is collected by the Employers Skills Survey in each nation<sup>5</sup>, to understand the position on recruitment and skills for all sectors. The following table summarises data relating to vacancies, hard to fill vacancies, skills shortage vacancies, and skills gaps as faced by all employers in the four nations.

### Comparison of Vacancies and Skills in the four nations

	Vacancies as percentage of total employed	Hard to Fill Vacancies as a percentage of total employed	Skills Shortage Vacancies as a percentage of total employed	Percentage of employers reporting skills gaps	Skills gaps as a percentage of total employed
England	1.7	0.4	0.3	19	7
Northern Ireland	2.4	0.7	0.4	14	8
Scotland	3.1	1.6	0.7	20	8
Wales	3.5	1.2	0.5	18	6

Sources: England, National Employer Skills Survey 2009; Northern Ireland, Skills Monitoring Survey 2009; Scotland, Scottish Employer Skills Survey 2008; Wales, Skills in Wales 2005

Note on terms used:

Hard-to-fill vacancy - Those vacancies classified by respondents as hard-to-fill

Skills shortage vacancy - A subset of hard-to-fill vacancies where the reason given for the difficulty filling the position is a low number of applicants with the required skills, work experience or qualifications

Skills gap - This exists when the employer indicates that staff at the establishment are not fully proficient at their jobs.

<sup>4</sup> GVA is used in the estimation of Gross Domestic Product (GDP), which is a key indicator of the state of the whole economy. In the UK, three theoretical approaches are used to estimate GDP: 'production', 'income' and 'expenditure'. When using the production or income approaches, the contribution to the economy of each individual producer, industry or sector is measured using GVA (ONS 2010b)

<sup>5</sup> As noted before, data from the Employer Skills Survey in Wales was collected in 2005, from Scotland in 2008 and from England and Northern Ireland in 2009.

As seen in the table above, only a minority of employers across all sectors report having skills gaps and the proportion of the workforce that has skills gaps does not vary greatly across the four nations.

Skills gaps are reported far more frequently than skills shortages, although employers tend to report a greater negative impact from skills shortages. The implication is that employers would rather have an individual with skills gaps in a given post, rather than the post remaining vacant.

Skills have a crucial role in raising employment and productivity and addressing inequality. The world class skills ambition is for the UK to become a world leader in skills by 2020, committed to achieving:

- 95 per cent of adults with functional literacy and numeracy (basic skills) up from 85 per cent literacy and 79 per cent numeracy in 1985.
- More than 90 per cent of the adult population qualified to at least S/NVQ Level 2
- Shifting the balance of intermediate skills from S/NVQ Level 2 to Level 3, with a boost to the number of Apprentices to 500,000 and a total of four million adult S/NVQ Level 3 attainments over the period
- Exceeding 40 per cent of the adult population qualified to S/NVQ Level 4 and above, with an increased focus on S/NVQ Level 5
- 80 per cent employment rate

### 3.4 Qualifications

According to data from the Organisation for Economic Co-operation and Development (OECD 2009), 36.5 per cent of the working age population in the UK have intermediate skills<sup>6</sup> (QCF Level 2-3). This ranks the UK in 21st position in the international skills table, out of the 30 OECD countries, ahead of Belgium, Ireland, Australia and New Zealand. For high level skills<sup>7</sup> (QCF Level 4-8), UK has 31.8 per cent qualified to that level, which ranks the UK 12th in the international skills position, ahead of Sweden, France, Germany and Italy.

For details of the full rankings of low, intermediate and high skills levels in the four nations, the UK and the 30 OECD countries, please see Appendix D.

Recent research by UKCES on progress across the four nations towards 2020 ambitions for qualifications (UKCES 2010) reported that in the UK the distribution of qualifications in 2008 was as follows:

<sup>6</sup> Intermediate level skills refer to “upper secondary education” or equivalent and identify the level of attainment (not necessarily reached while the individual was actually participating in secondary education). In the United Kingdom it means attainment of QCF Level 2-3, or a minimum of five GCSEs/SCSEs at grades A\* to C (or an equivalent vocational qualification such as S/NVQ2), up to A-levels or S/NVQ3.

<sup>7</sup> High level skills refer to “tertiary-level education” or higher education, which is equivalent to QCF Level 4-8 and includes HND courses and degrees, including bachelor, masters and post-graduate degrees.

## UK Qualifications – current and projected attainment 2008-2020

Qualification levels (S/NVQ)	Percentage of workforce at the qualification level in 2008	Target percentage of workforce to be at the qualification level (based on Ambition 2020)	Projected attainment of percentage of workforce at the qualification level	Gap
Level 4+	31%	Increase to 40%	42%	Above target (by 2 percentage points)
Level 3	20%	Increase to 28%	19%	Below target (by 9 percentage points)
Level 2	20%	Increase to 22%	20%	Below target (by 2 percentage points)
Below Level 2	18%	Reduce to 6%	14%	Below target (by 8 percentage points)
No qualifications	11%	Reduce to 4%	5%	Below target (by 1 percentage point)

Source: UKCES 2010

The individual UK nations have all made the commitment to achieving world class skills and a high skill economy and all (except Scotland) have adopted a qualifications-based Ambition. Scotland's refreshed skills strategy does echo the recommendations of *Ambition 2020*, with the drive to increase demand for high level skills, improving productivity and simplifying the skills system (Scottish Government 2010a).

The lifelong learning workforce represents both the supply and demand side of skills delivery. The world class skills ambition for 2020 will drive up demand for training provision from other sectors, which will have implications for workforce planning and development within the lifelong learning sector. It is essential that the lifelong learning workforce is equipped with skills needed to ensure delivery of skills that are required by employers across all sectors.

# Section 4: The Lifelong Learning Sector across the UK

It is Lifelong Learning UK's mission is to enable lifelong learning employers to recruit, retain, develop and apply suitably skilled and effective staff. Vital to achieving this is ensuring that the sector has access to authoritative labour market information.

This section presents a demographic profile of the lifelong learning sector in the UK, including employer numbers, workforce numbers and workforce characteristics. It also includes a summary of the skills needs of the sector, as reported in the Lifelong Learning UK 2009 Sector Skills Assessment (LLUK 2010a).

## 4.1 Profile of the lifelong learning sector

The lifelong learning sector provides employment for over 1.2 million people in the UK, with approximately 53,000 employers in the sector contributing to local economies, as well as meeting the learning and skills needs of millions of people across the UK. A detailed breakdown of the numbers of employers and employees in each nation and in each individual sector of lifelong learning can be found in the table and figure below.

### Number of employers in the lifelong learning sector across the four nations

	CG <sup>(a)</sup>	CLD <sup>(b)</sup> (including YW)	FE <sup>(c)</sup>	HE <sup>(d)</sup>	LAIS <sup>(e)</sup>	WBL <sup>(f)</sup>	Total <sup>(g)</sup>
UK	624	50,004	437	167	1,083	2,096	54,411
England	508	41,568	365	131	869	1,515	44,956
Northern Ireland	12	1,000	6	5	34	110	1,167
Scotland	64	5,019	43	20	126	389	5,661
Wales	40	2,417	23	11	54	82	2,627

Source: Lifelong Learning UK Staff Individualised Record 2008-2009; Universities UK; Archives profile study (LLUK 2008); Lifelong Learning UK and stakeholder estimates.

#### Notes:

(a) Includes national and regional publicly funded agencies providing career guidance and career guidance provision in each university and college across the UK, so this figure double counts FE and HE. There are also many private sector providers of career development services.

(b) Many CLD organisations will be very small, some only employing one member of paid staff.

(c) Includes general further education colleges, further education colleges in the devolved nations, specialist colleges and sixth form colleges.

(d) Universities and higher education institutions.

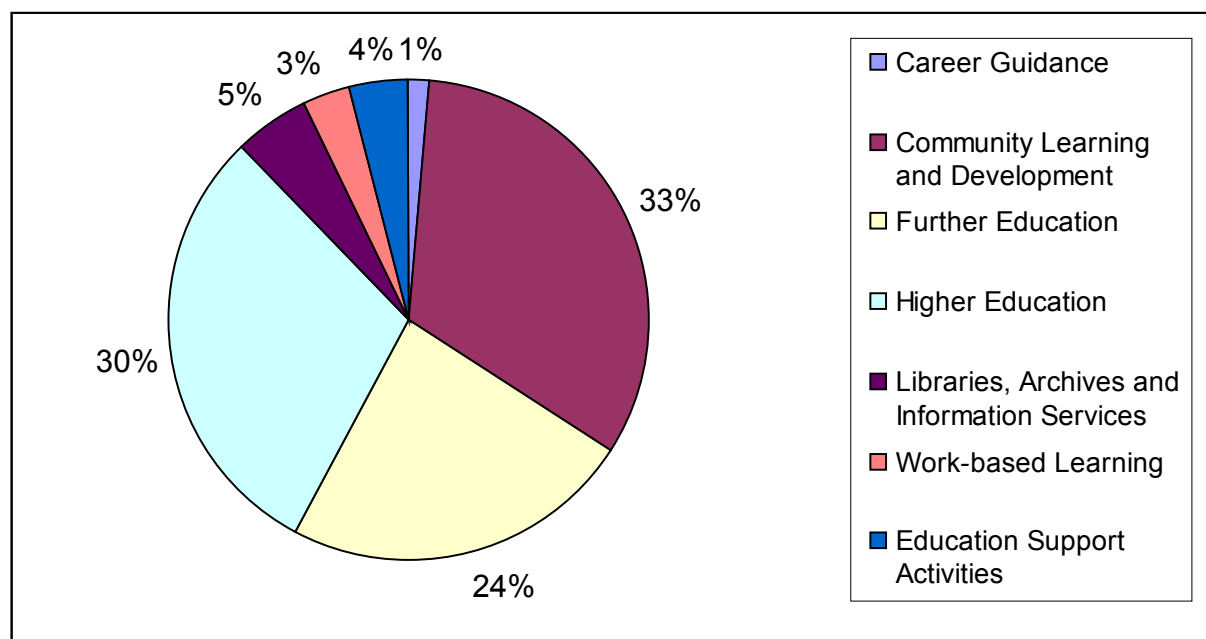
(e) Library services in each local authority, one library at each university and college across the UK and archives that took part in the Lifelong Learning UK archives profile survey, so this figure double counts FE and HE.

(f) Publically funded WBL providers, including FE colleges (so double counts FE). It is important to note that this figure omits privately funded training provision. According to yell.com (visited on 2nd November 2010) there were 11,174 listings under "training services" across the UK.

(g) Total including 4,174 General Secondary Education employers is 58,587 and excluding the double counting described above: 52,823.



## Proportion of employees in the lifelong learning sectors across the UK



## Number of employees in the lifelong learning sectors across the UK

	CG(a)	CLD(b) (including YW)	FE	HE(c)	LAIS	WBL	ESA(d)	Total(e)
UK	17,599	417,955	305,243	382,275	64,493	41,525	50,654	1,279,744
England (f)	14,107	273,073	268,310	314,805	56,631	30,000	43,277	1,000,203
Northern Ireland	210	26,724	6,357	7,595	1,059	1,625	892	44,462
Scotland	2,019	61,879	21,748	39,780	5,434	6,900	5,165	142,925
Wales	1,263	56,280	13,565	20,095	2,089	3,000	1,321	97,612

Source: Labour Force Survey (ONS 2009); Lifelong Learning UK Staff Individualised Record for 2008-2009; Scottish Funding Council staff record for Scotland's colleges 2008-2009; Welsh Assembly Government Staff Individualised Record for 2008-2009; Higher Education Statistics Agency staff record for 2008-2009; LibrariesNI; Archives Survey (LLUK 2008); stakeholder estimates.

### Notes:

(a) Staff in the "Careers advisors and vocational guidance specialists" SOC codes who are not covered by a LLUK SIC code have been included in the career guidance estimate.

(b) Staff in the "Youth and community workers" SOC codes who are not covered by a LLUK SIC code have been included in the CLD estimate in England. In Northern Ireland, Scotland and Wales an estimate of paid and voluntary youth workers has been included.

(c) The higher education staff figures are rounded to the nearest five.

(d) It was not possible to allocate staff in 'educational support activities' to individual sectors within lifelong learning.

(e) 2,083,140 including 803,396 General Secondary Education employees,

(f) A detailed breakdown of these figures within the nine English regions is available in the Sector Skills Assessment 2010 England report.

**Characteristics of the lifelong learning workforce** include gender, ethnicity, diversity and qualifications profiles, as well as working patterns and occupational levels. This information is based on data from Labour Force Survey (ONS 2009). Please note that this UK-wide data source is based on:

- Standard Industrial Classification (SIC) codes, which do not fully cover the entire lifelong learning sector, the details of which can be viewed in Appendix B
- Standard Occupational Classification (SOC) codes, the details of which can be viewed in Appendix C

**Gender profile:** Approximately 61 per cent of staff working in the lifelong learning sector across the UK are female and 39 per cent are male. Some variation occurs across the different sectors; 71 per cent of libraries staff and 54 per cent of higher education staff are female.

Variation across the four nations is slight: in England, 61 per cent of the workforce is female; in Northern Ireland, 65 per cent; in Scotland 62 per cent and in Wales, 63 per cent.

The gender profile differs from the UK workforce in all sectors, as only 47 per cent of the workforce across all sectors is female.

**Age profile:** 50 per cent of the lifelong learning workforce across the UK is aged 45 and above whereas only 26 per cent are below 35. The age profile does not differ considerably across the four nations, although there is variation within the sector, as 55 per cent of LAIS staff and 60 per cent of educational support activity staff are aged 45 and over.

The lifelong learning workforce is comparatively older than the average for the UK, as only 40 per cent of the workforce across all sectors is aged 45 and over.

**Ethnicity profile:** 93 per cent of the workforce across the lifelong learning sector as a whole is White. Overall, the percentage of staff who are from Black and Minority Ethnic<sup>8</sup> groups varies among sectors, ranging from approximately five per cent in educational support activities to approximately nine per cent in LAIS and higher education.

There is some variation across the four nations: in England, just over eight per cent of the workforce are from BME groups; in Scotland, approximately three per cent and in Wales, approximately two per cent. In Northern Ireland, the total workforce numbers are too low to accurately report the ethnicity profile. Compared to these, for all sectors across the UK, the proportion of the workforce from Black and Minority Ethnic groups is nine per cent.

**Disability and learning difficulty:** 15 per cent of the lifelong learning workforce across the UK has a disability. This is slightly higher than the figure for the workforce across all sectors in the UK (13 per cent).

There is some variation across the four nations: in England, 15 per cent of the workforce have a disability; in Scotland, 12 per cent and in Wales, 13 per cent. In Northern Ireland, the total workforce numbers are too low to accurately report on disability.

**Working pattern:** Approximately 69 per cent of staff in the lifelong learning sector across the UK work full-time and 31 per cent work part-time. This average is similar to the figure in all four nations. Staff in the adult and community learning, work based learning, and libraries, archives and information services areas are more likely to be working part-time than the lifelong learning sector average for the UK.

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Across all sectors of the UK, only 26 per cent of the workforce work part time (although this is likely to be an underestimate as respondents are asked about their “main job”).

**Occupational level:** More than half of the UK lifelong learning workforce is employed in professional occupations, which include lecturers in further and higher education; professional youth workers; librarians and archivists, and training consultants amongst others. Around 12 per cent are in associate professional and technical occupations which include youth and community workers; learning support staff; HE instructors; library and archive assistants, and recruitment officers amongst others.

The profile is generally similar for the lifelong learning sector across the four nations, but differs significantly from the all sector average, as only 14 per cent of the whole UK-wide workforce is employed in professional occupations.

**Qualifications:** Overall, the UK lifelong learning workforce is a highly qualified workforce, with 69 per cent of staff qualified to an S/NVQ level 4 or above.

There is some variation across the four nations: in England, 69 per cent of the workforce is qualified to this level; in Northern Ireland and Scotland, approximately 73 per cent and in Wales, approximately 75 per cent.

Some sector specific data on qualifications from across the UK or within individual nations is shown below:

- The most common qualification held in archives and records management in all four nations is a higher degree or equivalent (LLUK 2008).
- In England’s further education colleges, 92 per cent of full-time and 91 per cent of part-time teachers were qualified or enrolled on a teaching qualification in the 2008-2009 academic year (LLUK 2010b).
- In Scotland’s colleges, 70 per cent of permanent teaching staff hold a TQ(FE) qualification or equivalent (Scottish Funding Council staff record for Scotland’s colleges 2008-2009).
- 40 per cent of all further education college staff in Wales are qualified to first or further degree level, including professional qualifications (Welsh Assembly Government SIR 2008-2009).
- 86 per cent of academic staff working in higher education institutions across the UK are qualified to first degree level equivalent or above (Higher Education Statistics Agency staff record for 2008-2009).

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<sup>8</sup> Black and Minority Ethnic staff includes all individuals except for those in the ‘White British’, ‘White Other’ and the ‘not known / not provided’ categories.

## 4.2 Skills demand in the lifelong learning sector

According to the 2009 Sector Skills Assessment, the following skills priorities for the sector across the UK were identified:

- Skills for managing change including keeping pace with emerging technologies, leadership and management of change, planning for and responding to the implications of policy changes for organisations, problem solving skills and creativity
- Skills in working with others including partnership and collaboration, engaging with communities, engaging with and understanding the needs and demands of employers to enable the development of a more demand-led lifelong learning sector
- General business skills including project management, marketing, public relations, advocacy, budget planning and financial management, skills relating to innovation and entrepreneurship, bid writing and negotiation skills
- Teaching and learning related skills including skills in blended learning, skills in sustainable development, innovation and education, skills in teaching priority sector subjects, technician class skills, and skills for embedding equality and diversity
- Key skills including literacy, numeracy, ESOL and ICT

The rapid rate of change of the drivers of skills, especially economic drivers, has resulted in a shifting emphasis on skills priorities.

The next section will look at the drivers of change and see how that has impacted the workforce since 2009. It will investigate the effects of these drivers on skills demand as well as analysing employer demand for current and future skills.

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# Section 5: What Drives Skills Demand?

The demand for skills is driven by a variety of factors including economic, political, social, technological and environmental changes. Since the publication of the 2009 Sector Skills Assessment, some of the biggest drivers of change in the lifelong learning sector (and indeed the labour market in general) have been the formation of a new Coalition Government in Westminster and a recession-hit economy. Moreover, as Coalition Government in Westminster is implementing its policies for reduced public funding and each devolved administration is reviewing spending, there are many unknowns. However, what is certain is that change is inevitable – in policy, economic climate and society – and all of these will have an impact on the skills demands of the UK workforce as a whole, as well as in the lifelong learning sector.

This section undertakes an analysis of economic, political, social, technological and environmental factors to understand how current drivers may affect the lifelong learning workforce.

## 5.1 Economic drivers

### Reduced funding

In May 2010, soon after its formation, the Coalition Government in Westminster spelled out the need for immediate action to cut the UK fiscal deficit. Overall, the UK Government is making £81 billion of cuts to public spending which will reduce the amount of Government funding across the lifelong learning sector. Some examples of the impact of reduced funding within devolved nations include:

- For Northern Ireland, the Spending Review (HM Treasury website 2010) cut capital expenditure by 40 per cent, resulting in a total budget reduction of £4 billion in real terms across the Spending Review period. This means the budget allocation for Northern Ireland in 2014/15 will be down by more than £1.4 billion on the figure spent in the last financial year in real terms.
- Scotland's block grant is to fall by 6.8 per cent by 2014-5 (ibid). The Scottish Government have reported that overall in 2011-12 there will be £1.3 billion less to spend in real terms.
- Central funding for Wales is to be cut by 7.5 per cent (ibid). The Welsh Assembly Government reports that their budget will be cut by £1.8 billion in real terms over four years.

Local Authorities across the UK have already seen reductions in budget and staff over the last 2-3 years. Further and deeper staffing reductions are expected in 2011. This has an impact on large parts of the lifelong learning sector including youth work, libraries, archives, community development, community education, adult and community learning and Local Authority run work based learning.

Reduction in funding in higher education as indicated in the *Browne report* on higher education funding in England (BIS 2010a) will require higher education institutions (HEIs) to compete with each other to attract the best students. It will also lead to HEIs competing for funding from elsewhere (including potentially increasing tuition fees) and to delivering alternative provision in the workplace, both of which will create a demand for a different set of skills. HEIs in the devolved nations also face cuts to their overall budgets, although it will be for the devolved administrations to allocate funding. HEIs in Wales and Northern Ireland currently charge the same level of tuition fees as England. HEIs in Scotland currently do not charge Scottish students tuition fees, but this may not be sustainable in the long term - especially if Scottish universities are to compete with English institutions charging increased fees.

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The funding cuts imposed have seen the budgets of the career guidance workforce and those currently serving young people cut by 25 per cent in 2010, resulting in an increased workload and demand on existing skills of the career guidance professionals.

## Globalisation

The increased integration of education across Europe (“Single European Market in Education”) and the growing need to access the international market will have implications on staff skills. As institutions encourage learners from abroad to study in the UK, staff will require skills that enable them to support learners and customers from diverse backgrounds and countries.

## 5.2 Political drivers

One of the primary drivers of skills demand in the lifelong learning sector is government policy and regulation. In the UK, skills policies are the responsibility of each of the four nations. This section reviews the skills strategies in each nation of the UK to understand the overarching political context within which the devolved skills systems work in England, Northern Ireland, Scotland and Wales.

**Skills strategy for England:** Skills for Sustainable Growth (BIS 2010b), which replaces the *Skills for Growth strategy* (BIS 2009c), sets the overall policy context for the lifelong learning sector in England. The strategy aims to simplify the skills landscape and empower individuals to have ‘consumer choice’ over the skills they wish to develop. The three principles of the strategy are:

- Fairness – most attention will be paid to young people and those without basic literacy and numeracy skills.
- Responsibility – employers and individual learners are required to take greater responsibility for ensuring their own skills needs are met.
- Freedom – The individual learner, not numbers and targets, will be placed at the heart of the whole learning process and primary accountability will be to the learners, not Government.

Apprenticeships serve a central role in the strategy. The number of Apprenticeships is set to increase, but also the progression routes from Level 3 to Level 4 Apprenticeships and higher education will be clearer. Alongside this will be a wider and more flexible system of vocational qualifications, and protected funding for informal adult and community learning. The strategy also emphasises the importance of investment in training by employers and individuals.

Overall the strategy aims to develop a framework which helps individual people and their employers to get at the learning they want or need with an emphasis on progression to higher skills or to other forms of lifelong learning, including informal learning. This will involve reducing the artificial distinctions between further and higher education; between different types of institutions or programmes, and between formal and informal learning to create a system that is responsive to the demands of individuals, employers, the sector and the wider society.

# Case Study - England

**Organisation:** Lancashire Learning Consortium CIC, England

**Skills Need:** collaboration and partnership, management and leadership

In 2009, Lancashire Learning Consortium (LLC) secured nearly £0.5million from the Big Lottery Fund to provide leadership and management training to up to 360 learners from community and voluntary sector organisations in the Lancashire area. To address this skills need, LLC approached Edge Hill University to collaborate on the development of a new bespoke management qualification in the form of the Post Graduate Certificate in Voluntary Sector Management.

The Certificate is a 60 credit qualification at Masters Level that takes about nine months to complete. It is awarded after successful study of three of four modules, including Voluntary Sector Governance, Managing People, Strategic Business Planning, and Networks, Partnerships & Stakeholder Relations.

Each module has three Day School sessions, supplemented by use of an e-learning platform and private study. The Certificate has been developed for voluntary and community sector organisations, charities and social enterprises and their paid staff, managers, unpaid volunteers, charity trustees, members of management committees and directors.

*“Our collaboration has resulted in an exciting new accredited management programme for voluntary sector and civil society organisations, one of only a handful in the UK at Post Graduate level,”* explained Jonathan Gilbert, Development Manager at LLC. *“Our work with Edge Hill shows that the collaboration model between a voluntary sector infrastructure body and a higher education provider can be extremely productive. Voluntary sector organisations have reach to learners and investors and higher education provides the quality and academic vigour needed.”*

Based on their initial success, interest in the programme and intellectual co-ownership, Lancashire Learning Consortium and Edge Hill University have an exciting opportunity to expand the Certificate to other parts of the UK.





**Skills strategy for Northern Ireland:** The two key policy documents from the Department for Employment and Learning (DEL NI), *Success Through Skills* (DEL NI 2006) and *Success Through Skills Progress Report* (DEL NI 2007), set out the vision for the skills strategy and its contribution to Northern Ireland's productivity and competitiveness in the global economy. The vision is that, by 2015, Northern Ireland's economy is highly competitive in global terms. To deliver this, the Department identified four themes which underpin the strategy:

- understanding the demand for skills
- improving the skills level of the workforce
- improving the quality and relevance of education and training
- tackling the skills barriers to employment and employability

Success for Skills remains the overarching framework for the delivery of skills in Northern Ireland, and aims for Northern Ireland to be a global competitor in economic terms by 2015. However, the Department for Employment and Learning is consulting on a revised Skills Strategy for Northern Ireland – Success through Skills 2, which will provide the overarching strategy for skills development in Northern Ireland over the next decade.

**Skills Strategy for Scotland:** The overarching policy that impacts on the lifelong learning sector in Scotland is *Skills for Scotland: A Lifelong Skills Strategy* (Scottish Government 2007), which had laid out the Scottish Government's plan to develop a cohesive lifelong learning system centred upon the individual but also responsive to employer needs. This key policy document asked learning and training providers to fulfil specific actions, including the need for providers to consider themselves as part of one system geared towards helping people develop the skills they need, where articulation, integration and working with other providers are the norm. The three guiding principles of this strategy were:

- individual development
- economic pull
- cohesive structures

In October 2010, the Scottish Government published a refreshed *Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth* (Scottish Government 2010a), which recognised the progress made since 2007 and identified how the Government plans to reposition their skills policy to accelerate economic recovery and to realise their long-term economic aspirations for Scotland. There are four key priority themes in the new strategy:

- Empowering people so that they can contribute to and benefit from future economic success
- Supporting employers in their skills needs
- Simplifying the skills system
- Strengthening partnerships and collective responsibility

**Skills strategy for Wales:** *Skills that work for Wales* (Welsh Assembly Government 2008a) is a new skills and employment strategy and action plan that builds upon and replaces the Skills and Employment Action Plan that was published in 2005. The strategy provides a response to the Leitch Review of Skills in the UK and the independent review of the mission and purpose of further education in Wales. The strategy and action

# Case Study - Northern Ireland

Organisation: Southern Regional College, Northern Ireland

Skills Need: ICT skills

To address this skills need, the Technology in Learning Delivery (TLD) programme has been established to up-skill around 6,000 staff in the further education (FE) sector in information and learning technology (ILT) skills for on-line delivery of learning content. The programme will result in a Level 4 qualification provided by four awarding bodies based on a common framework developed in conjunction with LLUK.

*“ILT and Blended Learning are rapidly becoming more prevalent in the FE sector in Northern Ireland,”* commented Brian Henry, LLUK’s Nation Director, Northern Ireland. *“Government is committed to assuring the quality of provision and wants to ensure that staff are skilled appropriately.”*

Working with LLUK, Southern Regional College established a sector working group to devise a strategy that would produce an agreed framework for ILT development. By taking a multi-agency approach, the college ensured that the qualification could be purchased from more than one awarding body. A framework for the qualification has been developed and new qualifications will appear on the QCF by April 2011.

Justin Edwards, Director of Curriculum and Student Services at Southern Regional College, has been involved in TLD from the beginning. *“Although developing a new qualification is challenging, working together with awarding bodies on this programme has been very rewarding for us. The TLD programme will benefit the FE sector in Northern Ireland by ensuring transferability of skills among employers and enhance the learning experience for students.”*

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plan include: new approaches to funding; a more demand responsive skills and business support service; integrated skills and employment services delivered through partnership between the Assembly Government and Department of Work and Pensions; and the transformation of the learning network. This document was produced prior to the recession and is currently being reviewed.

Keeping in mind this broader context, the next section focuses on specific policies, legislation and regulations (both new and existing) that have an impact on the lifelong learning sector.

### Legislation and regulations relating to partnership and collaborative working

**In England:** *Higher Ambitions: the future of universities in a knowledge economy* (BIS 2009a) set out the need for greater engagement with industry and commerce in developing and delivering course modules. Such a change in HE will demand greater partnership and collaboration skills, better employer engagement skills, and skills for learning delivered in different ways to a more diverse student group. There is also a requirement to widen access to higher education, including delivery by non traditional providers, in non traditional settings. Such delivery will require partnership and collaboration skills, not least in the development of curriculum and learning provision with these new partners.

Ed Vaizey, Culture Minister, in his first public speech on libraries in July 2010 (DCMS 2010) suggested shared services, merging functions; staffing across authorities; support from volunteers and the use of other community buildings as new ways of working for the libraries sector.

In Northern Ireland: In January 2009, an independent all-age Careers Education, Information, Advice and Guidance Strategy was launched to facilitate more joined up provision (DEL NI 2009). The overall aspiration is that young people and adults will develop the skills and confidence to make the most of their life choices and follow the career path that suits them.

Recent developments in the library sector also have implications for the partnership working skills of the workforce. The responsibility for the management and delivery of the library service has transferred from the Education and Library Boards to a new regional public body, Libraries NI. This decision creates a single library service for Northern Ireland and streamlines its delivery through a separate body focusing solely on libraries.

**In Scotland:** The drive to reduce spending and replication of content is highlighted in the operational plan of the Skills Development Scotland (SDS 2010). The Scottish Funding Council provides funding for both further and higher education in Scotland which enables funding to incentivise collaborative working and greater levels of partnership between colleges and universities. Such collaboration to avoid duplication and take advantage of economies of scale will become increasingly vital in the future. The Scottish Government has stated that public money is not to be used to pay for the same provision twice.

# Case Study - Scotland

Skills Need: Management

Organisation: West Dunbartonshire Council, Scotland

West Dunbartonshire Council (WDC) is a local authority serving a community of around 91,000 residents with approximately 6500 staff, including about 600 managers. External audits and internal employee surveys identified the need to focus more resources on developing and supporting these managers. As other local authorities already provided in-house development programmes, WDC worked in partnership with them to develop a programme which was fit for purpose for the organisation.

The Council ran a series of consultation sessions with managers, employees and key stakeholders to determine exactly what the needs and issues were and to propose possible solutions. From these discussions a framework of programmes was developed to address manager's needs, as well as the organisation's requirements. The programmes provide development for managers, supervisors, and team leaders at all levels in the organisation, including all services and departments and those with an office base and those from manual work areas.

Programmes were initially delivered in partnership with a local college but are now moving to in-house delivery. Current programmes are accredited by the Chartered Management Institute, and three levels of accredited qualification are offered – Level 2 Award in Team Leading, Level 3 Certificate in First Line Management and Level 5 Certificate in Management and Leadership. These levels are aimed at differing managerial grades and are designed to be work based and practical.

Managers have responded positively to the programme, citing increased confidence levels to deal with situations and issues, resulting in better team harmony and efficiency and higher levels of engagement with the organisation. Managers feel better equipped to address situations which they previously would have avoided or dealt with differently.

*“Managers play a critical role in enabling and facilitating organisational change for the Council,” commented Lorraine Mair, Organisational Development Advisor. “Providing development for our managers underpins strong people management practice across WDC and is pivotal to enabling achievement of our strategic objectives and in managing our future challenges.”*

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**In Wales:** *Transforming education and training provision in Wales* (Welsh Assembly Government 2008b) challenges the lifelong learning sector in Wales to work together to transform the network of providers to widen options available for students at 14-19 in a way that reduces unnecessary duplication of provision by increased collaborative curriculum planning and delivery.

### Legislation and regulations relating to new ways of delivering learning to widen participation

**In England:** The *Learning Revolution White Paper* (BIS 2009b) promoted the benefits associated with informal learning as a way of developing skills, improving the well-being of communities, and developing the confidence of individuals. This impacts the skills of those tasked with the role of increasing access to informal learning, building the confidence of individuals who would not normally engage in learning, collaborating and engaging with volunteers and facilitating networks of support and solidarity. This policy has impact on large parts of the lifelong learning sector including community learning and development, work based learning and libraries.

Private universities are becoming increasingly common, which is already resulting in new ways of delivering learning including online degree courses. This requires a different set of skills compared to learning delivery in traditional institutions.

Moreover, within FE and HE, as the student population demands better value for money of their courses, colleges and HEIs have to adopt a personalised approach, which will result in the demand for new skills in staff.

The UK Government has legislated to raise the compulsory participation age in England to 18 by 2015, when young people will be required to participate in full or part time education or training until their 18th birthday. This continues to place additional demands for staff in learning providers to ensure all young people are engaged.

**In Northern Ireland:** Improving the skills levels of Northern Ireland's entire workforce is a top priority mentioned in the *Department for Employment and Learning Corporate Plan* (DEL NI 2008). One of the main aims of this is the promotion of learning and skills to prepare people for work and to support the economy. It highlights the need to address the problem of economic inactivity among the working age population and the importance of a better qualified and more flexible workforce.

The Northern Ireland Programme for Government 2008-2011, *Building a Better Future* (Northern Ireland Executive 2008), tasks DEL NI with improving fair access to higher education, year on year, to 2011. The Department has established the Higher Education Widening Participation Regional Strategy Group, comprising relevant experts from the education, public, private and voluntary/community sectors, to help to develop an integrated strategy for Northern Ireland. The work of the Group focuses on groups who are currently under-represented in Higher Education so that everyone can consider this route as a realistic option for economic and social progression.

Increased regulation in youth work and informal learning has developed in Northern Ireland in order to allow youth workers to help deliver the extended schools agenda, and through this to try to re-engage young people at risk of exclusion, or those defined as hard-to-reach.

# Case Study - Wales

Skills Need: Competency Framework

Organisation: Glamorgan Records Office

When relocating to its new purpose-built facility, the Glamorgan Records Office carried out a Job Evaluation process as part of its change in governance structure. The evaluation process found that the existing competency framework had been in place for ten years and didn't reflect the work staff would be doing in the new facility.

Staff collect and catalogue records relating to the history of Glamorgan and its people to save them for future generations. These records can include papers, plans, photographs, parchments, personal diaries and council minutes that may be in danger of destruction or decay. Staff ensure that items are held in the best environmental conditions and are packaged in appropriate materials. Staff offer advice on making the best use of records, give talks to visiting groups and mount exhibitions using unique documents in displays and exhibitions and produce DVDs of talks on popular subjects.

The National Occupational Standards (NOS) for Information & Library Services, Archive Services and Records Management and the user guide provided a useful framework to review and update the competency framework. Staff now have a clear idea of the expectations for their job role. Training needs are identified and the quality of service will improve because interventions for staff will be based on what they do. The Glamorgan Records Office is sharing their experience with the Welsh Records Office Network to allow others to benefit from their approach to workforce development.

Susan Edwards, Glamorgan Archivist, is very pleased with the outcome from this work. *"The NOS and NOS user guide developed by Lifelong Learning UK have provided a much more comprehensive, clear and practical method to develop our existing staff competency framework. We now have a focused approach to identifying staff development needs that will serve us well for years to come."*

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**In Scotland:** The Scottish Government published the *Policy and Practice Framework for 16+ Learning Choices: Supporting all young people into positive and sustained destinations* (Scottish Government 2010b) which aims to reduce the number of young people not in education, employment or training. One of the key messages of 16+ Learning Choices is a framework for every young person and gives particular attention to those who are at risk of moving into a negative destination. The report notes that effective delivery requires building on wider activity to support young people needing more choices and chances, while improving access and support for all young people in Scotland.

**In Wales:** The Welsh Assembly Government is particularly concerned with individuals who are not in employment, education or training (NEET). Reducing the proportion of young people not in education, employment or training in Wales (Welsh Assembly Government 2009) states that having effective learning support and career advice and guidance in place is essential so that young people are given the knowledge and skills to access appropriate education, training or employment. It is likely that most career guidance providers already have and utilise the skills required to deliver guidance, but the NEET group and the specific challenges faced by this diverse range of users may have other skills implications for the workforce, namely equality and diversity, dealing with challenging users, and social inclusion issues.

Other policies such as the Freedom of information Act, the Data Protection Act and the Equalities Act will continue to serve as drivers of skills in the lifelong learning sector as they cover broader issues affecting all parts of the UK workforce.

It is vital that front line services in the lifelong learning sector are maintained through the current economic situation. Now, more than ever, learning providers will have to be responsive to the demands of learners, but also engage with employers and communities to ensure that their provision is fit-for-purpose and meeting demand.

It is clear that political drivers will continue to have a significant impact on the lifelong learning sector with particular attention to the following areas:

- Collaboration between sectors and the usage of shared services
- New ways of learning delivery and paying attention to the views of those not currently engaged in lifelong learning to widen participation
- Responsiveness to needs of businesses

As indicated in the 2009 Sector Skills Assessment and confirmed in the 2010 research, these skills issues continue to be foci for attention.

## 5.3 Social drivers

### Demographic changes

With the impending abolition of the default retirement age and an increase in the age at which the state pension is payable, there will be a larger number of people in the active workforce for a longer period. This ageing workforce will need skills to compete in and contribute to a rapidly changing labour market. Recent research suggests that employers across the UK are under-prepared for the issues raised by the aging workforce, despite the impending changes and the fact that a third of the UK workforce will be aged over 50 by 2020 (CMI and CIPD 2010).

A related issue is around skills post-retirement for those that want to continue to work or volunteer, perhaps in a different field or trade. This is likely to result in an increased number of older adults accessing learning provision.

Forecasting data from 2007 (HEPI 2007) suggested that the 18-20 year-old age group in England would peak in 2010 and decline significantly for the following decade by more than 13 per cent. This could mean a future fall in absolute demand for HE courses by this age group, implying a possible reduction in the demand for staff.

For the HE sector in England, this decline could mean that in order to maintain and/or grow their volume of activities, the sector will have to reach out on a larger scale to other age groups as well as those already at work (CBI 2008). This also applies to the FE and WBL sectors in England (CBI 2009).

Although these reports are England-only, the authors note that the same issues are likely to arise in the devolved nations and indeed projections produced by Universities UK reveal that the number of 18-20 year olds in each of the devolved nations is forecast to fall each year between 2010 and 2020 (Universities UK 2008).

The Northern Ireland population, as reported by the Northern Ireland Statistics and Research Agency (NISRA 2009), is projected to exceed 1.84 million by 2023. The number of people of current working age is projected to increase marginally from 1,098,000 people in 2008 to a projected 1,132,000 people in 2023, an increase of 3 per cent; in contrast the number of people of current pensionable age is projected to increase markedly from 296,000 in 2008 to 416,000 in 2023, a much greater increase of 41 per cent.

### Inward migration

The last decade has seen a substantial increase in the movement of people between countries, both within Europe, and on a global scale. Inward migration to the UK will result in an increasingly diverse population, and there is a role for the lifelong learning sector in helping migrants to learn the language where required, integrate into their new communities and acquire skills and cultural knowledge to play a productive role in UK society. There is also a role for the sector in helping those communities welcome and adapt to their new members (NIACE 2009).

Anyone who delivers learning and information to such a diverse population will require skills in overcoming the issues around social exclusion, as well as cultural knowledge and sensitivity so that learning and information delivery is effective and appropriate.



## Increasing numbers of volunteers in the workforce

The Coalition Government's agenda of 'Big Society' (Cabinet Office 2010) will see a change in the makeup of the workforce with volunteers playing a larger role. For example, a report on the Big Society by the Royal Society of the Arts (RSA 2010) discusses the value of volunteers in prevention of anti-social behaviour and crime with "public-service workers, local residents and volunteers play(ing) a more active role in crime intervention through the introduction of courses in community safety skills focusing on aspects such as self protection and restraint, "reading" a situation and defusing it."

Reports from across the four nations are already noting the increasing numbers of volunteers along with increasing numbers of participants and learners, for example within community learning and development settings (HMLe 2010) but also within other publically funded sectors, such as museums (Weald and Downland 2008). Existing staff are required to offer a wider range of programmes to meet this demand, while training and mentoring new volunteers.

The Big Lottery Fund (BIG) has committed £43 million to be invested across the UK to tackle the longer-term effects of the recession on the UK's communities, including support to help train increasing numbers of volunteers (BIG 2009).

## Bilingualism

**In Wales:** One of the most important social drivers is the demand to create a Bilingual Wales. In the last ten years, there has been a rise of Welsh medium schools and general statistics for Wales show that in January 2009, 99.8 per cent of pupils in maintained primary schools were taught Welsh as either a first or second language (Statistics for Wales 2009), thereby indicating a rise in the demand for Welsh language skills. There is also a strong will to ensure equal treatment of the Welsh language in Wales. Various policies and measures contribute to this:

*The Proposed Welsh Language Measure* (National Assembly for Wales 2010) was published by the Minister for Heritage with the aim to provide greater clarity and consistency for Welsh speakers about the services they can expect to receive in Welsh. The proposed Measure is intended to modernise the existing legal framework regarding the use of the Welsh language in the delivery of public services, and is likely to result in an increase in the Welsh language skills of the population as a whole.

*The Welsh-medium Education Strategy* (Welsh Assembly Government 2010a) aims to ensure that Wales' education system makes it possible for more learners of all ages to acquire a wider range of language skills in Welsh, a system which is responsive to public demand for an increase in Welsh-medium provision.

These measures will result in an increase in the Welsh language skills of the population as a whole, leading inevitably to an increase in demand for services in Welsh, including lifelong learning. This demand will have an impact on the skills needs of the lifelong learning workforce.

**In Scotland:** The Scottish Government is promoting Gaelic and stimulating demand for Gaelic language skills as an integral part of Scotland's heritage, national identity and current cultural life. The Scottish Government has introduced structures and initiatives to ensure that Gaelic has a sustainable future in Scotland. This goal will require concerted effort by Government, the public sector, the private sector, community organisations and individual speakers to enhance the status of Gaelic; encourage the increased use of Gaelic; and promote the acquisition and learning of Gaelic. The final point has obvious implications for the Gaelic language skills of lifelong learning providers, especially in areas of Scotland where Gaelic is more commonly spoken.

## 5.4 Technological drivers

With new electronic technologies being introduced regularly, the workforce will need relevant skills to use digital technology effectively in order to help deliver creative and inspiring learning experiences. The workforce will need to be agile to adapt and learn how to use digital learning resources and platforms (e.g. websites, online seminars, virtual learning environments) in order to deliver e-learning, distance learning and blended learning in a way that engages and stimulates learners from diverse backgrounds. It is not possible to specify exactly what makes a 'good quality' learning resource, because so much depends on the "type of the resource (tutorial, simulation, game, podcast, video, presentation, text document, etc.); the purpose of the resource; the way in which the resource is used, and the characteristics of the particular users" (E-Learning network website 2010). Specific examples of impact on skills include:

- For those that deliver information and guidance, this could mean the need for innovative and increased use and application of new technologies in delivery of 'remote' advice/ guidance including use of video conferencing to deliver to clients, telephone IAG and an increased use web-chat.
- The impact of the digital agenda and changing approaches to provision of information and publishing (such as the announcement that subsequent editions of the Oxford English Dictionary may not be published in print form) is still being assessed by organisations within the LAIS sector. Online libraries and archives are already providing access to digitised content drawn from a variety of sources and making greater use of digital preservation techniques. The impact of this driver in the LAIS sector, therefore, is even more advanced with the workforce expected to be skilled not only in e-delivery of content, but also in digital preservation technology and issues around online privacy, accessibility, and providing quality content.

Technological drivers of skills demand operate across the four nations and will have implications for the whole lifelong learning workforce.

## 5.5 Environmental drivers

The first budget of the coalition Central Government delivered in June 2010 confirms that the green agenda is a key driver and has potential to impact on the lifelong learning workforce. The main impacts of the green agenda are:

- Frontline delivery staff will need to be up-skilled in the applications of green technology in order to deliver relevant and up-to-date provision. For example, Gateshead College have partnered with Smith Electric Vehicles to launch the first ever apprenticeship dedicated to electric vehicles.
- All staff need knowledge and awareness of environmental sustainability

**In Scotland**, the *Climate Change (Scotland) Act 2009* (Scottish Government 2009) makes stringent commitments to reduction of carbon emissions. There is a duty for all publicly funded bodies to make the recommended reductions in carbon emissions. There are obvious impacts on the provision of lifelong learning, for instance the introduction of more e-learning to reduce the learner's travel. There are also more subtle implications. As the lower carbon economy becomes more influential, the skills required to work in a low carbon manner in all sectors will be more of an issue. These skills will need to be embedded in curricula and provision by lifelong learning staff.

**In Wales**, the *Climate Change Strategy* (Welsh Assembly Government 2010b) sets out the targets of emission reduction. The assembly expects every part of the public sector in Wales to be working towards three per cent annual reductions in greenhouse gas emissions. This is in line with the target of three per cent annual reductions across all areas of devolved competence. Lifelong learning employers may have to change the way that they operate to meet these targets.

The United Nations Decade of Education for Sustainable Development began in 2005 with an overarching goal for all member nations, including the UK, to “integrate the principles, values, and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental problems we face in the 21st century “. Recent updates on the decade presents four main areas of action: enhancing synergies with educational and development initiatives; developing and strengthening capacities for Education for Sustainable Development (ESD); building, sharing and applying ESD-related knowledge and advocating ESD, and increasing awareness and understanding of the importance of sustainability (UNESCO 2010).

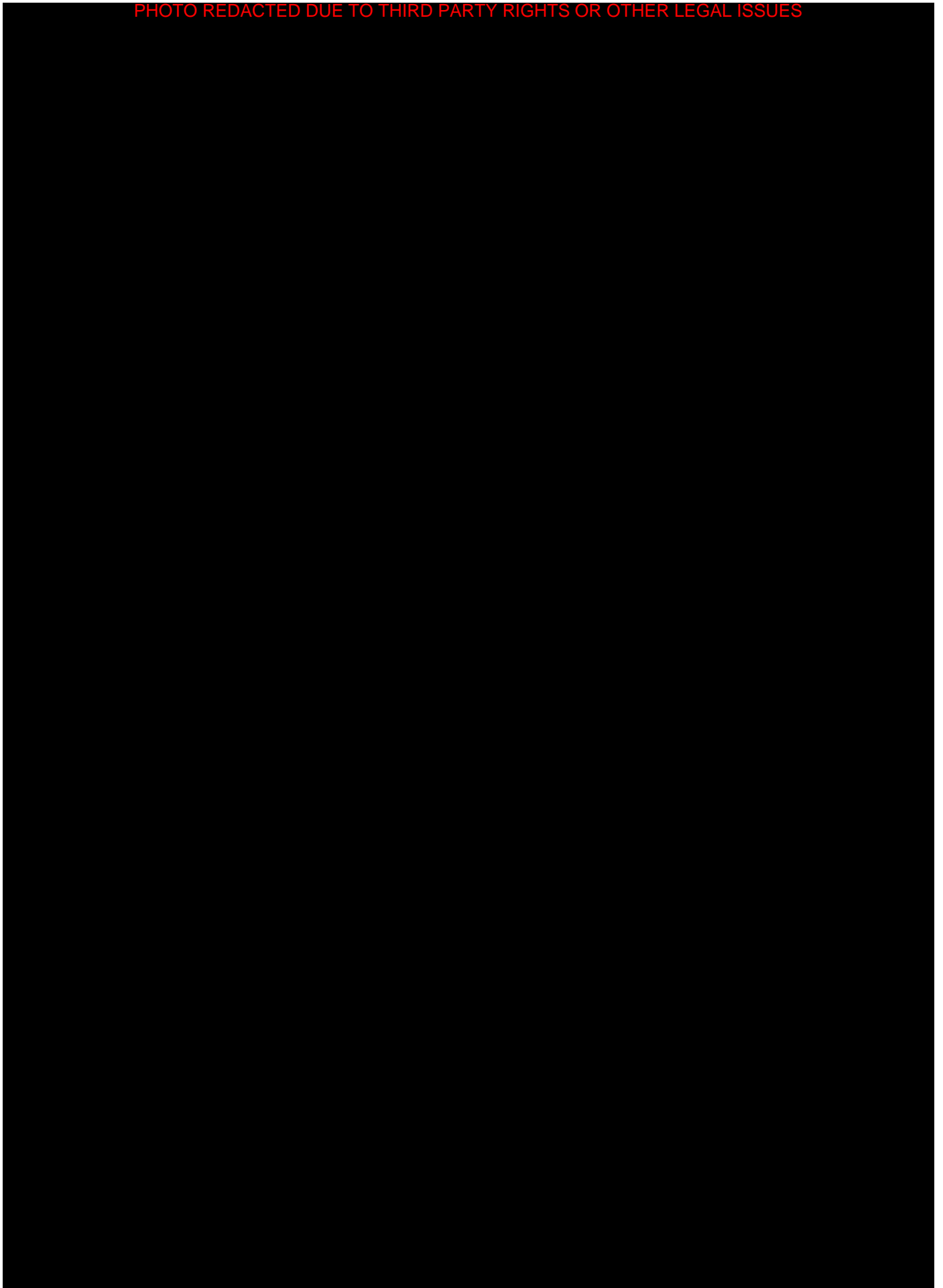
## 5.6 Conclusions

It is apparent from the drivers of change, as public funding faces a squeeze, that there will be the need for more efficient use of resources, both material and human. More will have to be done by effective collaboration both within and outside the sector. Efficient utilisation of existing and new resources, including digital technology and new/social media, will be required. New ways of working in order to deliver learning and information should be introduced. This will require the workforce to be agile in order to adapt and transfer their skills to meet changing needs. All these changes will require strategic planning and leadership to ensure organisations, management and the total workforce are prepared to work competitively in a world where public funding is limited and technology is rapidly advancing.

In summary, the drivers mentioned above will create a demand, in general terms, for the following skills:

- Partnership and collaboration across sectors
- Greater employer engagement and involvement in the development of new provision of learning or information
- Utilisation of e-technology
- Strategic leadership and change management

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# Section 6: Current Skills Needs

## DEFINITIONS:

Hard-to-fill vacancy - Those vacancies classified by respondents as hard-to-fill

Skills shortage vacancy - A subset of hard-to-fill vacancies where the reason given for the difficulty filling the position is a low number of applicants with the required skills, work experience or qualifications

Skills gap - This exists when the employer indicates that staff at the establishment are not fully proficient at their jobs.

Incidence of a skills issue – Percentage of employers who report a particular skills issue

Density of a skills issue – Percentage of the workforce affected by a particular skills issue

This section reviews skills shortages and gaps in the lifelong learning workforce as stated by employers and defined through data from various sources. As proposed in the Common LMI Framework, findings from the Employer Skills Survey from each of the four nations are used to report on skills shortage vacancies and skills gaps as viewed by employers in the lifelong learning sector. These surveys classify the lifelong learning sector using SIC codes, which do not completely cover the lifelong learning sector, and in some cases have incomplete data. (Please refer to Section 2 – Methodology – for more details). Therefore, data is used from other sources including Lifelong Learning UK's 2010 SSA survey to obtain richer details of employer skills shortages and gaps.

The tables below summarise the incidence and density of vacancies, skills shortage vacancies and skills gaps from the latest Employers Skills Survey data for the lifelong learning sector in each nation.

### Incidence of vacancies, skills shortages and skills gaps

	Percentage of lifelong learning employers reporting vacancies	Percentage of lifelong learning employers reporting hard-to-fill vacancies	Percentage of lifelong learning employers reporting skills shortage vacancies
England	24	5	4
Northern Ireland	27	4	-
Scotland	26*	-	-
Wales	24	6	4

(Sources: England, National Employer Skills Survey 2009; Northern Ireland, Skills Monitoring survey 2009; Scotland, Scottish Employer Skills Survey 2008 \*data to be treated with caution, as it is not fully robust by Futureskills Scotland's own criteria; Wales, Skills in Wales 2005)

Notes: Hyphen denotes numbers too low to publish.

### Density of skills shortages and skills gaps

	Hard-to-fill vacancies as a percentage of total in employment in lifelong learning	Skills shortage vacancies as a percentage of total in employment in lifelong learning	Skills shortage vacancies as a percentage of hard-to-fill vacancies in lifelong learning
England	0.2	0.2	76
Northern Ireland	0.4	0.4	92
Scotland	0.5	0.3*	51*
Wales	0.4	-	-

(Sources: England, National Employer Skills Survey 2009; Northern Ireland, Skills Monitoring survey 2009; Scotland, Scottish Employer Skills Survey 2008 \*data to be treated with caution, as it is not fully robust by Futureskills Scotland's own criteria; Wales, Skills in Wales 2005)

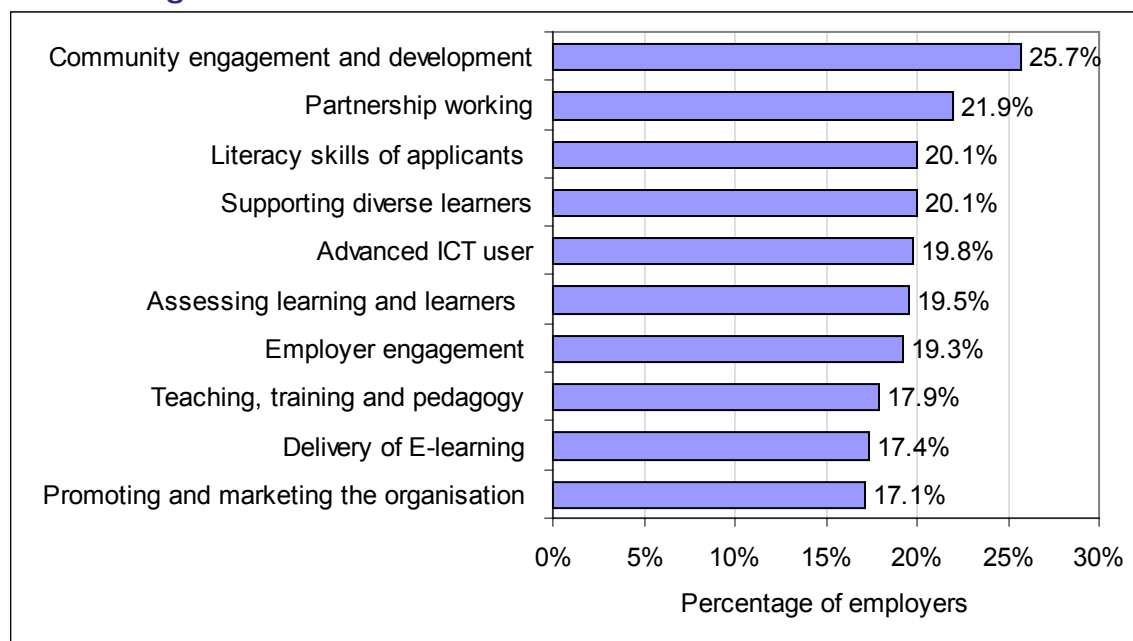
Notes: Hyphen denotes numbers too low to publish.

## 6.1 Recruitment and skills shortages

Vacancies were reported by between 24 and 27 per cent of lifelong learning employers across the UK. In general this figure is higher than the percentage of all employers reporting vacancies in each nation but compares closely with other SSCs which are largely composed of public sector employers such as Skills for Justice, and Skills for Care and Development. The percentage of employers reporting that some vacancies were hard to fill is between four and six per cent across the UK. Most of these hard to fill vacancies were skills shortage vacancies, i.e. they were hard to fill because applicants lacked the desired skills, qualifications or experience.

Employers in the lifelong learning sector that participated in the SSA 2010 survey were asked about skills shortages. According to their responses, the most frequently reported skills shortages include community engagement and development skills, partnership working and literacy skills. These are highlighted in the diagram below:

## Skills Shortages



Source: Lifelong Learning UK 2010 SSA survey, base 374 (Example: 25.7 per cent of 374 employers reported that “community engagement and development” was a skill that was lacking among applicants)

Community engagement and development and partnership working were the two skills shortages most frequently reported through the SSA 2010 survey. Although this skills shortage was more of an issue among employers providing CLD, it was also frequently reported by employers providing LAIS and career guidance. It is encouraging to note that employers are aware of this skills requirement and are already looking for applicants with appropriate experience.

Other specific skills shortages have been identified through additional sources of information:

Literacy skills of applicants continue to be skills shortages across the lifelong learning sector. Employers participating in the 2010 SSA survey highlighted literacy (20 per cent) as a skills shortage. The data also suggests that these issues are faced by a greater proportion of further education and work based learning providers.

Supporting diverse learners is a skills shortage reported by employers in the 2010 SSA survey and a skills requirement emerging from the drive to widen access to a greater diversity of learners. The data also suggests that these issues are faced by a greater proportion of further education and career guidance providers, which may be because these sectors are a logical first point of contact for learners who are not currently engaged with lifelong learning. It is essential that these sectors, along with all lifelong learning providers, continue to embed equality and diversity into recruitment policy and practice. This will ensure that the sector is able to take full advantage of a wide range of skills and abilities.

Advanced IT skills were one of the main areas of skills shortages across the lifelong learning sector. Specific reasons for recruitment difficulties include the lack of understanding of legal frameworks such as the Freedom of Information Act and the Data Protection Act; IT skills and use of digital technology within career guidance applicants; skills related to specialist software packages; programming and data security.

Across the lifelong learning sector, there is a lack of skilled applicants who are experts in delivering effective learning efficiently using new and social media. 16 per cent of employers responding to the 2010 SSA survey cited management of digital information as a skills shortage, with more library, archive and information service providers reporting this to be an issue when compared to the other sectors.

Assessing learning and learners is a skills shortage reported by 19 per cent of employers in the 2010 SSA survey. This has been highlighted as an issue by secondary sources, especially within CLD and WBL providers. Inspectorate reports have noted that providers do not always make sufficient use of assessment tools to identify initial learner skill levels, and that some providers do not involve learners sufficiently in evaluation processes. In 2010 Lifelong Learning UK completed the development of new National Occupational Standards for Learning and Development. New qualifications have been designed using an appraisal system that is based upon competences, rather than qualifications. These new qualifications are intended to improve assessment skills across the lifelong learning workforce, and uptake will eventually have a positive effect on skills levels among applicants.

Skills to promote and market the organisation are in demand to ensure that an organisation's brand is made aware to the relevant audience. This was reported as a skills shortage reported by 17 per cent of employers in the 2010 SSA survey.

Skills shortages were outlined in the FE sector in England and Wales relating to the priorities of young people in compulsory and post-compulsory education and training. Shortages also related to applicants not possessing the adequate and relevant understanding of the implications of this policy agenda. For example, working with the 14-16 year old group requires a different set of skills from dealing with older or adult learners, such as providing greater pastoral care and behaviour management. In Scotland there are implications surrounding the delivery of Curriculum for Excellence which requires greater collaboration between schools and colleges with robust systems and shared processes to provide the right learning and support for all young people.

Within HE in England, subject areas with academic recruitment shortages included business/ management, accounting/ finance and law. According to a survey conducted in 2008 (UCEA 2008), there was more difficulty for the recruitment of biological sciences staff and less for IT/ computing staff when compared to previous years. In terms of academic staff grade, the majority of difficulties concerned the recruitment of lecturing staff with slightly fewer difficulties reported at professor or researcher levels. This finding was consistent with previous survey findings by the UCEA.

Career guidance organisations across the UK reported that the main reasons for skills shortages include the lack of specialist career guidance skills, lack of experience and lack of relevant qualifications. Another reason for the skills shortages was the lack of applicants experienced in working with people with learning difficulties and/ or disabilities (TBR 2009).



## 6.2 Skills gaps

According to the data from the Employer Skills Survey across the four nations, the majority of employers in the lifelong learning sector regard their staff as fully proficient with only between 17 and 28 per cent of lifelong learning employers across the UK reporting that they had staff with skills gaps. The national breakdown of skills gaps across the lifelong learning sector can be seen in the table below.

### Comparison of skills gaps across the UK

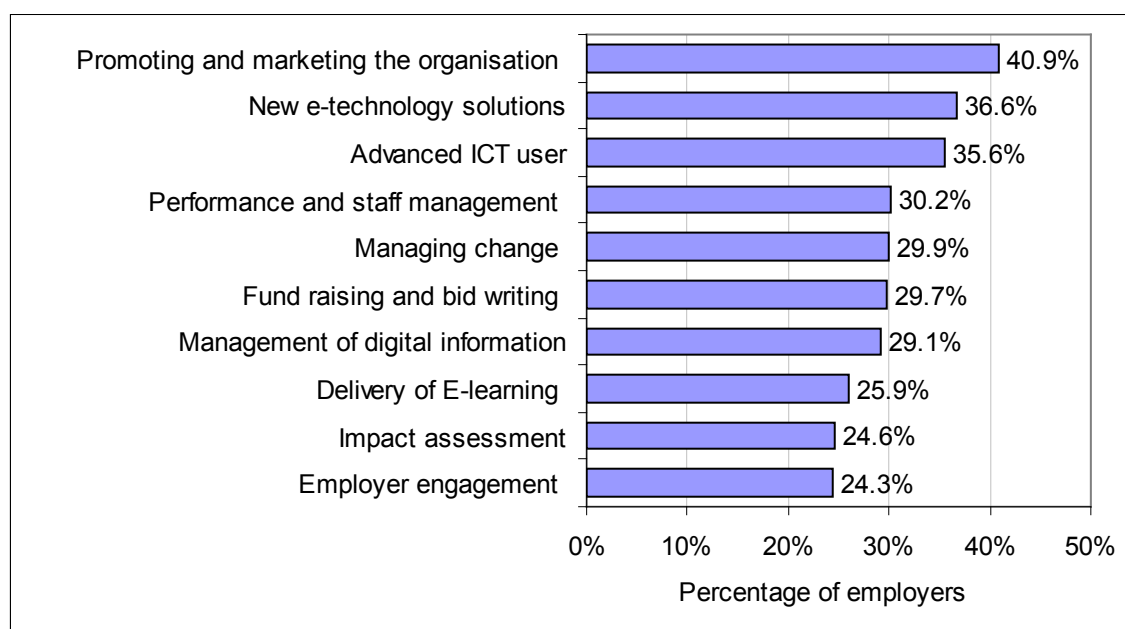
	Percentage of lifelong learning employers reporting skills gaps	Skills gaps as a percentage of total in employment in lifelong learning
England	21	6
Northern Ireland	20	3
Scotland	28*	7
Wales	17	3

Sources: England, National Employer Skills Survey 2009; Northern Ireland, Skills Monitoring survey 2009; Scotland, Scottish Employer Skills Survey 2008 \*data to be treated with caution as it is not fully robust by Futureskills Scotland's own criteria; Wales, Skills in Wales 2005

Within the lifelong learning sector, as with all sectors, skills gaps are reported far more frequently than skills shortages, although employers tend to report less of a negative impact from skills gaps than skills shortages. The implication is that employers would rather have an individual with skills gaps in a given post than the post remaining vacant.

The skills gaps most frequently reported by lifelong learning employers in the 2010 SSA survey include skills such as promoting and marketing, use of new e-technology and advanced ICT. The top ten reported skills gaps are highlighted in the diagram below:

### Skills Gaps



Source: Lifelong Learning UK 2010 SSA survey, base 374. (Example 40.9 per cent of employers reported that "promoting and marketing the organisation" was a skills gap within their existing workforce.)

Promoting and marketing the organisation is a skills gap reported by over 40 per cent of employers in the 2010 SSA survey. The fact that this issue was only reported as a skills shortage by 17 per cent of employers suggests that this is not a skills issue that employers are addressing through recruiting. Specific training interventions for key staff would address this skills gap, perhaps arranging one-to-one mentoring with marketing experts. There are many opportunities in today's e-enabled world for online marketing campaigns which may deliver high impact / low cost solutions. This is relevant to the next most frequently reported skills gap: new e-technology solutions.

Other skills gaps identified through additional sources have been grouped into the following broad categories:

E- learning delivery and new e-technology solutions were reported as skills gaps in the 2010 SSA survey. The former was a particular issue within the WBL sector and the latter in FE and career guidance. Changes in technology impact across all sectors from teaching and learning practices, including greater use of e-learning and virtual learning environments, to the digitisation and preservation techniques of libraries and archives and information management needs and analysis.

- For learning providers, this is the new world of digital pedagogy where staff have to learn to use new modes of e-teaching in order to access a vast number of learners who may be from diverse backgrounds and/or remotely based.
- Career guidance is experiencing issues in finding appropriately skilled and knowledgeable trainers to upskill the workforce, particularly around the use of new technology. Higher usage of new technologies is anticipated to increase the delivery of remote-guidance and to manage remote teams.

The demand for advanced ICT skills is also on the rise, with employers across the lifelong learning sector demanding that their staff possess knowledge of ICT in relation to web content and using electronic media. 36 per cent of employers responding to the 2010 SSA survey reported advanced ICT user skills as lacking among existing staff.

Performance and staff management was reported as a skills gap by 30 per cent of employers in the 2010 SSA survey, although this was reported far more frequently by HE employers (more than half of the HE employers who responded reported this skills gap). Further specific research is required to determine the issues involved, although good practice in performance management (including helping staff to set personal goals and priorities, providing regular feedback and ensuring staff have the resources necessary to do their jobs) is already being encouraged within the sector (Leadership Foundation for Higher Education 2007).

Dealing with cost-cutting, rationalisation and demand for leaner and more agile institutions require skills of change management, reported by 30 per cent of employers in the 2010 SSA survey. Leaders and managers are required to be effective change agents. It was noted in the 2009 SSA (LLUK 2010a) that smaller organisations, such as those within the CLD and WBL sectors, could respond to change more rapidly than the larger institutions within FE and HE. Reporting of this skills gap in the 2010 SSA survey was much higher within FE and HE. This suggests that the FE and HE sectors have recognised that change management skills could have a positive effect on competitiveness by enabling institutions to be better performing with the manoeuvrability to adapt to change quickly and competently.

Fundraising and bid writing skills were reported as a skills gap by 30 per cent of employers in the 2010 SSA survey. This relates to the growing need for employers to compete for limited resources, and is likely to

become more of an issue as spending cuts further reduce the amount of public money available for lifelong learning. This skills gap was a particular issue within the CLD and LAIS sectors, where bid and contract writing skills are essential to generate funds through competitive bids. It is also essential to be able to make business cases; be aware of the true cost of delivery and be capable of financial management.

Management of digital information (including web content) was reported as a skills gap by 29 per cent of employers in the 2010 SSA survey. Services are increasingly being delivered online, from libraries, archives and information services to e-learning. There is likely to be a need for skills in online customer engagement associated with the digital delivery of services. These skills will be distinct from on-site customer service skills. There is also an ongoing need to update and add to the sector's understanding of the impact of digitisation.

Evaluating and assessing impact was also one of the top ten skills gaps, identified by almost a quarter of respondents to the 2010 SSA survey. Being able to demonstrate the impact of a particular activity will become more important as competition for funding increases. A funding application will have a greater chance of success if the proposed activity has a demonstrable positive impact. Evaluating impact therefore links with bid and contract writing skills as essential during a period of reduced funding.

Employer engagement was the tenth most reported skills gap, identified by almost a quarter of respondents to the 2010 SSA survey. It is vital that front line services in the lifelong learning sector are maintained despite reductions in funding. Now, more than ever, lifelong learning providers will have to engage with employers and communities to ensure that their provision is fit-for-purpose and meeting demand to avoid unnecessary spending of reduced resources.

An increased workload for other staff was the most common impact of staff having skills gaps, as reported by most employers in the nation's employer skills surveys. Other impacts reported were difficulties in introducing new working practices and in meeting quality standards and increased operating costs. The most common approach to dealing with skills gaps in the lifelong learning sector across the UK is to provide training or professional development for staff.

### 6.3 Training provision in the lifelong learning sector

According to the Employer Skills Survey in each of the four nations around nine out of every ten employers had funded or arranged some training or development in the 12 months prior to taking part in the survey. Employer training in the lifelong learning sector across the UK is above each national “all sectors” average.

#### Comparison of training provision by employers across the UK

	Percentage of employers who fund or arrange off the job training	Percentage of employers who fund or arrange on or off the job training	Percentage of lifelong learning workforce who receive training
England	79	90	66
Northern Ireland	77	91	37 (off the job only)
Scotland	69*	87*	50* (off the job only)
Wales	84	-	-

(Sources: England, National Employer Skills Survey 2009; Northern Ireland, Skills Monitoring survey 2009; Scotland, Scottish Employer Skills Survey 2008 \*data to be treated with caution as it is not fully robust by Futureskills Scotland’s own criteria;; Wales, Skills in Wales 2005)

Notes: Hyphen denotes numbers that are too low to publish.

Data on training is also generated through the Labour Force Survey (ONS 2009) on whether the workforce has received training through their work in the last three months. The data suggested that 37 per cent of staff from the lifelong learning sector in the UK had received such training, compared to 26 per cent across all sectors in the UK.

Compared to the above, responses from the 2010 SSA survey indicated that more than half of the respondents had funded or arranged training or development in the past 12 months, providing training to approximately 43 per cent of the total workforce that they employ.

# Section 7: Anticipating What Lies Ahead

## 7.1 Working Futures projections

Employment projections, known as Working Futures, are produced for every Sector Skills Council by the Warwick Institute for Employment Research (IER). The latest projections are available for a ten year period between 2007 and 2017. Forecasts developed in 2009 can be extracted for the UK and each of the four nations. The main aims of Working Futures are:

- to help in clarifying aims and objectives of policy interventions
- to provide focus for discussion
- to enable more strategic actions to be taken
- to allow employers, employees or others to make better decisions about their own futures.

It is important to note that projections in this section are indicative of likely trends based on past data and do not aim to make precise forecasts of what will inevitably happen and that the projections do not take into account the recent economic downturn. Nonetheless, they provide useful information and intelligence about employment trends to influence and change behaviour and therefore outcomes.

As with the Employer Skills Survey data, Working Futures classifies the lifelong learning sector using SIC codes, which do not completely cover the lifelong learning sector, and in some cases have incomplete data. (Please refer to Section 2 – Methodology – for more details).

### Overall employment projections

Overall, employment levels in the lifelong learning sector are expected to rise by approximately 3.5 per cent between 2007 and 2017, compared with 6.2 per cent across all sectors. The increase in employment is predicted to be higher across all sectors than in the lifelong learning sector, with the exception of Scotland, where the rise in levels of staff is expected to be similar to the increase in the economy as a whole. It is predicted that approximately 40 per cent of the lifelong learning workforce across the UK will need to be replaced over the next ten years due to retirements.

### Employment projections by gender

Female employment in the UK lifelong learning sector is expected to increase by almost five per cent by 2017 which coincides with the percentage across all sectors. However, the rise in male employment will be much slower (less than one per cent) than that experienced in the UK economy (around seven per cent). In England and Northern Ireland the change in female employment levels will increase at a similar rate to that of all sectors, whereas Scotland and Wales will experience a higher rate of increase in the lifelong learning sector.

The number of males employed in the Northern Ireland and Wales lifelong learning sectors will experience a fall of six per cent and four per cent, respectively, in comparison to a four and seven per cent rise in male employment across the economy. The increase in England (one per cent) and Scotland (three per cent) will be much lower than that in all sectors in these nations (eight per cent and six per cent, respectively).

### **Employment projections by working pattern**

The number of full-time staff will increase across all sectors in all four nations. In comparison, the full-time lifelong learning workforce is expected to decrease in all nations except Scotland where full-time workers are likely to increase at a slightly faster pace than across all sectors. The largest fall of 11 per cent is observed in Wales.

In Northern Ireland and Wales, the number of part-time staff in the lifelong learning sector is expected to increase (by 12 per cent and 21 per cent, respectively) at a faster rate than the all sector increase between 2007 and 2017. Although the part-time lifelong learning workforce will continue rising in England (10 per cent), Scotland (7 per cent) and the UK (10 per cent), the increase across all sectors will be slightly higher (11 per cent).

### **Employment projections by occupation**

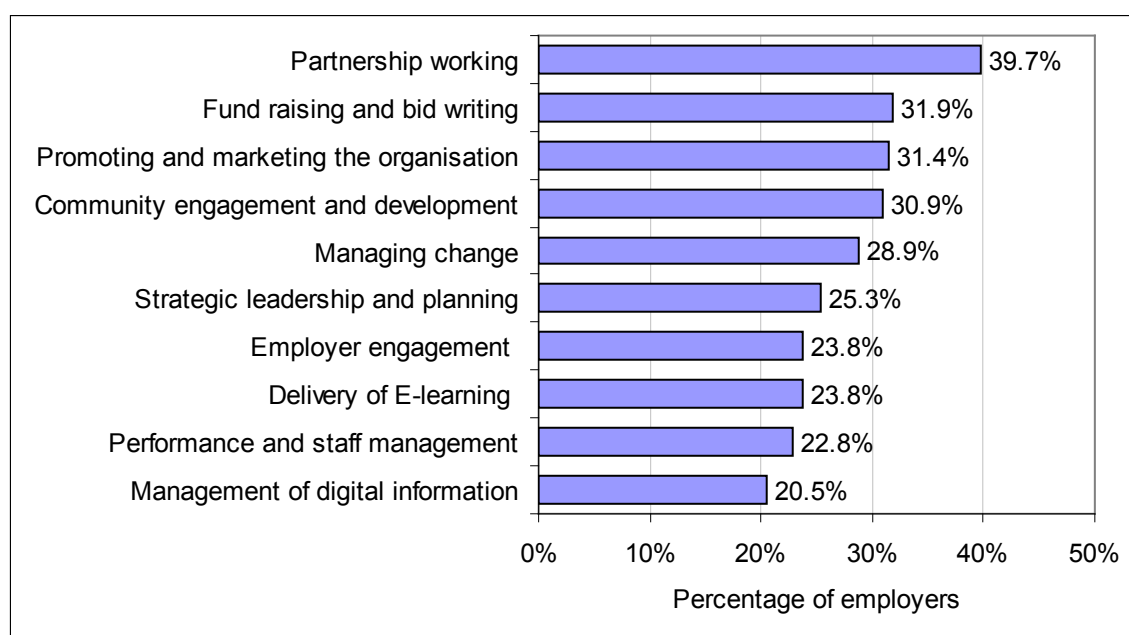
Between 2007 and 2017, lifelong learning staff in the following occupational groups are expected to fall in numbers across the UK and the four nations: administrative, skilled trades, sales, machine operatives, and elementary. The largest falls would be in administrative and elementary roles, particularly in Northern Ireland and Scotland.

Managers will rise at a consistent rate across the UK and the nations (12 to 15 per cent), with the exception of Wales, where the rate of increase is likely to be lower (six per cent). Professionals are also expected to increase in numbers until 2017, ranging from a nine per cent increase in Wales and England to a 16 per cent increase in Scotland. Although Scotland and Wales are expecting a slight fall in associate professionals (by one and three per cent, respectively), the other nations are expecting an increase (three per cent in England and six per cent in Northern Ireland).

## 7.2 Future skills

Employers in the lifelong learning sector that participated in the 2010 survey were asked about future skills needs. According to their responses, the top future skills needs are very similar to the skills gaps and include skills such as marketing, management and delivery of e-learning. These are highlighted in the diagram below:

### Future Skills



Source: Lifelong Learning UK 2010 SSA survey, base 395. (For example: 39.7 per cent of employers reported that “partnership working” was likely to be a future skills need.)

The following future skills were identified through various sources of primary and secondary research:

**Partnership working skills:** Given the reduction of public funding and the need to make economies of scale and use resources efficiently, collaborative, multi agency working is an essential way forward. 40 per cent of employers participating in the 2010 SSA survey cited partnership working as a future skill. In order to achieve this, there will be a need for skills of partnership working with multiple organisations. For example:

- In career guidance future skills required to bring about the “ideal future scenario” involve forging more sophisticated links with employers, along with greater linkages between statutory services and non-statutory services.
- FE employers in England have stressed the need for collaborative working as a response to the agenda dealing with young people in compulsory and post-compulsory education and training, as it spans organisations traditionally delineated as ‘youth’ and ‘adult’ service providers.
- With the closer relationships between FE, HE and local authorities, skills of partnership working will be required in the future.

- According to the *Archives in the 21st Century* (HM Government 2009), collaboration between, within or among organisations in England and Wales will allow scope for improvements in the quality of services provided. Examples of partnership working include collaborations with universities to support research and innovation; working together with the creative industries to develop new audiences for both sectors; or community archive partnerships with local authorities that can enrich outreach and audience development opportunities.

**Fundraising and bid writing skills** was reported as a future skills need by 32 per cent of employers in the 2010 SSA survey, similar to the percentage who reported this as a current skills gap. Again, this future skills need was a particular issue within the CLD and LAIS sectors which need to be ready to commission work by making a business case, while managing costs and finances.

**Promoting and marketing the organisation** was reported as a future skills need by 31 per cent of employers in the 2010 SSA survey. The data also suggests that these issues are predicted by a greater proportion of LAIS and career guidance providers than across the rest of the lifelong learning sector.

**Community engagement and development skills:** These skills, which were reported by 31 per cent of employers in the 2010 SSA survey, are seen as important future skills needs as Britain becomes more multi-cultural and communities take on more responsibility for determining service provision. For example in England, the National Archive's bid to Heritage Lottery Fund in 2009 mentions future skills relating to building relationships with the local community; identifying potential partners such as community groups; developing opportunities into partnerships and projects which benefit the community; managing volunteers; managing community relationships in the longer term to provide lasting benefits, and continuing impact for both sides of the partnership. Community engagement and development skills are also important for resolving employability issues and are vital for helping the long-term unemployed overcome the social barriers to employment. The 2010 SSA survey suggests that community engagement and development is a pertinent future skills need in the CLD and LAIS sectors.

The need to engage with communities will be intensified further as the UK becomes more and more multi-cultural. This will result in the need to engage with communities, customers and learners that are diverse in nature, be it their social, linguistic or technological diversity. For example, those that are providing information and guidance in order to signpost learners to advancement opportunities and preparing learners for the world of work may have to have an awareness of diverse cultures, as well as being able to do this work using traditional modes of information, advice and guidance, and using advanced e-technology.

It is vital that front line services in the lifelong learning sector are maintained through the current economic situation. In the future learning providers will have to continue to be responsive to the demands of learners, but also engage with employers to ensure that their provision is fit-for-purpose and meeting demand. Employer engagement as a future skills need was reported by 24 per cent of employers in the 2010 SSA survey.

**Delivery of e-learning skills and management of digital information:** The digital age means that the internet and e-technology are emerging as the preferred modes by which learning is delivered. In this context, the future will demand that individuals have the skills required for effective teaching and learning in a digital world. It is anticipated that changes in technology will impact across all areas of lifelong learning – from teaching and learning practices, including greater use of social media and virtual learning environments (VLEs) to enhance learning (Ofsted 2009), to the digitisation and preservation techniques of libraries and archives and information management needs and analysis (LLUK 2010a), as well as the use of interactive fora and VLEs to provide



information and guidance (TBR 2009). Over 36 per cent of employers participating in the 2010 SSA survey said that they would continuously update staff skills related to new technology in order to keep abreast of future skills needs.

To overcome the challenges presented by all these skills requirements, a vital future skills need relates to strategic leadership and planning (cited by 25 per cent of employers in the 2010 SSA survey). This requires skilled leaders who can ensure their workforce are producing high quality products by efficiently using limited resources; who can understand the current policy context, as well as plan for the future to ensure that their organisations remain competitive and in the forefront of their sectors.

### 7.3 Future Scenarios

In May 2010, soon after its formation, the Coalition Government spelled out the need for immediate action to cut Britain's record fiscal deficit, which has resulted in the reduction in the amount of Government funding across all public services, including the lifelong learning sector. The Government's intentions became clearer in the Comprehensive Spending Review in October. Whilst the impact of the spending reductions is just beginning to filter down to the level of individual departmental budgets and strategies, the decline in public funding projected over the next four years and beyond will inevitably accelerate the reform of the lifelong learning sector.

In order to identify some of the challenges resulting from these reductions and their implications for the future, Lifelong Learning UK convened an expert panel on future skills on 22 October 2010. Representatives from across the sector and the UK discussed a range of issues facing the lifelong learning sector.

The Expert Panel advocated for the creation of one overarching framework for the sector and agreed that the framework should include a number of elements:

- Core skills and competences for all those working in the lifelong learning sector in the UK
- Different learning delivery models to ensure individuals are able to undertake continuous professional development (CPD)
- Prior recognition of achievement to ensure those entering the sector do not have to join at entry level if they have relevant skills and experience
- No specialisms because it would dilute the qualifications
- Complemented by CPD and individual qualifications to ensure that people are able to have skills for their specific work

The panel believed that this framework would streamline standards to one common set of skills and competences, while providing individuals with more flexibility for career progression along multiple pathways, thereby increasing professionalism across the sector. The framework would allow for geographical and national differences to be incorporated in order to support different skills requirements, while allowing employers to plan for specific workforce development activity.

Although integration across the sector will drive future developments, each part of the sector will face specific challenges. Volunteers will begin to play a significant role in service delivery, while changes in the activities of providers will require strategic leadership to deliver meaningful learning experiences for an increasingly diverse learner community.

## Higher Education

Reductions in funding for higher education as indicated in the *Browne report* (BIS 2010a) will require higher education institutions (HEIs) to compete with each other to attract the best students. This will create an agenda within Higher Education for moving towards widening access and increasing participation. The move towards charging more for degrees will have impact on the learner population which may be offset by more outsourcing of delivery in partnership with FE colleges and other partners.

HEIs will have to work increasingly in partnership with government and business to provide a flexible and dynamic higher education system. HEIs competing for funding from elsewhere and delivering alternative provision in the workplace will create a demand for a different set of skills that will require a range of quality and innovative workforce professional development interventions to ensure that HE can deliver effectively to both learners and employers. Staff will need to be more customer-focused and the use of ICT will continue to increase.

## Further Education

FE colleges will need to provide a more flexible, demand led system which responds to the needs of employers and the wider economy. FE colleges may see mergers, increasing numbers of formal and loose partnerships, and a push towards bigger units and more shared back office services. Teachers, tutors and trainers will be required to increase their use of technology to deliver innovative learning solutions. Further enhancements to the new standards-based professional development framework will greatly assist this development. There will continue to be pressure to work with employers to ensure that education meets the demands of employment.

## Career Guidance

The next three years may prove to be the most challenging that the career guidance sector has faced, largely through the increasing demand for career guidance in a time of job losses and the implications of UK Government revision of funded programmes. The introduction of the new careers services will see an emphasis on providing more for less with a likely increase in the use of technology to give people basic guidance with less face to face work. There will be significant training needs relating to the introduction of the new service and a likely emphasis on quality standards, qualification and professionalism in order to develop a multi-skilled, fully flexible career guidance work force.

## Work Based Learning

The nations differ in their approaches to funded WBL, but as many providers operate cross-border, it is important that all parties understand the implications for the workforce across the different policy contexts and qualification requirements.

Work Based Learning will probably see a small decline in numbers over the next three years due to mergers to meet minimum level contract values. Providers will need to improve collaborative working skills, the use of ICT, formal learning input and make better use of assessments. There is also potential for a significant increase in apprenticeships.

## Libraries, Archives and Information Services

Libraries, Archives and Information Services may be affected by some closures.

However, the move to opening new facilities acting as both library and community centre will continue, as will efforts to expect more from a library in terms of delivering learning, careers advice and other services.

Libraries have a key role within the lifelong learning sector, including up-skilling those furthest from the labour market, playing a major role in building vibrant communities, and in underpinning formal and informal learning. Projections for workforce development needs include responding to changing user behaviour (e.g. online versus face-to-face services); accommodating the trend toward electronic publishing (ebooks); moving toward increased external project/contract management; entrepreneurial approaches to more business focussed service delivery, and management and governance structures evolving to encourage continued change and innovation.

## Community Learning and Development

Although the crucial role of Community Learning and Development has been recognised, the sector faces the challenge of being largely funded by local authorities who are themselves facing budget cuts, so funding cuts are anticipated.

Other organisations that rely on local authority funding for CLD provision, for example many organisations in the third sector are also likely to face cuts. Third sector employers will have increased demand for fundraising, grant writing and leadership and management skills. ICT skills will also be in high demand as communities increasingly use (and are even formed by) internet services.

The sector will have to work more closely with government and identify efficiencies through shared services, collaboration and possible mergers. The new National Occupational Standards in Community Development will provide a qualitative framework for this to take place.

## Lifelong Learning sector

The foundation of any economy is its working population. Education and skills at all levels are vital for economic growth and prosperity, and delivering skills development is a responsibility shared by Government, learning providers, employers and individuals.

These skills challenges cannot be addressed without having the best-trained teachers, tutors, trainers, assessors, managers and leaders in all parts of our lifelong learning system. They must be able to adapt to opportunities that digital and social media offer to effectively coach and mentor as well as teach, and to be committed to building professional development capability and employability skills for both themselves and their learners at all levels of the workforce.

Improved interfaces among the individual sectors within lifelong learning will be required in the future. There are already excellent examples of best practice involving sectors working together, and further work is needed to fully understand these convergences so potential opportunities for joint working can be identified.

The potential development of shared service agendas will drive collaborative development of traditional and digital learning materials supported by the use of social media. Shared back office services are anticipated to involve human resources, finance and other back office functions to protect front line services.

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Taken together, these points suggest a need for a more flexible workforce to enable learning providers to deliver the qualifications that the economy needs within the budgets available and with the right profile of staff. This requires a more flexible qualification framework with underpinning statutory regulations to support the development of transferable skills and inter-sector labour market mobility.

The shifting balance of who pays for learning will drive an increase in 'consumerism' with higher standards and lower costs being demanded. This change in focus will require significant changes in the necessary skills and competences within the sector. We anticipate increasing need for employer and learner engagement skills, including facilitation and coaching skills. Delivery of Learning through ICT will require enhanced teaching skills to use this medium and management skills to plan curriculums involving this medium. Evaluation of learning and measuring the impact of interventions will be an increasingly important skill, and the sector as whole will need to improve management skills, including bid writing, contract management, project management and people management.

# Section 8: Conclusions and Skills Priorities

Current research undertaken as part of this Sector Skills Assessment ascertains that the skills priorities for the UK in 2010 are:

**Collaboration, partnership working, including engagement with communities:** Public sector funding cuts, a multi-cultural Britain, and the Coalition's Big Society vision all highlight the need for collaborative working and the need for skills of partnership working with multiple organisations, with the third sector, and with communities so that organisations and people can collaborate at every level to ensure the most efficient use of resources and support social cohesion

**Skills relating to the utilisation of e-technology:** skills to deliver learning and information to a diverse audience by making use of e-technology, social media, VLEs etc. For teachers, this is the new world of digital pedagogy where staff have to learn to use new modes of e-teaching in order to access a vast number of learners who may be from diverse backgrounds and remotely based. Related to this, the demand for advanced ICT skills is also on the rise, with employers demanding that their staff possess knowledge of ICT in relation to web content and work with electronic media. The overarching need is for a workforce that is agile enough to learn how to make use of new technology in all learning delivery and support and all other lifelong learning provision including LAIS and career guidance.

**Management skills** relate to managing change in the current economic circumstances; managing contracts and projects; managing staff including volunteers; managing behaviour; managing a diverse set of customers – be it learners or people visiting a library, and managing the change into e-learning.

**Basic skills** of literacy and numeracy as well as ICT skills

**Welsh language** skills across Wales, as the percentage of the population that is bi-lingual increases, so will demand for Welsh language services.

**Transferable skills** so that the workforce can adapt to new and changing circumstances. This includes skills of communications, interpersonal skills, and ICT among others.

To achieve the above, a vital skills need relates to **strategic leadership and planning**. This requires skilled leaders who can plan and guide their organisations, their management staff and their whole workforce into a world where public funding is limited and the electronic media are far more advanced. Leaders who can think ahead and ensure their workforces are producing rich quality products by efficiently using limited resources. Leaders who can understand the current policy context as well as plan for the future to ensure that their organisations remain competitive and in the forefront of their sectors.

The skills priorities in the UK are similar to those identified in 2009 (LLUK 2010a), even though they have to be viewed in the changing economic and political climate.

## 8.1 Recommendations for employers in lifelong learning

The impact of these issues can be addressed by creating a landscape in which various approaches to skills development are facilitated, encouraged and valued. In order to achieve this, employers in the lifelong learning sector across the UK should:

- Continue to increase collaboration and partnership working to share effective practice and take advantage of economies of scale. The lifelong learning sector needs to improve relationships and interfaces among sectors to ensure that the sector really does operate as one system.
- Develop more short courses, bite-sized training and on-line access for learners, while continuing to ensure staff have the skills to deliver and support these new methods.
- Continue to improve the quality of methods of identifying staff training and development needs – National Occupational Standards can be useful here.
- Focus on continuing professional development, despite the current economic situation, in order to keep pace with change and prepare the lifelong learning workforce to support the skills needs of the rest of the workforce and drive economic recovery of the UK as a whole.
- Continue to embed equality and diversity into working policy and practice – a diverse workforce is better able to support the demands of an increasingly multicultural and diverse population.

## 8.2 Recommendation for stakeholders and policy makers in lifelong learning

The approaches to skills development above are vital to the continuous improvement of the skills levels and productivity of the lifelong learning workforce, and all sectors across the UK.

Stakeholders and policy makers should work with lifelong learning employers to ensure that the recommendations above can be implemented, even in the current economic situation.

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# Appendix A: Research Instrument - Topic Guide

## LIFELONG LEARNING UK SECTOR SKILLS ASSESSMENT 2010: GROUP TOPIC GUIDE and INTERVIEW SCHEDULE

**INTRODUCTION:** Lifelong Learning UK is carrying out our annual Sector Skills Assessment (SSA) to understand current and future skills needs and the drivers of skills demand in the lifelong learning sector.

The SSA identifies future skills priorities for the UK and each nation, including skills shortages and skills gaps, along with recommendations for addressing these issues. Findings from the research enable employers to focus their training and development activities to ensure best results for their organisations and the sector as a whole. The research data contributes to the UK-wide sector requirements and influences governments policies and programmes.

Information for this study is being collected in a variety of ways, including a survey and group discussions. This is a topic guide to be used in group or panel discussions that you are conducting. In every section, there are instructions for you, as the moderator of the group. For every question, please use the box to fill in the answers, providing as much detail as possible.

Please send the completed form to [SSA@lluk.org](mailto:SSA@lluk.org)

### SECTION 1: CURRENT DRIVERS OF SKILLS DEMAND

**NOTE TO GROUP MODERATOR/INTERVIEWER:** In this section, you will try to get an understanding of the current and recent performance and competitive position of the lifelong learning sector (and/or its constituents, where appropriate); the economic structure and condition of the sector; the factors driving this performance and position; and the implications on skills.

The factors that drive the need for skills are many - for example, legislation, demographic change, technology etc. You will try to ascertain what the drivers are that have and will have an impact on skills in the lifelong learning sector and its constituents, in each and every nation.

Please note that all the questions below relate to the specific nation and constituency that this group represents.

1. What are the current drivers of change? (Some examples are given in the table below – please tick the ones that apply)

<b>Political Change</b>	<b>Economic Change</b>
<input type="checkbox"/> Government structure (e.g. coalition)	<input type="checkbox"/> Globalisation
<input type="checkbox"/> Legislation e.g. Equality and Diversity	<input type="checkbox"/> EU funding status
<input type="checkbox"/> Regulation – both statutory (e.g. Health & Safety) and sector specific	<input type="checkbox"/> Economic priority sectors
<input type="checkbox"/> Devolution & Nation specific	<input type="checkbox"/> Current economic climate
<b>Market/Product Change</b>	<b>Social Change</b>
<input type="checkbox"/> Qualification reform	<input type="checkbox"/> Demography
<input type="checkbox"/> Learner Voice / consumer pressures	<input type="checkbox"/> Inward migration
<input type="checkbox"/> Quality drivers (e.g. self assessment)	<input type="checkbox"/> Multilingualism
<b>Technology</b>	<b>Environmental change</b>
<input type="checkbox"/> ILT and ICT within Lifelong Learning sector	<input type="checkbox"/> Sustainable development implications
<input type="checkbox"/> Pace of technological change in other sectors (e.g. dual professionalism);	<input type="checkbox"/> Low carbon economy drivers
<input type="checkbox"/> Level of learner skills v teacher skills	
<input type="checkbox"/> Anything else?	

2. How is the sector responding to the current change drivers?
3. Are these changes having any effect on the skills needed in your workforce? How? What kind of new skills are you requiring?
4. Are there any difficulties that organisations might face if they do not have these new skills in place? What are they?
5. How is this influencing the performance and competitiveness of the sector?

## SECTION 2: FUTURE SKILLS

**NOTE TO GROUP MODERATOR/INTERVIEWER:** In this section, you will try to get an understanding of the future skills that will be required of the sector in order to meet the changing needs of the sector. Think of the possible/likely future trends in the sector and try to anticipate the associated skill needs these may bring as well as the development needs in the sectors. These could be, for example, development of technological solutions or qualifications or maybe changing perceptions and values.

The main aim of this session is to produce a skills scenario for the future that is plausible and preferred. The preferred scenario or vision - should set out the ambition for the sector: the optimum skills mix needed in order to maximise future performance and competitiveness.

**Please note that all the questions below relate to the specific nation and constituency that this group represents.**

6. What are the future roles and skills needs for the sector? (Some examples are given in the table below – please tick the ones that apply)

<b>Collaborative working</b>	<b>ICT</b>
<input type="checkbox"/> Community engagement	<input type="checkbox"/> Advanced ICT user
<input type="checkbox"/> Community development	<input type="checkbox"/> Basic ICT skills
<input type="checkbox"/> Employer engagement	<input type="checkbox"/> Database building
<input type="checkbox"/> Promoting and marketing the organisation	<input type="checkbox"/> Delivery of E-learning
<input type="checkbox"/> Multi Agency working	<input type="checkbox"/> Management of digital information
<input type="checkbox"/> Negotiation	<input type="checkbox"/> New e-technology solutions e.g. twitter, social networking, learning hubs
<input type="checkbox"/> Networking	<input type="checkbox"/> Web management and web content
<input type="checkbox"/> Partnership working	
<b>Delivery and management of learning and information</b>	<b>Leadership and management</b>
<input type="checkbox"/> Assessing learning and learners	<input type="checkbox"/> Contract and project management
<input type="checkbox"/> Behaviour management	<input type="checkbox"/> Entrepreneurship and innovation
<input type="checkbox"/> Career advice, support and guidance	<input type="checkbox"/> Financial management and reporting
<input type="checkbox"/> Cataloguing and indexing	<input type="checkbox"/> Fund raising and bid writing
<input type="checkbox"/> Coaching	<input type="checkbox"/> Managing change
<input type="checkbox"/> Collection management	<input type="checkbox"/> Managing volunteers
<input type="checkbox"/> Conservation and preservation	<input type="checkbox"/> Performance and staff management
<input type="checkbox"/> Content and document management	<input type="checkbox"/> Recruitment and retention
<input type="checkbox"/> Delivery of learning or information in Welsh	<input type="checkbox"/> Strategic leadership and planning
<input type="checkbox"/> Effective laboratory management and safety	<input type="checkbox"/> Impact assessment
<input type="checkbox"/> Engaging with communities to achieve	<b>Welsh Medium (IF)</b>

reconciliation	<b>APPLICABLE/Bilingual Skills</b>
<input type="checkbox"/> Identifying/delivering to diverse learners/customers, including awareness of disability.	<input type="checkbox"/> Learning Delivery
<input type="checkbox"/> Supporting diverse learners/customers	<input type="checkbox"/> Learning Support
<input type="checkbox"/> Learning provision in community settings	<input type="checkbox"/> Careers Guidance
<input type="checkbox"/> Teaching learners aged 14-16	<input type="checkbox"/> ICT Skills
<input type="checkbox"/> Teaching, training and pedagogy	
<input type="checkbox"/> Working with groups and communities	
<b>Skills for life/basic/essential/key skills</b>	
<input type="checkbox"/> ESOL skills of staff	
<input type="checkbox"/> Literacy skills of staff	
<input type="checkbox"/> Numeracy skills of staff	
<input type="checkbox"/> Anything else?	

7. What are organisations doing to get these new skills/roles? Are there any strategies or solutions that are being used or are in development? (Some examples are given in the table below – please tick the ones that apply)

<input type="checkbox"/> Continuously update staff skills related to new technology
<input type="checkbox"/> Develop a future proofing framework (to help tackle skills issues)
<input type="checkbox"/> Develop expertise in recruiting migrant workers
<input type="checkbox"/> Develop new products and services
<input type="checkbox"/> Focus on key skills priorities for the organisation
<input type="checkbox"/> Introduce new technologies or equipment
<input type="checkbox"/> Introduce new working practices
<input type="checkbox"/> Keep up-to-date with and respond to new legislative and regulatory requirements
<input type="checkbox"/> Make decisions based on national and local intelligence
<input type="checkbox"/> Provide CPD to staff based on training needs analysis and training plans
<input type="checkbox"/> Respond to changing needs of the wider labour market
<input type="checkbox"/> Respond to competitive pressure
<input type="checkbox"/> Undertake effective job matching to ensure efficient use of highly skilled / qualified staff
<input type="checkbox"/> Anything else?

### ABOUT THE GROUP/INTERVIEW

1. When was the event/group/Interview undertaken?

2. What is the name of the event/group/Interviewee?

3. What area(s) of work does the event/group/Interviewee cover?

Tick all that apply.

- Career guidance
- Community learning and development
- Further education
- Higher education
- Libraries, archives and information services
- Work based learning

If necessary, please provide more information about the area of work covered by the event/group. For example, you may want to provide more information about the CLD sub-sector(s) covered or about cross sectoral coverage.

4. What geography does the event/group/Interviewee cover/represent?

Tick all that apply.

- England
- Northern Ireland
- Scotland
- Wales
- UK

5. If the event/group/Interviewee covers/is from a particular region(s) in England, please specify the region(s).

6. (For workshops/groups only): Can you please tell us how many organisations participated in this and list out the organisational names?

Number of participants:

Organisational names:

1.
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NOTE TO GROUP MODERATOR/INTERVIEWER: Thank you for conducting the group discussion or interview. Please send this form electronically to [SSA@iuk.org](mailto:SSA@iuk.org)

# Appendix B: Standard Industrial Classification (SIC) codes

All national data sources, such as the National Employer Skills Survey and Labour Force Survey use Standard Industrial Classification (SIC) codes, in order to classify the 'sectors' of each Sector Skills Council. For Lifelong Learning UK, the SIC codes are explained in the table below.

85.31	General secondary education	SIC 85.32 – “Technical and vocational secondary education” and SIC85.41 – “Post-secondary non-tertiary education” correspond to the further education sector, but this should also include an unknown proportion from SIC 85.31 – “General secondary education”.
85.32	Technical and vocational secondary education	
85.41	Post-secondary non-tertiary education	
85.42	Tertiary education	These two codes equate to the higher education sector.
	85.42/1 First-degree level tertiary education	
	85.42/2 Post-graduate level tertiary education	
85.59	Other education not elsewhere classified	SIC85.59 – ‘Other education not elsewhere classified’ corresponds to part of the CLD sector. However it does not include youth workers (Lifelong Learning UK’s research suggests that substantial numbers of volunteers and youth workers are overlooked by all SIC based surveys). This also includes some private WBL training providers. In reality, the CLD and WBL workforces are actually very distinct from each other
85.60	Educational support services	SIC 85.60 - “Educational support activities”. This is included in Lifelong Learning UK’s remit, but it is not clear which sectors the staff that are included work within.
91.01	Library and archive activities	SIC 91.01 – ‘Library and archives activities’ does not include records managers and some archivists as these information professionals can be embedded across the other SIC codes
	91.01/1 Library activities	
	91.01/2 Archives activities	

It is important to note that SIC codes do not completely equate to the entire lifelong learning sector workforce, with youth workers, career guidance and work based learning staff not specifically covered by any one SIC code. In the case of youth workers and career guidance professionals (neither of which are covered by a SIC code) we use Standard Occupational Classification (SOC) codes; namely SOC 32.31 – “Youth and community workers” and SOC 35.64 – “Careers advisors and vocational guidance specialists”. These occupational categories (when they are not already included in our SIC code total) are also included in our workforce estimates. Other gaps in the workforce data are filled using primary or secondary research to provide quantitative data or qualitative information for context. Such specific data sources are referred to in the main body of the text.



# Appendix C: Standard Occupational Classification (SOC) codes with examples from the lifelong learning sector

Main Occupation (based on SOC codes)	Examples within the lifelong learning sector
Managers, senior officials and managers in services	Senior management; CEOs; director level positions (including Chair of governors, principals, chancellors and vice chancellors); Chief or National librarians and archivists; financial managers; chartered secretaries; marketing and sales managers; heads of training; ICT managers; R&D managers; heads of departments
Professionals delivering lifelong learning.	All professionally qualified staff such as lecturers; teachers; tutors; trainers; practitioners; assessors and verifiers; professional youth and community workers; librarians; archivists; conservators; career guidance specialists and advisors
Associate professional and technical occupations	Education support staff; any technicians employed by colleges or universities – including lab, electrical, building, engineering technicians; information officers; IT user support technicians; youth and community workers; assistant librarians and archivists; buyers; marketing; care advisors ; personnel and industrial relations officers
Administrative and secretarial occupations	Accounts and wage clerks; book keepers; telephonists; library and archive assistants; general office assistants; stock control clerks; educational assistants; PAs; receptionists; typists
Skilled trade occupations	Electricians; computer engineers; cooks; buildings and estates maintenance
Personal service occupations	Caretakers; cleaning managers or supervisors
Sales and customer service occupations	Sales assistants; call centre staff; customer service staff or supervisors
Machine and transport operatives	Drivers
Elementary occupations	Cleaners; grounds staff; security staff (including janitors or caretakers); kitchen and catering assistants

# Appendix D: International OECD skills ranking

Low skills*			Intermediate skills*		
Country	Percentage qualified	Rank	Country	Percentage qualified	Rank
Czech Republic	9.5	1	Czech Republic	76.8	1
Japan	11.3	2	Slovak Republic	72.9	2
USA	12.1	3	Poland	67.6	3
Slovak Republic	13.0	4	Austria	62.6	4
Canada	13.4	5	Hungary	61.2	5
Poland	13.7	6	Germany	60.1	6
Switzerland	14.6	7	Switzerland	55.5	7
Sweden	15.4	8	Sweden	53.3	8
Germany	15.6	9	Japan	47.6	9
Finland	19.5	10	USA	47.6	10
Austria	19.9	11	Norway	44.7	11
Hungary	20.8	12	Finland	44.2	12
Norway	21.1	13	Denmark	43.3	13
Korea	22.1	14	Korea	43.3	14
Denmark	24.5	15	Netherlands	42.4	15
Netherlands	26.8	16	France	41.9	16
New Zealand	28.4	17	Luxembourg	39.2	17
<b>Scotland</b>	<b>28.4</b>	<b>n/a</b>	Italy	38.7	18
<b>England</b>	<b>31.1</b>	<b>n/a</b>	Canada	38.3	19
France	31.3	18	<b>Wales</b>	<b>38.0</b>	<b>n/a</b>
<b>UK</b>	<b>31.7</b>	<b>19</b>	Greece	36.9	20
Australia	31.8	20	<b>England</b>	<b>36.8</b>	<b>n/a</b>
<b>Wales</b>	<b>31.9</b>	<b>n/a</b>	<b>UK</b>	<b>36.5</b>	<b>21</b>
Belgium	32.0	21	Belgium	35.9	22
Ireland	32.4	22	Ireland	35.4	23
Luxembourg	34.3	23	<b>Scotland</b>	<b>35.4</b>	<b>n/a</b>
Iceland	35.5	24	<b>N. Ireland</b>	<b>34.9</b>	<b>n/a</b>
<b>N. Ireland</b>	<b>36.8</b>	<b>n/a</b>	Iceland	34.7	24
Greece	40.4	25	Australia	34.4	25
Italy	47.7	26	New Zealand	30.6	26
Spain	49.3	27	Spain	21.7	27
Mexico	66.7	28	Mexico	18.4	28
Turkey	71.3	29	Turkey	17.9	29
Portugal	72.5	30	Portugal	13.8	30

High skills*		
Country	Percentage qualified	Rank
Canada	48.3	1
Japan	41.0	2
New Zealand	41.0	3
USA	40.3	4
Finland	36.4	5
Scotland	36.2	n/a
Korea	34.6	6
Norway	34.2	7
Australia	33.7	8
Ireland	32.2	9
Denmark	32.2	10
Belgium	32.1	11
<b>England</b>	<b>32.1</b>	<b>n/a</b>
<b>UK</b>	<b>31.8</b>	<b>12</b>
Sweden	31.3	13
<b>Wales</b>	<b>30.1</b>	<b>n/a</b>
Netherlands	30.8	14
Switzerland	29.9	15
Iceland	29.8	16
Spain	29.0	17
<b>N. Ireland</b>	<b>28.3</b>	<b>n/a</b>
France	26.8	18
Luxembourg	26.5	19
Germany	24.3	20
Greece	22.7	21
Poland	18.7	22
Hungary	18.0	23
Austria	17.6	24
Mexico	14.9	25
Slovak Republic	14.1	26
Czech Republic	13.7	27
Portugal	13.7	28
Italy	13.6	29
Turkey	10.8	30

(Sources: OECD 2009 and Office for National Statistics. Table format from UKCES 2010)

Notes: Data relates to 2007. \*Definition of skills levels: High level skills refer to “tertiary-level education” or higher education, which is equivalent to QCF Level 4 8 and includes HND courses and degrees, including bachelor, masters and post-graduate degrees; Intermediate level skills refer to “upper secondary education” or equivalent and identifies the level of attainment (not necessarily reached while the individual was actually participating in secondary education). In the United Kingdom it means attainment of QCF Level 2-3, or a minimum of five GCSEs/SCSEs at grades A\* to C (or an equivalent vocational qualification such as S/NVQ2), up to A-levels or S/NVQ3; Low level skills refer to QCF Level 1 or equivalent.



Skills for Learning Professionals

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